NOVI HIGH SCHOOL LANGUAGE POLICY

PURPOSE

As a diverse suburban school, a language policy provides Novi High School with the opportunity to be explicit about the ways in which we encourage international mindedness through additional language development for all students and show our support for multilingualism in the hopes of providing an environment that supports not just the acquisition of new language skills, but the maintenance of home/personal languages.

Additionally, language is more than grammar learned in a classroom, throughout our courses, our focus on international mindedness and knowledge of the world beyond Novi allows for each teacher to be a language teacher in their own way. Understanding the languages and cultures of the world will help Novi students effectively communicate in the multicultural world they already live in.

LANGUAGE PROFILE

Novi High School, in Novi, MI has a population of 61,114. Our population is 64.66% white, 23.91 % Asian, 7.57% Black, 2.5% two or more races, 0.91% other and 0.41% Native American, .03% Native Hawaiian or Pacific Islander. Therefore, while English is the dominant language and the language of instruction, there is great diversity of languages spoken by our students as seen to the right. Within this population, 63% are English speakers, however 56 languages are spoken.

LANGUAGE PHILOSOPHY

At Novi High School language learning, learning through language, and learning about language is a cornerstone of all learning. We use language to construct meaning, inquire about the world, and communicate our understanding with others. Authentic language learning crosses all disciplines and promotes critical thinking. Students are equipped and empowered to use strategies, or learning tools, to engage in inquiry-based learning. Using these tools, students read, listen, and view in order to comprehend texts of all kinds. They write, speak, and present to navigate the complexity of ideas they encounter within all disciplines.

The following ten beliefs about language learning anchor and guide our instructional practices:

1. Language acquisition is a life-long process connected to intellectual, emotional, and social growth.
2. Language learning requires decision-making and reflects upon one's knowledge of language usage.
3. Language learning communities are local, regional, national, and international. All spheres of language interaction are interrelated.
4. Language learning in the mother-tongue maintains cultural identity.
5. Language proficiency in one language transfers to learning other languages and other content.
6. Language usage allows students to communicate learning for personal, public, and academic reasons.
7. Language usage produces intended and unintended messages.
8. Language learning is both natural and unnatural, but language acquisition, in general, is progressive.
9. Language is a social construct and is a foundation for all learning.

Language learning fosters equity and builds community.

LANGUAGE INSTRUCTION

Group 1: Language A

Novi High School offers English A: Literature Higher Level as the only classroom-based opportunity for Language A. Novi High School allows students the opportunity to register for English A: Literature Standard Level. Due to the student body demographics, it is not feasible to create a separate course for English SL students. English SL candidates will take part in the HL class and the teacher(s) will differentiate instruction and assessments to meet their needs. Language A1 "School-Supported Self-Taught" at Standard Level is available to students at Novi High School. To date, no student has chosen this option for Group 1. Novi High School will continue to inform students about this option as appropriate to individual student need. ***As of 2022, this will be included in the Course Catalog as a pilot in order to clearly communicate this option to students.***

Group 2: Language B

World Language Offerings and Sequence of Courses – Group 2

The Novi Community School District offers learning opportunities for students to learn a world language. The languages offered at Novi High School are French, German, Japanese and Spanish. The IB courses ensure for spelling and referencing protocols in the language as well as preferred bibliographic styles for the language, rules and expectations are part of the curricula in the courses. The flow of language instruction is outlined at the below:

- World Language I (equivalent to Ab Initio 1)
- World Language II
- World Language III (equivalent to Ab Initio 2)
- IB World Language SL 1 (equivalent to World Language IV)
- IB World Language SL 2 (equivalent to AP World Language V)

On a case-by-case basis and as the need arises, Novi High School allows the opportunity to register for Language B Higher Level or other Ab Initio languages. In these cases, teacher(s) differentiate their instruction and assessments with the SL classroom to meet the needs of these candidates

