



# Hugh Boyd School Language Policy

Policy update: April 2022

*Hugh Boyd Secondary believes that all teachers are language teachers and that literacy and language development are at the heart of education. Through language, students are able to develop communication skills to become better thinkers and inquirers, and to understand their role as global citizens.*

## **Mission Statement:**

Hugh Boyd develops compassionate and respectful young adults who are well-balanced, principled inquirers with an understanding of their responsibilities within society and as global citizens. Students balance academic excellence with attributes that allow them to realize their potential as whole learners in a dynamic and complex world.

## **Language Philosophy:**

As a very multicultural school in a culturally diverse city, we believe that each student's background and identity must be realized and respected, and that the opportunity to learn a new language and continue to develop one's first language are equally important. We view both teachers and family as important resources to reinforce learning the language of instruction as well as maintaining mother tongue fluency.

According to the BC ministry of Education Policy and Guidelines for English Language Learning, "Respect for and valuing an individual's first language(s) and culture is important in order for English language learners to succeed."<sup>1</sup> As well, "Student learning is enhanced by having proficiency in more than one language," and "Educational, social, emotional, and economic benefits occur when student maintain their first language(s) or dialects(s)."<sup>2</sup> With the understanding that all teachers are language teachers, Hugh Boyd strives to provide opportunities to maintain or obtain language skills in terms of subject specific terminology in disciplines, the school's language of instruction, and their mother tongues.

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<sup>1</sup> English Language Learning Policy and Guidelines (2013) 3.  
<http://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/english-language-learners/guidelines.pdf>

<sup>2</sup> English Language Learning Policy and Guidelines (2013) 4  
<http://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/english-language-learners/guidelines.pdf>

## The Hugh Boyd Community Language Profile – based off of a student survey April 2022

Languages used in the school community	
Languages of teaching and learning	Language and Literature: English Language Acquisition; French, Spanish, Japanese
Languages of Communication used in the school and outside the classroom	Top 10 Home languages at Hugh Boyd English-51%, Mandarin-14%, Cantonese-7.4%, Tagalog-5.9%, Punjabi – 4.4%, Japanese – 2.9%, Spanish – 2.9%, Arabic 2.3%, Other – 9.2%
The range and types of mother tongue and other languages in the community	2016 Mother Tongue Language in Richmond <sup>3</sup> English 33.1%, Cantonese 21.9%, Mandarin 20%, Tagalog 3.9%, Punjabi 2.7%, Min Nan (Chaochow; Teochow; Fukien; Taiwanese) 1.3%, Japanese 1.1%, Russian, 1%, Spanish 0.9%, Chinese Languages; n.o.s. 0.7%, Other 13.4%

Language needs of the school community	
Language needs of the community	The BC Ministry of Education requires that BC public schools offer a second language in grades 5-8 to all students, except those students exempted in the order. <sup>4</sup>  Most large post-secondary institutions in British Columbia requires a second language up to grade 11 level. Therefore, the school supports multi-lingual teaching and learning in coursework.
Preferred bibliographic styles	All students will understand and use MLA style of referencing Some subjects such as Individuals and Societies will introduce APA style. See Academic Honesty and Assessment Policy.
Rules and expectations about language use around the school	Students will adhere to the Richmond School district Code of conduct and guidelines in the Academic Honesty Policy

### Language Learning

<sup>3</sup> Languages Hot Facts. (2019, Aug). Retrieved April 19, 2022, from <http://www.richmond.ca/discover/about/demographics.htm>

<sup>4</sup> Ministry of Education and Child Care. (2022, March 31). *Language education policy*. Province of British Columbia. Retrieved April 19, 2022, from <https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/legislation-policy/public-schools/language-education-policy#:~:text=In%20accordance%20with%20Ministerial%20Order,students%20exempted%20in%20the%20Order.>

Language learning occurs in every classroom and in every subject group in the MYP because we recognize that language is integral to factors that shape learning. For those whose mother tongue is not the main language of instruction (English), students may receive classroom support through one or more of the following examples from this *non-exclusive* list, depending on the context:

- Use of visuals
- Pair up with a classmate who speaks the same mother tongue for translation and support
- Use of translators when assessment is not specific to language
- Access to readings in advance
- Use of appropriate graphic organizers
- Adapted tasks to reduce the need for written work when it is not the objective
- Checking for understanding requiring a leading response
- Additional time for task and test completion
- Lists for essential vocabulary
- Oral assessment as needed (many students develop communicative proficiency before they are able to develop academic proficiency)
- Peer feedback and collaborative group work before final summative assessments
- Using students' prior knowledge and understanding
- Reading and writing practices
- Sentence structure
- Paragraphs to essay transition.

