

**Royal Oak Schools
(Middle and High Schools)
A Community of Excellence
International Baccalaureate Middle Years Programme
Language Policy**

Philosophy

Royal Oak Schools seeks to provide every child, regardless of national origin or native language, quality and meaningful educational instruction. We will create a world-class system for learning by building active partnerships among students, educators, families, and community to prepare all students to participate in an ever-changing world as responsible lifelong learners.

This policy is designed as a framework for the entire district to model and acknowledge the vibrant role language plays in our everyday lives.

Language Profile

A.) Policy Statement

Royal Oak Schools uses American English as the language of instruction for speaking, reading, writing, and listening. When English is not spoken at home or in the event that the mother tongue of the student is not English, the student will take the Home Language Survey. The Home Language Survey is approved by the Michigan Department of Education and is included in the Royal Oak Schools registration form. Royal Oak Schools understands that learning is always evolving and that language acquisition is an ongoing process.

B.) Staff and Student Language Diversity

Royal Oak Schools has a student body of approximately 2000 students representing over 30 nationalities. In addition our teaching faculty is approximately 200 teachers encompassing over 23 nationalities. Teaching, developing, and learning more about language and multi-culturalism is believed to be the function of all stakeholders involved in a school system including, but not limited to the teachers, students, parents, administrators and community members.

Royal Oak Schools Core Educational Beliefs

A.) Language and the MYP

All students will be expected to utilize both written and spoken skills in complete sentences. Students are therefore expected to write and speak in the language of instruction for a particular class. Translating apps on phones and other translating devices are allowed to help the students in their understanding of the instruction. The students have no language restrictions while they are not in class.

B.) Instruction and Learning

Royal Oak Middle and High School acknowledges the central role language plays in both teaching and learning. In accordance with our district's philosophy, we believe that formal language instruction is the responsibility of all subject area teachers and that all teachers are language teachers. We recognize language learning not only as language acquisition, but also as the direct result of all activities that involve listening, reading, speaking and writing. Royal Oak Schools is committed to providing instructional and enrichment programs that will meet the needs of all students in our schools. In accordance with the educational goals of this district, we have developed a program of academic instruction that addresses the special language needs of all our students. Language is a vehicle for our students to gain knowledge in an ever-changing world.

In an effort to further promote our inquiry-based language learning of the MYP, Royal Oak Schools believes that language instruction will take place each day that school is in session in every subject taught.

C.) Mother Tongue

At Royal Oak Schools, we acknowledge that a high level of understanding in the students' mother tongue is a key component in their development of any new language of acquisition. It is encouraged that students continue to utilize and value their mother tongue in a myriad of different settings. All communication between school and home is provided in English, translations are provided on an individual basis.

D.) Services to Support Language Learning

At Royal Oak Schools, we understand that everyone's level of English proficiency may be at varying levels. Non-native English speakers may be placed into appropriate English as Second Language classroom settings. The purpose of this

class is to help support and improve the learning acquisition of English as well as provide support in other core area courses. Students are moved out of this course once a certain level of proficiency has been met.

For further information on ESL classes and policies please refer to the English as a Second Language Handbook.

It is also understood that students receiving special education services will be allowed to use those services in their classes. Teachers will be given detailed 504 plans as well as Individual Education Plans according to the needs of the students. These are legal documents and the information set forth in these provisions will be followed by the MYP teachers.

For further information on the Special Education Program please refer to the Special Education Needs Handbook.

E.) Language and Literature

In accordance with the IBO MYP Next Chapter philosophy students are concurrently enrolled in both Language and Literature and Language Acquisition courses. The primary method of instructional delivery in the MYP is the English language. In order to move on to the next grade-level students must meet certain benchmarks and standards set forth by the Michigan Department of Education Standards for Language Arts in reading, writing, speaking and listening. The scope and sequence of said classes is set through collaboration in PLC's through the framework of the State of Michigan.

F.) Language of Acquisition

In following with the tradition of international mindedness each student will take a language of acquisition course throughout their entire MYP career (grades 6 – 10). The courses offered in Royal Oak for the MYP Years are French, German and Spanish. The scope and sequence of said classes is set through the collaboration of PLC's through the framework of the Michigan Department of Education's Standards and Benchmarks for World Language learning. Students will be introduced to the culture of non-English speaking countries and further develop an awareness and comprehension of our own language and culture. Understanding another language opens up a whole new world of travel and career opportunities. All language of acquisition classes instills the five major language skills: listening, speaking, reading writing and cultural awareness. Emphasis is placed upon understanding and using the language in everyday situations. The Language of

Acquisition in the MYP framework must be sustained within the same language choice throughout the duration of the programme.

G.)Assessment

Students in the IBO MYP programme will take standardized assessments throughout their five years in the language of English. These assessments and the schedule of these assessments are set by the district and the State of Michigan. Individual subject area assessments are given in both English and the Language of Acquisition, while providing appropriate support for language proficiency. It is understood that the MYP program includes all students in the school and therefore accommodations will be made for certain situations: Students enrolled in ELL classes will be receive appropriate accommodations and modifications of materials. Students receiving special education services will utilize their 504 Accommodation Plans as well as Individual Education Plans.

For further information on assessments at Royal Oak Middle and High Schools please refer to the Middle Years Programme Assessment policy.

Language and the Media Center

Every student in the IBO MYP Programme has full access to the Media Center and all of the resources contained therein. The media center is open before, during and after school with a certified media specialist at both buildings for a portion of the day. The majority of books in the media center are written in the English language. There is a section dedicated to Language of Acquisition offerings where students can check out books and magazines. Students have access to printed materials as well as computers where they can utilize the Internet. The media center is a vital piece to the language services offered at both Royal Oak Middle and High School.

Review of Language Policy

A steering committee will be put together on an annual basis to review the practices of the language policy. The goal of the committee is to make sure this policy is a living document that is vital and useful to all stakeholders in the MYP. This policy is utilized to further the language learning at Royal Oak Middle and High School.

International Baccalaureate Publications

Guidelines for developing a school language policy
Guidelines for school self-reflection on its language policy