



Language Policy for students, families and staff

Roosevelt High School Language Philosophy

We are all teachers and learners of language.

Roosevelt High School believes that the development of language is the foundation of all learning. Language study develops international understanding, reinforces cultural identity, enhances personal growth, promotes effective communication, and equips students to positively impact the world. Roosevelt is committed to developing multilingual, multiliterate, and socioculturally competent students who graduate with the skills necessary to engage effectively in today's globalized world.

Roosevelt High School views all teachers as educators of language within the context of their disciplines. Roosevelt educators create learning environments that value and support the diversity of cultures, languages and background knowledge that students bring to the learning process. As teachers of language, instructional focus is given to the development of language skills specific to the different subject areas, and is differentiated to meet the needs of our diverse language learners.

Language Profile

The languages of teaching and learning at Roosevelt High School are English and Spanish. Roosevelt is the secondary pathway for the Spanish Dual Language Immersion (DLI) program at Minneapolis Public Schools, and students in the DLI program take grade-level core classes in Spanish throughout their time at Roosevelt.

The primary languages of communication in the school and community are English, Spanish, Somali, Pashto, and Arabic, among other languages. Roosevelt is home to approximately 1100 students, a third of whom speak a language other than English at home. Approximately 17% of Roosevelt students are English Learners (EL) who receive support to develop their academic English skills. Approximately 20% of our students participate in the DLI program and primarily come from homes that speak English, Spanish, or both.

Language Choices and Offerings

Multilingualism and international-mindedness are highly valued at Roosevelt. We feel that all students can benefit from developing and acquiring additional languages beyond their own, and we work to ensure a language learning pathway for every student.

Language A

The primary languages of instruction at Roosevelt are English and Spanish. All students take English Language Arts (ELA) as Language A. Students in the DLI program additionally take Spanish Language Arts (SLA) as a second Language A option. Students who take IB Language and Literature as Standard Level or Higher Level in English and/or Spanish as part of the Diploma Program will have the opportunity to take the IB exam in their senior year.

Language B

Roosevelt students study another language during their first two years at Roosevelt as part of the Middle Years Program, and are strongly encouraged to continue their language study into the Diploma Program in their junior and senior year. Special consideration is given to students with special needs, such as students with an Individualized Education Plan (IEP).

Language B offerings at Roosevelt include Arabic, French, Spanish (for heritage and non-native speakers), and ESL (for students new to country). Students who take IB Language Acquisition as Standard Level or Higher Level in Arabic, French, or Spanish as part of the Diploma Program will have the opportunity to take the IB exam in their junior and/or senior year. Juniors and seniors in the IB Career-related Program will learn an additional language through the language portfolio.

Inclusion and Equity of Access

Equitable access to IB language courses, programs and opportunities is a priority at Roosevelt. All Roosevelt students participate in the Middle Years Program to the fullest extent possible, and are expected to study an additional language other than their own.

Language development support in practice

Many of our core classes in the MYP are co-taught with an EL or Special Education (SPED) teacher to ensure that our students are given the language support and differentiation they need to succeed in their classes. Our Sheltered Math, Social Studies, and Science classes in the MYP are designed for newcomer students and allow them to earn graduation credits while at the same time develop English language skills within the different subject areas.

The DLI program also provides inclusion and access to grade-level content in both the MYP and DP programs for our Spanish-speaking newcomer students. In the DLI classes, our newcomer students have the opportunity to continue developing skills in their first language as well as be welcomed into a learning community that sounds and feels like home.

To ensure inclusion and equity of access to learning in all of our classrooms, Roosevelt educators use instructional strategies to scaffold the learning of skills and content in order to meet the needs of our diverse language learners. Some of these strategies include:

- Integration of language and content objectives
- Explicit vocabulary instruction and building background
- Intentional use of students' home language(s)
- Opportunities for students to practice AVID WICOR strategies
- Multiple access points for learning and assessments
- Graphic organizers to teach patterns of thinking
- Grouping based on knowledge of students' skill level and needs

Support of a student's home language beyond English and Spanish

To support students who have a first language other than English or Spanish, we strive to create learning environments where students can use their language(s) to engage in the learning process, and make connections whenever possible to their countries and cultures.