Many of these differentiation strategies will also benefit other learners.

### **Library Support of Language Learning**

The Hugh Boyd library recognizes the importance of language to the overall development of students as successful learners. The teacher-librarian work with language acquisition, ELL, and subject teachers to ensure that a wide variety of texts are available to meet the needs of language learners.

Teacher librarians will build on the collection of international authors, including First Nations storytellers and those countries whose languages are represented in our school population. As well, they will build on the collection of first language titles already in the school library in Chinese, Korean, Japanese, French, Spanish, and more. The library will display signs in the mother tongues of Hugh Boyd to welcome students and help them navigate virtual and physical spaces. In addition, we will be soliciting feedback from both students and parents via the school and library website, announcements, and newsletters to see what titles are of interest to students, and request donations of books in mother tongue languages to build resources.

### **Mother Tongue Support**

#### SWIS (Settlement Workers In Schools):

SWIS workers are funded by BC provincial government to provide assistance to immigrants and refugees in schools. Needs addressed include to tools for settling in Canada or help in integrating into Canadian society. They provide referrals to access other community services and resources, help with outreach to new arrivals to Canada, as well as help with translation of school information. They also serve as a bridge to home-school communication by translating information from school and teachers back to the home, as well as helping with

parent/teacher meetings. Workers are available Chinese, Arabic, Punjabi, and Tagalog. The SWIS worker at Boyd is Lily Zhou. All SWIS workers are available to schools depending on language need (See Appendix A)

### Cultural Interpreters (CI's)

The Richmond School District presently employs 4 Cultural Interpreters who are available to assist schools and their communities. All Cultural Interpreters offer training to promote and foster cross-cultural understanding and celebrate cultural diversity within the school system and community. They also organize parent volunteer interpreters.

Cindy Cheng - Cantonese

Sofie Zhou - Mandarin

Sarah Zhao – Mandarin/Volunteer Pool

Abderrazak Boujenane – Arabic/French

### Parent Volunteers

The District maintains a database of over 100 parent volunteers from different language and cultural backgrounds, who have received training in interpretation and translation, and who are willing to assist school staff. Parents are quite often used to translate documents and provide interpretation of a *non-confidential* nature between parents and school staff.

### Teachers as Resources for Mother Tongue Development

Language Acquisition teachers assist students with maintaining mother tongue through support in the classroom and in cultural exchanges such as the Jonai Exchange programme, in which Hugh Boyd students host Japanese high school students from Shizuoka, Japan. Hugh Boyd students then have the opportunity to go abroad to Japan and stay with host families. Some teachers on staff are also communicative in Mandarin, Cantonese and Japanese, amongst other languages.

### Resources in the Community for Mother Tongue Development

A list of language schools in the community is available (See Appendix B) that would enable students to keep developing their language skills. Languages include: Arabic, French, German, Farsi, Japanese, Portuguese, Korean, Mandarin, Cantonese, Russian, Spanish, and Tagalog. The list is ongoing as we find new courses for different languages.

### Library Resources:

#### Student Access to District Databases:

##### 1. World Book Online

French: Encyclopedie Decouverte

Topics: People, Explorons le monde, science et mathematiques, religions du monde, plantes et animaux, histoire, arts et littérature, sports et loisirs

Spanish: Enciclopedia Estudiantil Hallazgos

Topics: Gente, Plantas y Animales, Historia y Gobierno, Lugares, Ciencias y Matemáticas, Artes, Regiones del Mundo, Deportes y Pasatiempos, Various Periodicals,

