

Gilbert A. Dater High School / Roberts Academy Language Policy

Philosophy

At Roberts Academy and Dater High School, all teaching and learning is driven by the idea that through language instruction, we are encouraging intercultural awareness, a culture of curiosity, and an appreciation of our world's diversity. We strongly believe that through this exploration of language, students develop as deeper, independent thinkers; responsible, understanding global citizens; and better communicators in our multilingual world.

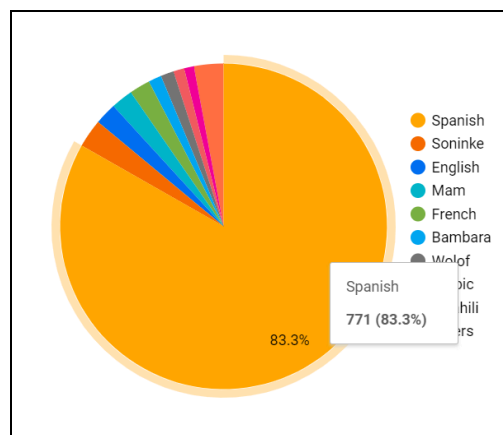
In addition, language plays an essential role in creating identity affirmation, interpersonal skills, and cognitive growth in our students. Therefore, all teachers are considered language teachers, holistically using language to foster understanding, tolerance, and empathy in order to cultivate agents who are prepared to make the world a better place. Although students experience an enriched language program in which English is the primary language of instruction, we consider math, visual arts, music, and other lingual languages, as valuable communication systems to which all students are consistently exposed and encouraged to use to understand the world.

Therefore, we believe our foremost responsibility is to provide diverse and differentiated instruction that supports students' receptive, productive, research, and reasoning skills in all subject areas.

Language Profile

Roberts Academy and Dater High School are educational institutions part of the Cincinnati Public School (CPS) district in the United States of America with English instruction, Spanish, and Spanish Heritage classes as additional courses starting in the 6th grade. At both institutions, we have a diverse home language population. At Roberts Academy, the home languages include French, Mam, Mandingo, Spanish, English, Soninke, and Swahili, in which Spanish is the most prominent language at 93%. At Dater High School, the home languages include Spanish, Susu, English, Bambara, Rundi/ Kirundi, Zarmaci, Mam, Creole, Wolof,

Twi / Ahsanti, Fula / Pulaar, Tigrinya, French, Khmer, Arabic, and Amharic, in which Spanish is the most prominent language at 66%. The mode of communication across the community is dependent on preference and availability. The stakeholders of the community support English as the instructional language of the district, as it is required of all students in CPS.



It is important to note that all Local Education Agency (LEA, e.g. CPS) have language assistance obligations to parents who are Limited English Proficient (LEP) under Title VI and the Equal Educational Opportunities Act (EEOA). CPS must ensure meaningful communication with parents/guardians with LEP in a language they can understand and adequately notify parents/guardians with LEP of information about any program, service, or activity of an LEA or State that is called to the attention of parents who are English speakers. As part of this

Gilbert A. Dater High School / Roberts Academy Language Policy

obligation, CPS must provide language assistance to parents/guardians with LEP effectively with appropriate, competent staff or appropriate and competent outside resources. In addition, CPS must develop and implement a process for determining whether parents/guardians are LEP and what their language needs are. CPS may not use Title III funds to meet its obligations under Title VI and the EEOA. Title III funds may be used to supplement CPS' activities if CPS is already meeting its obligation to ensure meaningful communication with parents/guardians with LEP in a language they can understand.

Additional information about States' and CPS' legal obligations under Title VI and the EEOA can be found in a 2015 Dear Colleague Letter about EL students and LEP parents jointly released by the Department of Education and the Department of Justice (hereinafter "DCL"), available at <http://www2.ed.gov/about/offices/list/ocr/letters/colleague-el-201501.pdf>.

At Roberts Academy and Dater High School, every teacher is a language teacher, and therefore is responsible for the growth and development of language. Professional development for staff in literacy and language development is spearheaded by the English to Speakers of Other Languages (ESOL) department and will continue to be a high priority for our program. Staff have attended and will continue to attend approved IB workshops and other high quality professional development to stay apprised of current research and best practices in language learning. Moreover, all staff will have access to: current Ohio Standards in all subjects, IB Language Scope and Sequence resource, IBO programme standards and practices, and the IB Program Resource Center.

