

Poudre School District IB MYP Language Policy

As Adopted by Poudre High School, Leshar Middle School and Lincoln Middle School

Philosophy

The PSD Language Policy assists MYP schools in developing students to become strong communicators in a globally connected world. Students are encouraged to communicate in a variety of ways with confidence and creativity. Through language instruction in all content areas, students gain a greater understanding of self-expression, intercultural awareness, different perspectives, and inquiry. Each of the partnership sites have taken measures to ensure that teaching staff have the appropriate training, tools and support to ensure the fidelity of this policy across all sites and across all five years of the programme.

	Leshar	Lincoln	Poudre
Current Enrollment	752	529	1728
Percentage of students whose home language is something other than English	20%	32%	14%
Percentage of students classified as English Learners (NEP & LEP)	14%	16%	4.8%
Number of students receiving language services	11 in Monitor 1 Status 38 in Monitor 2 Status 47 students have exited	18 Newcomers 8 NEP students 61 LEP Students 35 in Monitor 1 Status 35 in Monitor 2 Status 26 students have exited	153 Total 70 Monitor (FEP) 46 Limited (LEP) 37 Non-English (NEP)
Other languages spoken at home	15: Arabic, Bengali, Chinese Mandarin, Chinese Yue, Czech, French, German Standard, Hebrew, Hungarian, Japanese, Korean, Nepali, Slovak, Spanish, Vietnamese	6: Arabic, Chinese Mandarin, Mongolian Halh, Spanish, Vietnamese	7: Arabic, Chinese Hakka, Chinese Mandarin, German, Sango, Spanish, Vietnamese

I. The Poudre School District Middle Year Programme believes that all MYP teachers are language teachers with responsibilities for facilitating communication and literacy across all content areas. With that, each of the partnership sites have taken measures to ensure that teaching staff have the appropriate training, tools and support to ensure the fidelity of this policy across all sites and across all five years of the programme.

Poudre High School (Years 4 & 5 of the Programme)

- All MYP students are expected to reflect and present information at a high level, both written and oral in all subject groups.
- All MYP staff currently are annually trained in the Personal Project process and act as Teacher Supervisors.
- The MYP program at PHS is transitioning to a full-school model. This has opened up the opportunity for our support staff (including our ELL and Integrated Services staff) to play a greater role in preparing all students at PHS using MYP philosophy as well as support mother-tongue development.
- A Spanish Literacy program has been developed to support our native and bilingual students in the development of their mother-tongue and secondary languages.

Leshar Middle School (years 1, 2 & 3 of the Programme)

All teachers are language teachers:

- Writing across the curriculum:
 - Teachers utilize common strategies for teaching and assessing student writing, including:
 - The writing process: brainstorming, drafting, writing, editing
 - CUPS (Capitalization, Usage, Punctuation, Spelling)
- Reading across the curriculum:
 - School Wide Book Studies delivered through ELO classes.
 - Different text analysis formats, including: SOAPSTone, TPCASTT, etc.
- Ongoing staff development:
 - EL Achieve
 - SIOP Model
 - Writing focus for 16-17 professional development year
 - Culturally and Linguistically Diverse M.A. Cohort (CU)

Developing English

- The primary language of instruction for Leshar's classes is English. As such, within the general classroom, teachers incorporate the following 4 conditions for learning to support all students in working in English:
 - Activate Prior Understanding and Build Background Knowledge
 - Scaffold Meaning
 - Extend Language
 - Affirm Identity
- Students who need additional support in English, be it their mother tongue or not, may be placed into one of the following support classes:

<i>Class</i>	<i>Description</i>	<i>Meeting Times</i>
Read 180	Research based reading intervention delivered with fidelity within certain time constraints at site.	80 minutes every other day
Inside	English language development classes at each grade level using National Geographic's Inside curriculum and E.L. Achieve C.M. model and framework.	80 minutes every other day

ELO Support	Read 180 Program	40 minutes every day
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- For students who have been identified as Gifted and Talented (GT) and could benefit from specific English supports as related to their identification, all 3 grade levels offer GT sections of English.

