



POLICY SECTION: Students
SUB-SECTION: Programs
POLICY NAME: International Languages **Elementary (ILE)** Program
POLICY NO: S.P.05

Date Approved:	Date of Next Review: January, 2025	Dates of Amendments: September, 1977; May, 1978; October 1986; January, 1995; November, 1996; July 9, 2001- Board; November 13, 2003- Board
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Appendix:

- **Appendix A: International Languages Elementary (ILE) Operating Procedures**

Purpose:

This policy provides the conditions by which International Languages Elementary (ILE) programming in Toronto Catholic District School Board (TCDSB) shall be governed.

Scope and Responsibility:

The policy extends to all elementary schools of the board. The Director of Education is responsible for this policy.

Alignment with Multi Year Strategic Plan (MYSP):

Living Our Catholic Values

Enhancing Public Confidence

Fostering Student Achievement and Well-Being



POLICY SECTION: Students
SUB-SECTION: Programs
POLICY NAME: International Languages **Elementary (ILE)** Program
POLICY NO: S.P.05

Policy:

The TCDSB shall establish International Languages Programs, where warranted,

1. On an extended school day basis; OR
2. On an after school and/or weekend basis;

subject to the following regulations

This policy provides the conditions that govern International Languages instruction in elementary schools of the Toronto Catholic District School Board. This policy further provides the conditions by which International Languages programs operate within the TCDSB, subject to Ministry of Education regulations and guidelines. It further establishes the criteria for the review of International Languages Elementary (ILE) programs. Notwithstanding anything outlined in this policy and related appendices, all ILE classes are subject to TCDSB and Ministry approval.

Regulations:

A. International Languages Elementary Integrated Day Program

1. **International Languages Elementary (ILE)** classes may be established upon the written request of a **Catholic School Parent Council** Catholic School Advisory Council, or the local school community, or upon the recommendation of the to the principal to the area superintendent of. **The request will then be forwarded by the principal to the school's superintendent, who will oversee the process, as outlined in the operating procedures of this policy.**

2. **Classes may be offered in an integrated day delivery model, where:**

- i. **the conditions in the operating procedures have been met;**
- ii. **the results of the survey of the parents of students in kindergarten to grade 7, indicate that 67% of the families in the school community with**



POLICY SECTION: Students
SUB-SECTION: Programs
POLICY NAME: International Languages **Elementary (ILE)** Program
POLICY NO: S.P.05

children in kindergarten to grade 7, are in favour of the ILE program to be delivered in an integrated day model beginning in the following school year; and

iii. approval of the Board of Trustees.

3. The viability of an existing International Languages Elementary (ILE) integrated day program shall be reviewed when a request for a survey has been received through the school principal from the Catholic School Parent Council (CSPC). Further, to establish the viability of the program, in addition to the steps outlined in the operating procedures, the following shall be considered:

- i. to remove/change an existing ILE program requires that 67% of the families, with children in kindergarten to grade 7, must be in favour; and**
- ii. if the survey concludes that the ILE program is to be removed/changed, a recommendation will be made to the Board of Trustees through the Director of Education.**

4. New International Languages Elementary (ILE) integrated day programs shall be established upon the written request from the school's Catholic School Parent Council to the principal, subject to the regulations outlined in this policy and its operating procedures, and shall be brought to the Board of Trustees for consideration upon the recommendation of the Director of Education. Factors that shall be considered in establishing new ILE integrated day programs will be:

- i. consultation with the school community to assess the desire to establish a new program;**
- ii. financial implications of implementing the program; and**
- iii. availability of staff to deliver the program.**



POLICY SECTION: Students
SUB-SECTION: Programs
POLICY NAME: International Languages **Elementary (ILE)** Program
POLICY NO: S.P.05

5. The participation of a student in an International Languages **Elementary (ILE) integrated day** program will be mandatory at a school that is offering ILE integrated day programs. Students with an **Individual Education Plan (IEP)** or English As A **as a Second Language (ESL) students will be accommodated however upon parental request** may be **considered for exemption** ~~exempted upon parental request~~. Parents must complete and sign the initial student registration form. 6-(b)) Provisions will be made for the learning activities for those exempted.