Students are able to choose the World Language(s) they would like to study. Students are able to take French, German, Japanese, and Spanish. See the Novi High School course catalog for more information

Level 1

French, German, Japanese, Spanish

Level 2

French, German, Japanese, Spanish

Level 3

French, German, Japanese, Spanish

Level 4/IB SL 1

French, German, Japanese, Spanish

AP/IB SL2

French, German, Japanese, Spanish

IB Ab initio 1 and 2

Staff trained for French

***NEW for 2022: CP Language Portfolio**

Students in the Career-related studies program will be required to reflect on 50 hours of language acquisition in their career track through a language portfolio. Although students can fulfill the learning elements through a traditionally offered course, they can self-study a mother-tongue and/or language of interest and need for their future career. CP Language Portfolio progress will be part of a student's CP Core coursework.

Language Use

Spelling is expected to follow widely-accepted American guidelines. According to our district's writing rubric, errors in spelling, grammar or punctuation may exist in proficient student writing, as long as they do not interfere with meaning.

As listed in our school's Academic Integrity policy, students are expected to give credit to ideas they use that are not their own. View the policy using the following link: Novi Academic Integrity Policy

The majority of classes follow MLA style guidelines, while classes in the areas of science and psychology require documentation to follow APA style guidelines.

Language use around the school that bullies, harasses, threatens or demeans another person or group of people will not be tolerated. Incidents should be reported to a staff member and will be dealt with through procedures outlined in the student handbook.

BUILDING A COMMUNITY THAT SUPPORTS MULTILINGUALISM

Mother Tongue Support:
Novi High School acknowledges the vital importance of the maintenance of mother tongue development. Maintaining the mother tongue has many benefits. It allows the students to remain in touch with, and maintain esteem for the language, literature and culture of their home country. It facilitates readjustment to life in the home community and education system should they return to their home country. It permits learning a second language and ensures continuous cognitive development (in parallel with reaching competence in the second language) and additive bilingualism. Finally, it increases intercultural awareness and understanding.

1. **Student Self-Taught Language A SL**
   In individual student cases where Novi High School cannot provide direct instruction in a mother-tongue language, it will seek to support students in mother-tongue maintenance by providing guidance for provision of support staff in mother-tongue instruction (as part of self-taught courses). We have developed library resources in a range of languages used by students and we will allow Diploma Program students to enroll in a school-supported self-taught Language A SL as feasible, appropriate, and necessary.

2. **English Language Learner Program**
   The Novi Community School District seeks to provide every child, regardless of national origin or native language, quality, and meaningful educational instruction. Consequently, students who are English Learners (ELs) are provided instructional services through an English Language Development (ELD) program, which is designed to meet their unique needs.

   English Learners are self-identified and placed according to the results of WIDA testing. According to our student handbook, "Limited English proficiency should not be a barrier to equal participation in the instructional or extracurricular programs of the district." Course curriculum is planned and chosen by highly qualified, certified teachers in the district. The course progressions are listed in our Course Catalog.

   Classes available for English language learners (ELs):
   Sheltered content courses taught by content area teachers who have been trained in SIOP or *ESL teacher with content area endorsement:
   *ESL English 9
   ESL English 10
   *ESL English 11
   ESL English 12

ESL U.S. History
ESL Civics & Economics
ESL World History
ESL Health
ESL Physics
ESL Biology
ESL Chemistry
ESL Geometry

* Academic English Development (English 9/10 credit for Level 1 students)
* Advanced English Language Development (Support for Long-term ELs – elective credit)
** The ESL sheltered content courses receive the same credit as the regular education content course counterpart and follow the same standards as the regular education course*

In addition to the above classes, an ESL support period is available during all three lunches for students to utilize for tutoring needed for a course, social-emotional learning, or for extended time on a test or exam.

The following procedures are established for the Novi Community School District to meet the requirements of Title III.

