

Patrick Henry High School International Baccalaureate Programmes Language Policy for Students, Families and Staff

INTRODUCTION:

Language is not only the vehicle of thought; it is a great and efficient instrument in thinking. – Sir Humphrey Davy

Authorized as an IB World School first in 1987, the Patrick Henry High School (PHHS) International Baccalaureate Middle Years, Diploma, and Career Programmes offer a rich academic program of study aligned with our school's mission statement as well as the mission statement of the International Baccalaureate Organization. Central to the education of our learners is the language(s) through which they learn, achieve and explore their acquired knowledge and skills in the world around them. Additionally, we recognize language development as a critical component not only in the education of our students but also in the development of our students as critical thinkers, risk-takers, inquirers and open-minded, principled and reflective global citizens. Finally, in our increasingly interdependent world, acquisition of knowledge and skills in more than one language is of vital importance. With these tenets in mind, we view language development as the shared responsibility of our students, families and teachers in each content area.

This document outlines the policies employed around the teaching and learning of language, both the language of instruction as well as the World Languages of Patrick Henry High School. As such, this document serves as a guideline for our students, families and staff alike. Moreover, the policies within seek to align the very important work of teaching and learning that occurs within the PHHS International Baccalaureate Middle Years and Diploma Programme and IB Career-Related Programme through our Project Lead the Way® or the digital media pathway, with Patrick Henry High School as a learning community and Minneapolis Public Schools as a school district.

The Patrick Henry High School

Mission Statement:

The Patrick Henry High School

Mission Statement: Patrick Henry High School is a diverse community that values and supports the experiences of inquiry and learning through meaningful opportunities that bring intercultural understanding to our students, our staff, our neighbors and our world.

The International Baccalaureate

Mission Statement:

The International Baccalaureate

Mission Statement: The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right."

LANGUAGE OF INSTRUCTION AT PATRICK HENRY:

The language of instruction at Patrick Henry High School is English. All subject areas, except Group 2 or Language Acquisition World Languages, are instructed in English. Our students, by the established academic standards of the State of Minnesota, are required to successfully complete four full years of English language instruction as well as either attempt the Minnesota Comprehensive Assessment for Reading, administered in the tenth grade, or attempt the ACT. Curriculum and instruction in English language development is supported through professional development for all staff at the site and district level.

WORLD LANGUAGES (LANGUAGE B/LANGUAGE ACQUISITION) OFFERED AT PATRICK HENRY:

Patrick Henry High School offers four World Languages to students in the IB Programmes. All students enrolled in the IB Programmes are required to engage in the instruction of one of our World Languages. The World Language offerings are as follows:

- Chinese
- French
- Japanese
- Spanish

The World Languages offered at Patrick Henry High School are aligned with the languages offered at our feeder elementary and middle schools. Students are strongly encouraged to continue studying the World Language instruction that they studied during their elementary or middle school education. However, students are also allowed to begin a new world language when they arrive at Patrick Henry. To be prepared for International Baccalaureate examinations, students must reach a minimum of four years and a recommendation of five years of instruction in a World Language for Standard Level examination. Additionally, students are recommended for Higher Level examination having a minimum of five years or a recommended six years of instruction in their chosen World Language.

World Language Offered at Patrick Henry High School	World Language Pathway Established at Feeder Elementary, K-8 and Middle Schools
Chinese	Elizabeth Hall International Elementary (grades K – 5, IB PYP) Northeast Middle School (grades 6 – 8, IB MYP)
French	Anwatin Middle School (grades 6 – 8, IB MYP) Northeast Middle School (grades 6 – 8, IB MYP)
Japanese	Anwatin Middle School (grades 6 – 8, IB MYP)

Spanish	Anwatin Middle School (grades 6 – 8, IB MYP with Dual Immersion program) Northeast Middle School (grades 6 – 8, IB MYP)
---------	--

Patrick Henry High School additionally offers Ab Initio Standard Level examinations on an “as-needed” basis in all four world languages. Ab Initio Standard Level examinations are reserved for students who, based on their circumstances, were unable to engage in World Language instruction beginning no later than their ninth grade year. This examination requires three years of instruction in the World Language, beginning in the tenth grade, and is generally reserved for students who are full IB Diploma Candidates.

