

# Vaughn Middle School & Wooster High School IB MYP Language Policy

## “Be Communicators”

### Purpose

The purpose of this policy is to establish:

- The framework for valuing language diversity in our schools.
- The support for all language learners and their families, including those in which the primary language of instruction is not their mother tongue.
- The structure for language learning at our schools.

### Definitions

- **Mother-Tongue:** The language the student uses at home and/or outside of the classroom/school environment. This term encompasses other terms including: first language, home language, preferred language, native language, heritage language, and sometimes best language. This term also includes sign language. This could also include multiple languages since many second-language students are using more than two languages outside of the classroom.
- **Language B:** describes the language(s) learned subsequently to the first language.
- **Language Acquisition:** The class that provides instruction and support for the learning of the language B.
- **English Language Development (ELD):** English language development means instruction that is specifically designed for English language learners to develop their listening, speaking, reading, and writing skills in English. This is also known as English as a Second Language (ESL), English Speakers of Other Languages (ESOL), English Language Learner (ELL), and English Learner (EL).

### Common Practices and Philosophy for all students

- We promote International-Mindedness and encourage multilingualism.
- We provide pathways to language acquisition for students in addition to supporting their mother tongue languages.
- We provide support for students to be successful in language acquisition.
- We encourage students to take action and extend their language learning in ways that help their community.
- We ensure that every discipline includes support mechanisms for language learning and use literacy strategies and differentiation techniques in reading, writing, listening and speaking.
- We promote awareness of one’s own language and culture.
- We believe that language learning is vital for social, emotional, and cognitive development.

### Language Curriculum in the MYP

- **Primary Language Instruction:** The primary language of instruction is English. All students will develop fluency in this primary language. Our school places an emphasis on teaching and using academic vocabulary in all subject areas.
- **Language and Literature:** This course is required for all MYP students, and the course is designed to help students build knowledge, conceptual understandings, and skills as described in the MYP subject guide and in the MYP unit development guide.
- **Literacy Support Courses (Vaughn MS):** Vaughn MS provides a unique support opportunity focused on increasing student's literacy through a required course. This Literacy Support course is data driven and differentiated to meet their specific needs in literacy and reading comprehension in hopes to achieve grade level proficiency.
- **Language Acquisition Requirements for students:** To obtain an MYP certificate in their 10<sup>th</sup> grade year, students must have sustained instruction in the same Language B for the last 2 years of the MYP program. However, it is encouraged that the Language B instruction be sustained in the same language over the five years of the program.
- **Language Acquisition Instruction:** The primary aim of the Language Acquisition course is to gain competence in a language other than one's native tongue, with the long-term goal of balanced multilingualism. Knowledge, conceptual understanding, and skills will have been developed through MYP units of inquiry and student reflection. Each year, students will be placed in different phases (from 1-6), according to their ability. Each phase represents a development continuum, which is not age-based.
- **Language Acquisition Continuum:** MYP Language Acquisition classes are built on previous language learning experiences. Vaughn MS provides Language Acquisition courses for Spanish that are tailored to their proficiency ability levels. Students continuing to the DP or IBCP program will have a foundation in at least one Language B that will enable them to continue onto the DP or IBCP curriculum.

### Language Curriculum in the DP

- Group 1: This option is for a fluent language user studying his/her most competent language. Students will study literary texts and are responsible for fostering communication skills.
- Group 2: Higher or Standard Level: Students will build acquisition of a language B. Students are encouraged to continue to build upon the proficiency of their Language B choice from their years in the MYP program. Students learn to communicate effectively, analyze literary texts, and develop fluent language skills.

### Language Curriculum in the IBCP

- Since IBCP students are required to take 2 DP courses, they may or may not select the Group 1 or Group 2 option. However, all IBCP students, regardless of their choice of Diploma Program courses, are required to improve their language proficiency in a target language other than their best/mother tongue language.
- IB recommends a minimum of 50 hours to be devoted to language development (built into the ATL class). If students take an IB World Language class (IB Spanish, IB French, or IB Chinese,) they will be required to do two extra lessons during the ATL class).
- **IBCP Language Portfolio (LP):** The language portfolio enables students to reflect on their learning and chart their progress in developing language skills and intercultural

experiences. The language portfolio is a private document for the student to reflect on their learning.

