

Hairston Middle School, IB MYP
IB World School
Language Policy

Language Philosophy

Hairston Middle School is committed to language appreciation and development for all students, across all grade levels and all content areas. Development of language skills, both spoken and written, is critical to strengthening communication and is an expression of culture. We value the diversity of our school communities and are dedicated to supporting mother-tongue development, as well as the acquisition of additional language. Knowing and understanding different languages increase cognitive abilities, including problem-solving, creativity and memory, as well as the learner's ability to communicate in diverse environments. All teachers are language teachers and are responsible for teaching language within and across subject areas.

Language learning and teaching is an ongoing partnership between our schools, students, and parents. Parent and community help in support of this language policy is vital to its success. The school-wide language (Spanish) is one of the attractions for parents' choice of schools.

Language Profile

English Language Arts (ELA) develops students' understanding and knowledge of the English language both grammatically and syntactically through various activities and projects. English is the primary language of instruction, learning, and communication used in the school. Students participate in at least one Language A (English) and one Language B (Spanish) class. Teachers provide opportunities for students to view and explore a myriad of cultures through a diverse and culturally responsive lens. Students mastery of both languages are assessed regularly.

Language Diversity is supported and embraced in the school. More than 10 mother-tongue languages are spoken by students who represent more than 10 nationalities. Other than English, Spanish, and Arabic are the most common mother tongues. The top three languages spoken here are English, Spanish and Swahili. Language support is provided to students through the collaboration of teachers, Media Specialist and ESOL teachers. Additional support and intervention services are provided by the ESOL teachers.

Hairston Middle School ELL Policy

Student whose first language is not English receive support using various strategies, while also supporting and embracing their mother tongue. Students are evaluated annually using the English Language Development Assessment to measure English language proficiency. Communications are translated in Spanish and Swahili to provide support to those families.

Currently the State of North Carolina uses the WIDA ACCESS Test to annually assess identified limited English proficient (LEP) students by measuring growth of English language proficiency in the areas of listening, speaking, reading, and writing.

All identified LEP students will be re-assessed annually during spring semester on the ACCESS Test, and parents may not refuse testing.

Teachers of LEP students provide a variety of specialized services until students demonstrate listening, speaking, reading, and writing proficiency in English that is sufficient to allow them to succeed academically in the regular classroom. Instruction is provided in English by teachers using the WIDA Standards.

Parent(s) Rights and Responsibilities

You have the right to make decisions about your child's education. You have the right to have your child immediately removed from the assigned ELL program and you have the right to decline to enroll your child in a direct service ELL program. It is the responsibility of the parent to contact the school if there are questions or concerns about additional services provided to their child.

We adhere to the following:

- WIDA ACCESS Test

Mother Tongue Support

The school supports continued development of mother tongue language skills for all students. Hairston provides the following services:

- Bilingual support teachers provide services to ELLs and families to strengthen the relationship between home, school, and language minority communities.
- Teacher is liaison and assists ELLs in the classroom.
- Home visits
- Oral interpretation and written translation

Language A

The primary language of instruction in the MYP is English. All teachers are considered language teachers.

- Teachers model proficient literacy behaviors.
- Teachers and students work together to practice and develop literacy and communication skills.
- Students are expected to demonstrate literacy and communication skills both independently and in group settings.

Within this structure, students work to meet grade-level standards in reading, writing, speaking, listening, and literacy.

Language B

The study of a Language B aims to encourage an appreciation for and understanding of other languages and cultures; and to provide a skill base for further language learning. Language B course offerings in the MYP Years 1-3(6th-8th grade) are Spanish. Students learn to speak, listen, read, and write in a second language. Language B study in the MYP must be sustained in the same language over the three years of the programme.

Language Practices

Language A courses are designed around the North Carolina Standard Course of Study curriculum and the MYP Language A Aims and Objectives. Language B instruction adheres to the North Carolina Essential Standards curriculum and the MYP Language B Aims and Objectives.

Preferred Bibliographic Style

MLA is the common style of citation of sources in student work for all departments

Language Expectations

Students are expected to speak and write in complete sentences, using academic language. During class, learners are expected to speak the language of instruction.

Outside of class, students may speak a language of their choice.

Professional Development

Professional development is provided for all teachers in the school to support the NC Standard Course of Study and Essential Standards Curriculum, which includes standards for reading and writing in the MYP areas of Humanities and Sciences. Guilford County Schools offers ongoing professional development to all teachers in the areas of “writing to learn” and reading information texts.

Language Support Services

Specialized support for student language development is available through the following programs:

- English as a Second Language Program – Students are placed in the appropriate English Language Learner class based on state, district and curriculum assessments. The purpose of the ELL class is to support and accelerate English acquisition.
- Special Education – Students with SEN needs receive services from special education professionals.
- Gifted and Talented – Teachers use strategies that further encourage vocabulary development, reading, writing, and inquiry across the curriculum, and the exposure to various forms of literature and informational text.
- School Special Educational Needs Policy has been established for additional information.
- Remedial Language A Course –Reading Lab classes are available and recommended to students whose reading assessment results indicate need for additional support.

Mother-Tongue Provisions

We at Hairston Middle School recognize that a strong level of knowledge and understanding in the students’ mother tongue is vital to the students’ development of an additional language. The majority of Hairston Middle School students speak Spanish. We encourage parents and students to speak and develop their mother tongue at home. This strengthens the child’s language skills, while instilling a sense of importance about his/her culture. In addition, resources are available to support mother tongue development and assist in communication with these families.

- Written parent communication is translated into as many mother tongues as possible.
- Interpreters are used when communicating directly with families at school events. Some of our teachers volunteer their services in helping communicate with parents.
- The Library Media Center includes reading materials printed in the Spanish language.

Assessment

- Standardized assessments are given in Language A.
- Subject area assessments are given in Language A and B, with appropriate accommodations made for language proficiency.
- NCCCS has policies in place to accommodate needs of ESOLs. As well, ESOLs are required to take modified assessment each spring to monitor English proficiency.
- The MYP program is an inclusive program. Students with special educational needs will receive accommodations and modifications for assessments as stated in Individual Education Plans or Accommodation Plans.

Media Center

All students have access to the schools’ Media Center The center is open before and during school. Most books in the Media Center are in English. A section is dedicated to mother tongue languages represented in our building, as well as Language B offerings in Spanish. Students have access to print materials and personal tablets.

Review of Language Policy

The language steering committee meets to review the language practices of the partnership. The purpose of this committee is to review the current language policy, communicate suggestions as needed, and communicate the language policy to all stakeholders.

Resources

Guidelines for developing a school language policy

Guidelines for school self-reflection on its language policy

IB Language A Guide

IB Language B Guide

Transforming the School's Culture: Developing a Language Policy