



**GlenOak High School**  
**International Baccalaureate**  
**Diploma Programme**  
**Language Policy**  
Drafted January 2017  
Revised March 2017, January 2018,  
September 2022

**Philosophy**

Language is the foundation of learning and communicating, and so, teaching language is the bedrock of an educational program. “Since language is central to learning, all teachers are, in practice, language teachers with responsibilities in facilitating communication” (*Guidelines for developing a school language policy*, 1). All IB teachers at GlenOak High School will have the responsibility and privilege to help grow student language and communication skills. The Plain Local School District demonstrates the commitment to language through the *Bylaws and Policies* identifying the Educational Outcomes for Students concerning language:

“During and upon completion of the educational program of the District, an educated student should demonstrate that s/he can apply what has been learned in the following life-related areas at desired levels of quality. . . .

**Communication Skills**

The student demonstrates that s/he:

- is independently efficient in solving life problems which require the use of both oral and written language;
- can logically examine and subsequently use information from various appropriate resources;
- understands and responds appropriately to the communication of others and to their feelings and attitudes;
- is capable of selecting, adopting, and using the most appropriate language forms to achieve his/her communication purpose.

*(Bylaws and Policies, 2131 - Educational Outcomes for Students)*

**Language Profile**

The Plain Local School District is rich in many areas of diversity. It is, however, predominantly English-speaking. Approximately one percent of the student population speaks a mother-tongue

language different from English. Examples of mother-tongue languages that are most common in Plain Local include but are not limited to: Spanish, Arabic, Hindi, Romanian, Ukrainian and Cantonese. GlenOak High School is a low-incident district for high school speakers of a mother-tongue language other than English. Due to the primary language of GlenOak High School students, the focus on language is on the mastery of English as Language A and the acquisition of a Language B.

### **Language A**

Language A at GlenOak High School is English. Due to the adopted *Language policy* of IB for supporting services, documents, access, assessment, services, and communications also adopting English as the primary communication language, access for the vast majority of GlenOak students and teachers will be supported.

English A Language and Literature has been selected as the main Language A course for DP students so they will gain a strong and significant education in the language and literature foundations during their culminating high school years. All other courses in Groups 3, 4, 5, and 6 will be taught and assessed in English as well. Teachers in all groups, including Group 2, have a strong background in language and communication and will focus on reading, writing and speaking skills as language teachers.

In addition to student learning and experiences in primary English courses, GlenOak students are also encouraged to lead additional endeavors focused on written and oral communication. Courses are available to help grow student skills in the areas of journalism, creative writing, and speaking such as News Staff, Yearbook, Creative Writing, Speech and Communication, Photography, Drama, Video Production, and Multimedia Communications. Language and communication is also embraced through extracurricular opportunities including Speech and Debate, Academic Challenge, Teen Court, and Student Council.

### **Language B**

The Plain Local School District currently offers Language B education for students in grades 8-12 in French and grades 5-12 in Spanish. While the Language B courses have changed and the program has been revised over the past few years, so that the middle years learning (grades 6-8) have had varying access to French and Spanish courses and curriculum, grades 9-12 have consistently been able to acquire a Language B in French and/or Spanish. Due to this focus in Language B, in the first year of the IBDP at GlenOak High School, Language B will be offered in French (HL and SL) and Spanish (HL, SL, and Ab initio). As the Language B programmes continue to grow in Plain Local in the middle grades, French offerings for Ab initio will be offered as needed.

Language B is supported not only by academic courses in French and Spanish but also by active student-led organizations of International Club and French Club. Students are also engaged in different cultures, belief systems, and governmental structures through Ohio Model United Nations resolution and History Day project research, writing, and presenting. Students at GlenOak High School have also been able to travel globally through school and community groups to see international perspectives and participate in service learning opportunities. As IB grows at GlenOak High School, more global awareness and international-mindedness opportunities will be available to students in grades 9-12 to learn, serve, and travel as they become global citizens.

