



# Binghamton High School, IB World School IB Language Policy



For the Diploma Program and the Career-related Program

*Our mission is to educate, empower and challenge all students to become productive, global citizens through innovative approaches to learning. EXCELLENCE, EQUITY AND ACCESS FOR ALL STUDENTS.*

**Purpose of the Language Policy** The purpose of this policy is to ensure that all students, parents, teachers and administrators fully understand the IB Language Policy and how we will help students of all languages who are enrolled in IB Programs of study.

**Philosophy** We believe that the study of World Languages prepares our students to live and work in a global society. Learning the language and understanding the culture of others is a required 21<sup>st</sup> century skill. Therefore, we believe that all teachers are language teachers. Moreover, we believe that those students who do not speak English as a “first language” can be successful in our IB programs. Every student at BHS has equal access to the Diploma Program and the Career-related Program. It is through the study of other world languages that our students learn to communicate and show respect for other languages and cultures, and become thoughtful and reflective human beings, representative of the IB Learner Profile.

**Language of Instruction** All classes at BHS are conducted in Language A English, with the exception of Language B.

**Additional Language Study** All students in grades 11 and 12 are required by New York State to have completed one unit of a language other than English (LOTE) before graduation. However, approximately 50% of students beginning grade 11 have completed three units of study in a second language and have passed the Local Comprehensive Examination in the appropriate language. Students who elect to continue their study of a second (or third) language have the following options:

**IB Language B** higher level or standard level (a language learner who has had three or more years of experience with the language). In these courses students will gain competency in the four language skills (listening, reading, speaking and writing) and will explore cultural topics in various media in the target language. Binghamton High School currently offers IB Language B in French, Chinese and Spanish in grades 11 and 12.

**IB Language B** standard level students will gain communicative competence in a variety of everyday situations in all four language skills as well as culture of the countries in which the language is spoken. Binghamton High School Currently (2020-2021) offers this in Spanish, French and Mandarin.

**First Language Support: IB Language A** is for a fluent language user, studying in his or her most competent language. Currently, English is the first language for the vast majority of the students at Binghamton High School. We will continue to monitor need for support in additional languages and will be able to provide the Language A self-taught option as requested. Beginning in the 2017-18 school year, all students in Grade 11 will be enrolled in IB English Language and Literature SL. In recognition that language is essential to learning in every discipline, all teachers participate in professional development.

**English Language Support** The primary instructional goal of the English as a New Language (ENL) Program is to help English Language Learners (ELLs) to develop their ability to read, write, speak and understand English so that they may successfully participate in both social and academic settings. The foundation for the English as a New Language (ENL) curriculum is the New York State Learning Standards for ENL, as developed by the Office of Bilingual Education and Foreign Language Studies (OBEFLS) of the New York State Education Department, 2004.

**Identification and Placement** Every student upon registration at Binghamton High School completes a Home Language Questionnaire for screening purposes. Students who indicate a home language other than English or whose native language is a language other than English are then referred to the ESL faculty for an informal interview. Students may then be administered the initial assessment, the New York State Identification Test for English Language Learners (NYSITELL), to determine their level of English Language

Proficiency. The NYSITELL consists of four sub-tests of speaking, listening, reading and writing in English. Incoming students identified as “proficient” on the NYSITELL may enter the general education program. Incoming students identified below “proficient” are eligible for ENL services and will be placed in classes at the Entering, Emergent, Transitioning, Expanding, or Commanding level.

**Entering ENL** This course is designed for newcomer students or students with low literacy in their native language and/or English. Instruction is focused on developing abilities and competencies in listening, speaking, reading, and writing in English. Students are introduced to school procedures, practices and aspects of American Culture.

**Emergent/Transitioning ENL** This course is designed for students with two or more years of English language instruction. Instruction is focused on developing students’ abilities and competencies in listening, speaking, reading and writing in English so that they may successfully participate in mainstream classrooms.

**Expanding ENL** This course is designed for students with three or more years of English language instruction. Instruction is focused on further developing student’s abilities and competencies in English to support students’ success in their mainstream content area studies.

**Commanding ENL** These students have tested at the “proficient” level and are able to enter the general classroom, but will have push-in support in the regular ELA classroom for two years.

**Annual Assessment** Students registered in ENL classes take an annual statewide assessment to determine yearly progress. The New York State English as a Second Language Achievement Test (NYSESLAT) is administered in the spring of each year. The NYSESLAT consist of four sub-tests for speaking, listening, reading and writing in English. Students scoring at the “proficient” level on the NYSESLAT are not required to take ENL classes the following year. Continuing students are placed in the appropriate level of ENL depending on their test scores, as evaluated by the New York State Education Department.

### **Additional Resources to support the mother tongue**

BCSD district website information available in many languages through the use of Google translator

Translators are available for students registering in the school who are non-native speakers during the registration process

The library holdings include information and books in many languages

### **Roles and Responsibilities**

School:

Keep all stakeholders informed regarding the contents of this policy

Encourage all students to study more than one language

Provide teachers and staff with appropriate professional development

Encourage students and staff to respect the language and culture of others (This can be particularly found in our Learner Profile)

Student:

Show respect for the language and culture of others

Take advantage of opportunities to develop language skills within and outside of the mother tongue

Parent:

Keep informed of the contents of this policy

Attend Curriculum night

Attend IB Parent Information Nights

Value the diversity of languages and cultures at the school and act as role models for their children

**Review Process** As new opportunities arise and the demographics of our community evolve, the School Language Policy will be reviewed and evaluated for its relevance and effectiveness. It is the school district's desire not only to be responsive to the needs of our student population but to be an innovative leader as we strive to create active, compassionate and lifelong learners. We consider this policy to be a working document that will be reviewed on an annual basis. All IB teachers reviewed this Policy. (The Policy

had been sent to each IB teacher electronically for preliminary review.) Revision suggestions were made at this time, which are incorporated herein. Thereafter, the DP coordinator inserted the relevant suggestions into the existing Policy and consulted the following IB documents to ensure that the Policy

July, 2020, during summer professional development, Mike Norris, Matt Roberts, James Gill and Dr. Meg Egitto reviewed and updated the policy, and extended it to head of school, and curriculum team. This policy includes all IB expectations found in: *The Diploma Programme: From principles into practice, Language Policy,* "A learning story about how a school's language policy supports multilingualism in a culturally diverse community," *Learning in a language other than mother tongue in IB programmes*, and "*Bilingual Children's Mother Tongue: Why is it important for education?*" By Jim Cummin.

Thereafter, the policy was reviewed and approved by the Director of Curriculum (Dr. Jennifer Dove), the Director of Languages (Meg McGarry), Head of School (Kevin Richman), English Dept. Chair (Jacqueline Scallan), DP Group 2 teachers (Ale Diagne, Shou-Yin Chen-Berry, and Rudy Blackman). This policy is a working document that will be reviewed on an annual basis.