



Lo-Ellen Park Secondary School



Language Policy

Language is used to construct and express knowledge in every discipline and therefore we believe that all teachers are teachers of language. Language is taught explicitly and implicitly in every class. The study of language provides an opportunity for learners to better understand and respect other cultures, promotes communication skills necessary for life after high school and beyond, and contributes to the building of personal and cultural identity.

Lo-Ellen Park Secondary operates within the Rainbow District School Board (RDSB); it is an English Public board and the official language of instruction and correspondence is English. It is the policy of the RDSB 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 Lo-Ellen Park Secondary, like all schools in the Rainbow 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 the IB Diploma Programme.

The International Baccalaureate Diploma Programme believes language is integral to exploring and sustaining personal development, cultural identity and intercultural understanding. It is the main tool for building our knowledge of the universe and our place in it. Language then, is central to learning (Learning in Language other than Mother Tongues in IB Programmes). Many of our students come from or have family in other parts of the world. The mobility of our students means that many are learning in a language that is not their mother tongue. As many of our students' families have chosen to come to Canada, acquiring proficiency in both of Canada's official languages is a priority for them. Language acquisition is central in the IB Diploma Programme and by offering French as our second language we are providing all students access to both of Canada's official languages.

Every student enrolled in grade 9 throughout RDSB, 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.

To earn an Ontario Secondary School Diploma, students must complete a literacy requirement through a test administered by the Education Quality and Accountability Office (EQAO) or the Ontario Literacy Course. Typically, students write the Ontario Secondary School Literacy Test (OSSLT) in their Grade 10 year to fulfill this requirement. Students in their Grade 10 classes, including those who are enrolled in Lo-Ellen Park Secondary School's IB Prep Programme, English Language Learners, and students with learning needs, participate in preparatory activities prior to the test to support the successful completion of the test. Additionally, students may elect to take a literacy skills course to build comfort and confidence with the nature of this assessment. Students with learning needs, and English Language Learners, are provided accommodations when writing the OSSLT based on the regulations set out by EQAO. If it is determined that students do not have the English language skills necessary to pass the test in Grade 10, they can be deferred and write the test the following year after receiving further literacy support.

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. Our ELL support teacher will also meet with the student at least once a week at a regularly scheduled time until deemed no longer needed.

Lo-Ellen Park Secondary follows the Ontario Curriculum and policies for English Language Learners. English as a Second Language courses are offered at various levels of instruction. As students progress through the courses, they develop their proficiency in English reading, writing, and oral communication. In the earliest stages of language instruction, students are often supported in their mother tongue language by peers and staff and through online translation programs. Students are coached to use the English language to become as proficient and fluent as possible in an effort to support their academic goals. At the same time, students are also encouraged to support each other academically and socially in their mother tongue. A student ambassador is assigned to the ELL student upon entering Lo-Ellen Park Secondary to assist with translation and support. The continued development of mother tongue proficiency is crucial for maintaining cultural identity. A healthy respect for the students' own culture and the culture of others is of paramount importance to Lo-Ellen Park Secondary. The Rainbow District School Board offers opportunities for students to continue to advance their language skills in their mother tongue or to

learn another language through a variety of International Languages Programs open to students from Kindergarten to Grade 12.

Support for English language learners (ELLs) is aligned with Ontario's Ministry of Education Policy and RDSB protocols and procedures, as well as those of IBO (IB Schools of Ontario). 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 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 - ROAM) 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 or ELS10) consecutively to acquire a level of language that is needed in English before proceeding to the next level of academic study.

Essential Agreements about Teaching Language

1. Language is essential to learning. We recognize and promote the teaching of language across the curriculum. Teachers emphasize the importance of oral and written communication in all subject areas.
2. All students are supported in their pursuit of mastering language. The Special Education department at Lo-Ellen Park Secondary is instrumental in assisting and supporting students with language. Through instruction, IEP's, technology (Lexia and Google Read and Write) and effective communication among stakeholders, learners are supported through the Special Education program.
3. Lo-Ellen Park Secondary has a multicultural learning environment. Some students have acquired English as a second language as it may not be the language used in the home. Learners who are not studying in their mother-tongue are supported through teacher support, through the Lo-Ellen Park Secondary Writing Center, the OSSLC if needed (Literacy Course), and when resources allow, an ESL class. They also have free access and are encouraged to use Google Read and Write, Lexia, translation technology, dual language dictionaries and peer tutoring.

4. Spanish is another language option within the Modern Language Department. Lo-Ellen Park Secondary and The Modern Languages Department offer many enriching opportunities for students through board and city-wide events and cultural excursions.
5. With the International Baccalaureate Diploma programme students study French as their second language. If a student has received no formal instruction in French, they may study the language ab initio with the French Language B teacher. We recommend they take Grade 9 core French in Semester 1 and then take ab initio in semester two of Year 1. In Year 2, they would take ab initio semester 1 and if needed could take Grade 10 core French in semester two and write their exam.
6. At Lo-Ellen Park Secondary 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.
7. Throughout their studies, students read and interpret a broad variety of texts reflecting a variety of time periods and cultures. Students also express themselves through a variety of appropriate genres and levels of language.
8. Students are encouraged to value their own native language and the native language of others. Sharing and celebrating language is encouraged in the classroom and in the larger school community.
9. Students use technology and multimedia resources to support the development of their language skills and to express themselves orally and in writing.
10. Students are encouraged to develop language through the Arts. Visual art, music and drama allow students to apply language skills in new and contextualized ways.
11. Students are encouraged to consider how language influences their learning and the way they interact with others in their classrooms, community and on a global scale. Comprehension, interpretation, evaluation and response to all texts, including media, will assist students in navigating through an increasingly complex information age.
12. Learners with English Language Learning needs will be supported by ELL teachers and within their classroom environment.
13. The head of Literacy and the head of Student Success implement Lexia Rapid Assessments for Grade 9 and Grade 10 students to help identify students with literacy needs. Every year, the entire school staff will look at literacy data (Lexia and practice literacy test) and identify

our students at risk of not passing their Ontario Literacy Test in Grade 10. Strategies for students will be created by the teachers and by departments, the head of Literacy will provide further support via one-on-one teaching and registering students in a literacy course if needed.

14. A valuable resource that students and parents can access for free to further develop their English language skills created by the RDSB is the Virtual Library:

<https://virtuallibrary.rainbowschools.ca/>

As well as a Summer Literacy course and a [Youth Summer Camp](#). All Lo-Ellen Park Secondary students have free access to Google Read and Write and Lexia. The Head of Literacy can also provide further resources based on the student's individual needs.

15. Resources that students and parents can access to further develop their French language skills are the FSL Homework Toolbox created by the RDSB:

<https://www.fslhomeworktoolbox.ca>

As well as the following sites:

www.onf.ca/jeunesse

www.auxpetitesmains.net

www.momes.net

www.tfou.fr

<https://www.idello.org/en>

<https://www.tv5monde.com/>

Sources:

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

<https://www.edu.gov.on.ca/eng/document/esleldprograms/esleldprograms.pdf>

<https://www.edu.gov.on.ca/eng/document/esleldprograms/guide.pdf>

<https://www.edu.gov.on.ca/eng/curriculum/secondary/esl912currb.pdf>

IBO Diploma Programme: From principles into practice

Guidelines for developing a school language policy.

Korah C&VS. Language Policy, 2020.

Revised: February 8th, 2023

By: Pamela Potvin- Head of School

Julie Wuorinen- IB Coordinator

Joanne Boudreau- Student Success
Coordinator

Alison Gomm- Head of Literacy

Anne Fraser- ELL teacher