### **English Learner (EL) Support**

The goal of the Plain Local School District for students whose mother-tongue language is different from English is to provide support and services for students to learn English while respecting their native language. The school will explore the support of the development of individual DP student mother tongue through self-taught study with a tutor if needed. Currently, the Plain Local School District adheres to the Ohio Department of Education guidelines for English Learner (EL) through the Stark County Educational Service Center (ESC). The Plain Local School District refers to mother-tongue language as “native” in all official documents, and hereafter will use native with the same meaning as mother-tongue. The process by which students are identified as a speaker of a native language other English and the support and services that follow the EL after identification are::

#### Step 1: Stark County Educational Service Center Title III Consortium Home Language Survey

At the beginning of each school year in the Plain Local School District, all kindergarten students’ parents and parents of new students in grades 1-12, complete the Home Language Survey to identify the native language and English language experience of the learner (see **Appendix C**). Based upon the parent responses to the survey, if any answers to questions indicate a language other than English spoken at home, then the student will be processed to Step 2. NOTE: Students who do not indicate any interaction with a different native language than English will receive regular language instruction in the general education classroom but may be eligible for additional services depending on other educational assessments. These additional needs for language services could include but are not limited to Title I tutoring, Reading Specialist tutoring, Plus More English class, and IEP/504 plans. Please see the GlenOak High School IBDP Special Education Needs Policy to obtain additional details on educational services for students who may qualify under conditions other than solely language needs.

#### Step 2: Idea Proficiency Test (IPT)

The Plain Local School District’s building secretaries and principals contact district’s English Learner Tutors to arrange for the IPT, which is the initial placement test, to be given to any

student whose parent indicated a language other than English is spoken at home. For kindergarten students only an oral assessment is given; students in grades 1-12 are assessed orally, as well as in reading and writing components. The IPT is scored individually to assess the EL proficiency level.

### Step 3: Plain Local School District English Language Proficiency Letter to Parents

A letter from the Plain Local School District (see **Appendix D**) is sent home to parents indicating the results of the testing and services to be provided to students for EL tutoring. Students may be placed in EL tutoring and/or the regular classroom placement with modifications. The parent must sign and return the letter to begin EL tutoring and services. If a parent refuses tutoring for the child, then the parent must meet with a school administrator for refusal and refuse in writing; students whose parents refuse tutoring will not be provided services but will be required by the state of Ohio to take the Ohio English Language Proficiency Assessment (OELPA) annually until achieving the requisite score to exit the EL program (see Step 6).

### Step 4: EL Tutoring

EL Tutors create and implement a tutoring schedule for each EL student identified within the school district for each school year. For freshmen to senior students at GlenOak High School, tutors meet with students during the Eagle Prep period for studying one-one-one, one to three days per week. Tutors work on the skills necessary to learn English to succeed in courses and pass the OELPA.

### Step 5: OELPA Testing and Results

Students who have been identified as EL students must take and have a goal to pass the Ohio English Language Proficiency Assessment, which is given annually every spring (February-March) in the four domained areas of listening, reading, speaking, and writing. The assessment for freshmen to seniors is given at GlenOak High School and scored by the state of Ohio. Students are assessed in the four domains and receive scores between 1 and 5 for each domain.

### Step 6: Exiting LEP/ESL Program

Results from the OELPA are reported to the school district in May annually after the assessment has been administered. In addition to the domained scores, the results are reported as a Proficiency Status Score of a Progressing, Emerging, or a Proficient level based upon English language development levels of 1-5. To score a Proficient and be exited out of the program students must score a combination of 5s and 4s on the OELPA across the four domains. Students who do not earn a Proficiency Status Score of Proficient remain in the EL tutoring program and take the OELPA again for the following school year.

### **Inclusion and Equity of Access**

The GlenOak IBDP will be an open access program for students who welcome the challenge of learning the IB curriculum, believe in the IB mission and learner profile, and embrace growing as a global citizen. The IB coordinator and IB teachers will work with students in language development in both Language A and B. All school *Bylaws and Policies* will be regarded and followed by the program, including laws pertaining to students as EL and EL with disabilities. EL students also have accommodations on school and state tests until having attained a performance level of Proficient on the OELPA.

