

Rufus King International School Language Policy

Philosophy

1. Understanding that all students progress at different paces, we view the on-going language development for Rufus King International School students as the shared responsibility of all stakeholders: parents, students, teachers, administration, and staff. These vested parties are responsible for supporting language acquisition and ensuring all students use English responsibly. Rufus King fully supports Milwaukee Public Schools' stated bilingual/English as a second language program, in which students are provided with an opportunity to experience academic success from an early age through matriculation as needed. This would include an educational process which enhances language skill acquisition, fosters basic skill development and promotes the appreciation and respect of cultures. Additionally, these services stress retention and development and promote the appreciation and respect of cultures. Additionally, these services stress retention and development of the students' primary language and use that language as a vehicle or medium for exploring and acquiring a second language and ensure that English language learners become fluent and literate in English. Outreach to encourage community and parent involvement is considered an essential element to the success of the Bilingual/English as a Second Language Program of Milwaukee Public Schools and to the success of Rufus King International School in particular.
2. English is the language of International Baccalaureate (IB) instruction at Rufus King, and admissions requirements and assessments are conducted in English to ensure students can access the curriculum delivered in English. For those students who are speakers of English as a second language, admissions requirements affected by this are handled on a case-by-case basis by District Personnel (Office of Bilingual and Multicultural Education and other Curriculum and Instruction professionals) per MPS high school admissions procedure. It is possible that admissions written tests can be scored by hand.
3. We believe that all students should have the opportunity to experience learning a second language, which provides significant experience in international education, enabling students to understand the thinking and culture of other people. Through effective communication in another language, students are sensitized to cultural diversity and better able to understand the global world in which they live, preparing them to be active participants in multilingual communities at home and around the world. To that end, all Rufus King International School students have the opportunity to work with both counseling staff and their own families in selecting which of the offered Language B courses to study during their schooling.
4. While all students in the IB Diploma Program are required to take IB DP English (either Literature Higher Level or Language and Literature Higher Level) as a Language A, students are encouraged to speak their mother tongue in informal situations.
5. All students, regardless of their legal status, will be admitted to the school and IB Programme.

6. We employ a variety of instructional methods in all areas of the IB Middle Years Program (MYP) curriculum to show the interconnection among reading, writing, speaking and listening in Languages A and B; such interdisciplinary planning happens during collaborative planning time in the IB MYP. In addition to specific Language A and B classes, IB Diploma Programme students learn language through context and by relating new information to existing knowledge in all classes.
7. Our vision is to foster/develop globally-minded, conscientious citizens who are prepared to engage, to compete and to lead wherever their journeys may take them. Understanding and interacting with other cultures will give our students the competitive edge to succeed in our increasingly interconnected world. Rufus King fully supports Milwaukee Public Schools' reintroduction of World Languages as a graduation requirement. Students must successfully complete two consecutive years of a World Language to graduate.

Language Profile

- English only background students with no Language B proficiency;
- English only background students with minimal Language B exposure through limited middle school experience;
- English background students with significant Language B proficiency as a result of attendance at a language immersion school (German, Spanish, French)
- English background students with significant Language B exposure at home but who speak English as their first language;
- Bi-lingual Spanish-speaking, Asian, Middle-Eastern, and African students who have acquired both languages simultaneously since birth;
- Bi-lingual Spanish-speaking, Asian, Middle-Eastern, and African students who are English proficient as a result of attending school but whose parents speak no English;
- Deaf and hearing impaired students who have a variety of linguistic backgrounds including English, Spanish, Hmong and/or American Sign Language as their primary means of communication.

Guiding Principles

1. Every IB MYP student will take a Language B.
2. Every IB DP candidate must take one Language B and complete all assessments in the subject. Language B choices include Higher Level and Standard Level Spanish, Higher Level and Standard Level German, Higher Level and Standard Level French, High Level and Standard Level Latin.
3. Identification of the language needs of each student is handled by the Office of Bilingual and Multicultural Education and can occur as early as 4-year Kindergarten. Services are offered on a continuing basis and regularly re-evaluated by assigned staff. Other students entering our programme may be referred for ELL services as needed. Evaluation using a holistic model is carried out by the appropriate district staff for identification and annually to monitor progress.

4. Successful completion of two years of World Languages in grades 9-12 are required to graduate from Rufus King International School and the Milwaukee Public School System.
5. King provides all students equal access to academic programs and services. SEN students can choose to enroll in Language B classes; some students, however, may be exempt from Language B requirements if their Individual Educational Plan (IEP) has language requirements waived, depending on their disability, although a student attempting the full Diploma must take four years of Languages A and B. These decisions are made in the Special Education team meetings.
6. For both classical and modern language offerings, spelling, reference protocols, and bibliographic styles are presented as part of the IB curriculum.
7. Library and media resources at Rufus King International School are structured in 3 ways to support teaching programmes. Infrastructure in place provides a means for language learners to utilize multiliteracies in increasing modes. The library currently makes large screen desktops, SMARTBoard, chromebooks, books on electronic media and in a number of languages, graded by lexile and with translation capabilities. The print collection offers a growing foreign language component and books featuring differing formats and extending text with graphic supports. The Destiny library catalog offers resources in various formats as well as graded searching means to connect readers socially and with alternate search engines linked to outside educational sites. Additionally, Milwaukee Public Schools supports language learners with an electronic resource toolbox to extend and enhance both mother tongue and language acquisition. Finally, MPS partners with Milwaukee Public Library to offer programming and resources to support global citizenship and cultural identity.

