

International Baccalaureate MYP Language Policy

The International Baccalaureate was founded in 1968. It works with schools in 145 countries to offer programs for students to help their intellectual, emotional, social and personal skills to live in a globalizing world. The IB program wants students to become students of the world. The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

Chestnut Ridge Middle School Philosophy

The Chestnut Ridge Middle School Language Program is designed to assist students in acquiring and refining the linguistic skills necessary to succeed in the 21st century. This goal is achieved by employing the MYP Language Aims and Objectives as well as our district's guiding principles and state mandated standards to our instructional practices. Students are encouraged to use written language in a myriad of contexts as a means for expressing themselves powerfully, purposefully and creatively while reflecting on their learning and their lives, as well as connecting with the world. All International Baccalaureate students are encouraged to embody the Learner Profile to become lifelong learners who realize that they have a role in creating a better and more peaceful world. In all classes, students read, speak, write, listen, and view in a variety of ways and for a number of purposes. Utilizing the inquiry based approach of the MYP curriculum framework, students explore language and become communicators in a multilingual world.

The specific IB standards and practices that relate to supporting language learning diversity are:

Standard A 7: The school places importance on language learning, including mother tongue, host country language and other languages.

Standard A9a: The school strongly encourages participation for all students

Standard B1.5a: The school has developed and implements a language policy that is consistent with IB expectations. **Standard C1.8:** Collaborative planning and reflection recognizes that all teachers are responsible for language development of students.

Standard C2.10: The written curriculum integrates the policies developed by the school to support the programme(s).

Standard C3:7: Teaching and learning addresses the diversity of student language needs, including those for students learning in a language(s) other than mother tongue.

Standard C3:8: Teaching and learning demonstrates that all teachers are responsible for language development of students.

Chestnut Ridge Middle School Beliefs and Practices:

By participating in language instruction, students explore the fundamental concepts of analysing text, organising text, producing text, and using language with the purpose of communicating, learning holistically and promoting intercultural awareness.

Within the Middle Years Programme, students will read a variety of texts including narrative, informational, and argumentative.

Through reading instruction, students will locate, evaluate, and synthesize information in order to create new knowledge. Another critical aspect of Chestnut Ridge Middle School language instruction is the acquisition and application of listening and speaking skills in order to enhance comprehension and communication.

In order to provide students with an authentic and diverse language and literature learning experience, teachers will:

- Use the MYP aims and objectives as best practice
- Instruct with Reading/Writing Workshop methodologies where appropriate
- Facilitate reading in all subject areas
- Provide cross curricular connections between texts when available
- Utilize a variety of texts and media including global works and perspectives
- Group students based on interest, ability, and data
- Use formative assessments to drive instruction
- Design reading/writing instruction with authentic summative assessments
- Participate in state and federally mandated assessments
- Provide opportunities for students to take action within the larger community
- Focus on multiple learning experiences
- Provide opportunities to increase intercultural awareness through language instruction

Instruction and Assessment in Language

Becoming culturally and linguistically proficient in two or more languages is the essence of Language Acquisition instruction for Chestnut Ridge Middle School. The acquisition of language is seen as a continuum along which each individual student progress in a variety of courses. Informal, Formative and Summative Assessments are used to monitor the effectiveness of differentiated strategies for learners with specific language needs.

In order to provide students with an authentic and diverse language acquisition learning experience, teachers will:

- Use the MYP aims and objectives as best practice
- Set goals based on an outcome of proficient communication, regardless of a student's starting point or background in the language
- Include aspects of culture as part of the curriculum
- Employ an interactive approach to language learning
- Integrate the skill areas of listening, speaking, reading, writing, and viewing
- Embed grammatical structures and vocabulary development within instruction
- Use formative assessments to drive instruction
- Design instruction for authentic summative assessment
- Provide opportunities for students to take action within the larger community

Chestnut Ridge Middle School Language Profile

The language of instruction at Chestnut Ridge Middle School is English. Through schoolwide direct instruction, students develop fluency and literacy skills necessary to

ensure their ability to communicate effectively. The Language Profiles for each learner is

- Entering
- Emerging
- Transitional
- Expanding
- Commanding

Student progress is assessed and tracked through the NYESLAT in the following four areas: Speaking, Writing, Listening, and Reading.

All ENL students are included in the general education and are mainstreamed. Entering and Emerging students have a stand alone period with an ENL teacher.

As required by the State of New York, the Common Core Standards are implemented in all grade levels. However, our school serves a diverse population. Students come from more than 18 countries and speak more than 13 languages:

English	Polish	Tamil	French	Spanish
Haitian Creole	Urdu	Pidgins	Vietnamese	Sinhalese
Ukrainian	Arabic	Russian	Serbo Croatian	

Chestnut Ridge Middle School International Baccalaureate Mission:

1. Support *multilingualism* as a fundamental part of increasing *intercultural* understanding and *international-mindedness*.
2. Extend *access* to an IB education for students from a variety of cultural and linguistic backgrounds.

With these aims in mind, our school has instituted its language policy to provide a framework that will ensure that the IB's values and aims in relation to access and multilingualism are reflected in the organization's activities.

