

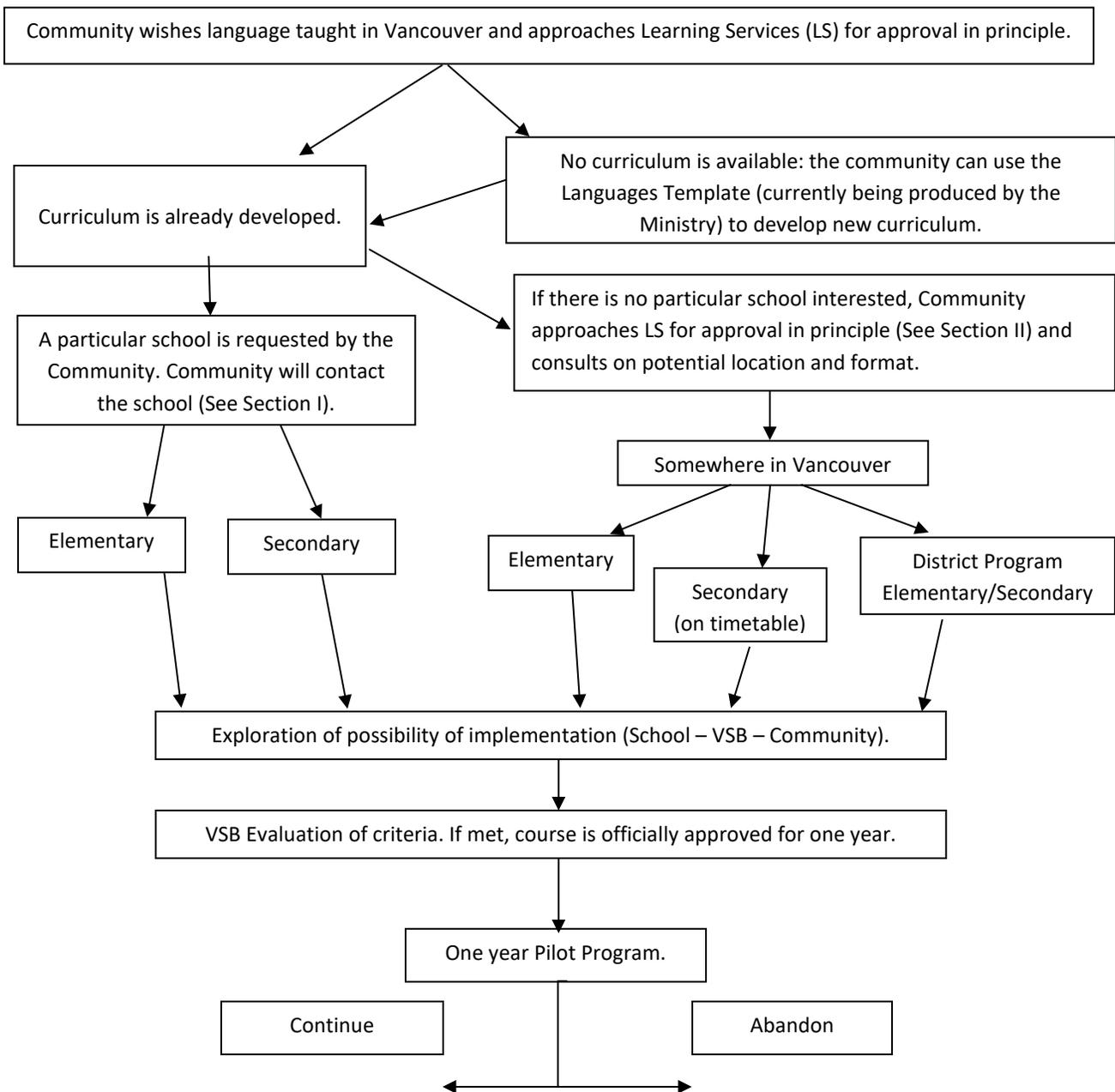
INTRODUCTION OF ALTERNATIVE LANGUAGES

The District supports students having the opportunity to study various languages in its schools, including some not currently offered. This set of procedures outline the steps through which a cultural community could propose to have its language taught, as a second language in the District.

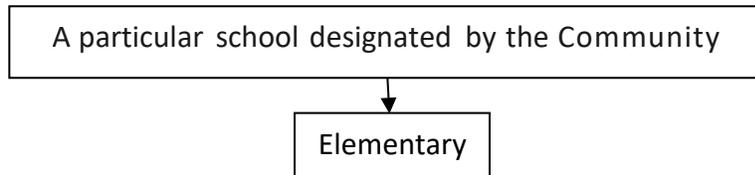
Definitions:

- A program: several years' study to at least the Grade 11 level, hence satisfying the postsecondary language requirement.
- An elective course: possibly at the senior level, for interest only.

