



## IB LANGUAGE POLICY OF SHAWNEE MISSION NORTH



### **Core Ideas:**

We believe that to create a community that promotes the education of internationally-minded students we must construct a policy that outlines our philosophy of language instruction at Shawnee Mission North High School. Since we are a school that is culturally diverse, we must support not only the study of English (our country's native language), but also the mother tongue (language spoken at home) of our many students.

### **Philosophy:**

The IB Program at Shawnee Mission North firmly believes that all teachers are teachers of language and that language is essential for learning. We also believe that classes can have language specific to their subject area, and teachers are expected to use this vocabulary in their teachings. In addition, it is through language that we can support our school's mission statement and a desire for life-long learning. We believe that appreciation for all languages and all cultures celebrates diversity and promotes understanding.

### **ELL**

“The mission of the Shawnee Mission English Language Learner (ELL) Program is to serve, advocate for, and assist in the cultural adaptation of English language learners and their families. The ELL staff, educators, parents, and community will work with the students to improve their social, linguistic, academic, and/or vocational skills, so that they may become contributing members of society and the global community” (Shawnee Mission School District ELL).

### **Who are our English Language Learners?**

Our English language learners come from all corners of the globe – Europe, Asia, Latin America, and Africa. “Sixty-eight percent of students attending our ELL program (learning the English language) are in pre-kindergarten through sixth grade, 31 percent are in high school. Pre-kindergarten through second grade students represent 34 percent of the total. Our students speak 81 languages, 77 percent speak Spanish. After Spanish, the most common language they speak is Chinese and Arabic. This year, we have a new record of 3,172 ELL students enrolled in Shawnee Mission” (Shawnee Mission School District ELL).

### **Language Profile:**

Currently at North we serve the following linguistic populations: French, Arabic, Hindi, Swahili, Korean, Persian, Portuguese, Vietnamese, Tagalog, Dari, Lao, Chinese (Mandarin), Amharic, Kinyarwanda and Spanish (which is far and above our greatest community beyond our native speakers of English).

<b>World Languages offered at SM North</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Level 5</b>	<b>Level 6</b>
French	X	X	X	X	X	X
Spanish	X	X	X	X	X	X
Russian	X	X	X			

**Use of English and Mother Tongue:**

All classes (except world languages) are taught in English. All bulletins, newsletters, and the website are published in English. However, our school has one full-time Spanish translator. In addition, other language translators are found in the district and could be used by teachers/parents/students at North.

Ways of supporting the use of the mother tongue:

North has an ELL (English Language Learner) center supported by two fulltime teachers and one half time teacher in addition to a fulltime translator.

Sheltered instruction is offered in the traditional ELL room. There are approximately 43 students who are served in this classroom every day. However, in some classes an ELL teacher/translator is teamed with a specific content area instructor to co-teach a class which is made up of ELL students as well as native speakers of English.

For the 2019-2020 school year, approximately 40 students out of 1497 are served in the ELL classroom.

**Language Acquisition:**

All students are encouraged to take a world language. Currently, we offer three world languages: Spanish, French, and Russian. Of those three, only Russian has not been part of the IB program.

## Language Assessments:

Two tests are administered to all ELL (both those in the ELL Center and those deemed proficient) students to determine placement – the IPT Test and the KELPA.

### IPT Test

#### **Used for initial district placement and optional screening after placement**

The IPT assesses students in three domains: oral, reading, and writing. The raw score for each subtest is a unique type. As a result, a matrix score of one (non-English speaker / reader / writer), two (limited English speaker / reader / writer) or three (fluent or competent English speaker / reader / writer) is assigned to each subtest raw score. The composite score is the sum of the matrix scores for the three subtests.

### KELPA

#### **A mandated yearly state assessment**

The KELPA assess students in four domains: listening, reading, speaking, and writing. A subcategory score of one (beginner), two (intermediate), three (advanced), or four (fluent) is given for each subtest. The total score is computed by combining the four subtest scores. The weighting for each subtest varies as shown in Table 1 below.

