

The School for Global Leaders IB MYP Language Policy

Language Philosophy

The School for Global Leaders is committed to supporting multilingualism in order to increase intercultural understanding and international open-mindedness. We are dedicated to providing equitable access to an IB education for students from a variety of cultural and linguistic backgrounds. We strive to create a safe and inclusive learning environment that recognizes, respects and celebrates the languages and cultures of all students.

At SGL, we believe that all students benefit from explicit teaching of academic language acquisition in all classes and across all subjects; therefore every teacher is considered a teacher of academic language. We believe that all students, especially Multilingual Learners and English Language Learners (MLL/ELL), are entitled to culturally responsive and sustaining education. Our Culturally Responsive and Sustaining Education Framework (CRSE) upholds four principles of Welcoming and Affirming Environment, High Expectations and Rigorous Instruction, and Inclusive Curriculum and Assessment. These principles allow for students to engage in meaningful learning experiences and acquire essential literacy skills for academic success.

Language Profile

American Standard English is the primary language of instruction. All teachers design and deliver instruction that is culturally, linguistically and cognitively appropriate for our diverse learners, including those who are MLL/ELL and/or Students with Disabilities. Our teachers integrate language and content instruction through careful sequencing, scaffolding and collaborative learning experiences. We use a wide variety of curricular materials and instructional resources that are age/grade appropriate, as aligned to the New York State Next Generation Learning Standards. In this way, our classroom instruction provides students with rich academic experiences that consider their individual language and learning strengths and needs.

MLLs/ELLs enter our school community at all grade levels with a range of English proficiency levels and varying degrees of literacy and academic competency in their home languages. Their home languages include, but are not limited to, Spanish, Mandarin, Cantonese, Bengali, Arabic, Haitian Creole, French and Russian. We strive for all students to progress towards English language proficiency in listening, speaking, reading and writing. Our vision for student success includes high expectations for MLL/ELL student achievement as well as attending to their socio-emotional development.

Program Models

Mandarin Dual Language Bilingual Program

Our school offers a three-year academically challenging and enriching dual language program for developing linguistic proficiency in Mandarin and English. Dual language programs are designed to continue developing students' home languages, as well as English language skills. In addition, English-proficient students are given the opportunity to learn a new language. Dual language programs serve both ELL students in need of English language development and English-proficient students who are interested in learning a second language. Both groups provide good linguistic role models for each other and, through their interactions, support language development in both languages. Our 50/50 dual language program consists of Home Language Arts (HLA) offered as Language and Literacy Mandarin and English Language Arts offered as Language and Literacy English, English as a New Language (ENL) and a bilingual content area in Math. In our two-way bilingual classes, the target student population is made up of 50% native Mandarin speaking and 50%

native English speaking students. This allows for cooperative interactions that promote language acquisition. In this way, students are able to obtain high levels of achievement in all academic subjects and bilingual and biliteracy skills.

English as a New Language for ELL/MLLs

English as a new language (ENL) programs provide instruction in English with home language support, emphasizing English language acquisition. The students in our ENL program come from many different language backgrounds including, but not limited to, Spanish, Bengali, Arabic, Haitian Creole, French and Russian. Our school offers both stand-alone ENL instruction and integrated ENL instruction. In stand-alone ENL classes, ELL/MLL students receive English language instruction taught by a New York State certified ESOL teacher in order to acquire the English language needed for success in core content areas. In integrated ENL classes, students receive core content area and English language development instruction, including the use of the home/primary language as support and appropriate ELL instructional support to enrich comprehension. A teacher dually certified in the content area and ENL teaches Integrated ENL classes or are co-taught by a certified content area teacher and a certified ENL teacher. The eventual program goal is to support the lifelong practices of reading, writing, speaking and listening in English. While building proficiency in English, ELLs/MLLs may demonstrate skills bilingually or transfer linguistic knowledge across languages. For this reason, ELLs/MLLs receive home language support and are provided opportunities to demonstrate skills in their home or primary languages to indicate mastery of the linguistic concepts and skills embedded in content standards. Depending on the language proficiency of students, teachers ensure that supports are inclusive of teaching vocabulary, language structures, activating prior knowledge, linking new information to old information, and building background knowledge, to name a few. These supports are designed in relation to a text and/or task in a given content area (for example, a unit in social studies, a math problem, an ELA text, science journaling, etc.). Pursuant of NYS CR-Part 154, the required amount of stand-alone and integrated ENL instruction depends on the English proficiency level of each student, as determined by the New York State Identification Test for English Language Learners (NYSITELL) and the New York State English as a Second Language Achievement Test (NYSESLAT).

CR Part 154-2: ENL Units of Study Requirements (Grades K to 8)

Updated as of May 6, 2015

All ENL classes, including Integrated and Stand-alone offer home language support.

Figure 21: CR Part 154 ENL Unit of Study Requirements (Grades K to 8)¹³

INSTRUCTION	ENTERING (Beginning)	EMERGING (Low – Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <u>per week</u> (360 min.)	2 units of study <u>per week</u> (360 min.)	1 unit of study <u>per week</u> (180 min)	1 unit of study <u>per week</u> (180 min)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)	N/A	N/A	N/A
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Core Content Area (180 min.)	N/A
FLEXIBILITY	N/A	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Core Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Core Content Area (90 min.)	N/A	.5 unit of study per week of INTEGRATED ENL in ELA/Core Content Area, <u>or</u> other approved Former ELL services for two additional years ¹⁴
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	N/A

World Language Studies

Our World Language component seeks to promote linguistic and cultural literacy while cultivating a life-long appreciation and enthusiasm for languages and the cultures they reflect. We believe that all students can and should learn a new language and that a global mindset is a necessity and asset in modern society. The study of world languages is an interdisciplinary pursuit and it intrinsically helps students view issues from a global perspective. Through this, students gain an increased knowledge of themselves and their relationship to the world by developing an appreciation for other viewpoints and a deeper understanding of their own culture.

Family and Community Partnerships

Our school values all parents and families of ELLs/MLLs as members of our school community and partners in education. We provide resources that enable parents and families to make informed decisions about their children's education in a language and format that parents can easily understand and access. All communication between the school is translated to the family's preferred language as indicated on the Home Language Questionnaire. We provide training to parents in English and their home languages on effective strategies to support their children's learning in and out of school. We engage parents and families as active participants, contributors and cultural liaisons to the school community. We collaborate with school support personnel and community-based organizations in order to address the multiple needs of families of MLLs/ELLs, including social, emotional and family counseling.

Legal Requirements

This policy adheres to current U.S. Federal, New York State, and New York City Multilingual Learner / English Language Learner policy guidance for the 2020-21 school year. ELL identification, assessment and bilingual/ENL units of study are administered in compliance with the New York State Commissioner's Regulations (CR) Part 154, which establishes the legal requirements for the education of MLLs/ELLs in New York State.

Guiding Documents:

[IBO Language Policy](#)

[IB Guide on Writing the Language Policy](#)

[NYSED Subpart 154-2](#)

[Policy and Reference Guide for Multilingual Learners / English Language Learners](#)

[CR Part 154 Comprehensive ELL Education Plan](#)

[Blueprint for English Language Learners / Multilingual Language Learners Success](#)

[New York State Next Generation English Language Arts Learning Standards](#)

- Written March 2021, Updated June 2022 and to be reviewed on an annual basis by educators and parents