



Standley Lake High School
Mandalay Middle School
International Baccalaureate Programme
Language Policy
MYP and DP

Philosophy

Language plays an essential role in creating identity affirmation, interpersonal skills, and cognitive growth in our students. Therefore, we believe all teachers must engage in language instruction that develops intercultural awareness and empowers students with proficiency across language domains in the mother tongue, the language of instruction, and beyond. Language comprehension skills are the foundation for understanding in all subject areas and communication skills are crucial to students' ability to apply and express their learning. Therefore, we believe our foremost responsibility is to provide diverse and differentiated instruction that supports student speaking and listening, reading and writing, and research and reasoning skills in all subject areas.

Purpose

To promote language instruction across the curriculum; to engage the school community, including administrators, parents, community members, etc., in the development of students' language profile; to prepare students to embrace the aims and objectives of the IB programme which develops inquiring, knowledgeable, and caring young people; to provide students with the tools they need to demonstrate high levels of proficiency on district and Colorado Academic Standards; to encourage students to communicate in a variety of ways in more than one language; to maintain and support the mother tongue; to ensure that students become multilingual learners.

Practice

Instruction

- ❖ Language of instruction
 - English
- ❖ Mother tongue
 - English (primary language)
 - approx. 23 other languages spoken at Standley Lake High School and Mandalay Middle School
- ❖ English specific coursework
 - Language and Literature in the MYP (years 1-5)
 - Language A Literature HL in the DP
- ❖ Language acquisition coursework

- Spanish in the MYP (years 1-5)
- Language B Spanish SL and ab initio in the DP
- French in the MYP (years 4-5)
- Language B French SL and ab initio in the DP
- German in the MYP (years 4-5)
- Language B German SL and ab initio in the DP
- ❖ Other language opportunities
 - All students have the opportunity to earn the Jeffco and/or Colorado Seal of Biliteracy upon meeting district and/or state criteria.
 - Service learning in CAS can include bilingual language opportunities for community engagement, learning, and service.
 - Students who have additional language needs are supported by the school CLDE teacher.
 - Students have the option of completing their MYP Personal Project in their mother tongue and resources are provided in their mother tongue.

Placement:

Standley Lake High School's IB Program is open to any student who wishes to participate, regardless of his or her English language proficiency. Therefore, we have a system in place to meet the needs of our English language learners. This system is administered through our school's CLDE department using the Sheltered Instruction Observation Protocol (SIOP). This process begins with the WIDA screener placement test at the time of enrollment for those students determined to have a primary home language other than English. Once the assessment is done, a determination is made as to the student's level of English proficiency: NEP – non-English proficiency, LEP – limited English proficiency, or FEP – fluent English proficiency and a learning plan is enacted. A learning plan may contain specific courses that are “sheltered” for non-English proficiency students who will benefit from small group instruction or co-taught classrooms. Furthermore, “inclusion” (regular classroom) academic core classes are offered for students who are gaining English proficiency.

A student is considered to have completed SLHS's ESL program and is no longer in need of formal in-school support when they have met the following criteria:

- ❖ The student achieves a 4.0 in literacy and overall categories of the ACCESS test.
- ❖ Based on a body of classroom evidence, the student is succeeding in the classroom.

Additionally, SLHS serves students with special education needs with regards to lower language development. These students may not qualify as English language learners, however, their needs must also be supported by the schools programs of language acquisition.

Mandalay Middle School's MYP Program is also open to any student who wishes to participate, regardless of his or her English language proficiency and Mandalay also uses the Sheltered Instruction Observation Protocol (SIOP). Students' language levels are determined through this process. If a student is a newcomer or a beginner, they will take their English class with a Culturally and Linguistically Diverse Education (CLDE) teacher. All of their other classes will be fully integrated. Students that are deemed intermediate English learners or beyond are integrated into regular English classes with CLDE support in the classroom.

Principles of Instruction:

Students receive language instruction from all teachers, in all courses, and the following protocols are maintained in our school community.

❖ Students...

- read, write, and speak in the language of instruction in every course
- use their mother or strongest languages to process and engage with content in their classes
- express themselves, orally and in writing, through a variety of media and for a range of different audiences and purposes
- may choose to pursue the study of a language other than the mother tongue
- apply their skills to a range of academic and social contexts in multiple languages
- study literature from a variety of cultures
- use appropriate citation guidelines when referencing researched information
- reflect on their work
- develop and pursue their own lines of inquiry
- have access to support services
- incorporate their cultural knowledge and background in all areas of learning
- expand their cultural knowledge in all fields of inquiry

❖ Teachers...