2. Dictionnaire biographique du Canada-Database of biographies of significant figures

3. National Film Board of Canada

French: Films, Documentaire, animation, interactif

4. Statistique Canada

5. Britannica School-all articles and content can be translated into any language.

6. Curio.ca-CBC Website of different topical news stories in French

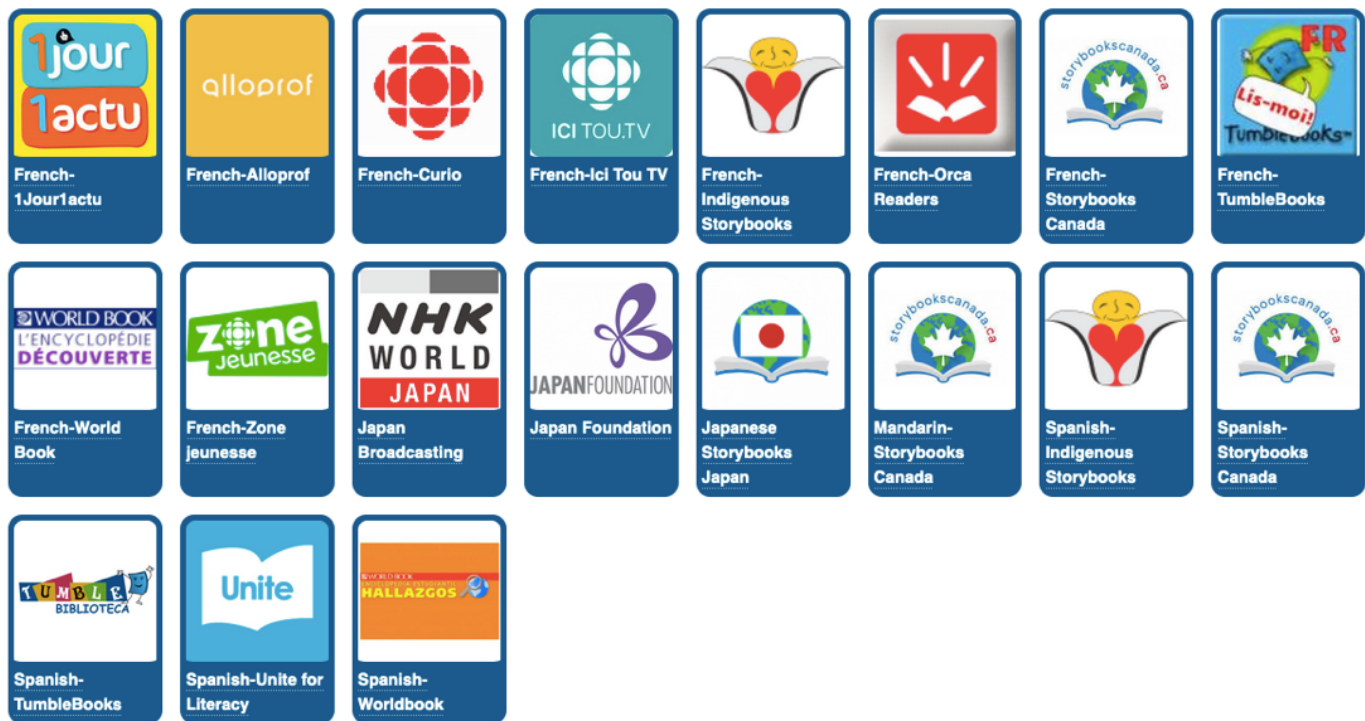
7. Orca Readers-High Interest, Low Vocab-16 titles in French

8. Ebsco Magazines: 5 titles in French

9. Learn 360-Can be translated into any language via Google Translate

10. Any of the Gale suite of databases can be translated into any language.

11. The following are also available to all students at Hugh Boyd:



Hugh Boyd Library Book Titles:

68	Japanese
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66	Chinese
62	French
36	Spanish
5	German
3	Korean
2	Swedish
2	Vietnamese
1	Arabic

= 245 Books in Different Languages in school library

2,702 Fiction and 4, 487 Non-Fiction Resources through inter-school loans

In a school language survey conducted in April 2022, students responded to the following questions:

Do you feel the school provides enough opportunities for you to maintain your language skills?

42% Yes

23.2% No

34.8% Maybe

What resources would you like to see?

9.4% Comics and Manga

3.8% Beginner stories and novels

1.9% Realistic Fictions

1.9% French Books

How can our school provide more opportunities to maintain your language skills?

40% Language Exchange Club or other student Clubs

40% Language Exchange with another student

40% More reading resources from the library

35.3% Additional language classes

23.2% Language exchange with a fluent adult from the school community

2.6% Ability to skip multiple grades to reach level of fluency

1.3% Duolingo

The library will be promote online learning access through school announcements, social media platforms, bulletins, and school and library websites.

Peer tutors are available through the counselling department and the ELS after school Wednesdays in the Library.

