



# Hempstead Union Free School District Language Policy

## I. Purpose

The purpose of the Language Policy is to ensure that:

- All members of the Learning Community value language and language acquisition
- All learners and their families have supports to communicate effectively
- All who do not have English as their mother tongue receive needed services
- All faculty members are language teachers

## II. Philosophy

a. Language is the key for all relational development and tool to communicate knowledge garnered and to explore greater understandings. Cultural understanding and tolerance will be maximized when we intentionally learn the language and values of others. Our learning community will focus on developing practices to promote fluency in a foreign language.

Written and oral language will allow students to express themselves and to connect with others. International mindedness will be enhanced with the exploration of languages, cultures and norms. Creative expression will be promoted and foster the understanding of connectivity to all peoples.

“A language policy is an action statement... It is concerned less with where the students in a school are going, and more with how they are going to get there.”

Language Policy in Schools, Carson (1999)

- b. International Mindedness
- c. Multilingualism
- d. Cultural Awareness and Cultural Competency
- e. Guiding Principles

### III. Definitions

a. Mother Tongue:

The language that the student uses at home. In some cases, that is not English.

a. Language A:

The primary language of the school, and most likely considered the language of operation in the general education classes.

c. Language B:

The language that is considered foreign to the learner. There is no indication of fluency in this language, and the student is acquiring it.

d. Language Acquisition:

The process of developing Language B. Increasing vocabulary, syntax, and word distribution to communicate. The continuum of attaining fluency of a second language.

e. World Languages: *A language spoken internationally and acquired by many people.*

f. ELL/MLL: English Language Learners/Multi-Lingual Learner Student that enters the learning community without having English as their primary language.

g. ENL: English as a New Language: A program to support language acquisition for students who need to acquire English as a working language.

h. FLES: Foreign Language acquisition program for Elementary Schools.

i. Dual Language: Students are taught literacy and content in two languages.

j. Bilingual: Speaking and learning fluently in two languages.

k. Language of Instruction: *The language used to instruct the student due to their level of competency. For the vast majority, the language used is the language that is primarily spoken in the student's home. If the mother tongue is English, the student is taught in English. If the mother tongue is Spanish, the student will receive instruction in Spanish and English when in bilingual classes if the student is not able to speak English. Students who do not speak English or Spanish as a home language often times will be enrolled in a bilingual course.*

#### IV. School Language Profile

	English	Language Acquiring	
IB PYP Marshall	Language A	Language B:	
IB PYP Prospect	Language A	Language B:	
IB PYP B. Obama	Language A	Language B:	
IB PYP D. Paterson	Language A	Language B:	
IB PYP J. McNeil	Language A	Language B:	
IB PYP Front Street	Language A	Language B:	
IB PYP Jackson Annex	Language A	Language B:	
IB PYP Jackson Main	Language A	Language B:	
IB MYP ABGS	Language A	Language B: Spanish	Language B: French

- a. Non-ELL/MLL
- b. ELL/MLL Students (Bilingual Program Using the Units of Study)

#### V. PYP Curriculum Requirements

*Each school will offer students in Grades 3-5 the opportunity to learn a language other than their mother tongue. This will enable students to explore a new culture and the value of multilingualism. Resources and instructional time will be provided for quality teaching and learning. Students will explore the nuances of articulating ideas, feelings, facts, and beliefs to various audiences with the respect that is deemed necessary from the cultural background studied.*

*The scope and sequence of language acquisition will reflect and support Units of Inquiry where applicable and relevant. Each language instructor will encourage a continuum of language development beyond the IB Primary Years Program of language acquisition and exploration. The students will be prompted to use multilingualism as a tool to foster global awareness and agency beyond their local community.*

*The Language Program will also yield opportunities for sharpening the IB Learner Profile Attributes. Students will determine the proper words, tone, and attitude to use when communicating as a knowledgeable and open-minded thinker. They will develop vocabulary that will help them express responsibly and carefully.*

*Extensions of the program will include Dual Language Instruction and Bilingual Instruction. Multicultural exploration will take place throughout the school year. During language of acquisition instruction, instructors will provide an in-depth study of the peoples who speak the language being acquired. Students in a bilingual course will receive instruction fostering a respect and appreciation for their culture and the culture of emersion.*

*The pedagogical practices to inspire students to retain vocabulary and language usage will be inquiry-based. Students will practice active listening and reading in the language of acquisition. They will also be reflective when speaking and writing in the new language to practice effective communication. Instructors will use a variety of tools including technology.*

## **VI. MYP Curriculum Requirements**

*A.B.G.S. identifies students who are ELL, or students who have limited English proficiency, by means of a diagnostic screening of new entrants and provides (ENL) English as a New Language programming for eligible students. All ENL programs include the Middle Years Programme (MYP) framework and the development of the IB Learner Profile attributes, as a concerted effort in making the core of the MYP framework accessible to all.*

