



Korah Collegiate & Vocational School Language Policy



Reviewed: January 2026

Philosophy and background:

Korah Collegiate operates within the Algoma District School Board (ADSB); it is an English public school board and the official language of instruction and correspondence is English; however, Canada has two official languages, English and French. 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 language and literacy and Korah Collegiate, like all schools in Ontario, follow the principle that “all students, including English language learners, are expected to meet the rigorous challenges of the Ontario curriculum. Effective language and literacy instruction begins with the needs of the learner clearly in mind, and all teachers – across all content areas – are teachers of both language and literacy.” The

The IBO’s philosophy regarding language learning is based on the belief that multilingualism is required for global understanding, intercultural respect, and communication. In Korah’s IB Diploma Programme, the Group 1 language is English, and French is the Group 2 language acquisition offering since the majority of our students have taken studies in core French in their K-8 programs. “The ability to speak both of Canada’s official languages helps prepare students for their role as active and engaged citizens in today’s bilingual and multicultural Canada. Moreover, the language learning strategies that students develop in the FSL program can contribute to an interest in learning languages throughout their lives and provide them with the skills to do so.” Every student enrolled in grade 9 throughout Algoma District, will take a language 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. It is important to note that learning

Multilingual Language Learners (MLLs):

The ADSB has shifted its language from English Learner (ELL) to Multilingual Language Learner (MLL) to “honour students’ multilingual repertoires as carriers of ancestry, identity, pride, and cultural values that enrich learning in schools”. A MLL is a student who is in the process of learning English as an additional language, while at the same time acknowledging their culture and diverse language skills. Some of our students’ families have chosen to move to Canada, and to our city, from other countries. We recognize that they are learning in a language that is often not their home language and that language acquisition is a priority for them. The ADSB is committed to supporting students from a variety of cultural, linguistic and social backgrounds. All multilingual language learners (MLLs), regardless of level of proficiency, are asked to participate in an initial assessment of their language skills and are placed in a STEP (Steps to English Proficiency) level based on the outcome of that assessment. The assessment also helps determine appropriate placement in English courses. Students who require English as a Second Language (ESL) and English Literacy Development (ELD) credit classes prior to entering grade-level English classes are provided this opportunity at schools within the ADSB.

Additionally, MLLs 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 MLLs occurs through professional learning opportunities, board supported resources and documents (i.e. Record of Accommodations and Modifications - ROAM) and the MLL Coordinator. The MLL Coordinator at the board helps to arrange transition meetings (with parents, students, and interpreters as required) to communicate, collaborate, and evaluate student goals, progress, and pathway options. If applicable, students' English language proficiency is formally assessed using a standardized language test to obtain a benchmark level. This is also done in a timely manner to request access arrangements for IB authorization (if required).

Ontario Secondary School Literacy (OSSLT) requirements:

Students in grade 10 (including those students in Korah's Enhanced Learning Programme) across Ontario prepare for the Ontario Secondary School Literacy Test (OSSLT), a graduation requirement test administered by the EQAO (Education Quality and Accountability Office). All classroom teachers at Korah engage in preparation activities prior to the test. Testing accommodation is provided based on the EQAO regulations. Students can be deferred until they are ready to take the test or have a chance to re-take it in a future session if unsuccessful the first time. Literacy support is provided by classroom teachers, the SERT, and special assignment teachers in the school. Students also have an opportunity to earn a credit in the Ontario Secondary School Literacy Course (OSSLC) to further support their English language proficiency. Further support for MLLs is available from all classroom teachers, the SERT, use of assistive technology, translation dictionaries, and via peer tutoring.

IB language acquisition for Diploma Programme students:

A student with little to no French language background who enters the IB Diploma Programme meets with the IB Coordinator, guidance staff and language teachers to develop a plan to complete a French *ab initio* course. This may include MLL students, students newly arrived to Canada, or those who chose to study Ojibwe language in elementary school. Korah Collegiate will support these students through the Group 2 language acquisition course of study. Students are enrolled in an online *ab initio* French class via Pamoja with the IB 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. In May and June of Year 1, after their peer group completes their anticipated 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 teachers and coordinator; 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.