### **Responsibilities of School and Educators**

The Plain Local School District adheres to the guidelines of the state of Ohio for teaching language learning and acquisition, including that of English and English language learners. It is the responsibility of the school, EL Case Manager and tutors, IB teachers, counselors, principals, and IB coordinator to work collaboratively, cooperatively, and lawfully to support the learning of all students in language. Additionally, IB educators will encourage the growth of native languages and look for ways to cultivate, share, and encourage global awareness and language learning by all students.

### **Policy Review**

GlenOak High School's Language Policy will be reviewed and updated every five years in a regular cycle in conjunction with GlenOak's self-evaluation of the IBDP beginning in the fall of 2022 and/or as needed based upon internal school bylaws and policy changes and IB expectations. The Language Policy review will be led by the IB Coordinator, with assistance from IB teachers, the English Learner (EL) tutors, and the IB pedagogical leadership team. The Language Policy will be updated based upon the adopted Plain Local School District Board of Education Policy, reflecting and adhering to current state and federal laws and mandates as specified and applicable for any and all IB students. If/when the incident level of native languages other than English grows at the 11th/12th grade level at GlenOak High School, then reviewing the options of Language A through the IBDP and support for English learners will be considered and discussed by the pedagogical leadership team and policy committee.

## Appendix

### Appendix A: Resources & References

*Bylaws and Policies*. Plain Local School District. Retrieved from

<http://www.neola.com/plain-oh/>. Accessed December 2016.

*EL English Learner*. Plain Local Schools. [www.plainlocal.org](http://www.plainlocal.org). Accessed January 2016.

*English Learning Center*, Canton City Schools Adult Community Education.

[http://www.ccsdistrict.org/pages/CantonCitySD/CCS\\_District/DepartmentsPrograms/Adult\\_Community\\_Education/Adult\\_Basic\\_and\\_Literacy\\_Educa/ESOL](http://www.ccsdistrict.org/pages/CantonCitySD/CCS_District/DepartmentsPrograms/Adult_Community_Education/Adult_Basic_and_Literacy_Educa/ESOL). Accessed 10 January 2017.

*Guidelines for developing a school language policy*. International Baccalaureate Organization, April 2008.

*Language policy*. International Baccalaureate Organization, February 2014.

*Ohio English Language Proficiency Assessment: Supporting English Language Learners in the Classroom*. Ohio Department of Education.

<http://education.ohio.gov/Topics/Testing/Ohio-English-Language-Proficiency-Assessment-OELPA>. Accessed January 2017.

Perduk, Kim. Personal Interview. 19 December 2016.

Stark County Library, Plain Branch.

<https://starklibrary.org/home/locations/plain-community-branch/>. 2017.

**Appendix B:**  
**Language Terminology**

English Learner (EL) Tutors: Teachers in the Plain Local School District who assess and work with students on English language acquisition through the school day based on LEP standards

English Language Learners (ELL): Students whose native language is not English and learn English through an EL tutoring program

English as a Second Language (ESL): Students who learn English as a Language B

Idea Proficiency Test (IPT): The initial placement test of English proficiency administered to students, in a grade-appropriate level, in the Plain Local School District before placement in EL services

Limited English Proficient (LEP): Students who are limited in their English language proficiency

Native language/mother tongue language: the language usually used by a student or usually used by the parents of the child

Ohio English Language Proficiency Assessment (OELPA): The state of Ohio assessment based on the English Language Proficiency Standards and taken by EL students in the spring annually

# Appendix C

## Stark County Educational Service Center Title III Consortium Home Language Survey

### Stark County Educational Service Center Title III Consortium Home Language Survey

**Parents/Guardians:** The purpose of this form is to determine if your child needs assistance in acquiring the English language listening, speaking, reading and/or writing skills necessary to be successful in U.S. Schools.

