

DOUGLAS COUNTY HIGH SCHOOL
IB FEEDER

LANGUAGE POLICY

Policy: Language/Instructional
Name: DCHS-MMS MYP Feeder

References:

IBO Standards and Practices

Parent –Student Handbook

IBO Publication: Guidelines for Developing a School Language Policy

IBO Publication: Second-Language Acquisition and Mother-Tongue Development

IBO Publication: MYP: From Principles to Practice

Purposes:

To acknowledge English as the language of instruction and to identify languages other than English (Language Acquisition) that will be offered as second languages and to identify the instructional practices that lead to language proficiency.

Rationale:

To ensure that, as authorized IB World Schools, the Douglas County High School Feeders (PYP, MYP & DP) are in compliance with IB Standards and Practices.

Definitions:

Language of Instruction (LOI): English

IBO Program Terminology:

MYP:

First Language - Best/Native/Mother Tongue

Language Acquisition - Second Languages

Language Profiles:

District: Document detailing students’ language background and educational needs at the time of registration in our district. Housed with school/district registrar.

Student: On-going electronic documentation of students’ literacy and educational needs. Housed in our Infinite Campus system.

Philosophical Underpinnings:

International Baccalaureate educators promote literacy as a process and offer an emergent education that will provide continued access to the world of ideas. Teaching operates as the art of expanding literacy, most fundamentally linked to teaching students to read, to write and to speak. Literacy is an art, not a skill. Learning to read and to write should not function as ends in themselves. Language education must encourage students to perpetually refine their literacy so that they can perpetuate a series of encounters between their understanding of the world and the world itself. The dynamic that results from these escalating encounters defines individuality and creativity; it is the stuff out of which the art of life is made.

As a community of International Baccalaureate schools, we seek to cultivate a sense of literacy that promotes principled understandings of the world beyond one’s self. The understanding of language education as a personal and perpetual process requires its application to all subject areas each of which provides layers and dimensions that enable a lifelong commitment to literacy. Within every discipline, language education demands a dedication to the arts of perception and creativity. These essentially human characteristics interact to provide the basis of reflection and inquiry. An education that promotes active literacy enables students to develop understandings that arise from their individual perceptions. These perceptions acquaint students with their responsibility to contribute to the world.

We recognize our responsibility does not simply rest in teaching information to the individual, but in the promotion of a literate society. To this end we aim to encourage thinking by giving assignments that enhance perception and provide opportunities for reflection.

Policy Statement:

The Language of Instruction (LOI) in the Douglas County High School Feeder is English. All students will develop a fluency in the LOI. The school will offer instruction in languages other than English as language needs of the students dictate. For students who do not have the LOI as their mother tongue, English as a Second Language (ESL) will be required at an appropriate level following a needs assessment. There will be no punitive measures that impact students using their mother tongues.

Language Policy Guidelines:

Douglas County High School IB feeder:

1. Provides opportunities for all learners to acquire a language other than English.
2. Provides opportunities for all learners to develop cultural understandings of their own and other cultures.
3. Provides opportunities for students to maintain and develop their mother tongue. These opportunities could include:
 - a. Physical resources;
 - b. Technology supports (e.g., Distance Learning, access to community based instruction);
 - c. Direct instruction;
 - d. Timetable adjustments; and
 - e. Access to the school facilities.
4. Provides support for students who are enrolled with English as their second language to develop competence in both spoken and written English in accordance with the school’s curricular frameworks for ESL in order to support their academic progress.
5. Ensures that the development of curricular resources will be budgeted for and provided to cater for the range of learners.
6. Students and parents will be informed of the language supports that will be provided by the schools.
7. Provides information to parents and students that clearly states the Language Policy and school practices.
8. Ensures that teachers are making the necessary adjustments to classroom practices to support the language needs of all students.
9. Allows second language acquisition and mother tongue development of all students enrolled. Students will be counseled towards a sustained language experience.

Appendix A: Douglas County High School DP/MYP Instructional Structures to support Practices

➤ **World Language/Mother Tongue Support**

- During the registration process, counselors will identify students for whom the school is unable to meet their language needs.
- Provide opportunities for all learners to acquire a language other than English
 - All students may choose to take Language Acquisition. Exceptions would be dependent upon Language Policy guidelines. Recommendations for a support class in LOI may take priority due to non-proficient levels of achievement on state mandated testing in LOI.
 - Classes that would take priority would include Read / Write Strategies or Special Education Resource to remediate LOI.
 - A scope and sequence of Language Acquisition classes will be developed for levels 2 – 5 (grade 7- 10).
 - Advanced literature courses could include original Language Acquisition texts for students to read and analyze. Advanced language students might write the analysis in Language Acquisition and provide presentations in Language Acquisition.