How language skills and multilingualism are fostered:

Ways in which language skills are respected and promoted in the classroom and throughout the DP curriculum:

- Assessment tasks are varied, and students use a variety of digital and multimedia technology tools to express their ideas (for both oral and written communication).

- Teachings in the theory of knowledge course explore how... (ASK Kelly)
- Students are encouraged to celebrate their cultural diversity and their multilingualism in the classroom is valued.
- Use of differentiated instruction to support MLLs, for example, use of accommodations that utilize students' background knowledge in their first language
- Access to digital platforms is provided within the ADSB to assist with language development (ex. Microsoft Immersive Reader, Goggle Read & Write, translation dictionaries).
- Students can draw upon their multilingualism to support development in language acquisition classes (ex. use of Spanish as a home language to foster French language skills).
- The types of texts studied in the programme are diverse and varied, representing a variety of cultures and experiences. This "recognizes students' various cultural and linguistic identities as critical resources in language and literacy instruction and learning".
- Teacher-librarians can collaborate with classroom teachers to develop literacy practices and they can provide students with valuable support in the ability to evaluate the relevance, quality, and credibility of information.
- For their CAS program, students can lead and/or engage in school extracurricular activities such as the Multicultural Club to support and learn about each other's language, culture, and traditions. Students can also engage in creativity experiences in their home language to maintain and develop their skills.

Additional resources students can use to further develop English language skills:

Online resources:

BBC Learning English, www.bbc.co.uk/learningenglish

UsingEnglish.com Ltd., www.usingenglish.com

Additional resources students can use to further develop French language skills:

Textbooks/Physical Resources:

Abrioux, Ann, et al. *Le monde en français Coursebook : French B for the IB Diploma*. 2nd ed., Cambridge University Press, 2018.

Chaneac-Knight, Laetitia, Lauren Lechelle, and Sophie Jobson. *French B*. 2nd ed., Hodder Education, 2019.

Chrétien, Pascale, Ann Abrioux, and Nathalie Fayaud. *IB Skills and Practice: French B*. Oxford University Press, 2012.

Lechelle, Lauren. *French B: Grammar and Skills Workbook*. 2nd ed., Hodder Education, 2018.

Online Resources:

Abrioux, Ann, Pascale Chrétien, and Nathalie Fayaud. "French B." ThinkIB, InThinking Ltd., www.thinkib.net/frenchb.

Idéllo. TFO (Office des télécommunications éducatives de langue française de l'Ontario), www.idello.org/en.

Lingua.com. www.lingua.com

Philpot Education. French B Support Site. Created by Nitisha Hazareensing, Philpot Education, <https://philpot.education/course/view.php?id=9>.

TV5MONDE. www.tv5monde.com

This policy was developed in collaboration with administration, IB Coordinator, guidance staff, teachers, and with the support of the ADSB MLL Coordinator (K-12).

Sources:

Diploma Programme: From principles into practice, 2015

English Language Learners ESL and ELD Programs and Services, 2007

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

ENL1W Grade 9 English "Some Considerations for Program Planning", 2023

<https://www.dcp.edu.gov.on.ca/en/curriculum/secondary-english/courses/enl1w/considerations-program-planning#planning-programs-ell>

ERGO Position Statement on Multilingual Language Learners in Ontario Education, K – 12, 2022

<https://www.ergo-on.ca/ERGO-Position-Paper-2022.htm>

Guidelines for developing a school language policy, 2008

"Supporting English Language Learners", 2008

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

The Ontario Curriculum, Grades 9 to 12: French as a Second Language, 2014

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

"Welcoming ENGLISH LANGUAGE LEARNERS into FRENCH AS A SECOND LANGUAGE Programs", Ministry of Education", www.ontario.ca/education, 2016