LANGUAGE DEVELOPMENT SUPPORT OFFERED AT PATRICK HENRY:

First and foremost, all teachers in the PHHS International Baccalaureate Programmes are language teachers. Reading, speaking and writing skills are developed in each IB course through a wide variety of learning experiences and assessments. While the language of instruction at Patrick Henry High School is English, PHHS is home to learners who speak many different languages in their home environments. Students in Minneapolis Public Schools speak nearly 100 languages in their homes. Approximately thirteen percent of our student population at Patrick Henry High School qualifies as English Language Learners. Our Diploma Programme Language Profile is similar to that of the school as a whole. Currently, it shows:

- Approximately 58% of our IB Diploma Programme students speak primarily English in their homes.
- Approximately 32% of our IB Diploma Programme students speak primarily Hmong in their homes.
- Approximately 7% of our IB Diploma Programme students speak primarily Spanish in their homes.
- The other approximate 3% of our IB Diploma Programme students speak primarily one of the following languages in their homes: Amharic, Laotian, Oromo and Vietnamese.

The PHHS IB Diploma Programme staff recognizes the importance of our students successfully employing a variety of language paradigms as they engage in their education. In addition to strengthening their standard academic English skills, students must learn and effectively utilize the language of the International Baccalaureate Standards, Practices and Assessment Descriptors. For the majority of our students, this involves knowing when and how to shift between various languages including home languages (predominantly Hmong, Lao and increasingly, Spanish), non-standard English dialects and disciplinary literacies within and among their many academic classes.

All students benefit from the assistance of language development found in their academic courses as aided by their content instructors. Language development support can be found in each classroom. Formative assessments are designed not only around evaluating the acquisition of content knowledge and skills but also around engaging students in regular use of Standard Academic English as well as the language of the content and the IB descriptors relevant to the discipline studied. The instruction, reflection and assessment of content knowledge and skills lead to summative assessments that are regularly reviewed with alignment to the language of instruction and the language of the IB standards, practices and assessment descriptors.

To further support our diverse student population in engaging and achieving in the PHHS International Baccalaureate Diploma Programme, we offer curricular, co-curricular, and extra-curricular supports available to our students and families, as follows:

CURRICULAR, CO-CURRICULAR AND EXTRA-CURRICULAR SUPPORT FOR STUDENTS:

- Patrick Henry High School currently offers a Heritage Language and Literacy course in Hmong language. Though open to all students at PHHS, this course specifically supports the development of Hmong language and literacy for our large Hmong population, strengthening this mother tongue language for a sizeable portion of our student body. Students interested in the IB Career-Related Certificate can complete their language development requirements for the IBCP through this course as well as through any DP Language B course.
- An additional language course for students whose mother tongue is Spanish will be added in the fall of the 2016-2017 school year. This class is designed for students who desire to engage in learning experiences rooted in the Latino and Chicano cultures. Students will improve their reading, writing, speaking and comprehension abilities through the exploration of contemporary culture, music, literature, film, current events, history, and politics related to the Spanish speaking world.
- Patrick Henry High School offers English as a Second Language (ESL) courses for students who qualify for these services also known as English Language Learners (ELL). These courses serve students with a wide range of English language skills and build their Cognitive Academic Language Proficiency for greater success in mainstream academic courses.
- Our ELL instructors avail themselves to our staff on a regular basis to support English language development from a variety of perspectives including but not limited to:
 - English language skill assessment and consultation for appropriate course placement;