- Provide opportunities for all learners to develop cultural understandings of their own and other cultures
 - Through MYP unit plans, international mindedness is developed at the instructional level as connections are made to the cultures around the world in each subject area. These content connections build value to all cultures. International mindedness and cultural awareness will develop overtime as teachers reflect on their units and collaboratively improve their units through deeper understanding of the Global Contexts and Key Concepts.
- Provide opportunities for students to maintain and develop their mother tongue. These opportunities include:
 - Physical resources:
 - Increase the number of library support materials in languages other than English. Language Acquisition books, novels, and primary documents should be made available in the students' mother tongue.
 - Increase the texts available for MYP subjects in languages other than English.
 - Increase resources available in a second language appropriate for many levels of learners English or mother tongue.
 - Timetable adjustments required to permit student access to mother tongue support:
 - Increase awareness of teaching staff the difference between social and academic language proficiency with clearer understanding and realistic expectations of our native speakers
 - Utilize ESL differentiation in instruction in the implementation of MYP units
 - External supports (e.g. Distance Learning, access to community based instruction)
 - Provide additional language support other than what is offered at our school (Spanish and French) through on-line classes or use of community members.
 - Provide Internet resources that are easily accessible for use in the classroom to support, encourage, and extend literacy in multiple languages.
- Provide support for students who are enrolled in an English Language Development class as their second language to develop competence in both spoken and written English in accordance with the schools' curricular frameworks for ESL in order to support their academic progress at Douglas County High School.
 - English Language Development classes (Language Acquisition) will be provided
 - ELLP (English Language Learner Plan) will be created for each student and info shared with all teachers
 - SIOP method used in ELD classes and beginning to use in team taught classes
 - Team-taught classes w/ ELD teacher will allow more students access to ELD support.
 - Homeroom/Academic Assistance Time Advisory will be utilized as a support period for English Language Learners (ELL)
- The school shall not engage in any practices prejudicial to the second language acquisition and mother tongue development of students enrolled.
 - All staff members will assist in monitoring any prejudicial practices that may interfere with equality and respect for all students.
- The school shall offer second language instruction in English and other second languages (Spanish and French) identified and approved by the Curriculum Committee in consultation with the administration. Students will be required to select a second language course option that is subject to the approval of the Languages coordinator and /or the academic guidance counselor.
 - Spanish, French and Mandarin are currently offered at DCHS. Due to significant budget restraints, the number of languages offered and continuity for the partnership of schools will be considered as budget deficits are addressed. o A minimal number of students may be exempt from this goal. A profile will be developed to identify those students who would not benefit from a second language due to IEP goals.

➤ **Instructional Practices**

- Resources: The development of curricular resources will be budgeted for and provided to cater for the range of learners.
 - A budget will be developed with goals in mind to increase curricular resources.
 - Utilizing the partnership of schools and community resources will be investigated as a means of reducing costs
- Instructional priorities:
 - Utilize teachers who are bilingual in the instruction of their content so that ESL students may understand and build their native language literacy skills
 - Increase the number of teachers who have an ESL endorsement or IB training through hiring practices
 - Utilize community resources and guest speakers to promote bilingualism
 - Utilize subtitled movies and/or foreign films to assist in the integration of additional languages
- Consultants: Teachers will be expected to provide all necessary adjustments to classroom practices to support the language needs of all students
 - The ESL teacher will utilize a consult time in their teaching schedule to address strategies that may help specific teachers or students.
 - The MYP coordinator and administrators will utilize the MYP unit plans to formally substantiate the strategies used for a specific unit.
 - Through ESL team taught classes, the cooperative teaching model assists the regular educator by providing ideas, strategies, and one to one help in building MYP units that address culture in the classroom as well as assisting the ESL student by immediate differentiation in pedagogy.
- Professional Development: The school will support teachers through professional development in their acquisition of the skills requisite to meet the language needs of all students enrolled
 - The ESL teacher will utilize the new teacher induction classes to provide staff development for new teachers
 - Professional Learning Communities will utilize staff development opportunities and flex time to develop strategies that address the needs of Native speakers. Assessment data will be utilized to determine the effectiveness of the strategies. The ESL teacher will also be utilized to provide additional resources and strategies to the teachers to assist in meeting the educational needs of the students.

