



## IB Language Policy

### Green Bay West High School

#### Purpose

Language development is a part of every aspect of a student's day. Every person at Green Bay West High School contributes to the development of language learning. Language learning includes reading, writing, speaking, and listening. We believe in the importance of learning additional languages to help the development of the whole person. We value the diversity of our West family and honor the diversity of our community. Our primary language of instruction is English. We currently offer Spanish and French in our Language Acquisition programme, and Mandarin Chinese as an elective course.

#### I. Definitions

**A. Mother-Tongue** – “The language(s) learned first; the language(s) identified with a native speaker; the language known best; the language used most.” Mother-Tongue is the language the student learned first and is often the predominant language the student uses outside of school.

**B. Primary Language** – Our primary language of instruction is English.

**C. Language Acquisition** – Our Language Acquisition program offers languages other than English, with the goal that students will acquire language proficiency enabling them to use them outside of the classroom.

**D. English Learners (EL)** – EL support is available to qualifying students who have Mother Tongues other than English.

#### II. International Baccalaureate: Middle Years Programme (MYP)

**A. Primary Language Instruction** – The primary language of instruction at Green Bay West High School is English. Based on the Common Core State Standards, we provide a rigorous, balanced literacy program for all our students with the expectation of meeting or exceeding their grade level in English. All students will develop fluency in English.

**B. Language Acquisition instruction** – Green Bay West High School currently offers French and Spanish and Mandarin Chinese to encourage the students to become fluent in other languages and to appreciate the cultural diversity of our student population, our community, and the world. It is the goal of our Language Acquisition program to support our students as they achieve fluency in other languages. In order to reach fluency, students continue with the same language for all five years of the programme. Therefore, students entering the MYP at West High School will continue to study the language from their middle school through Grade 10.

**C. Language Acquisition Continuum** - Our Language Acquisition programme is a continuation of the curriculum that begins at our Primary Years Programme that supports the long-term goal of becoming bilingual. Our students will continue at our Diploma Programme School to further their knowledge, skills, and cultural awareness of Language



Acquisition. Students required to enroll in Literacy Remediation courses will **not** take a Language B; as state standards must supersede the structural limitations of available course periods during the school day.

### III. International Baccalaureate: Diploma Programme (DP)

**A. Primary Language Instruction** – The primary language of instruction at Green Bay West High School is English. Aligned with State Standards, we provide a rigorous, balanced literacy program for all our students with the expectation of meeting or exceeding their grade level in English. All students will develop fluency in English.

**B. Language Acquisition Instruction** – Our Language Acquisition programme currently offers *Language: B French Standard Level*, *Language B: Spanish Standard Level* and *Spanish ab Initio* and *Language B: Mandarin Chinese* to encourage the students to learn a second language and appreciate the cultural diversity among our student population and community. It is the goal of our Language Acquisition program to support our students as they achieve fluency in other languages.

**C. Language Acquisition Continuum** - Our Language Acquisition programme is a continuation of the curriculum that begins at our Primary Years Programme that supports the long-term goal of becoming bilingual. Our students continue at our Middle Years Programme which is located at Franklin Middle School and our Middle Years Programme at West High School.

### IV. Mother-Tongue Support

Green Bay West High School supports families who use languages other than English as their mother tongue. We encourage the development of their mother tongue and culture both at home and at school. We support families coming into our school to share their language and cultures with our West family.

### V. Review Committee

The review committee, with the support of their departments, will continue to review, support, refine and build our Language Policy once a year. We will review the policy every year to ensure we are meeting the needs of all community members.

### III. Green Bay Area School District's Policies Regarding Language

This document was written in accordance with policies 341.1, 342.9, of the Green Bay Public School Board (reprinted below).

### Green Bay Area School District Board Policy 341.1 READING

(policy revision date: June 15, 2002)

Reading is a communication process interrelated with other language processes – listening, speaking, writing, and reasoning. As a language process, it must be grounded in the communication of meaning. Program design for a comprehensive literacy program encompassing these elements shall create a learning environment that encourages, recognizes, and values individual differences; respects individual needs, capabilities and interests so that students reach proficiency and become contributing members of society. A planned, comprehensive literacy program will provide authentic reading and writing experiences in which students will learn and apply skills as well as gain pleasure from reading, thereby developing lifelong reading habits.



