

2023-2024  
Pilot Butte Middle School  
International Baccalaureate MYP School  
Bend, Oregon

## IB-MYP Language Policy



"Pilot Butte Middle School will be recognized as a community of academic excellence, leadership and character, as we embrace diversity and inspire global action." - Vision Statement

## **I. Philosophy**

At Pilot Butte Middle School, in Bend, Oregon, we believe that multilingualism opens the world for students, exposing them to opportunities and relationships beyond what one language can provide. We believe that language study develops international understanding, reinforces cultural identity, enhances personal growth, and enhances effective communication within and beyond cultural groups.

We recognize that the multilingual classroom is the norm at Pilot Butte Middle School. Because language is so integral to personal, interpersonal, and cultural development, all PBMS teachers are language teachers. Ideally, the acquisition of language is an active process taught through authentic experiences with the goal of developing listening, speaking, reading, writing and viewing skills through a culture of inquiry. The ability to communicate in a variety of modes, in more than one language, is essential to the concept of an international education that promotes intercultural understanding.

As a component to teaching the whole child in all subjects, teachers' value and promote understanding of students' cultural identities and backgrounds. Students are provided opportunities to maintain or obtain language skills – both in terms of language specific to the disciplines, the school's language of instruction, and their mother tongue – or primary language.

## **II. Language Profile**

### **Languages used in the School Community**

1. English\*
2. Spanish\*
3. Turkish
4. Samoan
5. Vietnamese
6. Swahili
7. German

*\*Mother-Tongue Support Systems for Students and Families*

## **Bend La Pine Schools WORLD CLASS OUTCOMES Consistent with the district Purpose, Mission, Values, and Goals:**

“All children of Bend-La Pine Schools will attain the highest level of academic achievement, develop the essential skills and attributes necessary for continued growth in learning, and graduate prepared to contribute as a thriving citizen in our ever-changing global society.

In that effort, the Bend-La Pine Schools accepts the responsibility, through the adoption of the following ends/results, to commit all resources to help give all students regardless of ethnicity, socio-economic status, English language proficiency or disabilities the knowledge, skills, and attributes necessary to succeed, grow, and ultimately graduate from Bend-La Pine Schools prepared to thrive in their future.”

### **III. Language Needs of the School Community**

We are a public school that admits all students including all subgroups such as English Language Learners, Talented and Gifted, Special Education, Life Skills, and 504 students. All of these subgroups have legal requirements that are taken into account based on individual student needs. Those legal requirements are written into a student’s Individual Education Plan, 504, Language Profile or TAG plan. Those plans are carried out and monitored through a student’s career with PBMS.

#### **English Language Learner Process at Pilot Butte Middle School:**

All PBMS students have a Home Language Survey in their cumulative records file. If the information on that survey states anything other than English under “Language Spoken at Home”, those students are tested for English language proficiency. EL students are identified by levels: Emerging, Progressing, Proficient, and Monitored. EL students are monitored for four years in regular education courses.

Teachers are given a report on all EL levels, by student, from the EL teacher each fall. MYP units created in Google Docs allow for the discussion/implementation concerning differentiation for those students who function on specific English language levels. The English Language Development (ELD) teacher has access to all Google Doc units in order to review how teachers are differentiating for specific EL needs and is on hand for advice and resources concerning assessment practices (formative/summative).

### **IV. Language Education Logistics**

**Language and Literature:** These courses follow the IB MYP Language and Literature subject guide’s aims and objectives, as well as Oregon State Standards, Oregon English Language Proficiency Standards and the Common Core State Standards and the Oregon K-12 Literacy Framework. English proficient Native Spanish speakers, who pass screening through the IB’s Phase 3 Continuum, may elect to take a **Spanish for Heritage Speakers Class** in Y2 and/or Y3.

