



École Secondaire LAURIER MACDONALD High School
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Laurier Macdonald High School Language Policy

Philosophy

At Laurier Macdonald High School, we believe that learning multiple languages is not only personally enriching but also contributes to the cultural and social development of our community and society as a whole.

In Québec, students learn in either French or English as their primary language of instruction, and the second language is studied as a core component of the curriculum. Additionally, Laurier Macdonald High School offers opportunities to study a third language, thereby broadening students' linguistic proficiency and cultural understanding.

Language is central to learning and communication. Through the development of language, students gain a deeper understanding of global citizenship and the IB Learner Profile attributes. Learning additional languages—while honoring and supporting one's mother tongue—fosters international-mindedness, cultural awareness, and a strong sense of identity and belonging. We believe that all members of the school community—students, teachers, staff, and families—share the responsibility of promoting and supporting language development. It is our collective goal to ensure that language learning is appreciated, accessible, and encouraged across all areas of school life.

Context

Laurier Macdonald High School is a public English-language institution located in the province of Québec, where French is the official language. The school serves approximately 600 students from Secondary I to Secondary V (Grades 7 to 11).

Our student population reflects a rich diversity of ethnic and cultural backgrounds, with a majority of European heritage. Over 90% of students were born in Québec and speak English as their first language. Approximately 5% speak French as a first language, while others speak Vietnamese, Arabic, Italian, or Spanish at home.

Under Québec's Charter of the French Language, students must possess a Certificate of Eligibility to attend an English-language school. Eligibility is determined by criteria outlined in Sections 73, 76, 76.1, and 86.1 of the Charter, as detailed by the Ministère de l'Éducation du Québec.

A certificate of eligibility is generally issued to children:

- Whose parents attended an English school in Québec after August 26, 1977, and could have been declared eligible for English instruction at that time;

- Who have received the majority of their elementary or secondary education in English in Canada (outside of Quebec);
- Whose siblings or parents completed the majority of their schooling in English in Canada;
- Or qualifies under special or temporary authorization.

Languages Offered at Laurier Macdonald High School

Language of Instruction:

English is the primary language of instruction. However, French language instruction is mandatory for all students in order to meet the requirements of the Québec High School Leaving Diploma. Students follow either a Basic or Enriched French path, depending on their program.

All MYP students are required to take more subject-based courses in French. In addition, students in MYP Years 1–3 also study Spanish as a third language, further supporting multilingualism and intercultural understanding.

Core Program (Non-MYP)

Students in the Core Program receive instruction in English for all subjects, except for French, which is studied as a second language.

IBMYP Program

Language and Literature (English):

- MYP Years 1–5 students study English as their Language and Literature course.
- The course aligns with the Secondary English Language Arts Program (SELA) of the Québec Education Program (QEP) and the MYP Language and Literature framework.
- Additional enrichment is provided as per SÉBIQ requirements.
- English classes are taught for 75 minutes, six times per nine-day cycle.

Language Acquisition (French):

- MYP Years 1–5 students follow the Enriched French as a Second Language program, aligned with the QEP Enriched French Second Language curriculum and the MYP Language Acquisition objectives.
- Further enrichment is included as mandated by SÉBIQ.
- French classes are taught for 75 minutes, six times per nine-day cycle.

Third Language (Spanish):

- All MYP students study Spanish from Years 1 to 3.
- The course follows the MYP Language Acquisition objectives and the QEP Spanish program.
- Instruction time:
 - Y1–2: 75 minutes, twice per nine-day cycle (emergent level)
 - Y3: 75 minutes, four times per nine-day cycle

Content Courses in French:

- MYP Years 1–2: Histoire et Géographie are taught in French.
- MYP Year 3: Histoire is taught in French.
- MYP Year 4: Histoire remains the only content subject taught in French.
- MYP Year 5: All content subjects are taught in English.

All language courses (English, French, and Spanish) are designed to meet both MYP and QEP learning objectives, with assessments reflecting both frameworks.

Support for Student Learning

Laurier Macdonald High School provides multiple supports to ensure student success in language learning.

Support structures include:

- Classroom teacher differentiation and feedback
- English Language Arts and French as a Second Language communities
- Access to LEARN online tutoring and School Board pedagogical consultants
- Extra tutoring opportunities, particularly for students experiencing difficulties in French
- Peer tutoring programs organized by guidance counselors and language teachers
- Use of technology tools, including Rosetta Stone software and assistive technology
- Visits to public and school libraries
- Cultural activities, field trips, and language-based events
- Access to novels and resources in multiple languages in the school library

We believe that language learning is integral to all aspects of education. Every teacher, regardless of subject area, is a language teacher. Through language, students develop their capacity to think critically, express ideas clearly, and engage with the world from multiple perspectives.

Learning additional languages promotes open-mindedness, empathy, and intercultural understanding—core values of the IB Learner Profile. It also nurtures personal growth, supports emotional well-being, and strengthens cultural identity.

References

- Charter of the French Language – <https://www.legisquebec.gouv.qc.ca/en/document/cs/c-11>
- Ministère de l'Éducation du Québec – <https://www.education.gouv.qc.ca/en/home>
- Québec Education Program (QEP) – <https://cdn-contenu.quebec.ca/cdn-contenu/education/pfeq/secondaire/PFEQ-secondaire-premier-cycle-AN.pdf>
- International Baccalaureate Organization – www.ibo.org

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