

IB Language Policy

Policy



Southport Middle School

2018-2019

“Our mission is to inspire and empower compassionate, global learners who are committed to creating a better and more peaceful world.”

Southport Middle School is a candidate school for the MYP. This school is pursuing authorization as an IB World School. IB World Schools share a common philosophy- a commitment to high-quality, challenging, international education- that we believe is important for our students.*

** Only schools authorized by the IB Organization can offer any of its four academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme (DP), or the Career-related Programme (CP). Candidate status gives no guarantee that authorization will be granted.*



SOUTHPORT MIDDLE SCHOOL

INTERNATIONAL BACCALAUREATE

MIDDLE YEARS PROGRAM LANGUAGE POLICY

FOR STUDENTS, FAMILIES AND STAFF

INTRODUCTION

The Southport Middle School Middle Years Programme offers a rich academic program of study aligned with our school's mission statement as well as the mission statement of the International Baccalaureate Organization. Central to the education of any learner is the language(s) through which he learns, achieves, and explores his acquired knowledge and skills in the world.

PHILOSOPHY

Language is the key learning vessel and medium of inquiry in all aspects of intellectual, social, and emotional development. In our increasingly interdependent world, acquisition of knowledge and skills in more than one language is of growing importance. Southport Middle School recognizes the importance of the everchanging world therefore, IB students and teachers are life-long learners of their mother-tongue. Language is a means by which our students become critical thinkers, risk-takers, inquirers, open-minded, principled, and reflective 21st century citizens. Through authentic language learning and contextual understanding, students gain an appreciation of other cultures and perspectives in order to become knowledgeable and caring global citizens. Thus, it is imperative that all teachers, parents, students, and stakeholders are language teachers and are essential contributors to the learning process.

The Southport Middle School **Mission Statement**

The mission of Southport Middle School is to inspire and empower compassionate, global learners who are committed to creating a better and more peaceful world.

The International Baccalaureate **Mission Statement**

The International Baccalaureate aims to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end, the organization works with schools, governments, and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right.

WORKING LANGUAGE AT SOUTHPORT SCHOOL

The working language (the language in which all services and materials are provided) at Southport Middle School is English.

ACCESS LANGUAGES AT SOUTHPORT SCHOOL

The access languages (the languages in which selected services and materials are provided) at Southport Middle School are Spanish and French-Creole.

INSTRUCTIONAL LANGUAGE AT SOUTHPORT SCHOOL

The language of instruction at Southport Middle School is English. All subject areas, except our World Language, Spanish, is instructed in English.

WORLD LANGUAGES OFFERED AT SOUTHPORT MIDDLE SCHOOL

- ❖ Southport Middle School offers one world language class on-site to the 8th grade students in the IB Middle Years Programme.
 - The on-site World Language offerings are as follows: Spanish for 8th grade students.

LANGUAGE DEVELOPMENT SUPPORT OFFERED AT SOUTHPORT MIDDLE SCHOOL

First and foremost, all teachers in the Southport Middle School International Baccalaureate Middle Years Programme are language teachers. Reading and writing skills are developed in each IB course through a wide variety of formative and summative assessments. While the language of instruction at Southport Middle School is English, Southport is home to learners who speak many different languages in their home environments, such as Spanish and French-Creole. Throughout St. Lucie County, there are 64 different languages spoken in residents' respected homes.

At Port St. Lucie High School approximately 9% (74 ESOL out of 830 enrollment) of the student population qualifies as English Language Learners (ELL), and these ELL students are assigned to an English class specifically designated for English for Speakers of Other Languages (ESOL) students. Teachers of students in an ESOL English class have met the State ESOL requirements and are deemed as Highly Qualified ESOL Endorsed professionals.

CURRICULAR, CO-CURRICULAR, AND EXTRA-CURRICULAR SUPPORT FOR STUDENTS

Southport offers English as a Second Language and English Language Learning course for students who qualify for these services. These courses serve students with a wide range of English language skills and help build the students' cognitive academic language proficiency for greater success in mainstream academic courses.

- ❖ Identified students may have language goals included in an Individual Education Plan. Teachers provide accommodations that best support the student to achieve the goal(s).
- ❖ School-wide exposure to reading and writing for informational texts in all classrooms through common writing prompts and on-going teacher professional development.

LANGUAGE SUPPORT FOR OUR FAMILIES

Southport Middle School uses a variety of strategies to effectively communicate with, and disseminate information to, families who speak languages other than English in their homes. Strategies include, but are not limited to:

- ❖ Employing bilingual staff members who work with our students; these individuals make home contact with many of our non-English speaking families.
- ❖ Utilizing World Language teachers, Education Support Professionals, and student leaders as translators. This is particularly effective with our French-Creole and Spanish-speaking families. We pursue the expertise of the learners in our community – staff and students alike – to help us communicate with our families about upcoming school events, important academic opportunities for students, and concerns about student progress in school.
- ❖ Translation of school documents into other languages. Many of our school and district documents are translated into a variety of languages including French-Creole and Spanish. Translation services are provided at school events including Open Houses, Parent/Teacher Conferences, Student-Led Conferences, and more.