**Language Acquisition:** These courses follow the Language Acquisition subject area guide’s aims and objectives. These courses are leveled by the proficiency level of **emerging** since we only instruct 2 levels. Students are placed in classes where phase criteria determine the curriculum

and instruction. It is our goal to have students prepared to enter high school as a Year 2 or 3 language learner in either Spanish or French.

Language Acquisition will be offered for 2 quarters in grade 6 with an introductory 9-week Spanish and 9-week French class. 6th grade Y1 students then take a semester of Design. In the Spring of 6th grade, students will forecast to take either French or Spanish for their 7th and 8th grade years. They may or may not get the class they requested first. **Placement is based upon the availability of the classes and teachers.**

In grades 7 and 8, students take either French or Spanish as a year-long every day class. Our identified English Language Learners, or EL students, will receive English Language Development as their Language Acquisition course and will use Oregon's Language Proficiency Standards. The ELD teacher is currently using the MYP Language Acquisition and Oregon's English Language Proficiency rubrics for scoring. See link below for Oregon ELD standards:

**\*The language that students choose to start 7th grade will continue in the same language for both Year 2 and Year 3, and will not change languages between 7th and 8th grade.\***

#### [Oregon ELD Standards](#)

##### **Language and Literature: English/Spanish Language Instruction**

<b>Year/Grade</b>	<b>Student Course</b>	<b>English</b>	<b>Spanish</b>
Y1/Grade 6	Language and Literature	English 6 <sup>th</sup>	Spanish for Heritage Speakers for Newcomers only
Y2/Grade 7	Language and Literature	English 7 <sup>th</sup>	Spanish for Heritage Speakers or Spanish 1 or Spanish 2
Y3/Grade 8	Language and Literature	English 8 <sup>th</sup>	Spanish for Heritage Speakers or Spanish 1 or Spanish 2

### **Language Acquisition: Spanish/French and English Language Development**

<b>Year/Grade</b>	<b>Spanish</b>	<b>French</b>	<b>ELD</b>
Y1/Grade 6	Foundation Carousel	Foundation Carousel	English Learners
Y2/Grade 7	Foundation I	Foundation I	English Learners
Y3/Grade 8	Foundation I or II	Foundation I or II	English Learners

### **V. Language Learning**

PBMS offers French, Spanish, and English for students in language acquisition. We offer Heritage Spanish courses for students who progress out of the English Language Development course as an EL – Proficient or may take the class concurrently. Students who have been through a dual immersion program and are considered bilingual, may also apply for this course. Students are required to take an entrance exam for this course to evaluate their level of proficiency in Spanish reading and writing. At this school, students use MLA formatting on all summative essay tasks. PBMS has integrated turnitin.com with Canvas, so that any teacher can use the grammar check tool and check for plagiarism and students can view feedback with Turnitin's Feedback Studio.

Comprehensive approaches to language teaching and learning have occurred here at PBMS with the help of the district's literacy coach and the MYP Coordinator. Teachers have received on-going professional development in regards to language and literacy. We have developed a tool titled Teaching Methodology Template for teachers to access when creating all units. This template includes the researched pedagogical approaches with reading, writing, and literacy. We've made an effort to crosswalk the IB's Language & Literature rubrics with that of Lucy Calkins (BLPS district approved ELA curriculum).

Language learning occurs in **every** classroom and in **every** subject in the MYP because we recognize that language stands at the center of the many interdependent cognitive, affective and social aspects that shape learning. As a school site, we have created a google folder to house language learning strategies for all subject areas. These strategies are used in the Teaching and Learning Experiences of our MYP unit planners. We understand that all teachers are "language" teachers; we all have content specific vocabulary.

### **VI. Library Support of Language Learning**

The Pilot Butte Middle School library recognizes the importance of language to the intellectual, creative, and ethical development of students. The certified librarian works with language teachers to ensure a wide variety of texts are available to meet the needs of language learners. The prospect of meeting the needs of our English Learners (EL) is exciting because it presents the opportunity to embrace an international spirit that values diversity. The librarian continues to build on our collection of international authors, displaying their work, and books telling their stories. The librarian also works in collaboration with our Heritage Spanish

Speakers and EL students, asking them what their ideal library would look like and the resources it would deliver.