#### **Calculation of KELPA Total Score**

Domain	Grade Level(s)				
	Kindergarten	1st	2nd	3rd – 5th	6th – 12th
Reading	15%	20%	25%	30%	30%
Writing	15%	20%	25%	30%	30%
Listening	35%	30%	25%	25%	30%
Speaking	35%	30%	25%	15%	10%
Total score	100%	100%	100%	100%	100%

#### **State Reporting Requirements**

The “Principal’s Building Report – ELL” is completed each year on September 20<sup>th</sup>. All principals receive a current list of ELL students. Using this list, principals submit to both the district ELL office and to the internal auditor’s office, the names of English language learners and the amount of specialized instruction time each student receives. This specialized instruction is provided by the following ELL qualified personnel: teachers who

are ESL certified; teachers who are in the process of becoming ESL certified and who have a plan on file in the ELL office (in which they agree to complete their ESL endorsement within five years); and ELL aides who work with students under the direct supervision of ESL certified teachers.

### **How does the ELL Program Work in SMSD?**

Students are first assessed using an IEP test in addition to the KELPA (Kansas English Language Proficiency Assessment). This will help determine correct placement and if additional services are needed. In addition, the ELL instructors may also help determine placement based upon their interactions with the student.

There is a progression of placement in the ELL program at North. In addition, students who are transitioning out of the ELL Center are placed in core classes (math, social studies, and English) that focus on improving their skills in English besides the subject curriculum. We find that this leads to greater academic success for our students who are non-native speakers of English.

### **ELL Levels of Support**

#### **ELL 1**

Most intensive level of English language support. Students are with ELL teachers 3 blocks out of the day and aides (when available) are placed in non-ELL classes in order to support student in language acquisition. For all of these students, this is their first academic experience in the United States and have been in the country less than a calendar year. Most students can understand and respond to the simplest of questions and/or one step directions. Modification of instruction and/or assessment is essential for ELL1 students.

#### **ELL 2**

Students receive 2 blocks of service from ELL teachers. Language production is increasing, and students are able to respond to more complex questions and instructions, though instruction and/or assessment must still be modified. Though it may seem that the student's comprehension is on par with English-speaking peers, this is not the case. Speaking is the first domain to develop because of the necessity to communicate orally, but it does not truly reflect the student's understanding. Further questioning and checking is necessary to assure complete comprehension of tasks. In addition to modifications and scaffolding of instruction, students will need extra time to respond and complete assignments.

#### **ELL 3**

Students receive 1 block of service from ELL teacher but are also concurrently enrolled in ELL Study Skills. ELL3 students show the most advanced proficiency in their English language production. They can carry on conversations with teachers/peers, understand and perform more complex tasks, are more integrated into school culture, and are taking mostly non-ELL classes. Because of their advanced language production, one might assume that he/she can perform on the same level as his/her native-English speaking peers. Depending on various factors (first

language academic history, motivation, content requirements, etc.) this may be true, but it is necessary for the teacher to perform various checks for comprehension. Writing may be challenging and the student may be more proficient expressing oneself orally than in the written form. The ELL Study Skills course is designed to offer extra support in non-ELL classes. ELL Study Skills teacher will check on students' grades, soft skills, facilitate communication between school and home, and administer various assessments throughout the school year.

#### ELL 4

After an ELL student has completed ELL3 (regardless of grade level), he/she will take one English class with instructor JM. This is a closed course and is not offered to the traditional incoming-9th grader from the feeder Middle School. There are a multitude of factors that the ELL team evaluates to determine placement in ELA1 (KELPA results, IPT score, prior schooling, teacher recommendation, transcripts, etc.). Students in JM's ELA1 are taught using the same standards as other ELA1 classes in the building. Though modifications are made, they are limited. Students enrolled in this course will demonstrate native-like proficiency in English.

#### **Illegal Activities for Schools Serving English Language Learners per the United States Judicial Branch and the Office of Civil Rights (OCR):**

1. School district employees may **NOT** ask a student or family member about their immigration status.
2. Students may **NOT** be forbidden to speak in their native languages while at lunch, recess, during passing periods, on buses, etc. They may be encouraged to speak English in the classroom as this is the setting in which they are learning the language.
3. Students may **NOT** be failed academically due to language.
4. Non-English-speaking students may **NOT** sit in classrooms and do nothing (Lau vs Nichols).

#### **ONGOING REVIEW OF LANGUAGE POLICY:**

This policy will be reviewed yearly by the staff of Shawnee Mission North in addition to the school district's ELL Department and will make changes/adaptations to the policy as needed.

This policy is available to all members of the Shawnee Mission North Community.