As a school community, we provide students the opportunity to participate in affinity groups, clubs, and organizations that reflect their language and culture. Examples of student groups include: African Student Association, Asian Student Association, Black Student Union, Club Latine, Native Leadership, and Spanish Debate.

Minnesota World Language Proficiency Certificate and Minnesota Bilingual Seal

All developing multilingual students at Roosevelt have the opportunity to qualify for the Minnesota World Language Proficiency (WLP) Certificate or the Minnesota Bilingual Seal in their 10th, 11th, and/or 12th grade year. All Language B students take a language proficiency assessment to qualify for the certificate or seal in Level 3 courses and above. All DLI students take a language proficiency assessment to qualify for the certificate or seal in grades 10, 11, and 12. IB Diploma Program students can also qualify for the Minnesota WLP Certificate or Bilingual Seal through the IB Language Acquisition exam in their language of study or through the IB Language and Literature exam in Spanish.

Any multilingual student, not in a language class is also encouraged to qualify for the seal in their home language (this includes American Sign Language and Indigenous American Indian languages), and may take a language proficiency assessment during testing times scheduled by the district.

Outlined below are the qualifications for achieving the MN World Language Proficiency Certificate or Bilingual Seal:

	Minnesota World Language Proficiency Certificate	Minnesota Bilingual Gold Seal	Minnesota Bilingual Platinum Seal
ACTFL Proficiency level in all four modalities: reading, writing, speaking and listening	Intermediate low and above	Intermediate high and above	Advanced low and above

Family Inclusion and Engagement

Roosevelt counselors and staff work closely with students and their families when making decisions about the language learning pathway for each student. Student data regarding language and literacy skills is shared and discussed with families so that they are informed about their student’s strengths and areas of growth, and can make decisions that are best for their student’s education.

When communicating with families, school-wide communication is delivered in all major school languages and in a format that is easily translated with a translation app for less common languages. Roosevelt staff use interpreters, Language Line, and Talking Points when communicating with families who speak a language other than English (or Spanish).

Teacher Professional Development

All Roosevelt educators take part in professional development in the area of language learning and teaching throughout the school year, including administrators and media specialists. Professional development is delivered in the form of seminars, conferences, workshops, whole staff meetings, one on one coaching, and Professional Learning Communities (PLCs).

Professional development topics for language learning and teaching may include:

- How to access and use student data to differentiate instruction for diverse language learners
- The integration of language and content learning
- Increasing the quantity and quality of classroom discourse
- Collecting data on language use in the classroom
- Creating and implementing language goals in weekly lessons

- Instructional strategies for scaffolding language learning
- Dual language education

Bibliography

Thomas Edison High School Language Policy. (2016, March).

<https://docs.google.com/document/d/1GTrzptwaCAcZLaBYOdHYnIUo8OKcS1fw/edit>

Guidelines for Developing a School Language Policy. Cardiff: International Baccalaureate, 2008. Print.

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Glossary of terms related to language learning and teaching:

- Definitions of language programs
 - English Language Development Services = direct instruction supporting acquisition of academic English for all students who qualify as English Learners as a result of their responses to the Minnesota Language Survey and screening with the WIDA ACCESS
 - World Language (WL) = also known as Language B
 - Dual Language Immersion Program (including Heritage Language)
- Definitions of learners
 - EL = English Learner
 - LTEL = long-term English learner; in the U.S. and receiving EL service for five years or more
 - New-to-country = ELs in the U.S. and receiving EL service for less than five years
 - Dual Eligible = ELs who also qualify for special education services
 - Simultaneous bilingual= a person who grows up and using two languages simultaneously
 - Sequential bilingual= a person who learns one language first and then another after
- Language A - Study in Language and Literature
- Language B - Study in Language Acquisition