

**Christ the King French Immersion
Catholic Elementary School**

Language Policy

Version 1 (2023)

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SCHOOL LANGUAGE PHILOSOPHY

Christ the King French Immersion Catholic Elementary School complies with the philosophy and practices as outlined in the Language Curriculum document (2006) and the French as a Second Language Curriculum document (2013) created by the Ontario Ministry of Education.

The Ontario curriculum “recognizes that, today and in the future, students need to be critically literate in order to synthesize information, make informed decisions, communicate effectively, and thrive in an ever-changing global community. It is important that students be connected to the curriculum; that they see themselves in what is taught, how it is taught, and how it applies to the world at large. The curriculum recognizes that the needs of learners are diverse and helps all learners develop the knowledge, skills, and perspectives they need to become informed, productive, caring, responsible, and active citizens in their own communities and in the world.” (The Ontario Curriculum: French as a Second Language, 2013, p. 3)

At Christ the King French Immersion Catholic Elementary School, we believe that language development is fundamental as we promote English and French each and every day in all that we do. Every classroom teacher and support services teacher has their French Second Language qualifications and are fluent in both English and French. Our French Immersion program is structured in a unique way to develop the French language skills at school as early as possible as it is not the language spoken in any significant way either at home or in our immediate community.

- **Kindergarten - Grade 2** students receive French language instruction for the following subjects: Science, Social Studies, Math, Health and Physical Education, Arts and French Literacy along with many of our daily prayers. Subject matter taught using English language instruction consists of some Math strands, Religion and Family Life.
- **Grade 3 - Grade 6** students continue to receive French language instruction in Science, Social Studies, Health and Physical Education, Arts and French Literacy. However, beginning in Grade 3, our students begin receiving formal English Language curriculum along with the continuation of Math, Religion and Family Life being delivered in English.

Our entire staff encourage and promote language learning and growth outside of the classroom as much as inside the classroom. Staff encourages spontaneous conversations with the students during recess, extra-curricular activities and other periods of casual learning and interactions each and every day.

Christ the King French Immersion Catholic Elementary School promotes both official languages and the unique cultures they entail in a variety of ways. Our curriculum is embedded with exposure to a wide variety of cultures at the provincial, national and international levels. For example, Intercultural Awareness is an essential element of the French as a Second Language curriculum. In Grade 1, the focus is on local

French-speaking communities. In Grade 3, attention is given to the Franco-Ontario communities while in Grade 5 the spotlight is on Québec and Grade 6 incorporates French-speaking communities throughout Canada.

Our English Language curriculum expects us to provide learning materials whereby students can identify with themselves and are relatable to their own experiences.

“Students in Ontario come from a wide variety of backgrounds, each with his or her own set of perspectives, strengths, and needs. ... Reading activities should expose students to materials that reflect the diversity of Canadian and world cultures, including those of Aboriginal peoples.” (The Ontario Curriculum: Language, 2006, p. 5)

English Language Learners (ELL)

At Christ the King French Immersion Catholic Elementary School, we embrace the linguistic diversity of our school community. For our ELL learners, we offer English language learning support. The classroom teacher and the ELL teacher work together to plan reflectively for the needs of their ELL students. Support is provided through targeted small group instruction to assist our ELL learners in the areas of oral communication, reading and writing. Support is flexible and responsive to the changing needs of our ELL learners as they progress through their English language development.

When necessary, we use our School Board’s translation services to communicate with parents whose first language is neither English nor French. A SWIS (Settlement Worker In Schools) worker is used to communicate in the parent/guardian’s mother tongue to disseminate school community information.

Learning Support Services

There are many practices and interventions that are in place here at Christ the King French Immersion Catholic Elementary School to help support French and English language learning. We have access to many reading programs available in both languages that assist our students with their reading and can be used both at school and at home. Some of these programs include the following: *Lalilo*, *Littératout*, *Je lis, je lis, littératie!*, *Boukili*, *Raz Kids*, and *Lexia*. Furthermore, we have a bookroom with a wide variety of levelled books along with themed books that highlight and support the IB learner profile, books with special interest topics such as the environment in both languages, classroom libraries and a public library that many of our classes visit and is located one block away from our school.

Additionally, we have many programs and services in place to help support our students with special needs and their language learning. Some of these programs include the following; PALS in both French and English (*peer-assisted learning strategies: a phonics program*), remedial PALS for students who are below level and small group guided reading. Furthermore, we offer services through our school board’s speech and language pathologist as well as an educational audiologist to assist students with speech and hearing impairments.

Lastly, we have different types of testing that we administer such as *PM Benchmarks*, *CASI*, *GB+*, and *Maze* that assist us in discovering the capabilities of our students’ reading level. These allow us to identify and offer particular students

additional support as needed. Once we complete all of the necessary testing, we can then implement a more appropriate individualized plan for each student to ensure that they are successful in all areas of their learning.