Scope and Sequence Grades 9-12

Grade 9:	Spanish 1, Accelerated, 2 or 3 depending on background; German 1, 2, or 3 depending on background; French 1, 2, or 3 depending on background;
Grade 10:	Spanish 2, 3 or Spanish Literature; German 2, 3 or German Literature; French 2, 3 or French Literature;
Grade 11:	Spanish 3, IB Spanish 1 (SL) or IB Spanish 3 (HL); IB German 1; IB French 1;
Grade 12:	IB Spanish 1 SL; IB Spanish 2 SL; or IB Spanish 4 HL; IB German 2 SL or IB German 3 HL; IB French 2 SL or IB French 3 HL; IB Latin 2 SL or IB Latin 3 HL

Mother Tongue Support

We acknowledge the importance of a student's mother tongue in promoting identity and maintaining cultural heritage. We offer support for the preservation and development of a student's mother tongue by

- Pairing the student with a more advanced student of the same mother tongue
- Using teacher mentors who speak the same mother tongue
- Using teacher translators when requested and available
- Encouraging students to speak their mother tongue in informal situations
- Promoting identity support in after-school clubs such as Asian Club, Friends of Islam, Latinos Unidos, Spanish Honor Society, German Club and Honor Society, Latin Club and Honor Society, Jew Crew, the Interfaith Alliance, and the Black Student Union
- Advising families on arrangements for mother tongue support through outside cultural organizations offered in the community

In addition, we offer support in our Language B target languages through after school

- Tutoring sessions on a drop-in basis
- Additional time to aid in processing information for mother tongue students
- After-school clubs such as Asian Club, Latinos Unidos, Spanish Honor Society, German Club and Honor Society, Latin Club and Honor Society, and Black Student Union

Most written communications between the school and home are offered in Spanish and in other languages as requested.

Further support for non-English proficient students is offered by the Milwaukee Public School District as outlined below:

GUIDELINES AND PROCEDURES FOR THE IDENTIFICATION, ASSESSMENT, CLASSIFICATION, PLACEMENT, AND MONITORING OF ENGLISH LANGUAGE LEARNERS

1. ENTRY CRITERIA

STATE STATUTE

According to Wisconsin State Statute Chapter 115, Subchapter VII, limited English proficient students (English language learners) means "a student whose ability to use the English language is limited because of the use of a non-English language in his or her family or in his or her daily, non-school surroundings, and who has difficulty, as defined by rule by the state superintendent (Chapter PI-13, Wisconsin Administrative Code), in performing ordinary class work in English as a result of such limited English language ability."

IDENTIFICATION OF BIL/ESL PROGRAM ELIGIBLE STUDENTS AS REQUIRED BY STATE AND FEDERAL LAW

Milwaukee Public Schools has a procedure in place for identifying limited English proficient and/or Spanish dominant students to assure that they receive effective and appropriate instructional services to comply with Chapter PI 13.06. Lau Compliance, as part of Bilingual Multicultural Education, coordinates Milwaukee Public Schools' efforts to comply with the Office for Civil Rights; all principals must identify potentially limited English proficient students to the Lau Compliance Office.

HOME LANGUAGE SURVEY AND SCREENING

The student and parents or guardians complete a survey to determine language background, place of birth, previous education, etc. If there is a language other than English in the student's background, consideration is given as to whether a testing instrument is appropriate and/or as to whether a bilingual or ESL placement is appropriate (PI 13.06). Bilingual Multicultural Education staff is available to assist the Lau compliance staff with placement and assessment issues.

Milwaukee Public Schools' Lau Compliance Office will utilize the W-APT (WIDA ACCESS Placement Test) as a screener tool for appropriate language level and placement. The student is then placed in a bilingual education and/or English as a Second Language (ESL) program based on the limited English proficiency status. Although the W-APT will be the instrument utilized to assess the initial English language skills, the use of the Spanish Reading Verification will be used ONLY to assess Hispanic students' Spanish skills in order to determine eligibility for the bilingual program. This occurs especially when a student is seeking to either be placed in a bilingual education Program beyond the entry grade levels and/or is seeking to return to the bilingual education Program once they've been out.

For enrollment in the traditional K4 and K5 bilingual education programs, a student must demonstrate oral proficiency in Spanish. The school chosen as first choice during the Three-Choice selection period will screen bilingual program K4 and K5 applicants to determine bilingual program eligibility prior to random selection. An informal questionnaire or short interview in Spanish would be able to determine this.*

The two-way bilingual program model accommodates both English-dominant and Spanish-dominant students beginning at the K4 or K5 level. The Spanish as a second language model also accommodates English dominant children beginning at the K4 or K5 level. However, for the traditional bilingual program, from first grade on, a student must be assessed by the Lau Compliance staff to demonstrate proficiency in oral Spanish as well as reading and/or writing Spanish to be eligible for a new bilingual program placement.

