International Baccalaureate (IB) Program at Myers Park High School -

Language Policy

Philosophy

In order to support primary and secondary language acquisitions, we believe that all teachers are language teachers. Languages are one of the driving forces that connects all of the IB disciplines. Effective language learning is a natural precursor to global understanding and awareness. The goal is for students to achieve proficiency in English ,the language of instruction, as well as in a second language offered at school: Chinese, French, German, Latin or Spanish. We recognize the transfer of cognitive skills from language A to language B and visa versa. This process encourages the acquisition of higher order thinking skills and the development of multiple perspectives. The language policy also recognizes the importance of all teachers differentiating instruction for students at different levels of language acquisition.

As spoken and written language are the primary means of communication in an academic setting, we emphasize the study of English as it is the primary language spoken in our community. Since we live in an interconnected world where we must communicate across cultures to solve problems, students should become proficient in a second language in order to become responsible world citizens. As a result, we require all students to study another language other than English throughout the participation in the IB Program. We support English Language Learners by appreciating their mother tongues and by helping them become proficient in English.

School Profile

Myers Park High is one of the public high schools in the Charlotte-Mecklenburg School district. With an enrollment of 3400+ students, Myers Park is one of the largest high schools in North Carolina. Over 700 students are in the Middle Years or Diploma Programs. The composition of the study body has an international flavor with over 30 countries represented in the school population. Thirty-two percent of the student body receives free or reduced lunch.

Charlotte-Mecklenburg Schools (CMS) is committed to providing every family and every student with options to meet their child's academic needs. At Myers Park High School, the International Baccalaureate Program is offered in addition to other regular offerings provided by all CMS high schools (e.g. Advanced Placement courses, Honors and standard level classes).

Myers Park High School is not a magnet program, and therefore students must live within the

zoned boundaries where Myers Park is the home school. The Myers Park IB program is open enrollment and students can self-select to enroll in the program as long as Myers Park is their home high school. Although very few IB students need additional help with English, Myers Park offers a full range of services for students with Limited English Proficiency.

Language Profile of Myers Park High School

The primary language of Myers Park High School is English, but the school has a significant (and increasing) number of students who are not native English speakers. The school's population of students receiving support services from the English Language Learner (ELL) Department is the largest among the Charlotte Mecklenburg high Schools. The school offers direct language instruction or consultative support for these students. The most prevalent mother tongue (after English) is Spanish. There are 20+ mother tongues spoken at Myers Park. However, they make up only approximately 5% of the total school population.

The ELL Department seeks to provide assistance for English Language Learners to gain English proficiency and achieve at high levels in core academic subjects such as math, science, social studies and language arts.

Support for the development and maintenance of the mother tongue

Myers Park's population is made up of native speakers of many languages from around the world. While it is critical to ensure that the language of instruction (English) does not serve as a prolonged obstacle to learning, it is equally important to support the development and maintenance of our international students' mother tongues. We do this in a variety of ways:

- When enrollment is sufficient, the Language B department offers Spanish for Native Speakers Level I and Level II, since Spanish is the predominant second language in our area. This course increases students' academic literacy in Spanish and prepares them for transition to higher level Spanish courses
- A number of student clubs and organizations exist to foster cultural and language development including the French Club, Spanish Club, and International Club
- Our Media Center offers and increasing number of magazines, newspapers, and books in the most common mother tongues of our students
- We allow students to write their Personal Projects or Extended Essays in their mother tongue or investigate it as a topic, assuming a teacher who speaks or understands that language is available to serve as their advisor
- We are exploring the possibility of allowing students to take two Language A, perhaps through independent study or virtual learning

Respect for the Mother Tongue

Our teachers take opportunities to demonstrate respect for our students' mother tongues

whenever possible in class. We have two goals: we want our English Language Learners to feel that their language and cultures are appreciated, and we we want to model our appreciation of other languages and cultures for our English speakers. As a staff, we have on-going conversations about how to teach respect for the other cultures and increase international mindedness in our students.

Enrollment Procedures English Language Learners (ELL)

Students who speak a language at home other than English enroll in Charlotte-Mecklenburg Schools through the International Center. ELL services are provided for all students qualified as ELL based upon the state English language proficiency test.

Language Instruction Educational (LIEP) Program

LIEP services are provided at all schools, including magnet schools. Teachers use the World Class Instructional Design and Assessment (WIDA) English Language Development standards to plan and deliver instruction. English Language Learner (ELL) Services receives local, state and federal funding to support program initiatives, which align with Title III federal requirements. ELL Committees have been established at all schools to ensure that English language learners receive appropriate testing accommodations, classroom modifications, and program placements.

Types of LIEP Services Available at all Charlotte-Mecklenburg Schools

There are various LIEP services provided within CMS including:

- English Language Learner (ELL) classes
- Sheltered Instruction Observation Protocol (SIOP). Teachers are trained in the SIOP model to help ELL students develop academic English while learning grade-level content
- Dual Language/Two-Way Immersion. In Dual Language programs, students are taught literacy and academic content in English and a partner language
- Spanish for Heritage Speakers. Spanish courses offered in middle and high school, focusing on literacy development for heritage speakers of Spanish.