1.0 Introduction of Alternative Languages



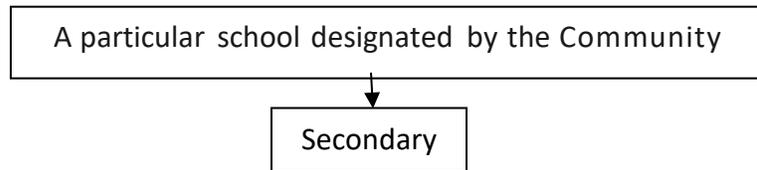
1.1 Elementary Schools



A request from the community to the school to add an alternative language to the Grade 5-7 programs should be accompanied by at least 28 signatures of parents who would place their students in a one-year second language pilot program. When such a request for an alternative second language program comes from the school community to a school, the following steps should be taken:

- 1.1.1 An information meeting for PAC and the school community is held to enable parents and staff to become familiar with the Language Education Policy, its intent and the issues surrounding it. The most important information to provide is the language level expectations of the curriculum. The second language curricula are quite basic and not intended for those who have already achieved fluency in speaking, reading and writing in the particular language. It is important that those learning the language for the first time are not discouraged from participation in the course due to others being too advanced in the language learning.
- 1.1.2 The school will assess whether:
 - 1.1.2.1 Projected enrolment (age, grade level(s), characteristics, educational needs and number of students) will be sufficient (28 students who are second language learner's vis a vis the curriculum expectations) at the same grade level, capable of moving on as a group.
 - 1.1.2.2 Ongoing supply of interested/qualified students to ensure continuity of program.
 - 1.1.2.3 Evidence that the receiving high school(s) is capable of providing continuity of instruction and stability in the alternative second language program at the grade 8 level at least.
- 1.1.3 Evidence that qualified staff with second language pedagogy is in place or can be easily put in place to teach the alternative second language program and that there is sufficient staff to ensure continuity and stability of the program.
- 1.1.4 Availability of provincially approved curriculum (Designed for second language learners) and appropriate curriculum resources and/or funding to purchase those resources.
- 1.1.5 If these criteria can be met, then a one-year pilot project may be implemented. It must be reviewed at the end of the year.

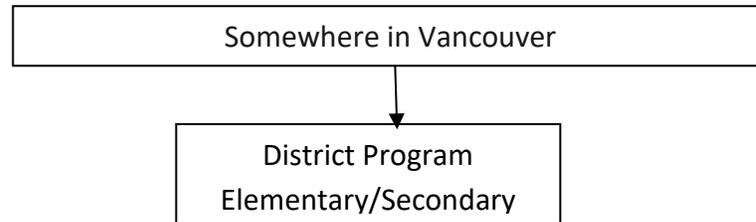
1.2 Secondary Schools



A request from the community to the school to add an alternative language to the Grade 9 -12 programs should be accompanied by at least 28 signatures of parents who believe their children would elect to take this second language program. When a request for an alternative second language program comes from the school community to a school the following steps should be taken:

- 1.2.1 Information meeting for PAC and school community.
- 1.2.2 Projected enrolment at either Grade 9 or Grade 11 (for Introductory 11) would be sufficient (at least 28 students who are second language learner's vis a vis the curriculum expectations). This may involve offering the course at the time of sign-up in the school.
- 1.2.3 Evidence of ongoing supply of interested/qualified students.
- 1.2.4 Evidence that qualified staff with second language pedagogy is in place or can be put easily in place to teach the alternative second language program and that there is sufficient staff to ensure continuity and stability of the program.
- 1.2.5 Availability of appropriate curriculum resources and/or funding to purchase those resources.
- 1.2.6 If these criteria's can be met, the program may be offered with a one-year pilot program, as long as the conditions of staffing and sufficient numbers of students continue to be in place. Typically, the course would begin at the grade nine level. Processes undertaken in the school to approve all courses would also be used to consider additional secondary language course.
- 1.2.7 If the commitment to a language program is undertaken, the attrition factor must be understood and planned for. As students proceed through high school; they cannot necessarily timetable all the courses they desire to take. Hence, there must be sufficient numbers of students at the beginning level (grade 9) to ensure that there will be enough students to run a Grade 11 class.