As a fully inclusive school, our team also develops individualized education plans (IEP) for students with particular needs.

What Is an IEP?

An IEP is ...

- a written plan describing the special education program and/or services required by a particular student, based on a thorough assessment of the student's strengths and needs – that is, the strengths and needs that affect the student's ability to learn and to demonstrate learning;
- a record of the particular accommodations² needed to help the student achieve his or her learning expectations, given the student's identified learning strengths and needs;
- a working document that identifies learning expectations that are modified from the expectations for the age-appropriate grade level in a particular subject or course, as outlined in the Ministry of Education's curriculum policy documents;
- a working document that identifies alternative expectations, if required, in program areas not represented in the Ontario curriculum;
- a record of the specific knowledge and skills to be assessed and evaluated for the purpose of reporting student achievement of modified and/or alternative expectations;
- an accountability tool for the student, the student's parents, and everyone who has responsibilities under the plan for helping the student meet the stated goals and learning expectations as the student progresses through the Ontario curriculum.

2. Accommodations are supports or services that are not provided to the general student population but that are required by individual students with special needs to help them achieve learning expectations and demonstrate learning.

(The Individual Education Plan-Ontario, 2004, p. 6)

Our IEPs require consultation and collaboration with parents, teachers and staff who presently work with the student as well as teachers/staff who previously worked with the student, administrators and other specialists and professionals. The IEP is revised numerous times throughout each school year as we continually review program goals and adjust as needed.

SCHOOL LANGUAGE PROFILE

Christ the King Catholic Elementary School is located in Windsor, Ontario, Canada. The most recent census (2016) found that the population of Windsor is

approximately 217 000¹. Our community is very diverse as we welcome immigrants from all over the world. Statistics Canada identified nearly 60 000 (nearly 1 in 4) people living in Windsor are immigrants². This adds a very rich language element to our community. After English and French, the five languages most often spoken at home are arabic, italian, spanish, mandarin, and urdu³. “Windsor is the fourth most ethnically diverse city in Canada, with more than 170 ethnicities and 70 languages spoken.”⁴

Our Christ the King school community is a reflection of our city. While the majority of our students use English as their mother tongue at home, it is our endeavour in the upcoming school year to put together a school language audit regarding languages spoken at home and heritage/culture to help us celebrate our diversity.

INTERNATIONAL LANGUAGES PROGRAM



The Windsor-Essex Catholic District School Board embraces the diversity of cultures and languages of this area. The study of international languages is encouraged by our school board as part of our effort to maintain this cultural and linguistic diversity and to promote a truly multicultural society.

The individuals and groups within each cultural heritage bring to our Canadian mosaic unique and rich qualities, which enhance and promote mutual respect and understanding. The Windsor-Essex Catholic District School Board recognizes the right of each person “to choose to preserve or share aspects of one’s culture” within the Canadian context (as stated in the Canadian Multiculturalism Act, 1988).

The Ontario Ministry of Education and the Windsor-Essex Catholic District School Board recognize language as a “primary vehicle for cultural awareness, understanding and expression”. Our International Language Program “helps students to deepen their knowledge of the cultural context of the languages of study”.

The Benefits of Studying Languages

The opportunity to study a language other than English and French benefits students, our entire community and all of society in many tangible ways:

PERSONAL GROWTH

- expansion of views, openness to other cultures and bridging of communities
- development of social and communication skills to be used by students across all disciplines and in daily life

IDENTITY

- recognition and appreciation of cultural background
- effective communication with family
- emotional and psychological development and stability
- validation of students heritage

ENGLISH AS A SECOND LANGUAGE SUPPORT

- development of first language literacy aids second language acquisition
- natural transition into a new school and community; therefore, increase in self-esteem and confidence

EMPLOYMENT

- the ability to communicate in various languages is a valuable asset to most workplaces and is essential to businesses involved in trade and tourism
- preparation for employment in the age of globalization

Specific Objectives for International Languages Programs

The International Languages Programs are designed to enable the students to:

- listen to and understand the ideas and concepts of the language and express orally in that language their experiences, thoughts and feelings in a clear and confident manner;
- read, speak and write in that language with growing proficiency, clarity and sensitivity, through study, practice and communication;
- become familiar with and appreciate the value of the language, and the cultural contributions of the people through the study of the traditions, customs, social structures, history, geography and arts;
- appreciate the value of the right to learn and use a language of one's choice, and to appreciate and take pride in the Canadian tradition of recognizing, valuing, and incorporating social, cultural and linguistic diversity and
- develop the skills and attitudes that enable students to be involved in that culture's community and to perceive the links among various communities on local, national and global levels.

*This section about International Languages has been developed by the Windsor-Essex Catholic District School Board and is part of our school's mandate.

Our Christ the King French Immersion Language Policy has been developed with input from the PYP Coordinator, administration, LSST teachers, ESL/ELL teachers and will incorporate further staff and parent suggestions during our annual policy review by the end of each school year.

REFERENCES

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