Support for the development and maintenance of the mother tongue

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IB Program Continuation at Myers Park High School

Middle Years Program

Students enrolled in the 9th and 10th grades Middle Years Program are required to:

- Progressively schedule their MYP courses in order to meet 11th grade perquisite course entry criteria

• Be promoted to the next grad level
• Complete all Service as Action requirements
• Take the fully MYP course load.
• 10th graders must complete the Personal Project

Diploma Program

Students enrolled 11th and 12th grades in the IB Diploma Programme must:

• Complete courses and other requirement that will qualify them for the IB Diploma

• Meet the course prerequisites for the DP program

Teaching and Learning of Language

Language A

Myers Park High acknowledges the importance of including the teaching and learning of language continuously throughout the program. The primary language used in school is English. The schools offers the Middle Years Program for grades 9 and 10th. All students are involved in Language A learning for grades 9 through 12 and it aligns with the requirements of Charlotte Mecklenburg Schools, North Carolina Standard Course of Study and the International Baccalaureate Language A Literature objectives. Students take MYP Language and Literature in 9th and 10th grades and English A Literature Higher Level in 11th and 12th grades.

Second Language Acquisition (Language B)

Myers Park High offers six years of IB Language B in Chinese, French, German, Latin or Spanish. Students may complete at least a year of these languages in middle school. All IB students must complete five years of a Language B to sit for the Standard Level IB exam, which is an IB Diploma requirement. Students must complete Level III of Language B by the end of their sophomore year to enter the IB Diploma program in 11th grade. Students who complete Level II of Chinese, French, German, Latin or Spanish at the middle school level, are eligible to complete level VI their senior year and sit for Higher Level IB exams.

Entering 9th graders who have not completed a Level I Language B typically take both Level I and Level II during their 9th grade year or a Level II and a Level II in their 10th grade year to catch up. All IB DP Language B courses are taught all year (on an A/B Day schedule). All MYP Language B courses are taught on the 4x4 block schedule. This means that 9th and 10th graders take their Language B courses during the first or second semester. This allows 9th and 10th graders to catch up before entering the IB Diploma Program in 11th grade. With special permission of the Language B (World Languages) Department Chair, students can take lower level Language B courses online through the North Carolina Virtual School to catch up, because all students must be ready to take Level IV at the start of there 11th grade year.

North Carolina Virtual Public School

Myers Park High School students have have access to the online North Carolina Public School. By virtue of their online course delivery, students have access to courses and highly qualified teachers in subjects not available at Myers Park. Myers Park does not allow IB students to take courses available at the school. However, students may take a wide variety of Language B courses online as non-IB electives. Examples include Arabic, Japanese and Russian. With special permission of the Language B (World Language) Department Chair students can take lower level Language B courses online to catch up and meet IB Diploma prerequisites.

All Stakeholders Must Support Language Learning

Language instruction must be trans-disciplinary and touch upon all aspects of expression and communication, whether in a class setting or outside of the classroom.

Administration and IB Coordinator Roles

- Encourage students to maintain and value their own native language and to respect the native language of other students
- Encourage students to become fluent in more than one language
- Encourage all students to share and develop their work in a social context through new and traditional technologies
- Give students access to a variety of technological and informational sources
- Provide faculty with language education strategies, professional development and assessment help

Teachers

- Use a variety of strategies to help students comprehend, interpret, evaluate and respond to a variety of sources (written and verbal) even when the source are in a language other than the student's first language
- Expose students to a wide range of sources reflecting a variety of culture
- Give students specific and constructive linguistic feedback
- Seek continuing education regarding language instruction

Students

- Work towards becoming fluent in another language other than his/her/their mother-tongue
- Are respectful of another individual's language and culture
- See language as a tool for life-longlearning
- Become an active language learner through inquiry and authentic real-life application

Parents/Guardians

Parental involvement is very important, especially as our population of non-native, English families is growing, we recognize the need to improve our ability to communicate with parents in their language. While we recognize that English is the functional language of our nation, some parents are missing essential information about their child's progress in school due to a language barrier. Our district already offers some printed materials in Spanish, including letters informing parents of students' academic successes and difficulties. Charlotte-Mecklenburg Schools is working to make translators available for parents phone calls and conferences, have parent meetings in Spanish as well as English ,and provide IB materials in Spanish and other languages so that all parents are informed.

Parents can also assist their child in language acquisitions by:

- Valuing the development of language skills
- Participating in meetings regarding the IB Program and language instruction
- Uphold the Language Policy of the school

Life-long Learning

The language policy promotes life-long learning. Developing language learning skills gives students the capacity to solve problems, think critically, and creatively. Language empowers students to understand, interpret, and respond to ideas, attitudes, and feelings. Information literacy and technology also provide a gateway to life-long learning and a rich range of language learning opportunities.

Resources Used to Prepare Language Policy

IBO Guidelines for developing a school language policy 2008

English Language Learners (ELL) Charlotte-Mecklenburg Schools

IBO Language Policy 2014

Language Policy North Mecklenburg High