Lincoln Middle School (years 1, 2 & 3 of the Programme)

- All teachers have been trained in *Step-Up to Writing* strategies and are expected to implement these strategies in their subject areas.
- Lincoln has a literacy coach and an ELD coach who collaborate to provide ongoing training and support with regards to integrating literacy into all content areas and also work with teachers one-on-one to implement literacy strategies.
- All Lincoln students are given quarterly writing assessments for the purpose of monitoring growth in writing. Teachers participate in quarterly table grading to standardize vertical and horizontal assessment practices. Teachers meet with building leadership to set and monitor goals around modifying instruction.

All teachers are language teachers:

- Writing:
 - Teachers utilize common strategies for teaching and assessing student writing, including:
 - The writing process: brainstorming, drafting, writing, editing
 - Each content teacher gives and assesses a writing assessment following the building writing expectations and guidelines
 - Planning and organizational outlines
 - Vocabulary graphic organizers
- Reading:
 - School-wide staff and student DEAR time 1 period a week.
- Ongoing staff development:
 - EL Achieve
 - Academic Vocabulary
 - Writing focus and building-wide writing goal for the 2015-16 & 2016-17 professional development years
 - Culturally and Linguistically Diverse M.A. Cohort (CU)
 - All-staff ELD 101 (2015-16) & ELD 201 (2016-17)
 - All contents participate in yearly collaborative PD days where specific training is given by the literacy coach and the ELD coach.

Developing English

- The primary language of instruction for the majority of Lincoln’s classes is English. As such, within the general classroom, teachers incorporate the following 5 conditions for learning to support all students in working in English:
 - Activate prior understanding and build background knowledge
 - Scaffold and differentiate instruction
 - Expand language
 - Focus on academic English vocabulary
- All incoming 2016-17 students reading below grade level have individual plans to improve reading and are placed with a certified reading teacher.
- Students who need additional support in literacy, be it their mother tongue or not, may be placed into one of the following supports:

<i>Class</i>	<i>Description</i>	<i>Meeting Times</i>
Read 180	Research based reading intervention for students who qualify for special education services.	50 minutes every day
Read 180	Research based reading intervention for general ed. students reading below grade level.	50 minutes every other day
Inside	English language development classes at each grade level using National Geographic's Inside curriculum and E.L. Achieve C.M. model and framework.	55 minutes every other day
Literacy Intervention	A semester long literacy class for 15 targeted students at each grade level who are behind grade level in reading and/or writing.	50 minutes every other day
ReadingPlus	Research based reading intervention and progress monitoring program used by teachers across contents to improve fluency, comprehension and physical eye skills.	60 minutes 2-3 times a week
Newcomer classes	Sheltered instruction supporting language development including all grade-level contents.	5 55 minutes classes a day
Spanish Literacy	A Language A course for students to support and develop their literacy in their mother tongue.	50 minutes every other day
Bilingual Geography	A 6 th grade bilingual geography class for students coming from a dual language elementary program.	55 minutes every day
GT Language and Literature	A class for students who have been identified as a Gifted and Talented provides specific English supports as related to their identification, and receive direct support from the GT coordinator. Offered for years 2 & 3.	55 minutes every day

II. The Poudre School District Middle Year Programme understands that true international mindedness requires the ability to communicate in more than one language. Therefore, all students at all three partnership sites are enrolled in a sustainable Language Acquisition class or Literacy course supporting their mother-tongue across all five years of the programme.

Poudre High School (Years 4 & 5 of the Programme)

Currently, students are enrolled in Language & Literature (English) and either French, German or Spanish (Language Acquisition) in both 9th and 10th grade. To ensure that students learning in a language other than their mother tongue are supported throughout the MYP, the following is our action plan for the Poudre High School MYP Language Policy:

- All program information and documentation will be translated into the mother tongue and maintained as need arises. This has been completed for Spanish mother tongue students/parents.

- Spanish Literacy 3 / 4 is offered as a Language and Literature course for native and bilingual Spanish speakers.
- Development of MYP strategies that best support learners who are learning in another language other than their mother tongue. This includes purchasing materials in the mother tongue (ex: E.L. Achieve) and further training (such as Language & Literature training for Spanish Literacy instructors).

Lesher Middle School (years 1, 2 & 3 of the Programme)

Unless students are receiving additional English literacy support, all students at Lesher are required to take a foreign language in all 3 years of the program.