- maintain open, two-way communication with students and parents
- use translation services provided by Jefferson County Public Schools when communicating with parents or community members who do not speak the language of instruction
- support students' continued use of their mother tongue
- differentiate instruction to meet the needs of all learners
- teach students through a variety of technological and informational resources
- provide opportunities for reading, writing, and oral language development
- instruct students to make valid linguistic choices that consider purpose and audience within the full range of sociocultural and academic contexts they will encounter
- relate new information to existing knowledge
- give relevant, focused, and timely feedback on student's progress
- view the on-going language development of students as the responsibility of all teachers, parents, and students

Planning for Instruction

Teachers work collaboratively on unit planners to develop curriculum that explicitly addresses students' cultural - linguistic needs. The development of units is facilitated by coordinators and subject group leaders who ensure that intentional and explicit literacy instruction is part of every unit. Each MYP unit planner includes a section for differentiation in which teachers can identify how they adapted instruction to meet the needs of language learners in their classes.

Mother Tongue Support

We support the notion that comprehensive use of the mother tongue vastly increases the potential for linguistically and culturally diverse students to be academically successful. Further, we believe that maintaining and continuing to develop students' fluency in the mother tongue is crucial to students valuing their history and culture.

Language and literature classrooms provide a wide variety of multicultural literature, so students can study the works of their own culture, as well as gain exposure to and understanding of cultures other than their own.

District translation and interpreter services are employed to ensure ongoing communication with families and community members who do not speak English as the mother tongue.

Multilingual Learners

Students qualify for ESL services when a body of evidence (comprised of home language surveys, school transcripts, and standardized test scores) demonstrates that the student needs additional supports in their acquisition of English. The ESL program at Standley Lake provides English Language Acquisition and Enriched Language and Literature classes for students who are identified as Non-English Proficient (NEP) and Limited-English Proficient (LEP).

Language instruction in ESL classes is guided by the following principles:

- ❖ Instruction should be organized to maximize students' ability to take what they know in one language and express it through the other
- ❖ Second language instruction must be organized to provide students the time, experiences, and opportunities they need to fully develop academic language proficiency
- ❖ All students can meet rigorous standards when they are provided a high level of content that is differentiated according to their proficiency levels, as determined by English language development standards and appropriate assessments
- ❖ Socio-cultural factors and political context must be considered in making decisions regarding every aspect of program planning
- ❖ Instruction must be organized to help students understand and respect themselves and their own culture as well as the cultures of the broader society

Policy Review Process:

A steering committee will review the Language Policy. It will be revised as needed to reflect current best practices. Once the policy has been reviewed and revised by the steering committee, it will be shared with all stakeholders.

All policies will be published on the school websites where they can be accessed by students and community members.

Programme Standards and Practices for all Programmes

Student support 2: The school identifies and provides appropriate learning support.

Student support 2.1: The school implements and reviews systems and processes to identify the needs of students.

Student support 2.2: The school supports the identified needs of students, and evidences this support through planning, policy, and practice.

Teacher support 1: The school ensures that teachers use current IB resources and regularly review their implementation of the programme.

Teacher support 1.1: The school ensures that all teachers have access to current and relevant IB content.

Environment: Providing essential structures, systems and resources 8 Programme standards and practices Teacher support

1.2: The school demonstrates that teachers have used current and relevant programme documentation to implement the programme in their classroom teaching.

MYP 1: The school ensures that learning and teaching reflect the current aims, objectives and implementation requirements of the curriculum.

Culture 4: The school implements, communicates and regularly reviews a language policy that helps to foster intercultural understanding through communicating in a variety of ways in more than one language

Culture 4.1: The school implements and reviews a language policy that is aligned with IB language policy guidelines.

Culture 4.2: The school describes in its language policy the way that the school recognizes multilingualism as a fact, a right and a resource for learning.

Culture 4.3: The school identifies in its language policy a variety of physical and virtual resources used to facilitate language development.

Culture 4.4: The school clearly describes in its language policy the rights and responsibilities of all members of the school community and what constitutes good practice within the school context.

Culture 6: The school implements, communicates and regularly reviews its IB mandated policies to ensure they are cohesive and reflect IB philosophy.

Culture 6.2: The school documents its IB-mandated policies and communicates them to the school community.

Culture 6.5: The school considers the Learner Profile in all of its IB-mandated policies.

Culture 6.6: The school considers international-mindedness in all of its IB-mandated policies.

Approaches to teaching 5: Teachers remove barriers to learning to enable every student to develop, pursue and achieve challenging personal learning goals.

Approaches to teaching 5.1: Teachers consider learner variability when planning students' personal learning goals.

Approaches to teaching 5.3: Teachers use IB-mandated policies to support students.

Approaches to teaching 5.4: Teachers support language development with consideration for the language profiles of students.

Approaches to teaching 5.5: Teachers use multiple technologies to aid and extend learning and teaching.

Language Policy Steering Committee:

Benjamin Thompson: DP Coordinator

Rachel Moores: MYP Coordinator

April Tompkins: MYP Coordinator

Andrea Sabadosh: Head of School

Carrie Ott: Head of School

Works Cited

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