



Franklin Middle School IB World School MYP Language Policy



I. Purpose

At Franklin Middle School, we believe that language development is a part of every aspect of a student's day. Every person at Franklin Middle 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 Franklin family and honor the diversity of our community. Our language of instruction is English. We currently offer Spanish and French as our Language Acquisition courses. Our current board policy 342.9 (see attachment) will be our guiding document for placement and support of English Learners.

II. Language Profile

At Franklin Middle School, in addition to English, there are ten other languages represented in the student population. Through self-reporting, fourteen percent of our families indicated another language is fluently spoken in the home. Spanish and Hmong tend to be the primary languages.

III. Definitions

- A. **Mother-Tongue/Home Language** – “The language(s) learned first; the language(s) identified as a “native” speaker; the language known best; the language used most.” Mother tongue is the language the student learned first and is the prominent language used outside the school for that student.
- B. **Second Language or Language Acquisition** – Language Acquisition describes the language learned subsequent to a first language with the goal of accessing the language with competency outside of the classroom, therefore actualizing the IBO Learner profile.
- C. **English Learners (EL)** – EL instruction is provided to those students for whom English is not the student's first language. An assessment by EL teachers will determine proper placement.

IV. International Baccalaureate: Middle Years Programme (MYP)

- A. **Primary Language Instruction** – The primary language of instruction at Franklin Middle 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** – Language Acquisition is currently offered to our students in Spanish or French 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 Language Acquisition to support our students as they achieve bilingual proficiency. Language Acquisition must be sustained in the same language for all three years of the programme. The level a student is placed into Spanish or French will be determined on an individual basis and with teacher recommendation. Students whose reading level is below grade level will be evaluated on an individual basis for proper placement into Language Acquisition. The consultation team for the evaluation will include school counselor, Language and Literature teacher, Language and Literature special education teacher (if student is in special education), an administrator, literacy coach, and Language Acquisition teacher and department chair. Students new to Franklin Middle School during the school year will be placed into appropriate levels of Spanish or French during the school year except year 1 (Grade 6) students. Year 1 students will be enrolled in Introduction to Spanish and Culture or Introduction to French and Culture courses unless on an individual basis they are to be placed higher.

- 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 in Spanish. Our students may continue at our Diploma Programme School to further their knowledge, skills, and cultural awareness of Language Acquisition.
- V. **Mother-Tongue/Home Language Support** - Franklin Middle School supports families whose native language is not English. 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 Franklin family. Translators are provided for all parents and guardians interactions when one is needed. A “language line” is provided for all teachers when a translator is not available. Language Line is a phone interpretation service to be used when a district interpreter cannot be accessed. Language line is a phone service that allows staff to have a 3 way call or have a conversation with a parent or family member using speaker phone in any language necessary. All documents and report card comments are provided in English and Spanish to our school community.
- VI. **Constructed Responses:**
All teachers are responsible for promoting language development within their curriculum. At Franklin, all teachers will emphasize the use of academic language and vocabulary, conversation, and constructed response writing to aid students in learning content.
- VII. **Professional Learning on Language Policy**
- All teachers will receive yearly training and review on our school’s language policy.
 - All new teachers to Franklin Middle School will receive additional professional learning on our language policy.
 - All literacy professional learning will be documented by our literacy coach.
 - All teachers will teach and incorporate command terms in daily instruction and writing prompts.
- VIII. **Informing community**
- Parents and guardians will be informed about our language policy at our fall open house, Parent-Teacher Organization meetings, and it will be addressed in our school newsletter.
 - Parents are invited at open house and IB information sessions to participate on the language policy team.
 - Student council members will be invited to participate on the language policy team and updated yearly at student council meetings.
 - Our language policy is available on Franklin Middle School’s website.
- IX. **Review Committee** – The Language Policy 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 our students and provide a report to the entire staff and parents yearly.

Green Bay Area School District

Board Policy 341.1

READING INSTRUCTION GOALS

Reading is a communication process integrated with other language processes such as listening, speaking, writing, and reasoning. As a language process, it must be grounded in the communication of meaning. The program design for comprehensive literacy 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, writing, *listening and speaking** 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. place primary responsibility for instruction with the classroom teacher and will be systemic and occur at all academic levels and in all content areas ;
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 development 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.

*added per best practices in literacy instruction

LEGAL REF.: Sections

118.01 Wisconsin Statutes

118.015

121.02(1)(c)

PI 8.01(2)(c) and (k), Wisconsin Administrative Code

No Child Left Behind Act of 2001

CROSS REF.:

110, District Mission and Beliefs

252, Effective Schools and Participative Leadership

270, School District Reports

330, Curriculum Development and Instructional Improvement

342.1, Programs for Students with Disabilities

342.3, Programs for Gifted and Talented Students

342.4, Programs for Children at Risk

342.5, Title I Programs for Disadvantaged Students

342.6, Alternative Education Programs and Curriculum Modifications

342.8, Section 504/ADA Educational Opportunities

342.9, Programs for English Language Learners

345.1, Student Grading and Reporting

346, Assessment Program

537, Staff Development

812, Parent Involvement

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Green Bay Area School District

Board Policy 342.4

PROGRAM FOR CHILDREN AT RISK

The Green Bay Area Public School District will make every reasonable effort to help each student learn the necessary skills, concepts, and content of the courses in which he/she is enrolled. Staff members are expected to employ personalized instructional methods and utilize a variety of resources in providing assistance to help students attain the District curricular benchmarks.

