

Kyrene Middle School Language Policy



Kyrene Middle School
International Baccalaureate World School
Middle Years Program

Language Policy

Programme standards and practices

Culture through policy implementation (0301):

The school implements, communicates and regularly reviews a language policy to foster intercultural understanding through communicating in a variety of ways in more than one language(0301-04).

4.1: The school implements and reviews a language policy that is aligned with IB language policy guidelines.

4.2: The school describes in its language policy the way that the school recognizes multi-lingualism as a fact, a right and a resource for learning.

4.3: The school identifies in its language policy a variety of physical and virtual resources used to facilitate language development.

4.4: The school clearly describes in its language policy the rights and responsibilities of all members of the school community and what constitutes good practice within the school context.

The school secures access to an Ib education for the broadest possible range of students (0301-01).

1.2: The school provides relevant support materials, resources and structures to promote access to the school's programme for as many students is reasonable.

Student Support (0202):

The school identifies and provides appropriate learning support (0202-02)

2.1: The school implements and reviews systems and processes to identify the needs of students

2.2: The school supports the identified needs to students, and evidences this support through planning, policy, and practice.

Students as Lifelong Learners (0402):

Students pursue opportunities to explore and develop their personal and cultural identities (0402-07).

Approaches to Teaching (0403):

Teacher remove barriers to learning to enable every student to develop, pursue and achieve challenging personal learning goals (0403-05).

5.3: Teachers use IB-mandated policies to support their students

5.4: Teachers support language development with consideration for the language profile of students.

Philosophy

Kyrene Middle School serves a diverse population of students with diverse language needs. KMS welcomes all students and strives to create a learning environment that embraces diverse language backgrounds while preparing students to succeed in the 21st century. All teachers at Kyrene Middle School are responsible for language instruction. In all classes, students read, write, speak, view, and listen in a variety of ways and for a variety of purposes. These skills are the crux of the College and Career Readiness standards that our curriculum is aligned to.

The language of instruction at KMS is English. One exception to this is the dual language program which spends 50% of the day teaching in Spanish. At Kyrene Middle School, the students explore the many ways language is used to communicate ideas, develop an intercultural awareness, and become global citizens. Language and Literature and World Language are core academic classes at KMS. Through the study of language, students will come to know that different languages have different structures and rules, and will make a connection to another culture while developing a deeper understanding of their own.

Language A: Language and Literature

As stated, KMS believes that all teachers are language teachers, but Kyrene Middle School students participate in specific language instruction two hours per day. One of those hours is English Language and Literature. Time is spent in this class analyzing text, producing text, and using the English language to communicate effectively as well as understand competently.

Students explore a variety of texts including expository, argument, and narrative. The instructional strategies used at KMS include, but are not limited to: Direct instruction, close reading, novel studies, problem based/holistic learning, and the use of formative assessments to guide the direction of instruction. Kyrene has adopted Pearson's My Perspectives curriculum as the primary source. Students read high quality, culturally diverse novels both independently and as a class. They analyze the reading through small group discussions and Socratic seminars; they answer text-dependent questions and cite their evidence using MLA style. Students write narrative, expository, and argumentative essays responding to real world issues or events as well as in response to their reading. They also use MLA style citations when applicable.

MTSS (Multi-Tiered System of Support) meetings are held regarding students that are not progressing through the learning as expected. This is a multi-disciplinary team that meets to develop or follow through with strategies for student success. Tier 1 interventions are implemented and monitored. If progression is not shown following Tier 1, a determination is made regarding moving the student to Tier 2 intervention.

If Tier 2 intervention is deemed necessary, the students attend intervention class in lieu of an elective class. District interim scores and summative assessments are used to determine an exit from this intervention class.

Exceptional Services students have additional resources in the Language A classes dependent upon their Individualized Education Plan (IEP) or 504 plan. Students who attend general education classes may have an instructional aide for assistance and guidance. Students who do not attend general education classes report to an Exceptional Services teacher for specific instruction with assistance and guidance.