SUPPORTING SCHOOL AND DISTRICT LANGUAGE POLICIES

ESOL ENDORSEMENT/CERTIFICATION/ PD REQUIREMENTS:

- ❖ A bachelor's or higher degree with certification in another subject, and
- ❖ Fifteen (15) semester hours in English for speakers of other languages (ESOL) to include credit in each of the areas specified below:
 - Methods of Teaching English to Speakers of Other Languages (ESOL),
 - ESOL Curriculum and Materials Development,
 - Cross-Cultural Communication and Understanding,
 - Applied Linguistics, and

- Testing and Evaluation of ESOL.

Specific Authority 1001.02, 1012.55, 1012.56 FS. Law Implemented 1001.02, 1012.54, 1012.55, 1012.56 FS. History–New 10-10-89, Amended 10-30-90, 9-15-97, 4-21-09.

COMPREHENSIVE ENGLISH LANGUAGE LEARNING ASSESSMENT:

Florida uses the Comprehensive English Language Learning Assessment (CELLA) as a tool to measure the progress of (ELLs) and their proficiency in English; thus, ensuring the skills needed to achieve at high levels, academically.

CELLA is a four-skill language proficiency assessment developed under contract by Educational Testing Service (ETS) that is designed to provide:

- Evidence of program accountability in accordance with Title III of No Child Left Behind (NCLB), which calls for schools and districts to meet state accountability objectives for increasing the English-language proficiency of English Language Learners.
- Data-useful for charting student progress over time and, for the newly arrived students; thus charting progress over the first year.
- Information about the language proficiency levels of individual students that can be used in making decisions regarding placement into, or exit from (ESOL) programs.
- Diagnostically useful information about students' strengths and weaknesses in the English language (with as much specificity as possible within the limitations of a large-scale standardized test.)

The CELLA tests four areas:

- Listening
- Speaking
- Reading
- Writing

These sections are included in each of the four test levels: Level A (Grades K-2), Level B (Grades 3-5), Level C (Grades 6-8) and Level D (Grades 9-12).

SAINT LUCIE COUNTY SCHOOL BOARD BILINGUAL STUDENT EDUCATION POLICY:

ENGLISH for SPEAKERS of OTHER LANGUAGES (ESOL)

English to Speakers of Other Languages (ESOL) is a state-funded instructional program for eligible English Language Learners (ELL) in grades K-12. Florida Consent Decree and State Laws Covering ESOL hold school districts accountable for ensuring that ELL students have equal access to the curriculum comparable in amount, scope, sequence and quality to that provided to English

proficient students. The Consent Decree is the state of Florida's framework for compliance with the following federal and state laws and jurisprudence regarding the education of English language learner students:

- Title VI and VII Civil Rights Act of 1964
- Office of Civil Rights Memorandum (Standards for Title VI Compliance) of May 25, 1970
- Requirements based on the Supreme Court decision in *Lau v. Nichols*, 1974
- Equal Education Opportunities Act of 1974
- Requirements of the Vocational Education Guidelines, 1979
- Requirements based on the Fifth Circuit court decision in *Castañeda v. Pickard*, 1981
- Requirements based on the Supreme Court decision in *Plyler v. Doe*, 1982
- Americans with Disabilities Act (PL 94-142)
- Florida Education Equity Act, 1984
- Section 504 of the Rehabilitation Act of 1973

Florida's authority for the implementation of the Consent Decree is found in [Section 1003.56, F.S., English Language Instruction for Limited English Proficient Students](#) and Rules 6A-6.0900 to 6A-6.0909, F.A.C., Programs for Limited English Proficient Students.

The Consent Decree addresses the civil rights of ELL students, foremost among those their right to equal access to all education programs. In addressing these rights, the Consent Decree provides a structure that ensures the delivery of the comprehensible instruction to which ELL students are entitled.

ELL students' language proficiency should not impede them from participating in special programs, electives and school activities. Classroom teachers integrate proficiency standards with the Common Core State Standards to enable ELLs to both communicate in English and demonstrate their academic, social, and cultural proficiency.

"Cella." *fldoe.org*. Florida Department of Education, 2015. Web. 08 May 2015.

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Port St. Lucie High School. Port. St. Lucie High School Language Policy. Port St. Lucie, FL: Port St. Lucie High School, 2018