



Druid Hills Middle School Language Policy



Purpose

As language forms the basis of all learning, the language policy is critical in helping guide our school to achieve its mission to increase intercultural understanding and international mindedness, develop critical thinkers and lifelong learners as well as support students from various cultural and linguistic backgrounds. Druid Hills Middle language policy has developed around the needs of our specific school community with our students at the center. The purpose of this document is to serve as a guideline to demonstrate our support for mother tongues, support for students who are not yet proficient in the language of instruction and learning of the host country language and culture as stated in *From Principles into Practice*.

Philosophy

Aligning with the IB learner profile attributes of being “open-minded”, we encourage our students to understand and appreciate their own cultures and personal histories, and to be open to the perspectives, values and traditions of other individuals and communities. The acquisition of additional languages helps students develop an understanding of the culture of other countries and an understanding of the role culture plays in one's global perspective. We aim to create a dynamic multilingual learning community in which the language of instruction is English, while also fostering the acquisition of other languages, Spanish and French, and respecting mother tongue languages so our students thrive within our culturally rich environment. We recognize the critical role of language in teaching and learning. Language is involved in all learning and is central to educational progress. All teachers are language teachers and all classes incorporate language through reading, speaking, writing, and listening for several purposes.

Language Profile

Languages used at Druid Hills Middle

- Language and literature: English
- Language acquisition: French and Spanish
- Languages of communication used in the school: English
- The types of mother tongue languages represented at Druid Hills Middle are: Arabic, Burmese, Chinese, Dari, Farsi, Hindi, Karen, Napoli and Spanish.

Mother Tongue Support

We celebrate and honor language diversity through the recognition of students' mother tongues. Whenever possible, students share their cultures and mother tongue during class time. Cultural events are planned to encourage community participation and develop appreciation for different languages. Students with similar or the same mother tongue are introduced to each other to maintain and honor their native language. In addition, our media center offer support by providing a variety of multicultural literature so students can research their own cultures as well as the cultures of others. We are committed to increasing the availability of these resources. Included in our multilingual, multicultural staff are speakers of several languages, who are often called upon to assist as translators as needed for parent conferences. Through the district's resources, we utilize translative services by arranging for translators to attend parent conferences and translate for phone conferences. For major school functions, we send home information in English as well as the mother tongue.

English Language Learner Support

Our English Language Learners (ELLs) access the core curriculum in mainstream classrooms; however, we provide an English as Second Language (ESL) course that provides intensive instruction in English through the use of second language acquisition methodologies designed to develop proficiency in comprehension, speaking, reading, and writing of the English language. Learning and language support is provided to assist in the acquisition of the English language at all grade levels through:

- Assessing of the progression of language acquisition using multiple points of data including: ACCESS Assessment, NWEA MAP Assessment, Writing Samples, Class and Subject Assessments and other work samples, observations, teacher feedback and student feedback;
- Offering professional development learning and training opportunities to teachers to develop and refine ELL instructional strategies;
- Providing in-class support to teachers through various models of co-teaching and through pull-out support; and
- ELLs are placed in Language Acquisition English course that provide the following support: mirroring the critical content and skills of the language and literature courses with appropriate scaffolding.

Once a year, ELs are assessed through ACCESS assessment to monitor progress and determine further eligibility and placement.

Language Acquisition Courses

Language acquisition is a critical component of the MYP and in the development of the MYP student. We encourage every student to become fluent in more than one language. To this end, it is the expectation that all students will take either French or Spanish.

The aims of the teaching and learning of MYP Language Acquisition at Druid Hills Middle are to:

- gain proficiency in an additional language while supporting maintenance of their mother tongue and cultural heritage
- develop a respect for, and understanding of, diverse linguistic and cultural heritage
- develop the student's communication skills necessary for further language learning, and for study, work and leisure in a range of authentic contexts and for a variety of audiences and purposes
- enable the student to recognize and use language as a vehicle of thought, reflection, self-expression and learning in other subjects, and as a tool for enhancing literacy
- enable the student to understand the nature of language and the process of language learning, which comprises the integration of linguistic, cultural and social components
- foster curiosity, inquiry and a lifelong interest in language learning, within an enjoyable setting.

Language acquisition guide for use from January 2015 page 7

In MYP 1, a “languages carousel” model is implemented where all students receive a quarter semester of French instruction and a quarter semester of Spanish instruction. At the end of MYP 1, students and their families must decide which language they would like to continue and complete the language selection form (see Appendix A). For MYP2, students and their families may select to receive a semester of French instruction, a semester of Spanish instruction, or full year of French or Spanish instruction. This choice is permanent for MYP 2 and MYP 3. If a student selects a year of French or Spanish instruction for MYP2 and MYP3, at the end of MYP 2, the student is awarded high school credit for the successful completion of either French 1 or Spanish 1. At the end of MYP 3, the student is awarded high school credit for the successful completion of either French 2 or Spanish 2.