Language B: World Languages (American Sign Language, Mandarin Chinese, and Spanish)

At Kyrene Middle School, the second hour daily of specific language instruction is in language acquisition. KMS' World Language class is a core class rather than an exploratory/elective class. Each student will be enrolled in one of the three world language classes offered: American Sign Language, Mandarin Chinese, and Spanish. KMS also offers English as a Second Language for students that are not proficient in the language of instruction which would be considered their Language B course.

The World Language course, as a core class, will be a year-long class. Students will receive close to 180 hours of instruction in Language B per year. At KMS, we believe strongly in our students becoming proficient in at least two languages. Once the student has chosen their world language course of study, they will continue with that course of study through the three years of middle school.

Through Language B courses, students will be entrenched in their chosen culture. This will provide the student with language proficiency and they will begin to understand how language provides a window into another culture. By being bilingual, students will be more balanced, open-minded, and better communicators in their global community.

Two of our Language B courses were chosen due to an increasing demand for employees proficient in Mandarin Chinese and Spanish. With course offerings in these two languages, students will be provided the opportunity to learn about the language and the culture. Being knowledgeable in both of these areas will benefit students as they enter the workforce. These courses will develop skills in reading and writing comprehension, grammar, vocabulary and oral communication. Students will also be immersed in that community's culture. The Language B courses are structured in phases, and the phase a student is enrolled in will be determined by their level of proficiency. Students will move through the phases as their knowledge of the language and culture progresses. If no progression is shown, they will remain in their current phase.

American Sign Language was also chosen due to an increasing demand for fluent signers. Students enrolled in American Sign Language (ASL) will be provided the opportunity to learn about the language and culture of the Deaf and Hard of Hearing. This course will develop skills in fingerspelling, family signs, pronouns, people and classifiers/common descriptor signs, and rhetorical questions. Students will also be immersed in the culture of the Deaf and Hard of Hearing. Like Mandarin Chinese and Spanish, ASL will be structured in phases. Students will move through the phases as their knowledge of the language and culture progresses. If no progression is shown, they will remain in their current phase.

Exceptional Services students will attend Language B classes to varying degrees. Determined by their ability levels, Exceptional Services students will be in general Language B classes, use language B software, or will be exposed through their Exceptional Services teachers.

Students identified as EL, whose proficiency is Intermediate or below, will receive Language B classes through the ELD or SEI model utilized by the school. They will be exempt from taking the World Language classes offered.

English as a Second Language

Kyrene Middle School's student population includes those students who are non-native speakers of English. Our goal at KMS is that they become fully integrated in the culture of the school. As students enroll in Kyrene Middle School, they are asked to complete a PHLOTE (Primary Home Language Other

Than English) survey. Students who indicate a language other than English are evaluated using AZELLA (Arizona English Language Learner Assessment) to determine their English proficiency levels. Students who score less than Proficient are identified as EL Students. They are monitored annually using AZELLA.

According to the SEI model submitted to and approved by the Department of Education, students are placed in an SEI (Structured English Immersion) class. The Arizona ELD (English Language Development) standards are taught and implemented by general education teachers.

SEI Teachers in grades 6-8 should be certified in Language Arts or English. Additionally, SEI teachers must have a Structured English Immersion endorsement (Provisional endorsement or full endorsement), an English as a Second Language endorsement, or a Bilingual endorsement.

The SEI Model of instruction for Pre-Emergent, Emergent, and Basic students is ELD instruction using the English Language Proficiency (ELP) Standards during two "blocks", totaling 100 minutes. One block is an "integrated" block where students are placed in a class with English speaking peers and grade level instruction with the appropriate supports. The second block is a "Targeted" block where students receive instruction at their English Language Proficiency Level.

Reviewed on 02/15/2023 by:
School Administrators
IB Implementation Committee
ELD/SEI Teacher

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References

"Programs and Services". *Kyrene School District*. N.p., n.d. Web. 24 April 2018.
Language Policy for Madison Meadows Middle School
Language Policy for Dwight School Seoul
IB Coordinator Support Materials, 2014