



TEMPORARY WITHDRAWAL OF ELEMENTARY STUDENTS FROM THE CORE FRENCH PROGRAM

Responsibility:	<i>Superintendent, Student Achievement & Well-Being</i>
Legal References:	<i>Education Act; Reg. 298</i>
Related References:	<i>French as a Second Language: Core French, 1998, P.2</i> <i>IS-11-C Request for Accommodating a Student: Withdrawn from Core French</i>
Revisions:	<i>March 2016</i>
Reviewed:	<i>March 2016</i>

1. Preamble

- 1.1 The procedures that follow provide guidelines and expectations regarding the temporary withdrawal of an elementary student from the Core French program.

2. General

- 2.1 The Waterloo Region District School Board provides a Core French program of 37.5 minutes of instruction per day, beginning in Grade 1. It is part of the regular instructional day. All students are presumed to take part in this program. In exceptional circumstances, other arrangements may be made in the best interest of the student. This procedure intends to give direction to principals when making decisions with regards to the placement of a student in the Core French program.

3. Procedures

- 3.1 The Ministry of Education states:
- 3.1.1 "Core French is mandatory from Grades 4 to 8 for all students in English-language elementary schools. Policy and program requirements for elementary school core French programs dictate that students entering Grade 4 must receive French instruction in every year from Grade 4 to Grade 8, and must have accumulated a minimum of 600 hours of French instruction by the end of Grade 8. School boards have the authority to introduce Core French before Grade 4. Students should advance through an organized sequence of learning experiences that permits a steady growth of knowledge and skills. Once an instructional sequence has begun, the program must continue uninterrupted to Grade 8." (*French as a Second Language: Core French, 1998, P.2*)
- 3.1.2 Second-language learning in general is valuable for a number of reasons. Research confirms that knowledge of a second language strengthens first-language skills, and that the ability to speak two or more languages generally enhances problem-solving and reasoning skills, the capacity for creative thinking, and the ability to respect and understand other cultures. Second-language learning strengthens students' ability to communicate and participate effectively in the workplace and the global community. It also increases their ability to understand themselves and other people, and helps them to appreciate the power of words

and the many different uses of language.” (*French as a Second Language: Core French, 1998, P.2*)

- 3.2 Children coming to our Board in grades 1 through 3, with no previous instruction in French, should be retained in the program. The Ministry mandates French instruction in grade 4, but allows it in grade 1. If a student comes to our board from grade 4 or beyond, without any previous instruction in French, the student’s best interests should form the basis of the decision whether or not to be included in the Core French program. What the student will do during this portion of the day should also be considered in the decision-making process due to the implications with regards to programming, staffing and space.
- 3.3 In planning Core French programs for exceptional students, teachers must take into account the students’ strengths and needs, learning expectations, accommodations, and methods for reviewing progress as outlined in the IEP and/or IPRC’s statement of decision. It is important that teachers provide appropriate instruction, activities, and assignments, as well as resources, strategies, and settings that will help exceptional students achieve their learning expectations. Using the most appropriate methods and providing the most appropriate materials may involve making changes in the teaching approaches (i.e., differentiated instruction, use of high yield instructional tools, styles of presentation, methods of organization, use of technology and multimedia) and the curriculum content (i.e., amount of material covered, type of material used) that are normally used for most other students. Changes may also need to be made in some assessment and evaluation procedures. For example, exceptional students may need to be given additional time to complete assignments or tests, they may need to do tests orally or in other forms that are not written, and they may need more explanations about what is expected in a particular assignment or test than would normally be given.
- 3.4 The decision to temporarily withdraw a student from the Core French program must be made only after discussions have taken place between the teacher, the principal, the student’s parents/guardians and the student (if appropriate). If, after careful consideration, it is deemed in the best interest of the student that a temporary withdrawal from Core French is the most appropriate course of action then the following actions must be taken:
 - 3.4.1 The “Request For Accommodating a Student: Withdrawn from Core French” form indicating agreement or consent of temporary withdrawal will be included in the student’s OSR file, Documentation File, outlining a summary of the replacement option for the Core French program, which shall be signed by the principal and the parent(s)/guardian(s).
 - 3.4.2 This replacement program must be developed in consultation with the school principal, the teacher, the student’s parent(s)/guardian(s) and the student (if appropriate). Referral of the student’s case to the school’s Multidisciplinary Team (MDT) is suggested as a means to brainstorm appropriate replacement options. An appropriate replacement might include differentiated instruction within the classroom setting or withdrawal of the student for more individualized instruction.
 - 3.4.3 The replacement option must be reviewed annually and involve the stakeholders responsible for the initial decision to withdraw the student from the Core French program.
 - 3.4.4 As part of the annual review a revised “Request For Accommodating a Student: Withdrawn from Core French” form must be completed and filed in the Documentation File.
- 3.5 While considering the specific needs of each student, every effort shall be made to transition the student back into the Core French program, with appropriate supports.
- 3.6 The student’s record card showing accumulated hours of FSL instruction shall indicate the discontinuation of the program. In most cases this is likely done using the IPRC

process or as part of the IEP for students who have not been identified as exceptional by an IPRC.

- 3.7 The school principal will request the school secretary reflect the temporary withdrawal of the student from the Core French program in Trillium.