Currently we offer introductory Spanish, and Spanish heritage classes in addition to the language of instruction. Instruction in additional languages at Roberts Academy begins in the 6th grade for a duration of 45 minutes daily. The language curriculum and instruction addresses listening, speaking, reading, writing, presenting and viewing (media literacy), and emphasizes the interrelationship between the strands of language. At Dater High School, we offer French Exploratory, French levels I-IV, Spanish Exploratory, Spanish levels I-IV, and German levels I-III. These are all taught as a second language. Every incoming 7th grade student will take two half-year exploratory classes. After 7th grade, they can choose their language acquisition course among French, Spanish, and German.

We believe that the acquisition of more than one language enriches personal growth, and helps develop an understanding of other cultures and international mindedness. If by the end of a student's educational career, the student has not achieved the goal of using an additional language for communication fluently, these years are valuable for setting the stage for eventual achievement of this goal and unequivocal growth in character.

ESOL Program

Although the language of instruction for most courses at Roberts Academy is English, we offer additional language support for students who are English Language Learners (ELL). Upon student enrollment, a home language survey is issued to all in order to identify potential status.

Gilbert A. Dater High School / Roberts Academy Language Policy

If students qualify for screening, students take the Ohio English Language Proficiency Screener (OELPS), and students' scores determine placement in ELL instruction. Upon placement, students receive small group/inclusive instruction on a daily basis by a certified ELL teacher. Their progress in reading, listening, speaking and writing is assessed biweekly and rated annually using the Ohio English Language Proficiency Assessment (OELPA). Parents/guardians are notified of a student's status, in the preferred language of the parent/guardian, and are required to approve of placement. Parents/guardians are continuously encouraged to read, write, and speak with their children, especially in their native language, as these skills will transfer over to their development in English. The types of ESOL services that students receive are determined by the Cincinnati Public Schools Department of Student Services Office of Second Language Acquisition Service Delivery Guide for English Learners.

Native Language Support

Culture and language are inextricably linked. Maintaining the mother tongue is critical not only for cognitive development but also for the cultural identity and social-emotional well-being of students. We recognize that reporting of the mother tongue may be underreported and that we must investigate and promote languages such as Mayan, Afroasiatic, and Indo-Semitic languages, among other language groups, instead of only focusing on languages of European origin.

Spanish Literacy Support

The Office of Second Language Acquisition, at a district level, along with the teachers of world language and ESOL specialists, develop the curriculum for heritage Spanish speakers. This team is creating a system to progress monitor Spanish literacy through the explicit teaching of phonemic awareness and phonics in Spanish. Through the adoption of this curriculum, the students will gain literacy skills in Spanish and English.

Support Services

We use a framework to identify the needs of students through MTSS, or multi-tiered system of grade level teams, which includes content teachers, intervention specialists, and ESOL specialists who meet regularly to review progress of students and make data-based decisions on the development of academic goals. This allows for collaboration, especially for students who are dually identified with both a Limited English Proficiency (LEP) Plan and Individualized Education Plan (IEP). If a multi-language learner has a suspected learning disorder, data is reviewed by the Intervention Assistance Team (IAT) as well as the School Psychologist and Multicultural School Psychologist to determine the appropriate levels of support.

Roberts Academy offers linguistic support for the community through the offering of English classes at our International Welcome Center. Bilingual community liaisons as well as bilingual social workers provide additional resources for the families and community. Bilingual services, including a counselor, and social worker are also available for our ELL students at Dater High School.

Gilbert A. Dater High School / Roberts Academy Language Policy

Policy Review

As language, culture, and the populations of Roberts and Dater Academy are constantly evolving, the language policy will be reviewed yearly by the International Baccalaureate Committee and Equity Committee. Once the policy has been reviewed and amended, it will be forwarded to the leadership teams for final notes and feedback. Once approved, the policy will be shared with all stakeholders and published on the schools' websites.

Last updated April 2022