## Language Acquisition: French, Spanish, or Japanese

In their first year of MYP at Year 3 (grade 8), students are required to choose French, Spanish or Japanese, which they will continue taking until Year 5 (grade 10), in order to develop communicative efficacy. All year 3 (Grade 8 Language classes) start in Phase I. **Students are encouraged to develop continuously in this language.** For students who have attained a level of proficiency beyond Phase 4 as assessed by the teacher, students can choose another language acquisition course. ELL students in Level 3 have the option to take any of the three languages offered.

### Host Country Language

Hugh Boyd has an English Language Learning Program for incoming students who are newcomers into the Richmond School District. Students are first welcomed at the reception programme at the district level, and are placed according to set language criteria. They are then placed into ELL Levels 1-5, depending on their testing results. Support for the students in learning the host country language and culture of English are as follows:

ELL 1 and 2 students receive three blocks of English support (Science, Social Studies, Language and Culture)

ELL 3 students receive two blocks of English support (Social Studies, English)

ELL 4 students receive one block of English support (English-Transitional Reading and Writing)

ELL 5 students receive support outside of instructional time (Writing and Speaking)

Students of different levels may exhibit the following behaviours:

ELL 1: **Beginning**-may often use gestures, facial expressions, and single words to communicate feelings and needs. May prefer to work exclusively with students who speak the same first language. may use only the first language or be silent. May understand more English than they express. may communicate meaning more often than correct language use.

ELL 2: **Developing** & ELL 3: **Expanding**-may continue to rely on support of first language friends but may show willingness to engage in English. May participate in activities and conversation. May use English skills successfully in Social situations. May recognize the main idea in a passage. May be approaching native fluency in pronunciation (especially younger students)

ELL 4: **Bridging**: Consolidating: may be developing vocabulary which is beginning to approach the level of native peers. May use English oral skills with confidence for academic purposes. May have reading and writing skills approaching grade level. May continue to require support in academic areas where concepts rely heavily on detailed language structure. May need support with the nuances of language in specific situations (idioms, humour, register, and content unfamiliar to the student, eg Canadian history, geography, culture, customs, traditions, etc.)

ELL 5-Consolidating: Students at level 5 may appear to be fluent but still have significant needs in developing content language and skills as well as knowledge about culture. The language needs of these students must still be addressed but the support may take many different forms. The ELL teacher may provide direct support with class assignments or may collaborate with the regular subject teacher in providing graphic organizers and/or effective reading and writing strategies. The ELL teacher could check in with the ELL 5 students through in-class support or perhaps, provide pull-out support through a brief editing conference with

a writing assignment. Support through a Moodle site and/or email is another good option that some schools offer.<sup>5</sup>

### English Language Learner Programme:

#### *Level 1 Course Offerings:*

ELL 1: Culture-This course aims to help English Language Learners learn the English skills to study and participate in everyday life in Canada. Students will focus on reading, writing, speaking and listening skills.

#### *ELL 2 Course Offerings:*

ELL 1&2-Beginner's English Cultural Studies focuses on the four core aspects of English skills : listening, speaking, reading and writing for communication

ELL 1&2: Beginner's Social Studies focuses on Canadian geography, history and government. Provinces, capitals, regions, resources, and industries.

ELL1&2: Beginner's Science focuses on scientific vocabulary and concepts, as well as the scientific method. Students will learn how to navigate and read science texts and gain confidence for future science courses.

#### *ELL 3 Course Offerings:*

ELL 3 Intermediate English: focuses on reading and writing using authentic reading materials from a variety of sources. Students will extend their vocabulary, reinforce their grammar skills and explore a variety of writing styles

ELL 3 Social Studies: multiculturalism, global issues, and Canadian and global historical content will be discussed in this course. Students will work on research skills and the writing process, including formal research essays.

#### *ELL 4: Course offerings:*

ELL 4 Advanced English. This is the last ELL course students take before full integration into all other courses, with the main focus on honing writing skills through vocabulary expansion, grammar skills, and being comfortable with a variety of writing styles.

International students who arrive at Hugh Boyd are supported through the same process.

### **Assessment**

Our school assessment policy is reviewed annually. Our assessment informs teacher practice on student skills and language levels; each teacher will make adaptations as necessary for students to reach their fullest potential regardless of mother tongue. While the school board initially assesses students to place them at a level, it is the spring census that determines next year's' placements.

