

RHS Language Policy

Philosophy of Language Policy:

- a. At Rockford High School, we view language as a tool for making meaning in a challenging, multilingual world and that the acquisition of additional languages allows students to further reflect upon and explore different cultural perspectives. We believe that every student has individual and cultural experiences, skills, and interests that play a role in the teaching and learning process. The Rockford High School community will show students that we appreciate their unique family, community, and international cultures by treating their mother tongue as an asset and providing opportunities to retain and develop it. Our staff will help students develop an international mindset through the promotion of cultural identity, intercultural awareness, and global citizenship.

2. Practices

- a. Native Language/Home Language Support
 - i. To support students with a native language other than English, we strive to provide bilingual support for classroom learning and for communication with families. We also access district support for communicating with families and communities in languages other than English. We will provide every available/allowed aid to support students' success on required standardized tests in English. We continue to investigate other avenues and resources for native language support for all of our students.

1. Multilingual Communication in our School Community

- a. ELL Program
- b. Spanish Speaking Student Services Secretary
- c. Translation services for IEP and for other meetings upon request
- d. Spanish language books in the media center
- e. Many district documents and website available in Spanish
- f. Language line translation services

- b. English Language Learners (ELL)
 - i. All parents who enroll students in RAS are required to complete a Home Language Survey. It is designed to determine if the child's primary language is one other than English and if the dominant language in the child's home is one other than English. If either response is affirmative, the EL (English Learner) teachers test that new student with a WiDA assessment known as W-APT Screener (see www.wida.us).
 1. This brief screener provides an idea of the student's English language abilities in four categories: reading, writing, speaking and listening. Based on these scores, the student's previous education, and staff and parent recommendations, the EL staff determines if the student should receive EL support services.
 2. The State of Minnesota requires that all LEP-Yes students take the WiDA ACCESS for ELLs test in the spring to test their English proficiency. In addition, the Direct Serve students are assessed in reading with the Scholastic Phonics Inventory, Scholastic Reading Inventory and Measures of Academic Progress. These measures, as well as a student's individual

grades, teacher recommendations and family concerns, are taken into account for student placement.

- c. Support for Gaining Proficiency in the Language of Instruction
 - i. Except for Language Acquisition classes, the language of instruction at Rockford High School is English. We recognize that some students have yet to achieve English language proficiency and support the achievement of proficiency by diversifying our curriculum and library resources, the use of visual aids, and graphic organizers during classroom instruction.
 - ii. ESL learners receive language support and instruction after being assessed by using the WIDA Screener and the WIDA ACCESS for ELs test. After assessment, students will be placed on a continuum based on proficiency. As proficiency increases, students receive less ESL instruction until they exit the program based on ACCESS testing results.
- d. Secondary Language Acquisition
 - i. In addition to following ACTFL standards , Language Acquisition instruction supports the MYP fundamental concept of Intercultural Awareness and the IB Learner Profile. Learning an additional language is essential for students to understand other cultures, reflect on their own, and develop a mindset that values multilingualism and international mindedness.

3. Ongoing Review

- a. The Language Policy will be reviewed regularly to ensure the document reflects the needs and desires of our students, our school, and the expectations of IB.

4. Communicating Policy

- a. The policy will be available on the RHS website and can be made available on paper to families upon request.

Acknowledgement:

Portions of the language in this document originated here:

https://henry.mpls.k12.mn.us/uploads/phhs_ib_assessment_policy_may_2016.pdf

<https://chs.rdale.org/academics/international-baccalaureate-grades-11-12>

Language and learning in IB programs, 2012

IB Guidelines for developing a school language policy

IB Language and Literature Subject Guide, 2014

IB Language Acquisition Subject Guide, 2014