The District shall:

1. Maintain and update a language arts curriculum based on current standards, benchmarks, and best instructional practices;
2. Instruction will be systemic and occur at all academic levels and in all content areas with the primary responsibility for instruction placed with the classroom teacher;
3. Set expectations for student progress and establish the methods to monitor such progress;
4. Provide supportive services, including remedial reading assistance, through appropriate staff;
5. Provide programs for staff development through the auspices of the Staff Development Office and the Literacy Development and Support Office;
6. Review instructional offerings and provide appropriate programming through an overall developmental program that encompasses phonemic awareness, phonics, word identification skills, vocabulary development, study and research skills, comprehension, and reading appreciation;
7. Involve parents /guardians in home-school partnership efforts to help students reach their reading potential;
8. Report the status of District achievement annually and work with individual schools to document building level programs; and
9. Evaluate and report on the District reading program through School Board reports.

#### **Green Bay Area School District Board Policy 342.9 PROGRAMS FOR ENGLISH LANGUAGE LEARNERS**

The Board of Education of the Green Bay Area Public School District shall provide appropriate educational and support services for students whose primary language is not English to help them acquire English language skills that will enable them to function successfully in an all-English classroom and help them meet established academic standards.

##### **A. Assessment.**

1. The District shall assess the English proficiency and academic progress of English Learners (ELs) in accordance with legal requirements and established District procedures.
2. Decisions regarding the administration of state-wide academic assessments to EL students shall be made on an individualized, case-by-case basis. The District may not exempt EL students from taking state-wide academic assessments based solely on their EL status.
3. Testing accommodations shall be provided if the student needs such accommodations. Any accommodations made shall maintain the validity of the test, as determined by the Wisconsin Department of Public Instruction (DPI). The degree of testing accommodations, curricular, and instructional modification, type of support services and their duration shall be determined individually based on student need.

##### **B. Assessment Results.**

1. The results of state-wide academic assessments shall be used in a manner that is consistent with District policies in making instructional, promotion and graduation decisions.
2. Neither the results on such assessments nor the exemption of a student from taking any such assessments may be used as the sole criterion in reclassifying an EL student from a bilingual/bicultural education program or in



determining grade promotion, eligibility for courses or programs, eligibility for graduation or eligibility for participation in postsecondary education opportunities.

C. Parent/Guardian Rights.

1. Parent(s)/guardian(s) of EL students shall be notified of student assessment arrangements and of educational programs and services available to help their children improve their English language skills and academic achievement.
2. These notifications shall be made consistent with legal requirements and in such a manner so that the student's parent or guardian understands them.

D. EL Status Exit Process and Protocols.

1. Students shall be exited from EL status when they have met the District guidelines and state criteria for English proficiency.
2. Once students have been exited, they shall no longer be assessed on their English proficiency or receive state assessment accommodations for EL students.
3. Former EL students shall be monitored for two years after exiting EL status. If during that time, it is determined that the student was exited from EL status prematurely, he/she shall have their EL status restored.
4. State reporting of the academic progress of former EL students shall be done in accordance with legal requirements and as required by the DPI.

II. **NOTICE AND SANCTIONS**

The District's student nondiscrimination policy applies in full force to all services or programs offered for ELs. The District shall not engage in any unlawful discrimination in regard to such services or programs.

**PROCEDURES FOR TESTING AND ASSISTING ENGLISH LEARNERS 342.9-Rule**

A. Identification of English Learners

1. In order to accurately and efficiently identify students who are potential English Learners (ELs), the District shall administer the standardized State of Wisconsin Home Language Survey (HLS) to all newly enrolling students. The requirement that this be given to all students is to prevent discrimination and to create a unified entry procedure that will be more likely to identify potential ELs.
2. When the HLS indicates that a student is exposed to languages other than English at home, the District must administer an English Language Proficiency (ELP) screener permissible for use in Wisconsin, as referenced in the Department of Public Instructions (DPI) English Learner Policy Handbook.
  - a. Students who have not been administered a HLS are not eligible for ELP screening.
  - b. Additionally, students whom the HLS indicated should not be screened are also not eligible for screening.
  - c. Only District employees who have gone through the screener training and who have passed any required quizzes may administer the screener.
3. The overall composite score from an ELP screener is used to determine if a student is likely an EL. The final determination of EL status may include an ELP screener result, observational data as outlined in the DPI English Learner Policy Handbook, the student's available academic history and any input provided by the parent(s)/guardian(s).