A. **Registration/Identification Using Home Language Survey** The Home Language Survey approved by the Michigan Department of Education (APPENDIX A) is included in the Novi Community School District registration form. It is to be completed at the time of registration for all students Grades K-12. The registration office is responsible for ensuring that a home language survey is completed for all students at the time of enrollment. The completed registration forms shall be placed in student's permanent (CA-60) files. If a student is identified as speaking a primary or home language other than English on the Home Language Survey, and is therefore potentially eligible for ELD services. The registration team schedules a WIDA ACCESS Screener test for Potential ELs in grades 1(after December 1st)-12 prior to attending school or within the first week of attending school. The WIDA Screener is administered by a certified ELD teacher. If students are entering grades K-1 (before December 1), the ELD teacher at the student's assigned school with administer a WIDA W-APT teste within 10 days of attending school. If a student has scores from a previous district, them the ELD teacher will use that to determine eligibility for ELD services.

B. **Initial Assessment for Program Eligibility** Within ten school days of enrollment, a student who is identified as potentially eligible on the Home Language Survey must be assessed to determine if he/she is eligible for ELD/Title III program services. Assessments determine a student's language skills in listening, speaking, reading, writing, and comprehending English using the WIDA ACCESS during the testing window beginning February through end of March or WIDA ACCESS Placement Test (W-APT)/WIDA Screener from April until February when WIDA ACCESS testing window begins.

C. **Levels of English Proficiency** The following chart WIDA ACCESS and W-APT/WIDA Screener shows level of proficiency correlated to the Michigan English Language Proficiency Standards Levels 1-6. The below may assist you to determine the level of the student's proficiency and the student's placement into grade level or courses with appropriate ELD language and academic support.

WIDA ACCESS Performance Definition (Proficiency Level) / W-APT score and Multiple indicators (May be used to understand EL proficiency). ***Additional data points:*** *iReady (grades K-6), NWEA (7-12), M-STEP (Grades 3-9), SAT (Grade 11), WIDA Model Classroom teacher input and in-district assessments (F&P, writing pathways)*

- **1 (1.0-1.9) Entering**
- **2 (2.0-2.9) Emerging**
- **3 (3.0- 3.9) Developing**
- **4 (4.0-4.9) Expanding**
- **5 (5.0-5.9) Bridging**
- **6.0 Reaching**
- **Monitored FLEP (No WIDA ACCESS testing)**

D. **Eligibility for Title III ESL Program Services** A student who scores 1.0-5.0 on the WIDA ACCESS or WIDA Screener is eligible for ELD Program Support as described below.

Proficiency Level 1.0-1.9: Student knows and uses minimal everyday language and minimal academic language with visual supports.

Proficiency Level 2.0-2.9: Student knows and uses some everyday language and some general academic language with visual supports.

Possible Services Offered:

- Push-in Support: ELD teacher joins the class to help the student successfully learn new content and language in his or her core classes
- Pull-out Support: Up to five days a week, the ELD teacher works with ELs in small groups out of class to teach English and new content
- Sheltered Instruction ELA: A class that teaches language arts and provides language development for English learners
- Sheltered Content classes: Content taught by SIOP trained content area teacher, and developed in collaboration with ELD teachers.

Proficiency Level 3.0-3.9: Student knows and uses everyday English and some content-specific academic language with visual supports.

Proficiency Level 4.0-4.9: Student knows and uses everyday English and some technical and content-specific academic language.

Possible Services Offered:

- Push-in Support: ELD teacher joins the class to help the student successfully learn new content and language in his or her core classes.
- Pull-out Support: Up to five days a week, the ELD teacher works with ELs in small groups out of class to teach English and new content.
- Sheltered ELA: A class that teaches language arts and provides language development for English learners.
- Sheltered Content Class: A teacher trained to teach English Learners is teaching content to students.
- English Language Development (ELD) Intervention: Students who struggle to continue the development of their English language skills are identified for additional targeted English language development lessons for up to 90 minutes a week.