The library displays signs in the mother tongue of Spanish and English to welcome all students and help them navigate our virtual and physical spaces. The library has recently been remodeled in order to bring more sitting and socializing spaces that will motivate students to spend time in the library reading, playing games, and using technology. The librarian will continue to ask ELL students and families about resources for this space, which continues to be the hub of our school.

## **VII. IT and Library Resources**

Every student in grade 6-8 is issued an iPad through Bend La Pine Schools. That iPad stays with the student for their career with Bend La Pine Schools and is to be used to enhance teaching and learning in all subject areas. It is the responsibility of the student to take care of, charge up, and bring their device to school each day. Teachers use various applications and digital classrooms in order to create and track assignments, archive work, create workspaces, blog, and communicate with students and their families. All students at PBMS are using Canvas for workflow and task management.

All classrooms at PBMS have at least one teacher laptop, teacher iPad, and one presentation station consisting of a high definition projector and document camera. Smartboards are currently in use in two Language & Literature, one Mathematics and one Language Acquisition classrooms.

## **VIII. Mother Tongue Support**

In addition to providing structures such as those listed above to support language learners within the classrooms, the school offers many informal opportunities as outlined below to respect and support the language of those whose mother tongue is not English. Students may join one of the following clubs to support their mother tongue in the following non-exclusive ways:

<b>Club/Structure</b>	<b>How Mother Tongue is Appreciated and Utilized</b>
WEB (Where Everyone Belongs)	An 8 <sup>th</sup> Grade Leadership club where students are partnered with 6 <sup>th</sup> grade students who share the same Mother Tongue.
Israel Tico- Latino liaison	Meets with Spanish speaking students and families to build relationships and support families in whatever needs they have.

## **VIX. Professional Development**

PBMS recognizes the need for professional development in the fields of language learning and teaching for administrators, teachers, librarians, and Special Education Assistants. When appropriate, we call out to our district professionals for training in the area of language learning.

Our MYP Coordinator is endorsed in ESOL, Language Arts, and Spanish and is fluent in both English and Spanish. She is the teacher for our Spanish 2 and Heritage Spanish classes. We also have other teachers on campus enrolled in classes to receive their English as a Second

Language certification or hold an ESOL endorsement as well. The MYP Coordinator will give language instruction when developing MYP units and as she meets with subjects as they develop their unit plans. The school places an emphasis on English Learner professional development and works with ESOL district personnel in order to enhance our teaching and learning here at PBMS.

#### **X. Speech/Language Specialist**

Students with communication disorders can be screened, identified, assessed and supported by the PBMS Speech-Language Pathologist (SLP).

Articulation: Students who pronounce speech sounds incorrectly can be difficult to understand. They may speak with a lisp or substitute one sound for another, saying “wike” for like, “wif” for with or “wun” for run. Such articulation deficits may present a barrier to a student’s access to education. Therefore, students with these needs typically receive speech therapy.

Language: Certain students are below their age level for expressive and/or receptive language skills. These students may have difficulties understanding/following directions, use incorrect grammar, have limited vocabulary or other language disorders. Students with language disorders would attend speech therapy to improve skills in order to better meet educational demands.

Hearing: Undiagnosed hearing impairments can underlie apparent articulation, language, voice, or processing disorders. Therefore, the PBMS Speech Language Pathologist will provide hearing screenings to students suspected of not only hearing loss but also other related disorders. Students with hearing loss can receive aural rehabilitation therapy from the school SLP to improve hearing strategies. The PBMS SLP also helps students with hearing aid function and advises teachers on classroom strategies to maximize hearing and engagement of students with hearing loss at PBMS.