4. Parent(s)/guardian(s) rights and responsibilities.
  - a. Parent(s)/guardian(s) shall be notified of identification, assessed ELP, placement recommendation and other information as required by law.
  - b. Parent(s)/guardian(s) consent for placement in a formal bilingual-bicultural program shall be obtained as required by law.
  - c. Parent(s)/guardian(s) may withdraw their child from offered supports and services at any time.

**B. Assessing English Proficiency**

1. On or before March 1 of each year, District staff shall conduct a count of all ELs enrolled in District schools, assess the ELP of such students and classify such students by language group, grade level, age and ELP.
2. EL students shall be assessed to determine their ELP using the DPI approved English proficiency assessment – ACCESS for ELLs® (or Alternate ACCESS for ELLs for qualifying students with significant cognitive disabilities). The assessment shall be administered by any District employee, provided they have completed the training and have passed the required quizzes.
3. EL students assessed shall be classified and reclassified as appropriate, according to their ELP level as outlined in state rules (Level 1 – Beginning Preproduction through Level 6 – Former English Learner, Now Fully-English Proficient).
4. Student ELP assessment records shall be maintained by the District in accordance with state and federal laws and District student records policies and procedures. Reports regarding EL students shall be made to the DPI as legally required.

**C. EL Students and State-wide Academic Assessments**

1. As used in this section, state-wide academic assessments are all state-mandated assessments that are expressly covered by Chapter PI 13 of the Wisconsin Administrative Code and all of the annual state-wide academic assessments required under the federal Elementary and Secondary Education Act to which the District may lawfully apply the Chapter PI 13 standards regarding testing accommodations and testing exemptions.
2. Decisions relating to the administration of state-wide academic assessments to EL students shall be made on an individualized basis. Information and data on the student's academic progress and English proficiency shall be documented and considered.
3. The District shall administer a state-wide academic assessment to an EL student unless an individualized determination has been made that the results of the assessment, with allowable accommodations made for the student as needed, or as otherwise provided by statute, will not be a valid and reliable indicator of the student's academic knowledge and skills. For example, any student with a qualifying significant cognitive disability and who, as a result is unable to meaningfully participate in state-wide academic assessments shall be administered a DPI-approved alternative test (Dynamic Learning Maps-DLM). In no case may the District exempt an EL student from any state-wide academic assessment based solely on the student's EL status.
  - a. Before making decisions regarding state-wide academic assessment for any EL student, the District will first determine if the student has recently arrived in the United States. "Recently arrived" refers to a student that has attended a U.S. school for less than 12 months.
    - i. A recently arrived EL student with limited English language proficiency (classified as ACCESS level 1 or 2) may be exempted from one required administration of the state's English/Language Arts assessment. EL



students for whom this exemption is claimed must take the ACCESS for ELLs during the school year of the exemption, which counts for participation on the English/Language Arts section(s) exempted. EL students arriving in the small window between the end of ACCESS testing and the end of academic content testing are exempted from this requirement.

