• All students are expected to complete homework. Younger students may be given reading and writing activities. Older students may be assigned subject area homework on a regular basis.
• Teachers welcome contact with parents both informally and at reporting times.
• As they get older, students are expected to take more responsibility for their own learning.
• Using someone else’s words and/or ideas as your own is called plagiarism. It is considered a serious offence to do so.
• Religion and family life education are a mandatory part of the Catholic curriculum.
• Physical education is part of the curriculum for both boys and girls.

How do I know how my child is doing in school?
• Your child will be assessed initially to determine his/her fluency in English.
• All students are assessed at regular intervals in all subject areas.
• Formal reports on student progress differ depending on the age of the learners.
• English language learners may not receive grades in the beginning steps of learning English; however, teachers supply written comments.
• When grades are given, please ask your child’s teacher to clarify them.

Contact information
• For more information, contact the TCDSB ELL Department at 416 222-8282, ext. 2726
• Visit the TCDSB ELL Department Website: https://www.tcdsb.org/ProgramsServices/SchoolProgramsK12/ESL/Pages/Default.aspx
• We would like to gratefully acknowledge the ESL Provincial Specialists’ Association of the British Columbia Teachers’ Federation as the creators of the original brochure at http://www.bctf.ca/parents.aspx?id=3666

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ESL/ELL Support (English As a Second Language/English Literacy Development) is an additional school service provided at many schools to enable children who are English language learners (ELLs) to succeed in the grade-level classroom. ESL/ELD teachers work with classroom teachers to help ELLs develop English language skills, cultural awareness, and learning strategies that they will need in order to work successfully within the Ontario curriculum.

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If students are to be successful academically, they need to learn a more sophisticated level of English which includes the language of subject areas (i.e., social studies, mathematics, and science). Learning academic English takes much longer than social language learning.

What is ESL/ELD support?

Depending on your local school, ESL/ELD support might be organized in one of three ways:
- Self-contained withdrawal of ELLs for ESL/ELD classes focused on English language instruction
- The support of an ELL teacher in the student's classroom
- Support for the homeroom teacher in adapting the curriculum

What is involved in learning an additional language?

Learning an additional language is more complicated and takes longer than many people think. It is much more than learning correct grammar and vocabulary. That is why it takes time to learn the English that is needed for academic success.

At the beginning, your child may:
- Listen only and speak little, if at all
- Use simple English when speaking with friends
- Read and write easy words only
- Copy simple sentence patterns
- May prefer to practice their English with friends

What kind of ESL support can I expect?

Depending on your local school, ESL/ELD support might be organized in one of three ways:
- Self-contained withdrawal of ELLs for ESL/ELD classes focused on English language instruction
- The support of an ELL teacher in the student's classroom
- Support for the homeroom teacher in adapting the curriculum

Success at the school level includes:
- Using subject vocabulary appropriately
- Reading content textbooks with understanding
- Being able to describe, classify, evaluate, and sequence information
- Understanding how to make choices or determine the principles of comparing and contrasting, cause and effect, etc.
- Being able to go beyond literal comprehension

Should I continue to use our first language with my child?

YES! There is much research to suggest that the more highly developed a student’s first language is, the more successful s/he can be in acquiring a second language.

Behaviours and Attitudes

Because language learning can be a long and complicated process, some students will find school life difficult. You may notice some or all of the following:
- The enthusiasm of the early months turns into frustration or anger
- Refusal to speak English or choosing to speak very little English
- Frequently feeling unwell or not wanting to go to school at all
- Rejection of their own language and culture
- Changes in behaviour both at home and at school
- Time with friends becomes more important than time with family

These behaviours and attitudes are fairly common and should disappear with time. If you are concerned about your child, speak with your child’s teachers at school.

How is school different in Ontario?

- Attendance at school is required from age 6 to 18
- Learning occurs in many different ways, including: playing games, singing, music, drama, art, working in groups, and students talking with other students
- Leaving the school for learning experiences (field trips) is seen as an important part of schooling
- Memorization is less frequently used as a way of learning

These are examples of social language learning!