



ADMINISTRATIVE GUIDELINE

Title: Extended French

Effective Date: September 1, 2008

Responsibility: Superintendent of Program
and Schools

Revised: April 1, 2022

1.0 Rationale

- 1.1 The Near North District School Board is committed to providing Extended French programs through to Grade 12 in a fiscally responsible manner. These programs may be provided in an equitable way according to individual community needs and based on the criteria identified in #2.2.

2.0 Criteria to initiate or phase out programs:

- 2.1 All recommendations about Extended French program initiation, augmentation, phase out, or relocation shall be made in consultation with the Director, Supervisory Officers, and an Extended French committee. [see Section 4.1]
- 2.2 The criteria for determining Extended French program initiation, augmentation, phase out, or relocation shall include but not limited to the following:
- Availability of sites where space is available and is projected to remain available.
 - Accessibility of good traffic patterns to the site.
 - Community support and a demonstrated interest in enrolling are determined by community survey results.
 - Room or space to support the program.
 - Program and/or accommodation costs.
 - Location of elementary/secondary sites within reasonable distances of each other.
 - Equitable distribution of sites to meet regional and system needs.
 - At the secondary school level, staffing, enrollment and program organization where sufficient courses can be offered in French.
 - Other considerations when applicable such as outlined in the NNDSB Administrative guideline School openings, Closures and Consolidations (2021).
 - Information from other applicable and relevant sources.

3.0 Program models:

3.1 Extended French programs in the Near North District School Board will begin in Grade 5.

At the Elementary level, program hours for Extended French Immersion programs shall follow the (2013) The Ontario Curriculum, French as a Second Language, grades 1-8 (revised):

In an Extended French program, French must be the language of instruction for a minimum of 25 percent of the total instructional times at every grade level of the program. Extended French programs must include the study of French as a second language and the study of at least one other subject taught in French (p.16).

At the Secondary level, program hours for Extended French Immersion programs shall follow the (2014) Ontario Curriculum, French as a Second Language, grades 9-12:

Schools may grant a certificate in Extended French if the student has successfully completed the sequence of four courses in Extended French and a minimum of three courses in other subjects taught in French (p.15-16).

3.2 The Extended French program at the Junior/Intermediate level shall include a minimum number of hours as identified in the (2013) Ontario Curriculum, French as a Second Language grades 1-8 document. It is essential that these minimums be adhered to.

Extended French programs must provide a minimum of 1260 hours in French by the end of Grade 8 (p.15).

The Near North District School Board sets the following as the accepted standard:

EXTENDED FRENCH PROGRAM

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|-----------|---|-----------------|--------------|
| Gr. 5 6 | Minimum French instruction 180 minutes per day / 60% of the program | 3 hrs/ per day | 570 hrs/year |
| Gr. 7 & 8 | Minimum French instruction 150 minutes per day/ 50% of the program | 2.5 hrs per day | 475 hrs/year |
| 6HFRQDU | Minimum of 4 Extended French courses and 3 other courses taught in French | | |

At the Grade 5 and Grade 6 level, 60 minutes per day of English will be devoted to Mathematics instruction. The additional 60 minutes daily will be devoted to a combination of English Language Arts, and the remainder of the English allotment being filled depending on staffing and school-based decisions. Wherever possible, preference should be given to delivering Social Studies in French. School SO will be informed of school-based decision for final approval.

At the Grade 7 and Grade 8 level, 60 minutes per day of English will be devoted to Mathematics instruction. The additional 90 minutes daily will be devoted to a combination of English Language Arts, and the remainder of the English allotment being filled depending on staffing and school-based decisions. Wherever possible, preference should be given to delivering Histoire and Géographie in French. School SO will be informed of school-based decision for final approval.

4.0 Best Practice

4.1 When required, an Extended French Committee will be established to provide advice to the Senior Administration regarding the Extended French program and accommodation issues. The Extended French Committee shall consist of at least the following:

- 1 Supervisory Officer responsible for Extended French
- 1 Elementary Principal/Vice-Principal of an Extended French school
- 1 Secondary Principal/Vice-Principal of an Extended French school
- 1 Extended French elementary teacher at the junior level
- 1 Extended French elementary teacher at the intermediate level
- 1 Secondary Extended French teacher
- 1 Program Principal
- 1 FSL Program Coordinator

4.2 The Near North District School Board supports the enhancement of resources and technologies in Extended French programs.

4.3 The Near North District School Board supports on-going Extended French teacher professional development in student language acquisition, teaching methodology, and curriculum.

4.4 The Near North District School Board supports the development of a French language culture in all Extended French schools.

5.0 Needs of Students:

5.1 Students requiring special education assistance shall receive support through special education programming.

5.2 Transition and support resources will be available, if possible, for students who leave one French program to enter another French program.

5.3 Students with strong French competencies who wish to enter Extended French at a time other than Grade 5 must consult with the school administration.

6.0 District Marketing Strategies:

6.1 There will be an on-going marketing campaign to attract students to our Extended programs. The Information Officer for our Board along with the FSL Coordinator and Program Principal responsible for French as a Second Language will take a lead in this campaign.

7.0 Effective instructional practices include the following:

- An action-oriented approach:
“Action-oriented and communicative approaches to teaching FSL focus on meaning over form; emphasize meaningful interactive activities; centre on communicative language needs; and, when possible, highlight authentic tasks within the context of a classroom environment. While the communicative approach centres on communicating in the target langue, the action-oriented approach requires students to perform a task in a wider social context.” (p.31, Ontario curriculum policy document).
- Instruction and assessment are differentiated in response to student strengths, needs and prior learning.
- Learning, teaching and assessment relate to developing proficiency in listening, speaking, reading and writing.
- There is a focus on developing oral language skills as the foundation for developing proficiency in all strands.
- Students have multiple, daily opportunities to interact in French.
- Learning, teaching and assessment tasks in all strands are focused on authentic communication in French.
- Language conventions are contextualized within the learning and are determined by the social context of the action-oriented task.
- Learner autonomy and metacognition are promoted.
- Learning goals, co-constructed success criteria, and descriptive feedback is based on the knowledge, skills, concepts and processes from the Ontario curriculum.
- Students have frequent opportunities to reflect on and monitor their own learning (reflection on strengths, strategies, progress and achievement of goals).
- Learners’ plurilingual and pluricultural competences are valued and developed.

8.0 Teacher Qualifications

The additional qualifications for Extended French programs are FSL Part 1 and a French competency evaluation scoring a minimum of B2.