**School:** \_\_\_\_\_

**Student Name:** \_\_\_\_\_

Legal First	Middle	Legal Last
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**Place of Birth:** \_\_\_\_\_

City	State	Country
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**Birthdate:** \_\_\_\_\_ **Age:** \_\_\_\_\_ **Name/Grade of sibling(s) in School district:** \_\_\_\_\_

**Student Address:** \_\_\_\_\_

**Phone:** \_\_\_\_\_ **Email:** \_\_\_\_\_  
If applicable

**Name of Parent/Guardian:** \_\_\_\_\_

**Parent/Guardian Can Read in English:** YES NO  
**Parent/Guardian Needs Interpreter/Translation:** YES NO **Language of Interpreter/Translation:** \_\_\_\_\_

**Date of Initial Entry into U.S. Schools:**

Month	Day	Year
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<p><b>Circle ALL the Grades student completed in U.S. Schools:</b></p> <p>N/A PreK K 1 2 3 4 5 6 7 8 9 10 11 12</p> <p>List any partially completed grades: _____</p>	<p><b>Circle ALL the Grades student completed outside the U.S.:</b></p> <p>N/A PreK K 1 2 3 4 5 6 7 8 9 10 11 12</p> <p>List any partially completed grades: _____</p>
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1. Is there a language other than English spoken in your home? YES NO
2. If Yes, what language(s)? \_\_\_\_\_
3. Does your child speak another language? YES NO
4. If Yes, what language(s)? \_\_\_\_\_
5. What was the first language your child learned to speak? \_\_\_\_\_
6. What language is most often spoken by other members of the family at home? \_\_\_\_\_
7. What was the language of instruction at your child's previous school? \_\_\_\_\_
8. Has your child learned to read and write in a language other than English? YES NO
9. If yes, which language(s)? \_\_\_\_\_
10. Has your child received instruction within a bilingual or ELL program in the past school year? YES NO

**Signature of Parent/Guardian:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**For School District Personnel:**  
If an answer to questions 1-8 state a language other than English, indicate the student's native and home language in EMIS Student Data Element G1270 & G1570 and proceed to assess the student's English language proficiency. Contact ELL Coordinator and place this form in student's file.

Updated 5/2014



**Appendix D**

**Plain Local School District English Language Proficiency Letter to Parents**

Date: \_\_\_\_\_

Dear parent or guardian of: \_\_\_\_\_,

Our district is required to assess the English language proficiency of all students whose home or native language is other than English. Your child's English communication skills have been assessed because your child speaks a language in addition to or other than English.

Based on your child's most recent test scores, he/she qualifies for the following services to help build English language skills:

- English Language tutoring
- Regular classroom placement with modifications

Please complete and return the bottom portion of this consent form to your child's teacher or LEP tutor.

\_\_\_\_\_

Child's Name: \_\_\_\_\_ Grade: \_\_\_\_\_

***Please check below to give your consent or deny the above services.***

YES, I agree to LEP services.

NO, I do not agree to LEP services.  
(If you do not agree, a conference with a school administrator is required.)

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

L3

## **Appendix E**

### **Language Policy Committee**

Dr. Jennifer Austin	IBDP Coordinator
Jill Balderson	IB Visual Art Teacher/Arts Department Team Leader
Jennifer Caldwell	IB English A: Language and Literature Teacher
Dr. Jill Collet	Director of Curriculum
Pamela Dentler	IB Spanish B Teacher/World Languages Team Leader
Meredith Ersing	TOK Teacher/CAS Coordinator
Julie Filliez Werren	IB French Teacher
Ryan Foltz	IB Global Politics Teacher
Annie Hawkins	IB Biology Teacher
Christopher Irwin	IB Music Teacher
Gayle Kimbrough	GlenOak High School Principal/IB Head of School
Alyssia Kobasic	IB Math studies Teacher
Megan Leatherman	IB Psychology Teacher
Brian Matthews	Assistant Superintendent
Brent May	Superintendent
Kristen Misbrener	IB Extended Essay Coordinator/TOK Teacher/CAS Coordinator
Brett Niarchos	GlenOak High School Deputy Principal
Maria Speakman	IB Mathematics Teacher/Math Team Leader
Madeleine Wheeler	IB Physics Teacher