- Professional development facilitation to strengthen instructional strategies used by mainstream teachers in differentiating instruction for our English Language Learning students;
 - Curriculum support and development to engage our English Language Learning students.
- All teachers commit to providing regular before- or after-school tutorial sessions whereby students are able to get one-on-one or small group support in meeting the course expectations. Care is taken to ensure that, to the degree possible, scheduled tutorials in one content area do not conflict with scheduled tutorials in another. Moreover, many teachers make themselves available through other means to assist students in their educational experience. As of the fall of 2015 students can also access teachers once a week in Advisory Lab in which students can choose to or be invited to any of their teachers' rooms to receive small group or individual instruction.
 - As appropriate, individual students may have language goals included in their Individual Education Plans. If this is the case, teachers are informed of and make modifications to meet these language goals.
 - Our school engages all members of our learning community in Silent Sustained Reading (SSR) for fifteen minutes three days a week. This allotment of time for SSR reaps multiple benefits for our students including improved reading, comprehension and critical thinking skills, modeling of reading strategies by school staff and student leaders, opportunities for reading for pleasure within the school day and developing a habit of regular reading.
 - Our Language B/Language Acquisition instructors use a variety of strategies known to increase language acquisition. These include the incorporation of cultural competencies and understandings in the language of study, opportunities for language immersion experiences both through local language/culture programs as well as travel abroad options, and working in partnership with feeder schools and local organizations to highlight the studied language and culture within the wider community. With the variety of options for language development support available through our Language B courses, students interested in the IB Career-Related Certificate have a number of ways to meet the language development course extension requirements of the IBCP.
 - At graduation Patrick Henry also offers what is called an IBDP Medallion. This recognition is earned by taking Theory of Knowledge and three or more other DP courses. One of those courses must be the completion of four years of language or at minimum taking an IB language exam in the student's year one. This medallion option is designed to encourage students to continue their second (or more) language throughout their entire experience at Patrick Henry.

LANGUAGE SUPPORT FOR OUR FAMILIES:

- Patrick Henry High School uses a variety of strategies to engage our families who speak languages other than English in their homes. Some of these strategies are:
 - **Employing two Bilingual Program Assistants (BPAs), who work specifically with our Hmong students and our Spanish speaking students.** These individuals can make home contact with families and speak with the family members in Hmong or Spanish. These BPAs also staff our Family Information Lines, through which our families may leave important messages for the school staff in their mother tongue.
 - **Use of our World Language teachers, Education Support Professionals and student leaders as interpreters.** This is particularly so with our Spanish-speaking families, a segment of our population, with significant growth over the last two years. We utilize the expertise of the learners in our community – staff and students alike – to help us communicate with our families about upcoming school events, important academic opportunities for students and concerns about student progress in school.
 - **Translation of school documents into other languages.** Many of our school and district documents are translated into a variety of languages, including Hmong, Lao and Spanish, using the school district interpretation and document translation service.
 - **Interpretation services at school events including Open Houses, Parent/Teacher Conferences and more.** We provide headphones as well as real interpreters through which Hmong and Spanish-speaking families can hear interpreters impart the information in their home language.

Patrick Henry High School ELL Academic Program Description

This expanding program welcomes students who are learning English as a second or additional language. Students take courses in ELL and may also enroll in courses taught in their first language. More advanced students spend increasing time in other classes throughout the building. *Text found in Patrick Henry High School Student Handbook, 2008-2009 School Year.*

SUPPORTING SCHOOL AND DISTRICT LANGUAGE POLICIES:

Minneapolis Public Schools Policy 6280 – Bilingual Student Education: Equity and Quality in Education

I. PURPOSE

The purpose of this policy is to establish a process that ensures that students, whose first language is not English, have language learning opportunities, comprehensible instruction and materials, and academic choices within the Minneapolis Public School system. It will ensure equity in education for students who speak a language other than English by recognizing students' native languages as an asset to be built upon and maintained for educational success. It also is a framework for compliance with state and federal law governing the education of English Language Learners.

II. GENERAL STATEMENT OF POLICY

The Board of Education supports district programming and curriculum that promotes the accelerated academic achievement of English Language Learners, and recognizes the important role played by multilingualism in achieving academic success and future careers of Minneapolis Public School students. Successful programs that serve these students may include one or more of the following components – English as a Second Language, Bilingual, Immersion and Sheltered Instruction.