Year	Class Name
6th Grade	French, German, or Spanish 1A
7th Grade	French, German, or Spanish 1A
	Spanish 1B (by application only)
8th Grade	French, German, or Spanish 1B
	Spanish 2

Lincoln Middle School (years 1, 2 & 3 of the Programme)

Currently, students are enrolled in Language & Literature (English) and Spanish (Language Acquisition) in 6th, 7th and 8th grade. To ensure that students learning in a language other than their mother tongue are supported throughout the MYP, the following is our action plan for Lincoln Middle School:

- 6th, 7th, and 8th grade students whose first language is English are placed in grade-appropriate Spanish classes.
- ELD students are strategically cluster grouped into general education classes where highly qualified professionals provide specific and targeted instruction in English.
- Newcomers have specialized Newcomer classes in all four content areas.
- Spanish is offered as a Language and Literature course for native Spanish speakers who are not skilled in written communication.
- One section of 6th grade bilingual geography will be offered to students who meet specific criteria outline by the ELD staff and district personnel.

III. The Poudre School District Middle Year Programme recognizes that the language should not be a limiting factor with regards to programme access and/or inclusion. In addition, all three partnership sites recognize that embracing and celebrating diversity in language and ethnicities of students is a truly authentic means of creating a “global community” within a school setting.

Poudre High School (Years 4 & 5 of the Programme)

Practices already in place to insure equity of access for learners who are learning in another language other than their mother tongue and include:

- Activation of understanding and building background understanding are core within the MYP program. All teachers of Language and Literature and Language Acquisition plan curriculum to build skills in conjunction with language acquisition.

- Using a myriad of techniques to create ways of succeeding on tasks that might be impossible if tackled as rote learning. These include songs, small group discussions and projects, visual aids such as drawings, cartoons, movies, and advertisement, magazines, and television shows. Instructors in Language & Literature and Language Acquisition teach by speaking the language consistently. Evaluations are based on vocal and written expression and match the variety of methods used for MYP requirements.
- Extending language acquisition in both Language & Literature and Language Acquisition by both practice and through materials chosen to promote extension. These include novels, specialized magazines, cafes and cooking presentations.
- Promotion of mother tongue development through embracing and celebrating diverse values and cultural tradition. This is done through all MYP groups by curriculum choice (EXAMPLES?) as well as how the MYP community is encouraged to interact with each other (EXAMPLES?).
- Recruitment into the MYP actively seeks students learning a language other than their mother tongue. All materials are translated in Spanish, instantaneous translation occurs at all information, application, and registration meetings as well as in other gatherings. A translator is provided for parents who are not fluent in English at meetings with the MYP coordinator and/or staff at school to ensure a comfort level and that all questions are thoroughly addressed.

Lesher Middle School (years 1, 2, &3 of the Programme)

Inclusion, Equity, and Access

- **Admissions:** Language is not a factor in determining if a student is eligible to attend Lesher. While students who are classified as NEP (Non-English Proficient) may be encouraged to attend a school where the Newcomer center is housed, they will not be turned away should they meet the other criteria for acceptance (living in neighborhood, or having a sibling already attending).
- **Print Resources at Lesher:** A Spanish language book section exists in our media center to house both fiction and nonfiction texts. We also have a limited number of books in French and German. Signage in the hall is often visible in English and Spanish. School-wide documents and communication to home are offered in both Spanish and English.
- **Access to Policies:** All 4 of Lesher's key policies are available in English and Spanish and can be found on Lesher's website.
- **Spanish Liaison:** Lesher has placed a strong value on making sure that all students and families have equal access, as such we employ a full time Family liaison to facilitate communication with our Spanish-speaking families.

Developing the Mother Tongue: For students whose first language is not English, developing their skills in their first language can be paramount to their success in becoming fluent in English. As such, many students may need additional support in developing their reading and writing skills, in addition to their speaking and listening skills, in their mother tongue.

- **For Spanish Speakers**
 - The dual language program in 6th grade provides students whose native language is Spanish content area instruction in Spanish.
 - Students whose native language is Spanish, whether in the dual language or not, participate in Spanish literacy classes in 6th-8th grade. These classes focus on developing not only bilingualism, but biliteracy among students.
- **For Other Mother Tongues**

- As of now, Lesher does not have in-school supports for students to develop their first language if it is something other than Spanish or English.