Our Language Offerings

1. Spanish, beginner, intermediate and advanced levels, and Mother Tongue instruction in Spanish
2. French, beginner, intermediate and advanced levels

Support for Mother Tongues at Chestnut Ridge Middle School

We support our families whose native language is not English. We encourage our parents and students to speak and develop their mother tongue at home. This strengthens the child's language skills while instilling a sense of importance about his/her culture. Furthermore, we aim to support students and families in the maintenance and development of mother tongue language and literacy skills. This

includes the active support and development of the mother tongue through recognizing mother tongue language such as Spanish. We assist parents in accessing materials in the mother-tongue languages, such as Spanish and French Creole, and offering translation services in writing on flyers, progress reports, report cards in addition to verbally through automated telephone calls. When parents need translation in parent/teacher conferences or on the phone, a translator is provided. The library offers books in other languages. Finally, there is a Book Club that reads books in Spanish.

Global Vision

- Chestnut Ridge Middle School encourages students to view and meet challenges from a global perspective
- Language learning promotes international mindedness and multicultural understanding
- Students become bi-and multilingual, positioning them for success in today's global world

Extra-Curricular Language and Culture Opportunities:

Some of the CRMS initiatives to push our students to be **inquirers** and **communicators**

1. Spanish Book Club
2. International Book Club
3. Digital activities in Spanish & French
4. Community project Service
5. Neighbor to Neighbor Club
6. Shoots & Roots

English as a Second Language Support for our Students and our Families:

Language instruction at Chestnut Ridge Middle School seeks to be as inclusive as possible. Accommodations are made for students needing additional language support. Students acquiring English as a second language participate in the ELL program in order to expedite English language learning, enhance United States acculturation, and to receive support that helps foster success in general education classes.

- Currently, Chestnut Ridge Middle School has three full-time ELL teachers.
- Approximately twenty percent of our student population qualifies as English Language Learners.
- ELL(English Language Learners) teachers collaborate with content area teachers to assist the academic needs of the student.
- Students must preserve their mother-tongue language. We encourage students to continue to use their mother-tongue language skills because this allows them

to embrace their personal identity, highlight their cultural heritage, and increase their overall ability to learn. Students are provided with resources such as free peer-tutoring for those who are Spanish speakers. All teachers collaborate with our English Language Learner to ensure that instructional strategies are appropriate and facilitate learning.

- Students and parents are provided with translators during conferences and schoolwide meetings.
- Translation of school documents and phone messages into Spanish & Creole.
- Translation services at school events including Parent/Teacher Conferences.
- Chestnut Ridge Middle School employs a bilingual guidance Counselor, Mrs. Luna to help students and parents.
- All teachers commit to provide regular before - or after-school or lunchtime tutorial sessions whereby students are able to get one-to-one or small group support.
- Students are not forced to learn another language. Here at Chestnut Ridge Middle School, we celebrate students' home language.
- Every student should express themselves in a way that is most comfortable for them and

Chestnut Ridge Middle School Strategies with ELL Students

1. Videos – Show videos to students of particular subjects, stories or plays to introduce and to finish the lesson
2. Culturally Responsive Instruction – Use students diverse backgrounds in creating lessons
3. Hands-on activities – Draw a map of your neighborhood, create a diorama, flash cards, labels
4. Games – Cultural Bingo
5. American Cultural Awareness – Actual American celebrations such as Thanksgiving or Veterans Day with food and explanations.
6. Pairing – Non English speaker/reader/writer paired with intermediate level student who can speak the particular native language

7. Cooperative Learning – Group 3-4 with specific roles
8. Native language support - Tutors
9. Collaboration – Among teachers: ESL and mainstream teachers
10. Parental Involvement- Tutors as interpreters for communicating with Parents.
11. Label Everything Possible in the room in English and the ELL student's Native language

The Language Policy Committee is comprised of Administrators, Teachers, Parents, and Students and is reviewed bi-annually.

Suggestions for Action Plan – Increasing Inclusion, Participation and Engagement to Languages

Challenge	Actions to be taken	Evidence to show completion	Date Completed
Large Spanish population: 54% at CRMS. Students need to learn the language but also the culture.	More Spanish Speaker teachers	Students are supported by Staff and are supported by PPS and Instructional Staff with transitioning into our school.	
Parents do not speak English. They struggle	More translators during Parent-Teachers	Parental involvement and	

<p>to understand their children's school life.</p>	<p>meetings and during assemblies and school activities</p>	<p>attend all school events.</p>	
<p>Open minded teachers and students. Students should speak the language where they feel the most comfortable so they can express themselves.</p>	<ul style="list-style-type: none"> ● Cross curriculum lessons ● Share ideas and present cultural differences ● Students have to present their language. Modify instruction ● Differentiated levels of instructions 	<p>International Day Passport Day, where every student can present his or her country. Give geography more meaning as all class members use maps to show their families' origins. Encourage your ELL student to share his/her culture and language with you and the class. Make a picture dictionary with words in the student's language (written by the student is he or she has been to school in another country) and words in English. vocabulary</p>	
<p>Native Speakers are often classified as Special Needs. They need to be assessed. How do we remove stigma?</p>	<p>We need to check their status. Are they special needs or do they struggle with English.</p>	<p>Students with these needs are supported in Special Education as well as through ELL services.</p>	
<p>ELL students struggle with grammar and spelling</p>	<p>Computer programs for grammar and spelling</p>		
<p>MYP Community Service Projects</p>	<ul style="list-style-type: none"> ● Differentiated levels ● Students have to present their language. 	<p>ELL students are given the opportunity to select a Mentor who speaks his or her native language, students complete their projects in their</p>	

		native language, students present their project in their native language, and students are evaluated by a committee who speaks their native language	
--	--	--	--