

## **Korah C&VS Language Policy (updated 2020)**

Korah Collegiate operates within the Algoma District School Board (ADSB); it is an English Public board and the official language of instruction and correspondence is English. It is the policy of the ADSB that all communication, publications and documents will be free of language which promotes stereotyping, unequal treatment of, or the exclusion of any individual or group. All teachers are considered to be teachers of English language learners and Korah Collegiate, like all schools in the Algoma District School Board, supports Ontario's vision of the English language learner, which recognizes that "English Language Learners (ELLs) come with many assets and skills and will: learn English at the same time as the Ontario curriculum; see themselves in the learning environment; feel that their culture and language are valued; have confidence to express their opinion and know they have a voice; meet high expectations when they are involved in setting goals (with appropriate supports); and have opportunities to choose pathways that honour their strengths and interests." All teachers are teachers of ELLs and support this student population, regardless of the student's pathway, including those students who choose to study Enhanced Learning and the IB Diploma Programme.

Korah Collegiate and the ADSB are committed to reaching students from a variety of cultural, linguistic and social backgrounds. Within the school, classes are provided in French (beginner), and French core (grade 9-12). The ADSB provides support in many other languages by providing sites for international language courses offered as evening or weekend courses, with continuous enrolment.

Support for English language learners (ELLs) is aligned with Ontario's Ministry of Education Policy and ADSB protocols and procedures, as well as those of IBO. All ELLs, regardless of level of proficiency are asked to participate in an initial assessment of their language skills and are placed upon STEP (Steps to English Proficiency) as a result of the outcome of that assessment. The assessment also helps determine appropriate placement in English credits. Students who require ESL and ELD credit classes prior to entering grade-level English classes are provided this opportunity. Additionally, ELLs are entitled to accommodations and, when necessary, modifications to content area to meet their language acquisition needs as they acquire the English language. Support for teachers who are instructing ELLs occurs through professional learning opportunities, board supported resources and documents (i.e. Record of Accommodations and Modifications) and the ELL Special Assignment Teacher. As necessary, the ELL Special Assignment Teacher helps to arrange transition meetings with student, parents, administrator and IB Coordinator (ensuring voice conferencing with translator as required) to communicate, collaborate, and evaluate student goals, progress, and pathway options. ELL students earn credit but may take several preliminary courses (ELD10) consecutively to acquire level of language conversant in academic level of English language before proceeding to next level of academic study.

Every student enrolled in grade 9 throughout Algoma District, will take a grade 9 French credit unless it is deemed inadvisable due to a language impairment as identified in a student's IEP (individual education plan). In this case, it is up to the discretion of the principal to substitute this required course for one which is more suitable and appropriate. Often this is a Learning Strategies Course.

When a student is enrolled in the IB Diploma Programme, if English is not the mother tongue, a plan is developed for the student that identifies English language requirements for success in all the subject areas. Remediation and tutoring in English, as well as help from our SERT (special education resource teacher) and potentially a scheduled resource period, may be part of an individual student's plan.

A student with no French language background that enters the IB Diploma programme meets with the IB Coordinator, Guidance staff and Language teachers to develop a plan to complete *ab initio* French. These

students may include students who chose to study Ojibwe language, if it was available in their elementary school, instead of French. While other schools in the ADSB offer high school Ojibwe courses, Korah does not. Students with no French language background are integrated into a French SL classroom in year 1 but are enrolled in an online *ab initio* French class via Pamoja with coordinator as the site-based supervisor and liaison. Students enrolled in *ab initio* online courses have drop-in access to Korah's French teachers, as all French students do, during scheduled lunch hour teacher mentorship periods. Rosetta Stone is also a resource used during their instruction and tutorial time. In May and June of Year 1, after their peer group completes their French exams (our students finish French in Year 1), additional one-on-one instruction is available. In Year 2, lunch hour tutorials are still accessed, and in second semester, students may be scheduled into another French class as deemed necessary by the committee; this allows time for students to work on their online Pamoja French course. Korah C&VS will facilitate IB DP students who may wish to take a different language B other than French or French *ab initio*, e.g. Spanish *ab initio*; however, the student is responsible for financing this choice.

This policy was developed by a committee that is made up of administration, guidance staff and teachers, as well as the ADSB ELL (English Language Learners) Special Assignment Teacher. Policy was reviewed by parent representatives. This policy is communicated yearly with staff in the Korah staff manual and the policy is reviewed on an annual basis by a committee with members of administration, parents, students and teaching staff.

Sources:

Algoma District School Board Policy Manual; Section 6, 6.29, Inclusionary Language.

The Vision of the English Language Learner. Ministry of Education. Ontario.

IBO Diploma Programme: From principles into practice

Guidelines for developing a school language policy