For those children experiencing more severe difficulties and identified as “at risk,” the Board shall establish supportive programs to turn them into children of promise. Programs designed to prevent the development of difficulties and to remediate identified obstacles to school success shall be emphasized.

Current Wisconsin Administrative Code (PI 25) defines children at risk as pupils in grades 5 to 12 who are at risk of not graduating from high school because they are dropouts, or are two or more of the following:

- one or more years behind their age group in number of high school credits earned;
- two or more years behind their age group in basic skill levels;
- habitual truants;
- parents;
- adjudicated delinquents;
- eighth grade pupils whose score in each subject area on the state assessment was below basic level; or
- eighth grade pupils who failed to be promoted to the ninth grade.

School staff shall be alert for any student who is experiencing or has a history of excessive absenteeism; underachievement or poor classroom performance; behavior, social, emotional, or psychological problems; or who has experienced a traumatic event that may adversely affect him/her.

All programs developed for children at risk shall be designed to

- a. improve and expand educational opportunities for these children on an individualized basis;
- b. provide alternative courses or program modifications which satisfactorily meet the school district graduation requirements;
- c. encourage parental involvement;
- d. encourage cooperation with community support service agencies.

Students shall be identified and referred to these programs in accordance with state regulations and guidelines established by the administration. An annual report concerning children at risk shall be made to the Department of Public Instruction as required.

LEGAL REF.: Sections

118.153 Wisconsin Statutes

118.33 121.02(1)(n)

PI 25, Wisconsin Administrative Code

CROSS REF.:

342.4-Rule, Programs for Children At Risk

110, District Mission and Beliefs

342.1, Programs for Students with Disabilities

342.5, Title I Programs for Disadvantaged Students

342.6, Alternative Education Programs and Curriculum Modifications

342.8, Section 504/ADA Educational Opportunities

342.9, Programs for English Language Learners

343.1, Grouping for Instruction

343.11, Student Programming at Secondary Level

345.4, Grade Advancement

345.6, Graduation Requirements

411, Equal Educational Opportunities

812, Parent Involvement Children at Risk Program Plan

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Green Bay Area School District

Board Policy 342.9

PROGRAM FOR ENGLISH LANGUAGE LEARNERS

The District shall provide appropriate programs and services for students enrolled in District schools who possess limited or no command of the English language. The purpose of these programs and services will be to help students acquire English language skills that will enable them to function successfully in an all English classroom and to meet established learning standards and benchmarks.

English Language Learner (ELL) students shall be identified as part of the school enrollment process. Once identified, their English proficiency shall be assessed, they shall be classified according to their

English proficiency level and they will be placed in an appropriate educational program. Specialized instructional materials and techniques designed to teach English to speakers of other languages shall be used in the District. The degree of curricular and instructional modification, type of supportive services and their duration shall be determined individually and be based on the student needs. ELL students shall be provided with full access to supportive services available to other students in the District.

If a sufficient number of the ELL students identified are of the same language group to meet statutory requirements, the Board shall establish and implement a bilingual-bicultural education program as required by state law. The program shall reflect the cultural background of the ELL students and may include instruction intended to improve the skills of such students in the use of their native language for the purpose of enabling them to become proficient or advanced in all subject areas.

The District shall assess the English proficiency and academic progress of ELL students in accordance with legal requirements and established District procedures. Decisions regarding the administration of state-required tests to ELL students shall be made on a case-by-case basis. The District shall administer state-required tests to an ELL student unless a determination has been made that the results of the test, with allowable accommodations made for the student as needed, will not be valid and reliable indicator of the student's academic knowledge and skills. Any ELL student exempted from taking a state-required test shall be administered an alternative assessment approved by the Department of Public Instruction. The results of both state-required tests and alternative assessments shall be used consistent with District policies in making instructional, promotion and graduation decisions. Test results may not be used as the sole criterion in re-classifying an ELL 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. Exemption of an ELL student from taking a state-required test may also not be used as a sole criterion for making such a determination.

Parents/guardians of ELL students shall be notified of student testing arrangements and of educational programs and services available to help their children improve their English language skills and academic achievement. These notifications shall be made consistent with legal requirements and in such a manner as to ensure that the student's parent/guardian understands them.

LEGAL REF.: Sections
115.96 Wisconsin Statutes
115.97
118.13
118.30
PI 8.01(2)(r), Wisconsin Administrative Code
PI 13
No Child Left Behind Act of 2001

CROSS REF.:
342.9-Rule, Procedures for Assessing English Language Learners
110, District Mission and Beliefs
342.5, Title I Programs for Disadvantaged Students
343.1, Grouping for Instruction
343.11, Student Programming and Schedule Changes at Secondary Level
343.2-Rule(1), Class Size Guidelines
345.1, Grading and Reporting Systems
345.4, Grade Advancement
345.6, Graduation Requirements
346, Assessment Program
411, Equal Educational Opportunities
420, School Admissions
812, Parent Involvement
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