Social-pragmatic disorders: Students with brain injury, autism or other disorders can present with below average social skills. They may find routine, everyday exchanges incomprehensible and may not infer unspoken information or have knowledge of “the hidden curriculum.” These skills are prerequisite for success in school and beyond. The PBMS SLP can provide therapy to help such students improve social-pragmatic skills.

Fluency (stuttering): When people stutter, they may be repeating sounds, words or phrases. They may also be interjecting sounds, prolonging sounds, or speaking quickly while dropping or transposing sounds (cluttering). There are also secondary behaviors associated with stuttering, such as eye-blinking or non-rhythmic breathing. Severe cases of stuttering can impede intelligibility. Stuttering can also impair social success and be a source of embarrassment or distress, which can interfere with learning and require speech therapy by the PBMS SLP. Voice: Some students present with non-typical voice qualities. These include unresolved hoarseness, glottal fry (creaky voice), abnormal pitch jumps, diminished volume or loss of voice. Voice disorders can cause a student to be difficult to understand. Typically, the SLP will require a diagnosis from an ENT (ears, nose, throat doctor) / voice specialist prior to starting voice

therapy. This is to prevent further injury to vocal folds. After a diagnosis is made, the SLP can provide therapy to train students for appropriate vocal use and improved intelligibility. Other disorders: Many other disorders can impair communication. These include, auditory processing, apraxia of speech, dysarthria, aphasia, brain injury, dyspraxia and other motor/coordination disorders. The PBMS SLP is trained and certified to identify, assess and treat these students in order to improve intelligibility and access to education.

*\*Descriptions of disorders by Matt McCown, M.S. CCC-SLP*

## **X. Parent Involvement**

Parents are involved and valued with regard to all policies, including the language policy. All policies are published on the school MYP website in English and Spanish.

## **XI. Language Policy Alignment to IB Principles**

PBMS's language policy reflects the MYP learner profile trait of communication because we require students to learn a language in addition to their mother tongue thereby inviting students to broaden their opportunities for communication. Our language policy supports the IB's holistic approach to education as it honors and supports the linguistic background and knowledge of our school community.

## **XII. Vision Statement & Policies**

Part of our vision statement states, "...embrace diversity and inspire global thinking". Part of embracing diversity is learning how to communicate in a variety of ways and learning from the perspective of others as we build intercultural understanding. The acculturation of students whose mother tongue is something other than English enhances our school community. We embrace differences in order to find similarities and bridge teaching and learning across all subject areas.

## **Academic Integrity Policy**

Our language policy aligns with our academic honesty policy in that students are supported, where possible, in learning through their mother tongue; this flexibility decreases the pressures students might feel to copy and paste information from English language sources when conducting research. Instead, students can choose (where possible and appropriate) to work from multilingual sources without hesitation. Teachers have worked with our Spanish teachers and librarian in order to find appropriate search sites for our Spanish speaking students. Our ELD teacher works to bridge cultural understanding between academic honesty and English essay citing.

## **PBMS Inclusion Policy**

Our language policy aligns with our inclusion policy in that we require all students to enroll in a language acquisition course unless their Individual Education Plan (IEP) specifies otherwise. An IEP would only suggest otherwise if such a plan were in the best interest of the student under recommendation by the IEP team.



**PBMS Assessment Policy**

The PBMS Assessment Policy was created with all student subgroups in mind and therefore a direct link to our school's language policy. Since all students are language learners, professional development has gone into how all teachers can create formative and summative assessments that are differentiated and inclusive.

**XIII. Policy Review Protocol**

The language policy is a dynamic document, revisions are necessary as we grow and change as a school community. Each spring, the MYP coordinator pulls all relevant information pertaining to the language policy from the OCC and reports those findings to the MYP Leadership Team. The coordinator works with the ICCL Team to make yearly revisions to the policy.