- ii. Unless lawfully exempted for reasons other than solely their EL or recently arrived status, recently arrived students must participate in all other content areas of the applicable state-wide assessments (with or without accommodations).
    - b. The District shall provide assessment accommodations for an EL student if they are needed. As required by DPI regulations, any approved accommodation must maintain the validity of the assessment. Assessment accommodations may include, but are not limited to, one or more of the following:
      - i. for assessments that do not assess English language competency, providing translations in a student's native language or the assistance of a qualified translator to translate instruction or read test items;
      - ii. providing small group or individual testing opportunities;
      - iii. providing more practice assessments or examples before the actual assessment is administered;
      - iv. allowing EL students to use dictionaries or other educational aids while taking the test unless this use would invalidate the assessment;
      - v. allowing EL students as much time as necessary to complete the assessment; and
      - vi. any other accommodation approved by the DPI.
    - c. The District shall document the accommodations that are approved for any EL student in connection with the administration of state-wide academic assessments. To the extent applicable for EL students with disabilities, such support and accommodations shall be coordinated with decisions that are made by the student's individualized education program (IEP) or Section 504 team.
  4. Separate from any lawful assessment exemptions that are based on a student's recently arrived status or the validity and reliability of the assessment results, if the parent(s)/guardian(s) of an EL student decides to opt their student out of taking a state-wide assessment, the District will accept such decisions to the same extent that state law or Board policy allows parent/guardian-initiated opt-out decisions for students who are not English Learners.
  5. School personnel shall make reasonable efforts to consult with a student's parent(s)/guardian(s) regarding the planned approach to the student's state-wide academic assessments.
  6. The results of state-wide academic assessments that are given to an EL student shall be used in a manner that is consistent with District policies in making instructional, promotion and graduation decisions. In addition, the results of such assessments may not be used as the sole criterion in re-classifying an EL student from a bilingual-bicultural education program or in determining grade promotion, eligibility for courses or programs, eligibility for graduation or eligibility for participation in post-secondary education opportunities. Similarly, if a student has been exempted from taking any state-wide academic assessment, the exemption may not be used as the sole criterion for making such determinations.
  7. Student assessment results shall be communicated to the student's parent(s)/guardian(s) and to the DPI as required by law.





D. Educational Program Assistance

1. An EL student will be provided educational program assistance and/or services as appropriate and necessary to help the student improve his/her English language proficiency and academic performance. The degree of curricular and instructional modification, type of support or other program services and their duration shall be determined individually, based on student need.
2. Bilingual-Bicultural Programs – **There is currently no bilingual programming at Green Bay West High School.**
  - a. Parent(s)/guardian(s) consent for placement in a formal bilingual-bicultural program shall be obtained as required by law.
  - b. The District will provide each EL student who is participating in a District bilingual-bicultural program with an effective instructional program and supportive services appropriate to meet the needs of the student.
  - c. The District shall provide each EL student with full access to supportive services, such as language development and speech therapy, as are available to other students in the District and as are appropriate to the individual needs of the student.
  - d. The District shall provide programs and services that reflect the cultural background of the EL students. In appropriate instances, some instruction may be provided that is intended to improve the proficiency of an EL student in the use of his/her primary language for the purpose of enabling the student to become proficient or advanced in all subject areas.

E. Students Exiting EL Status Based on Proficiency

1. Whenever an EL student is considered or evaluated for exiting from EL status, (i.e., possible reclassification as a former EL student), the relevant data and other information used in the process, along with resulting determination, shall be maintained as part of the student's academic record.
2. An EL student must be exited from EL status when the student achieves an overall composite score of 5.0 or greater on the ACCESS for ELLs®.
3. An EL student may also be eligible for exiting EL status if all of the following conditions are met:
  - a. The student has attained an overall composite score of 4.5 or above on the ACCESS for ELLs®.
  - b. Additional pieces of evidence, as gathered using a Multiple Indicator Protocol (MIP), demonstrate that the student has become fully English language proficient. Evidence should include demonstrations of the student's reading, writing, speaking and listening proficiency in English through observation of student language use in classroom activities. District staff will utilize the Classroom Observation MIP and related forms, found in DPI's English Learner Policy Handbook when gathering this evidence and demonstrating a student's ELP.
  - c. The District shall notify the student's parent(s)/guardian(s) of the MIP process used to make discretionary decisions regarding exiting EL status and of the resulting determination.
4. Once a decision is made to exit a student from EL status based on current-year ACCESS for ELLs® test results and any current-year MIP results:
  - a. The District will notify the student's parent(s)/guardian(s) of the reclassification decision and communicate information about any changes in programming or support.
  - b. The student will maintain EL status through the remainder of the current school year and begin the next school year as a former EL student.
5. Once students have exited from EL status:



- a. They shall no longer be tested on their ELP or receive accommodations for EL students when taking state-required academic assessments.
- b. The District will continue to monitor the exiting student for two additional years through teacher observation and by documenting adequate progress/classroom performance. If it is determined that the student was exited from EL status prematurely, he/she shall have their EL status restored.
- c. The District will continue to report the academic progress of students that have exited EL status to the DPI for four years after the reclassification occurs, as required by the DPI.