Involving Parents: Parental involvement is a crucial element in a child’s success in school. Because we believe that all parents should have equal access to their child’s education, we have guidelines in place for communicating with parents whose primary language is something other than English. All Spanish communication is funneled through our Spanish liaison, Veronica Carillo, as well as our bilingual teacher team.

- **Written Communication (Translating):**

English	Spanish	Other
Teacher-level *emails *notes home *important dates	<ul style="list-style-type: none"> ● Dual language teachers will communicate in both languages. ● Any other teachers must give Veronica (our liaison) sufficient time to translate. 	For communication in languages other than Spanish, the ELD coordinator should be contacted in order to find a translator from Poudre School District Resources.
School-level *sports information *conferences *upcoming events	<ul style="list-style-type: none"> ● All whole-school information going home in a hard copy needs to be given to Veronica at least 1 week in advance so it can be translated. ● Weekly email blasts and the Lesher website are currently not available in Spanish. 	
District-level *upcoming events *forms/policies	<ul style="list-style-type: none"> ● Information coming from the Poudre School District level should already be available in both languages. 	

- **Oral Communication (Interpreting)**

English	Spanish	Other
Urgent <ul style="list-style-type: none"> ● Discipline ● Health-related ● Emergencies 	<ul style="list-style-type: none"> ● Involved parties at Lesher (administration, health) will contact Veronica to call home. ● If Veronica is not available, Maggie Rodriguez will interpret. ● If Maggie is not available, a dual language or Spanish teacher will make the call. 	For communication in languages other than Spanish, the ELA coordinator should be contacted in order to find a translator from Poudre School District Resources.
Non-Urgent <ul style="list-style-type: none"> ● IEP meetings ● 504 reviews ● Non-emergency concerns ● Sports Info Meetings 	<ul style="list-style-type: none"> ● Any meetings that will need a Spanish interpreter need to be scheduled with Veronica Carrillo with 2-weeks prior notice. ● Non-urgent calls home about student concerns can be emailed to Veronica, and she will make the call when she has a chance. 	
Conferences Lesher uses student-led conferences to	<ul style="list-style-type: none"> ● Students may complete the conference in the language of their choice. All written documents for the conferences are available in English and Spanish. 	Students may complete the conference in the language of their

communicate with parents about their child's progress.		choice.
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- **Parenting Meetings:** Veronica Carillo also offers several parenting classes throughout each year to our Spanish-speaking parents. These topics include:
 - Suicide prevention
 - Technology usage and monitoring
 - Healthy consequences
 - Understanding the PSD system
 - Transitions to high school
 - Registration support

Lincoln Middle School (years 1, 2 & 3 of the Programme)

Practices in place to insure equity of access for learners who are learning in another language other than their mother tongue include:

- Lincoln staff recognizes and celebrates the value that student diversity brings to the learning environment and school culture.
- All program information and documentation will be translated into the mother tongue and maintained as need arises. This has been completed for Spanish mother tongue students/parents.
- Lincoln has a family outreach coordinator that supports communication between our school and our Spanish-speaking families. In addition, these families participate in Parent Nights at our school that keep them informed on all school-related events and policies.
- Lincoln provides language development support in all content areas through the use of scaffolding techniques and varied teaching strategies to meet all learning modalities.
- Close to 1/3 teachers are endorsed in the area of *Linguistically Diverse Education* (or will be endorsed within the school year) in addition to their content area.
- Progress monitoring occurs for all ELD students in reading and writing, which uses the INSIDE curriculum.
- There is a building ELD coach that works with all content area teachers to ensure that staff is skilled in scaffolding instruction to meet the needs of English Language Learners.
- The Lincoln media center has fiction and non-fiction books in multiple languages.
- In determining eligibility for special education, a district level team (Multi Cultural Assessment Team) works in collaboration with the school special education team to ensure that ELD students' language is not serving as the barrier to their education.

III. Final Considerations: The language policy will be reviewed on an annual basis due to the changing needs of our MYP students (especially as MYP offerings are extended school-wide at PHS) and to ensure the policy continues to be an active and vital part of the MYP across all partnership sites. Others (including students, parents and community members) interested in helping to develop and maintain the policy will be included as necessary. In addition, the language policy will be made available to all constituencies on the websites of all partnership sites.