➤ **Community Connections**

The school will provide information to parents and students that clearly states the Language Policy and school practices

- The language policy will be:
 - Available on our IB DCHS feeder schools' websites
 - Provided to students and parents through registration processes, back-to-school nights, parent conferences
 - Presented at the school advisory committee
- Increase the awareness of our Native speakers of the opportunities for involvement in extracurricular activities (sports, theater, music, clubs, etc.)
- Promote Back to School Night for ESL families
- Provide a supplement to the School Newsletter that is written in Spanish
- Develop a group of ESL families to brainstorm ideas to increase family involvement in school

activities

- Access to the school facilities
 - All students have equal access to school facilities
 - Increase the awareness of our Native speakers of the opportunities for involvement in extracurricular activities (sports, theater, music, clubs, etc.)
 - Promote Back to School differently for ESL families
 - Provide a supplement to the School Newsletter that is written in Spanish
 - Develop a group of ESL families to brainstorm ideas to increase family involvement in school activities
- Organize and disseminate communications to parents on the details and the spirit of this policy
 - MYP & DP Coordinator
 - Language Policy group
 - ESL teacher
 - Counselors
 - Student Assistance Team (MTSS)

➤ **Demonstration of Student proficiencies**

- All students currently enrolled and new students admitted will have a Language Profile and students and parents will subsequently be informed as to the extent of language supports that will be provided by the school
 - Students are currently placed in ESL classes based on their level of English acquisition. Depending on the number of students with English Language Learner needs we will increase the number of ESL classes or increase the number of team taught classes with specific language support
- Direct the professional supports provided to teachers as required by the implementation of this policy to ensure student proficiency.
 - Administration
 - SAT
 - MYP / DP Coordinator
- Direct the review and development of Languages A and B curriculum as deemed appropriate by the Head of School to ensure student proficiency.
 - MYP / DP Coordinator
 - ESL teacher
 - Counsellors
- English Language Learners are exited from ELD after passing the WiDA ACCESS test. Then they are monitored for 2 years to be sure that they can be successful as measured by MAP, PARCC testing. The use of our student information system (IC) will be used to track student proficiency.

Appendix B: MESA Instructional Structures to Support Practices

➤ **MTSS**

- (Multi-Tier System of Support) – The MTSS model breaks instruction into three tiers; the first tier contains interventions that all students have access to. The second tier contains interventions that are specific to learners who continue to struggle. The top tier of interventions are reserved for the neediest of all our students, those for whom all other interventions have not been successful.

➤ **World Language/Mother Tongue Support:**

- Currently students can receive instruction in English and Spanish or French at Mesa Middle School.
- Students are receiving a full year of Language A and Language Acquisition in both years 2 and 3 of the MYP.
- ESL programming to develop competence in both spoken and written English in accordance with the schools' curricular frameworks for ESL.

- Translation of documents for parents where possible
- Development of a multi-lingual Collection in the Library
- Sharing of Culture in all classrooms
- Services for English Language Learners
- Immersion program

➤ **Instructional Practices:**

- Identification of Needs – Upon entering Mesa Middle School all students are screened for reading and writing proficiencies, student’s state testing scores and past records are reviewed. Interventions are planned according to identified needs.
- LIFT – (Literacy Instructional Framework for Teaching) This framework is a selection of instructional strategies that allows for the gradual release of reading and writing responsibility from the teacher to the student. In all cases, lessons begin with the teacher demonstrating a skill (I do, you watch). Then, students are invited to participate with scaffolding provided by the teacher (We do together). Finally, students are released to practice the skills independently (You do, I watch)
- Literacy strategies being reinforced daily across all content areas: reading, writing, speaking, visual, and information literacy
- Critical/Visible Thinking
- Embedded Staff Development for all teachers around language learning and teaching strategies/skills
- Discovery Language Arts

➤ **Community Connections:**

- Parent Education through Parent University; programming offered at no charge by the district for parents and community members.
- Regular Communication; student led conferences, translators where necessary, websites, emails, newsletters, and phone calls

➤ **Demonstrations of Student Proficiencies:**

- See Assessment Policy
- Use of Common Language A Assessments across content areas and during interdisciplinary teaching
- MYP Personal Project
- Evidence of students using the IB Action Cycle (Choose, Act, Reflect). Students initiate appropriate actions based on their learning.