1.3 District Programs



Where representatives of a language community approach the District to have a second language taught in Vancouver schools, the District staff will work with the representatives to explore possibilities. This exploration may involve any of the following activities. The District will assess and plan as follows:

- 1.3.1 An assessment of the level of interest at various schools to offer the program will be undertaken. This would involve a general call for interest.
- 1.3.2 Where an elementary school is interested in offering the course, it may be necessary to begin with a mixed grade program (e.g. Grades 6 and 7 together). Plans to have the course proceed through to Grade 8 must be in place from the beginning.
- 1.3.4 Where a secondary school is interested in offering the course, it would begin at Grade 9 (Beginner) initially or Grade 11 (Introductory Language 11).
- 1.3.5 In the case of secondary schools, a District request to have each school offer the course at sign-up to ascertain where is the greatest interest from students may be issued. Where several schools indicate interest, District Management will strategically decide upon a school, based numbers of students in proximity, other programs already at the school, space, etc.
- 1.3.6 As a result of the assessment of interest in secondary schools it may be necessary to congregate interested students in to one course at a school where it could be offered off timetable. The school would be strategically selected by District Management based on numbers of students in proximity, other programs already in the school, space, etc. This course would be offered at the Grade 9 levels to begin (or 11 for Beginners 11 course).
- 1.3.7 The availability of staffing with both language fluency and second language pedagogy will be assessed and where necessary a recruitment undertaken. This may involve working with the local universities to offer a second language teaching course for interested teachers.
- 1.3.8 A search for learning resources will be undertaken.
- 1.3.9 One year pilot program. When it is clear that offering a program is viable, the approval process will proceed as indicated in the previous section.

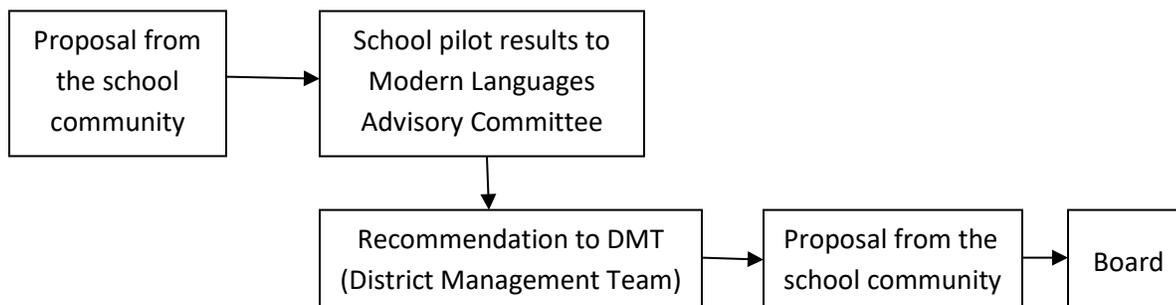
2.0 Proposals for the District to Sponsor the Development of a Second Language Curriculum

When a language community approaches the District to act as sponsor of the development of new language curriculum, District staff will assess the following:

- 2.1 The numbers of students who would potentially be interested in taking such a course.
- 2.2 The availability of staff and other resources to assist the community in the development of the BC Curriculum.
- 2.3 The availability of learning resources.
- 2.4 The implications of offering such a course on other language options and on all other electives. The school needs to consider carefully.
- 2.5 If the District staff comes to the conclusion that being a sponsor is viable, the approval process will proceed as indicated in the previous section.
- 2.6 If the commitment to a language program is undertaken, the attrition factor must be understood and planned for. As students proceed through high school, they cannot necessarily timetable all the courses they desire to take. Hence, there must be sufficient numbers of students at the beginning level (Grade 9) to ensure that there will be enough students to run a Grade 11 class.

3.0 Evaluation of Criteria Before a Language Course Begins

Once the pilot project has been assessed for viability, a proposal for the program to continue will be referred to the Modern Languages Committee for consultation. The general process to consider approval of a program appears below. It should be noted that, at any point in this process, a committee may refer the proposal back to a previous committee for further information, clarification, or reconsideration.



- 3.1 Criteria for Evaluation of Proposed Programs:
Proposals will be considered based on the following criteria:

- 3.1.1 Verified level of support for the proposal from parents, students, the school and teachers.

- 3.1.2 It is evident there are sufficient students to make an alternative second language program viable, and possible within a school's available space, staffing allocation, and the district's use of Facilities policy.
- 3.1.3 Students registered in the program have a language level appropriate to the curriculum expectations in speaking, reading and writing.
- 3.1.4 The Elementary program will be continued at the secondary level (Grades 5 to 8).
- 3.1.5 Qualified staff is available.
- 3.1.6 Availability of provincially approved curriculum and appropriate curriculum resources.
- 3.1.7 No additional costs to the Board.

Reference: Sections 8.2, 17, 20, 22, 65, 75, 85 School Act
School Regulation 265/89
Education Program Guide M333/99

Adopted: June 5, 2019