2. CLASSIFICATION OF LEP (ELL) STATUS AND PROGRAM PLACEMENT

Initial Designation of LEP Status (Limited English Proficient) Status

All students who are suspected as being an ELL shall be given the W-APT regardless of linguistic ability (i.e. students who do not understand or speak English would score and be designated as a level 1). The W-APT is an adaptive test of language proficiency. LEP (Limited English Proficient) designations will be assigned at an informal level utilizing the W-APT until the formal annual English proficiency assessment is administered.

The definitions of the five limited-English language proficiency levels, as well as level 6, one of two fully-English language proficiency levels, are from PI 13.08(3)(1)-(6), Wisconsin Administrative Rule. Level 7, the other fully-English language proficiency level, is used for purposes of state reporting/state testing.

These levels and the definitions are as follows:

Level 1- Entering

Knows and uses minimal social language and minimal academic language with visual support

Level 2- Beginning

Knows and uses some social English and general academic language with visual support

Level 3- Developing

Knows and uses social English and some specific academic language with visual support

Level 4- Expanding

Knows and uses social English and some technical academic language

Level 5- Bridging

Knows and uses social and academic language working with modified grade level.

Level 6- Reaching

Knows and uses social and academic language at the highest level measured by this test. (This pupil, who was formerly limited-English proficient [English language learner-ELL] will now be considered fully English proficient.)

Level 7- Fully-English Proficient/Never Limited-English Proficient

The student was never classified as limited-English proficient (ELL) and does not fit the definition of a limited-English proficient (ELL) student outlined in either state or federal law.

3. PROGRAM PERMISSION/REFUSAL

Parents or guardians are informed of the Bilingual and English as a second language programs after program eligibility has been determined. A signed permission for program enrollment will be required. A student who meets the criteria is guaranteed a placement in a bilingual and/or ESL Program.

Limited English proficient students can refuse the bilingual or ESL program at the request of their parents or legal guardians. A signed refusal of services will be required for all LEP students who refuse the program at the time of the initial offering and /or at any time they leave the program thereafter. A student who has refused can reenter the program only with the permission of the administration in Bilingual Multicultural Education after it has reviewed the students' school history. A signed permission form will be required each time a student reenters the Bilingual or ESL Program.

4. RECLASSIFICATION PROCEDURES & ANNUAL ENGLISH LANGUAGE PROFICIENCY ASSESSMENT.

Students will be reclassified according to DPI Guidelines in relation to the ACCESS for ELL's English language proficiency test given annually. This annual assessment for English language proficiency to measure growth is a mandate of *No Child Left Behind*. In Wisconsin this test is the ACCESS, which stands for *Assessing Comprehension and Communication in English State to State* for English Language Learners. This test is a secured test and will only be administered during a window time frame designated by DPI. Currently that time frame is December-mid February.

5. MONITORING STUDENT PROGRESS

A student reclassified as non-LEP or non-ELL Level– 6, can continue receiving first language development and bilingual instruction through a bilingual program. School staff monitors a newly designated non-LEP student's performance for at least two years from the time of reclassification. A student can also receive first language assistance in content areas as is needed and available.

6. ANNUAL PARENTAL NOTIFICATION

As a requirement of the Title III English Language Acquisition, Language Enhancement, and Academic Achievement Act of the federal law of No Child Left Behind, schools must notify parents by sending the ELL Parental Notification Letters within 30 days after the start of the school year. Parents with ELL students entering school after the beginning of the school year must receive notification within two weeks of the child's placement in the program.

These letters will provide much information to parents such as (1) the reasons for identification of their child as LEP (ELL) and placement; (2) the child's level of English proficiency; (3) the method of instruction used and other methods available, including differences in goals, content, and languages used; (4) how the program will meet the educational needs and strengths of the child; (5) how the language program will help in acquiring English and meeting academic standards; (6) parental rights detailing the right to remove the child upon request or the option to decline enrollment, program/method of instruction, etc.

7. LANGUAGE PROFICIENCY INFORMATION

Records are kept of each student's language proficiency test information, program, reading level, date of transition for reading in the first language to reading in the second, grades, attendance, and personal data. There is also a screen on the district's mainframe computer that indicates pertinent data for any student classified as LEP or English language learner (ELL). School staff can obtain this information from their school's mainframe computers on the Infinite Campus program. Additional information specific to each LEP or ELL student is maintained at the school level and at the district wide warehouse computer system.

Language Policy Review

The Language Policy is developed by the staff and administrative team at Rufus King International School and is reviewed annually. The policy is communicated to the community via the school website and staff shared drive.

References

DP: Programme standards and practices, IBO 2020

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Language and Learning in IB Programmes, IBO, 2011 (Updated 2014)

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Meeting student learning diversity in the classroom: Removing barriers to learning, IBO 2019