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<sup>5</sup> Richmond School District ELL Manual for Secondary 34. October 2017.



Students receive both informal (interim) and formal reports of assessment and achievement. The initial interim is an informal report which goes home in October/March, is anecdotal and details what ATL's and curricular competencies students are working with, and where they are in their progression. There are two formal reports, one mid-semester and one at the end of the semester where their criteria scores are reported along with anecdotal commentary by teachers. The mid-semester report, which occurs November/April is followed by parent-teacher conferences to allow further communication. Prior to the final report there is a second, optional informal report that is given to any students at risk of not meeting ATL and curricular competencies and achieving a 2 or higher (or a passing grade in 11 and 12) in their courses. These generally occur in December/May. The final semester report gives the end of course standing and their OLA for the course and happens in January/June.

Students will be assessed within the guidelines of the school assessment policy.

**Special needs learners with diverse abilities** will be assessed on language development with assistance from resource teachers, educational assistants, modification and adaptation of assignments as specified in their Individualized Education Plans, and by other means necessary as outlined in the school SEN policy.

### **Professional Development**

All teachers are encouraged to participate in Professional Development activities and to openly communicate and reflect on best practice. All ELL teachers should hold the minimum requirement for qualifications, including a linguistics and teaching methodology course.

### **Parent Involvement**

Parents are involved with helping to ensure the library provides a wide variety of texts representative of the languages of the school community. They also support students in maintaining their Mother Tongue fluency. (See Appendix B)

### **Language policy alignment:**

**...to our mission statement:** “Hugh Boyd develops compassionate and respectful young adults who are well-balanced, principled inquirers with an understanding of their responsibilities within society and as global citizens. Students balance academic excellence with attributes that allow them to realize their potential as whole learners in a dynamic and complex world.” Students learn compassion and respect by valuing others’ language and backgrounds as equal to their own despite differences. As global citizens, they need to be able to communicate with others in different languages and communicate in different ways in a complex world filled with diversity.

### **...to our Academic Honesty policy**

Our language policy aligns with our Academic Honesty policy in that students are supported, where possible, in learning through their mother tongue. This decreases the pressure students might otherwise feel to copy and paste information from English language sources when conducting research. ELL teachers and the teacher librarian, who is also ELL and English trained, will help bridge the cultural and language gap to help with student understanding of academic honesty.

### **...to our Inclusion policy**

our language policy aligns with our inclusion policy in that we require all students to enroll in a language acquisition course unless the Individual Education Plan specifies otherwise. An IEP would only suggest otherwise if such a plan were in the best interests of the student under recommendation by the relevant specialists.

## **Policy Use & Review**

The Language Policy will be reviewed annually as our student body changes and as our needs with regards to language acquisition may change, led by the MYP Coordinators, the ELL Educational Facilitator, ELL specialists, Language Acquisition teachers, and all subject teachers who wish to effect changes.

## **Communication of the language policy**

The language policy will be listed with other school policies on the public website, the staff portal, school newsletter and teacher, parent, and student handbooks.

SWIS (Settlement Workers in Schools) workers also assist schools with parent communication.

Important school district documents are translated into different languages of the community and easily accessible. As well, the District Website is translated into over 50 languages.

## **Language Policy Alignment**

### **...to our mission statement:**

Part of our mission statement is to develop Hugh Boyd develops compassionate and respectful young adults ... as global citizens”. Through the encouragement of maintaining and developing the mother tongue of various students in addition to becoming communicative in other languages, we will allow students to access the ideas, cultures and histories of various groups around the world and our own diversity here at home. will be able to realize their potential and provided with the skills to contribute to the world outside of school

### **...to our assessment policy**

Our Language policy aligns with Hugh Boyd’s assessment policy in that all students are provided different ways to demonstrate their learning. They are provided with substantial formative feedback through classroom practice and activities as well as standardized rubrics, whether they are specific to the ELL levels or the Language Acquisition grading Criterion.

### **...to our academic honesty policy**

Our Inclusion policy aligns with our academic honesty policy in that students in all areas, including ELL classrooms and Language Acquisition classrooms are taught strategies that prevent academic misconduct, and students can demonstrate knowledge in different ways. Students who are still learning in a new language may require support of their ELL and other classroom teachers to ensure they meet these expectations.