- LP is updated regularly over the two years of the IBCP program. The LP will contain activities, assessments, reflections on student learning experiences, notes on your understanding of other cultures, and any other samples of student work.
- The LP is not a formally assessed document, but IBCP may request a copy.

### **Multilingual communication in the school community**

- Vaughn and Wooster enlist the help of many bilingual staff to translate and/or interpret for our Spanish speaking parents.
- WCSD has a translator/interpreter office, and parents or staff can contact them to request an interpreter or translator.
- The school libraries include materials to support continued use of the mother tongue as well as offering diverse language selections.
- District documents and publications are available in Spanish.
- The District ELD department contracts with translators of languages other than Spanish who translate curriculum components or other documents at the request of teachers.

### **Languages Offered**

- Spanish
- French (Wooster only)
- Chinese (Wooster only)
- English
- Spanish for Heritage Speakers

### **Special Populations**

- **Newcomer Center:** Wooster offers a newcomer center for students who are new to the country. We are one of the only schools who offer ELD Beginning English and Reading/Comprehension for these students.
- **Placement of students and progress:**
  - Wooster's ELD students, or whose mother tongue is not English, take a test to assess their language proficiency before determining supports and placement.
  - The WCSD ELD department oversees and manages the administration and reporting of the State mandated WIDA-ACCESS placement test (WAP-T) that all WCSD ELD students take. The ELD team, and counselor at the newcomer school site then make a team decision about best placement based on their educational history from their home country, credits received in their home country, WAP-T scores.
  - ELD students are annually tested as mandated by federal legislation with the yearly ELPA (English Language Proficiency Assessment) and our chosen ELPA is the ACCESS test. Results are then analyzed yearly regarding language development and growth.
  - ELD students are placed into most mainstream courses and language development courses throughout their progression in learning the English language. Each of the ELD courses has a curriculum map. These students are then annually tested as

mandated by federal legislation with the yearly ELPA (English Language Proficiency Assessment) (ACCESS) to show language development growth. To 'exit' from the ELL program, a student must get an overall score of 4.5 on the ACCESS test with a 4.5 in the overall literacy score on that assessment.

- Course selection is a process involving teachers, parents and counselors and could include a variety of course combinations including mainstream classes and/or ELL courses.
  - AAPL Assessment: Offered to students who's first language is not English. The assessment measures literacy skills in their home language. If students are deemed proficient in the assessment, they are awarded high school credit towards graduation.
- **ELD courses:**
    - ELD Beginning English
    - ELD Beginning Reading/Comprehension
    - ELD Intermediate English
    - ELD Intermediate Reading/Comprehension
    - ELD Advanced English

### **Supports for all students**

- WCSD offers various summer school programs for all high school students, including ELD programs.
- The District ELD office offers special summer school programs for ELD students.
- Smaller class sizes for ELL and Special Education students
- Co-teachers teaming with content teachers to provide additional support for language learners in mainstream classes.
- Technology assistance such as voice recordings, digital editing of drafts and other language learning applications which apply to the 21<sup>st</sup> century learner.
- After school tutoring & Saturday academies & Intersessions
- Additional Reading and Math support classes
- Many teachers offer additional support as needed.

### **Language Instruction**

- WCSD offers various summer school programs for all students, including ELL programs.
- Teachers select and provide access to literature from a variety of cultural backgrounds.
- Students are encouraged to use their native language to help them build schema for the vocabulary in the new language.
- Teachers provide differentiated instruction for students with special needs, including students with learning disabilities and students who are academically talented and gifted.
- Teachers assess students using a combination of formative and summative assessments and incorporate the IB rubrics.
- Teachers in some ELD classes may include a combination of criteria from the MYP Language and Literature guide but also from the MYP Language Acquisition Guide

### **Document Review**

- A committee will be formed to review IB policies at the time of each program evaluation (for either MYP, IBCP or DP). The committee will consist of IB coordinators, administrators, teachers, community members and parents.
- This policy will be communicated to stakeholders via the Wooster and Vaughn school websites.