*ABGS recognizes the responsibility to ensure that students with specific language needs are provided with age-appropriate, free –standing programs of instruction and including those students who require speech services. Such programs include English as a Second Language (ESL), English as a New Language (ENL) components and bilingual educational transitional services for students of foreign birth or ancestry, with limited English proficiency and speech services for students with language needs in their mother tongue.*

*Students may be accelerated to a higher grade-level course in order to support their use of language. ELL students are also paired with a peer who is a native speaker for as long as he/she needs to help with transitioning into the school routine and culture. ELLs and their guardians/parents will have access to mother tongue and English proficiency resources online, interaction in the classroom and through our Media Center.*

*Our World Language enrollment is open to all students. Students are offered a 3-year continuum, in the study of French or Spanish language in 6<sup>th</sup> grade/Year 1. The World Language classrooms are dynamic learning environments, designed with differentiation and constructivist teaching strategies and learning experiences crafted to accommodate different types of learners and different levels of fluency and proficiency. Students will alternate a/b days of instruction with a minimum of 500 minutes of instruction per month.*

*MYP Language A will build on experienced in language learning that students have gained during their time in the PYP. Language A requires students to develop an appreciation of language and literature. Students are provided with the linguistic, analytical and communicative skills to use across the disciplines. At ABGS, all teachers are teachers of language. Curriculum requirements in Language A span across six fundamental skill areas that students are expected to develop as follows: listening, speaking, reading, writing, viewing and presenting.*

## VII. Graduation Requirements

Students from Hempstead High School on track for graduation must meet all requirements as expected by the New York State Board of Regents. All students are expected to complete one language credit as part of the graduation requirements. To align all students to the internationalism of the International Baccalaureate, all students will have ample opportunities to receive the Seal of Biliteracy. To prepare students to become biliterate or multiliterate, students from Pre-kindergarten through the twelfth grade will be learning a language.

### a. Advance Regents Diploma

To receive an Advanced Regents Diploma, students may take advantage of multiple pathways as approved by the New York State Board of Regents as follows:

**Traditional Combination:** ELA, Global History and Geography, US History and Government, 3 mathematics, 2 science (1 life science, 1 physical science) = 8 assessments. In addition, the student must choose either 2 additional credits in LOTE and the locally developed Checkpoint B LOTE Exam OR a 5-unit sequence in the arts or CTE.

**Pathway Combination (other than STEM):** ELA, 1 social studies, 3 math, 2 science (1 life science, 1 physical science), 1 Pathway (other than science or math) or complete the requirements for the CDOS Commencement Credential = 7 (+CDOS) or 8 assessments. In addition, the student must choose either 2 additional credits in LOTE and the locally developed Checkpoint B LOTE Exam OR a 5-unit sequence in the arts or CTE.

**STEM (Mathematics) Pathway Combination:** ELA, 1 social studies, 4 math, 2 science (1 life science, 1 physical science) = 8 assessments. In addition, the student must choose either 2 additional credits in LOTE and the locally developed Checkpoint B Exam or a 5-unit sequence in the arts or CTE.

**STEM (Science) Pathway Combination:** ELA, 1 social studies, 3 math, 3 science (at least 1 life science, at least 1 physical science) = 8 assessments. In addition, the student must choose either 2 additional credits in LOTE and the locally developed Checkpoint B LOTE Exam OR a 5-unit sequence in the arts or CTE.

### b. Seal of Biliteracy

“The intent of a seal of biliteracy is to: encourage the study of languages; identify high school graduates with language and biliteracy skills for employers; provide universities with additional information about applicants seeking admission; prepare students with twenty-first century skills; recognize the value of foreign and native language instruction in schools; and affirm the value of diversity in a multilingual society.” (Slentz, 2012). All students will begin their journey toward becoming a recipient of the Seal of Biliteracy upon graduation beginning in Pre-Kindergarten through home language support, Foreign Language at the Elementary School (FLES), World Languages at the middle and high school level, and Advanced Placement language classes at the high school level.

Reference

Ken Slentz, Deputy Commissioner of P-12 Education for the New York State Education Department, on day three of the November 26-29, 2012

#### VIII. Communication of the Language Policy and Plan

*The Language Policy will be reviewed annually. The most current edition will be posted on the District website with links to each school. The individual practices for each school will provide in the appendix of the District Policy. During Open School Night, teachers will discuss the Language Policy and options for students. Expectations will be provided by the teachers.*

IX. Review of the Language Policy: This policy will be reviewed annually by the Hempstead School District IB Language Committee. This team consists of multiple stakeholders.