Communicating the Language Policy

The language policy is communicated to all staff, families, and stakeholders. The full policy will be made available to staff and faculty and will be part of the orientation at the start of each academic year. It will be posted on Druid Hills Middle website and student/staff handbook.

Reviewing the Policy

The MYP coordinator will ensure that the language policy is reviewed and revised every two years to reflect the current needs of the school population and to ensure consistency with IB expectations. All staff is responsible to ensure that the language policy is a working document, that it is followed and reflected upon.

References:

- Guidelines for Developing a School Language Policy (IBO, 2012)
- Language Policy, Jefferson/Longfellow Middle (2017)
- Language Policy, Shanghai Community International School
- Language Policy, Sunset Middle School and Connecticut IB Academy (2016)

Appendix A

DHMS Grade 7 Teacher Recommendation Form SY 2016-17

(Affix student label here)	Parent(s) Name Phone (h) work cell				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; padding: 2px;">Teacher Initial only one</td> <td style="padding: 2px;">TEACHER'S RECOMMENDATIONS (based on current academic placement):</td> </tr> </table>		Teacher Initial only one	TEACHER'S RECOMMENDATIONS (based on current academic placement):		
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<table style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> General <input type="checkbox"/> High Achiever* <input type="checkbox"/> Accelerated Math (Recommended by Mrs. A Jones) </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Gifted** <input type="checkbox"/> ESOL </td> </tr> </table>		<input type="checkbox"/> General <input type="checkbox"/> High Achiever* <input type="checkbox"/> Accelerated Math (Recommended by Mrs. A Jones)	<input type="checkbox"/> Gifted** <input type="checkbox"/> ESOL		
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Exceptional Education (to be completed by the Exceptional Education Case Manager):					
<table style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> English/Language Arts ELA <small>RESOURCES ELA</small> <input type="checkbox"/> Co-Taught ELA </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Science <small>RESOURCES SCIENCE</small> <input type="checkbox"/> Co-Taught </td> </tr> <tr> <td style="vertical-align: top;"> <input type="checkbox"/> Math <input type="checkbox"/> Co-Taught Math </td> <td style="vertical-align: top;"> <input type="checkbox"/> Social Studies <input type="checkbox"/> Co-Taught </td> </tr> </table>		<input type="checkbox"/> English/Language Arts ELA <small>RESOURCES ELA</small> <input type="checkbox"/> Co-Taught ELA	<input type="checkbox"/> Science <small>RESOURCES SCIENCE</small> <input type="checkbox"/> Co-Taught	<input type="checkbox"/> Math <input type="checkbox"/> Co-Taught Math	<input type="checkbox"/> Social Studies <input type="checkbox"/> Co-Taught
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<input type="checkbox"/> Extended Learning Time (General Ed)					
<table style="width: 100%;"> <tr> <td style="width: 33%; vertical-align: top;"> <input type="checkbox"/> BAND <input type="checkbox"/> Intermediate <input type="checkbox"/> Advanced </td> <td style="width: 33%; vertical-align: top;"> <input type="checkbox"/> CHORUS <input type="checkbox"/> Continuous </td> <td style="width: 33%; vertical-align: top;"> <input type="checkbox"/> ORCHESTRA <input type="checkbox"/> Intermediate <input type="checkbox"/> Advanced </td> </tr> </table>		<input type="checkbox"/> BAND <input type="checkbox"/> Intermediate <input type="checkbox"/> Advanced	<input type="checkbox"/> CHORUS <input type="checkbox"/> Continuous	<input type="checkbox"/> ORCHESTRA <input type="checkbox"/> Intermediate <input type="checkbox"/> Advanced	
<input type="checkbox"/> BAND <input type="checkbox"/> Intermediate <input type="checkbox"/> Advanced	<input type="checkbox"/> CHORUS <input type="checkbox"/> Continuous	<input type="checkbox"/> ORCHESTRA <input type="checkbox"/> Intermediate <input type="checkbox"/> Advanced			
Year Long World Language <i>(For High School Carnegie Credit)</i> Requirements: Proficient or above on the GA Milestones and 85 or above in 6th grade Language Arts. <input type="checkbox"/> Teacher's initials indicate student qualified to take Year Long World Language. <input type="checkbox"/> Parent's initials indicate approval. Please check language below that the student will study for the next two years. <input type="checkbox"/> French <input type="checkbox"/> Spanish ****If student does not qualify***** ****teacher will "X" out this box*****	Year Long World Language <i>(For Middle School Credit Only)</i> If student does not meet criteria for carnegie credit the student must select World Language below. <input type="checkbox"/> French (Middle School credit only) <input type="checkbox"/> Spanish (Middle School credit only) ****If student does not qualify***** ****teacher will "X" out this box*****				
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