Appendix A  
Settlement Workers in Schools  
and Cultural Interpreters

## Settlement Workers in Schools and Cultural Interpreters School Assignments 2021 – 2022

Office Base	SWIS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Gilmore	Ruby Wang 778-835-0850	<b>Burnett</b>	Spulukwuks Blundell	McKay Thompson	Blair	<b>Burnett</b>
Gilmore	Clara Avendano 778-835-0901	Westwind	Steves	Diefenbaker	Homma Byng	<b>McMath</b>
Gilmore	Ping Chu 778-835-1250	Errington Wowk	<b>StevestonLondon</b>	Gilmore	McKinney	Maple Lane
Gilmore	Inas Elmenbbawi 778-835-1238	Mitchell	McNeely	Tait <b>Cambie</b>	Talmey	Tait <b>Cambie</b>
Gilmore	Iris Lim 778-835-1018	Anderson	<b>MacNeill</b>	Tomsett	Cook	Gilmore Anderson
Gilmore	Lily Zhou 778-835-1113	Quilchena Gilmore	<b>Boyd</b>	Grauer Dixon	Grauer	Quilchena
Gilmore	Marlyn Dadural 778-835-1077	Garden City DeBeck	Cook Bridge	<b>McRoberts</b>	Whiteside Gilmore	Cook
Gilmore	Mina Bharaj 778-835-1214	Lee Currie	Kidd Hamilton	Gilmore	Woodward Kingswood	<b>MCNAIR</b>
Gilmore	Muriel Huang 778-835-0833	<b>Richmond</b>	Gilmore	Ferris	Gilmore	Brighthouse
SBO 6050	Karen Cheng 778-835-1231	<b>INTAKE SWIS</b>				

Office Base	Youth SWIS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Gilmore	Vacant	<b>MacNeill</b>	<b>Palmer</b>	<b>Burnett</b>	<b>Steveston-London</b>	Gilmore
Gilmore	Renata Moreno 778-835-1251	<b>McRoberts</b>	<b>MacNeill</b> , when available or Gilmore	<b>McNair</b>	<b>MacNeill</b>	SBO - am Gilmore or SBO - pm (dep. on need)

Office Base	Cultural Interpreters	LANGUAGES
Gilmore	Justin Lee 604-379-7341 (.5 FTE)	Cantonese
Gilmore	Sophie Zhou 778-835-0935	Mandarin
Gilmore	Sarah Zhao 604-358-4921	Mandarin/Volunteer Pool
Gilmore	Abderrazak Boujenane 778-834-6049	Arabic / French

Program Manager: Rebeca Avendano 604-668-6560

Administrative Assistant: Patricia Smith 604-668-6596

SWIS AND CI Offices @ Gilmore Elem. & SBO (Ext.6050)

SWIS AND CI Offices @ Gilmore Elem. & SBO

Funded by:

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Appendix B  
Volunteer Interpreter Sign Up Sheet

**Volunteer Interpreter Program** operated by District Cultural Interpreters provides interpretation support for parent-teacher conferences and info sessions.

**Languages available:** Arabic, Chinese (Mandarin/Cantonese), Korean, Japanese, Vietnamese, Russian/Ukrainian, Portuguese, Punjabi/Hindi, Tagalog, Fukien, Visayan, Urdu, Farsi, French, Tamil, and Spanish.

### Sign-up for Volunteer Interpreter's Support 2021-2022 PTCs

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

Teacher	Grade/Division	Conference Date & time	Language requested	Is conference of sensitive nature? (Yes/No)	Interpreter (For CI use only)

Please submit your requests to Sarah Zhao ([szhao@sd38.bc.ca](mailto:szhao@sd38.bc.ca)) at least a week before the meeting date. We cannot guarantee the availability of interpreters on a short notice and will do our best to fill those requests. Conferences of sensitive nature will be supported by CI staff.

**Volunteer Interpreter Program** operated by District Cultural Interpreters provides interpretation support for parent-teacher conferences and info sessions.

**Languages available:** Arabic, Chinese (Mandarin/Cantonese), Korean, Japanese, Vietnamese, Russian/Ukrainian, Portuguese, Punjabi/Hindi, Tagalog, Fukien, Visayan, Urdu, Farsi, French, Tamil, and Spanish.

**Sign-up for Volunteer Interpreter’s Support  
2021-2022 PTCs**

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

Teacher	Grade/Division	Conference Date & time	Language requested	Is conference of sensitive nature? (Yes/No)	Interpreter (For CI use only)

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