III. REQUIRED ACTIONS

A. BOARD OF EDUCATION

The Board of Education will provide resources and organizational support to help schools implement successful programming and curriculum for English Language Learners' academic needs based on guidelines and procedures established by the Superintendent.

B. SUPERINTENDENT

1. The Superintendent shall develop and publish guidelines and procedures to ensure equity and quality in education for English Language Learners and students in bilingual programs. The guidelines and procedures must be based on best practice research on language development and consistent with state and federal laws.
2. The Superintendent shall assure that the guidelines and procedures are communicated effectively to families who speak a language other than English in their home and to District staff.
3. The Superintendent shall adopt and implement accountability measures for ensuring equity and quality in education for English Language Learners and bilingual programs. The accountability measures must establish that each site offering ELL and bilingual programs maintains appropriate levels of staff, effective curriculum, appropriate materials, effective communication with families and other measures that help ensure a quality education for all students attending Minneapolis Public Schools.

Legal Reference:

Education for Limited English Proficient Students Act, Minnesota Statutes, Section 124D.58 to 124D.64.

Lau v. Nichols, 414 U.S. 563 (1974)
Castaneda v. Pickard, 648 F. 2nd 989 (5th Cir. 1981)
Plyler v. Doe, 457 U.S. 202 (1982).
Civil Rights Act of 1964, Title VI

Policy Adopted: 06/13/2006

Minneapolis Board of Education – Policy found at <http://policy.mpls.k12.mn.us/uploads/6280.pdf>

Minneapolis Public Schools World Languages Department Mission Statement and Standards

MPS World Language Mission and Beliefs Statement:

MPS World Languages mission is to prepare all students to be multilingual, culturally competent, respectful and responsible citizens of an interconnected, more peaceful world.

Beliefs Statement:

* All students can develop high levels of proficiency in multiple languages and demonstrate intercultural competence and understanding of diverse cultures through rigorous learning that begins early and continues long-term.

* Learning multiple languages is an essential part of every student's education K-12.

* Instruction for acquiring languages must be rigorous, interactive, and meaningful.

* Learning of students' home and heritage languages is a valuable asset to students' identity, knowledge, and education.

* Learning of the languages of Minnesota's first peoples – Anishinaabe, Dakota- is vital to their survival and must be rigorously supported and maintained.

MPS World Language Academic Standards:

Communication

1.1 Engage in conversations, provide and obtain information, express feelings and emotions and exchange opinions.

1.2 Understand and interpret written and spoken language on a variety of topics.

1.3 Present information, concepts and ideas to an audience of listeners or readers on a variety of topics.

Cultural Competence

2.1 Understand the relationship between the practices and perspectives of the culture studied.

2.2 Understand the relationship between the products and perspectives of the cultures studied.

Connections

- 3.1 Reinforce and further knowledge of other disciplines through learning a world language.
- 3.2 Acquire information and recognize the distinctive viewpoints that are only available through the world language and its cultures.

Comparisons

- 4.1 Understand the nature of language through comparisons of the language studied and your own.
- 4.2 Understand the concept of culture through comparisons of the cultures studied and your own.

Communities

- 5.1 Use the language both within and beyond the school setting.
- 5.2 Become a lifelong learner by using the language for personal enjoyment and enrichment.

Adopted from the Standards for Foreign Language Learning in the 21st Century, National Standards for Foreign Language Education Project, 1999.

Minneapolis Public Schools has begun awarding World Language Proficiency Certificates and Platinum and Gold Bilingual Seals, which are official recognitions by the State of Minnesota created in 2009. Students earn a certificate or bilingual seal by demonstrating a specific level of proficiency, as defined by the American Council of Teachers of Foreign Languages (ACTFL) through a recognized assessment such as the SL and HL IB exams. Students are then eligible to receive a certain amount of college credit from all Minnesota State Colleges and Universities (MnSCU) Schools, depending on the certificate or seal that they earned.

World Language Department mission and standards found at <http://worldlanguages.mpls.k12.mn.us/>