Proficiency Level 5.0-6.0: Student knows and uses everyday English and technical / content-specific academic language.

Possible Services Offered:

- Sheltered ELA: A class that teaches language arts and provides language development for English learners
- Monitoring of learning by building teachers and by English language teacher.
- English language teacher meets with the student's classroom teachers to plan strategies to help English learners be successful in his or her classes.

Additional Services:

The Novi Community School District English Language Development (ELD/ESL) teachers work closely with the Special Education department to develop a plan to support the language needs of individual students with Individualized Education Program.

Resources: Novi ELD Handbook

E. Summer Program

When numbers necessitates, the district offers a 6-12 Entering English level summer school program. This is a six-week program during the regular summer school semester, but does not receive any high school credit.

Professional Development

At Novi High School, teachers and administrators seek out professional development in language learning. The district also provides literacy coaches to lead this professional development on-site to help staff implement best practices related to language instruction within their own classrooms. Areas of continuous improvement include:

- Consistent and integrated comprehensive literacy framework, aligned with best practices (research-based), within all disciplines, including models of instruction surrounding
    - word study methods and strategies to build background knowledge and lay foundations for learning.
    - reading comprehension methods and strategies to improve textual understanding.
    - writing methods and strategies to improve process and production.
    - discourse strategies and techniques to engage students in dialogue to deepen the inquiry.
    - digital literacies and tools that enhance language learning.
- Attending training or workshop sessions to ensure delivery and implementation of practices listed provided by coaches internally and sought externally when appropriate.
- Collaboration and reflection about language acquisition and literacy achievement across and within courses and across grade levels
- Deliberate, systematic teacher-to-teacher, or peer observations, intended to share and improve instruction.

Reference: Novi High School Course Catalog (Pages 82-87) https://hs.novi.k12.mi.us/counseling/scheduling/course-catal

3. Seal of Biliteracy

As of 2021, Novi High School supports students in receiving the Michigan Seal of Biliteracy. It was created to recognize high school graduates who exhibit language proficiency in English and at least one additional world language. The Seal has been created to encourage students to study world languages and embrace their native and heritage languages.

The Seal will provide employers with a way to identify individuals with strong language and biliteracy skills.

4. Library Resources

Our librarian provides access to books and other resources that support the cultural and linguistic diversity of our students.

5. Clubs and student interest groups

The following clubs and Co-curricular activities are available to all NHS students to enrich and increase cultural experiences in mother-tongue languages or additional languages. Part of the mission of these groups is to increase international mindedness and to become more aware of the diverse cultures within our community.

Awkward Pause
buildOn
Chinese-Korean Club
Choir
French Club
German Club
Girls Who Code
Indian Student Association
Interact Club
International Student Association

Islamic Cultural Interest Group
Japanese Club
Dear Asian Youth
Math Club
Model United Nations
Multicultural Club
Politics Club
Spanish Club
Thespian/Drama Club

COMMUNICATION WITH PARENTS AND GUARDIANS

This document, as well as the other IB policies, is posted on the IB Schoology Group. IB meetings with parents occur various times during the year in order to ensure understanding of IB policies.

LANGUAGE POLICY REVIEW

The committee composed of administration, teaching staff, parents and students, will meet on a 2 year cycle, beginning on January 2023. Its purpose is to review, evaluate and revise the Language Policy as needed. Revisions will be posted in the IB Schoology Group and posted on the Novi High School webpage. Staff, students, and families will be informed of any changes.

The language committee created the original document. Date: February 22, 2016

With reference to community survey data and district updates, policy revised by Alaina Brown (IB Coordinator), Kelsey Gaylord (ELD Teacher Leader), Shannon Hadley (EL teacher and support), Sarah Lephart (IB Counselor), and Nicholas LeTarte (IB French teacher and World Language Content Area Leader) – **October 2021**