## Bend-La Pine Language Access Plan: POLICY, PROCESS AND PROCEDURES

Board Policy: Parents who are not able to use English in a manner that allows effective, relevant participation in educational planning for their student will be provided with written, verbal or signed communication in a language they can understand. (IGBI-AP)

### POLICY

#### Legal Requirements:

- » Title VI of the Civil Rights Act of 1964 prohibits discrimination on the basis of race, color, and national origin in programs and activities receiving federal financial assistance.
- » Office of Civil rights Guidance on Interpretation and Translation:
- Schools must communicate information to Limited English Proficient parents/guardians in a language they can understand about any program service or activity that is called to the attention of parents/guardians who are proficient in English.

#### Additional Notes:

- » In some cases, if translation is not available, interpretation is a permissible form of communication.
- » Consider that interpretation and translation may also be needed for school-wide automated phone and email messages.
- » In emergency situations, please work with the District Office to ensure translations/interpretations are available.
- » BLPs contracts with HDESD for both interpreters and translators. All of Central Oregon share the same bank of interpreters/translators, so expect times of high-volume requests.
- » School districts should attempt interpretation and translation from trained individuals and should avoid asking students, siblings, friends or untrained school staff to interpret or translate.

### PROCESS



#### INTERPRETATION

School personnel are encouraged to schedule interpreters for all family events, and if it is known that a non-English speaking family will be participating. Principals or designees are responsible for ensuring that verbal interpretation is available for parents/guardians at essential meetings and functions; this includes but is not limited to:

- |                            |   |
|----------------------------|---|
| » School Events            | » Student Meetings                                    |
| • Open Houses/Orientations | • Evaluations/Placements                              |
| • Conferences              | • Disciplinary  |
| • Academic Nights          | • Individualized Education Program (IEP), TAG and 504 |
| • Graduation               |   |



#### TRANSLATION

To ensure effective written communication with every family, principals or their designees are responsible for obtaining the translation of school-related information which parents/guardians need to make well-informed decisions about the participation of their students in district programs and services; this includes but is not limited to:

- |  |                                 |
|--|---------------------------------|
| » School-to-Home Communication   | » Parent Permission/Input       |
| • District/School Handbooks  | • Consent Forms                 |
| • Welcome Letters/Teacher Assignments                                    | • Field Trip Forms              |
| • School Supplies List   | • Volunteer Forms               |
| • School Newsletters   | • Applications                  |
| • School Calendar  | • Parent Surveys                |
| • School Events (open houses, conferences, academic nights etc.)         | » Emergency Communication       |
| • Program Information (academic, athletic, during/after school programs) | • Procedures and Notices        |
| • Parent Groups/Booster Clubs  | • Inclement Weather Information |
| • Forecasting and Course Information                                     | » Health/Safety Communication   |
| • Graduation Information (requirements, events, deadlines)               | • Immunization Information      |
| • Truancy/Disciplinary Letters   | • Screening Events              |
|  | • Safety Notices                |

### PROCEDURES

#### To Request an Interpreter:

- » Submit a request on the BLS staff portal home page.
- » All foreign languages use the same link. ASL requests have a separate link.
- » Requests should be made 5 days in advance.
- » If your request is for an emergency (next 24 hours), submit on the portal and also contact Jody McBride at 355-1056.
- » The requester will be notified by email when an interpreter has been assigned by the ESD.

#### To request Document Translation:

- » Send an attached document to [jody.mcbride@bend.k12.or.us](mailto:jody.mcbride@bend.k12.or.us)
- » Documents should be in a manipulable form such as Word, Pages, PowerPoint, Excel, Keynote, or Google Docs.
- » PDF's are not a supported document. If PDF is the only version available: retype; or cut and paste the text into a Word document.
- » Translators cannot work within scanned documents, a photo file, webpage or apps.

#### Documents Continued:

- » Emergency requests will be prioritized, but may be subject to a fee.
- » Translations typically take 5-6 business days to process. Turn-around times can vary depending on the volume of requests across the districts. Translations can take longer during the beginning of the school year or for multiple pages.