3. Types of Classes:

- a) ~~International languages classes shall be offered outside of the regular school hours of instruction.~~
- b) ~~Notwithstanding (a) above, classes shall be offered on an extended day basis in an integrated day delivery model, where the operating procedures process for adding the classes has been adhered to, and the results of the survey indicating that the parents of 67% of the students attending the school requested the classes in an extended school day basis an integrated day delivery model.~~

4. Viability of Existing Programs:

~~(a) Schools which currently offer the Extended Day Program may request through their CSAC that the Board consider conducting a survey of that local school community to determine the feasibility of their International Language Program. If as a result of the needs assessment, certain International Languages Programs or the International Language Program in the school is recommended to be reduced, a report will be submitted to Board on the impact the reduction would have on the jobs of the International Languages Instructors.~~

~~(b) Prior to surveying the local school community to determine parent support for an International Languages Program, the matter shall be fully discussed with the Catholic School Advisory Council. At such meeting the implications (pro and con)~~



POLICY SECTION:	Students
SUB-SECTION:	Programs
POLICY NAME:	International Languages <u>Elementary (ILE)</u> Program
POLICY NO:	S.P.05

~~for the students in implementing an extended day or outside of school hours program are to be reviewed.~~

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~~(c) Where the extended day program is considered viable for the following year, the International Languages Program may continue.~~

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~~(d) Where the extended day program is not viable for the following school year, the area superintendent of education and principal shall inform the local school community at a meeting, and an effort will be made to continue classes in an after school hours/weekend program.~~

B. ILE After-Hours Program

6. International Languages classes may be offered outside of the regular school hours of instruction.

7. An after-hours and/or weekend International Languages ILE class may be established where there are a minimum of 23 pre-registered students from any division (i.e., JK-SK; Primary (Grades 1-3); Junior (Grades 4-6); Intermediate (Grades 7-8)) in a given language, in accordance with the provisions outlined in the operating procedures of this policy, upon a written request to the International Languages Department.

8. The viability of an International Languages Elementary (ILE) after-hours class/center shall be reviewed when low enrolment levels create organizational or program delivery challenges. The following criteria shall be considered in determining the viability of an ILE after-hours center/class:

- i. an ILE after-hours program is considered viable if there are more than 23 registered students in each division, in each language, by November 30th ; and**



POLICY SECTION: Students
 SUB-SECTION: Programs
 POLICY NAME: International Languages **Elementary (ILE)**
 Program
 POLICY NO: S.P.05

ii. an ILE after-hours class is considered viable if there are a minimum of 23 registered students in the class by November 30th.

5.

~~(a) School communities will also be surveyed, upon request of their Catholic School Advisory Committees to determine if a new Extended Day program will be provided.~~

~~(b) All requests shall be forwarded through the principal and the area superintendent of education and processed through the Special Services Division.~~

9. A new International Languages Elementary (ILE) after-hours centre/class may be established upon a written request to the International Languages Department, subject to the regulations outlined in this policy and its operating procedures. Factors that shall be considered in establishing an ILE after-hours centre/class are:

- i. consultation with the school community to assess the desire to establish a new centre/class;**
- ii. financial implications of implementing the centre/class; and**
- iii. availability of staff to deliver the program.**

~~6. (a) In every school where an International Languages Program is to be offered on an extended day basis, the principal and the area superintendent of education will ensure that there will be a minimum of five hours instruction in addition to the International Languages Program.~~

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~~8. A fee of \$15.00 per year per student enrolled in the Extended Day program will be included in the budget of the program.~~



POLICY SECTION: Students
SUB-SECTION: Programs
POLICY NAME: International Languages **Elementary (ILE)** Program
POLICY NO: S.P.05

9**10**. Transportation to and from International Languages **Elementary (ILE)** programs is a parental responsibility.

4**011**. Regular full time classroom teachers may not be employed to teach an International Languages **Elementary (ILE)** program except after 6 p.m. on a school day and on days when the school is not in session.

44**12** International language instructors shall be hired according to the requirements for employment of the instructional staff of TCDSB.

Definitions

International Languages (Elementary) ILE Program:

An elementary program that applies to the learning of all languages, other than Canada's official languages.

Integrated ILE Delivery Model:

The International Language(s) determined through the results of the surveys, as per the operational procedures, that are delivered for 30 minutes, 4 times per week, within 300-minute instructional day.

ILE After-Hour Programs:

The International Languages(s), which are predominantly the Heritage Languages of the students and/or parents, that are delivered in 30, 2½ hour sessions, after-school or on the weekend.

Evaluation and Metrics:

The effectiveness of the policy will be determined by measuring the following:



POLICY SECTION: Students

SUB-SECTION: Programs

POLICY NAME: International Languages **Elementary (ILE)**
Program

POLICY NO: S.P.05

The Annual International Languages Elementary (ILE) Report will serve as an assessment of the ILE programs in supporting student achievement and well-being.