

The Ronald Edmonds Learning Center

An International Baccalaureate Candidate MYP School



RELC

Language Policy
2023-24

I. School Language Philosophy

- The Ronald Edmonds Learning Center (RELC) is committed to fulfilling the vision and mission of New York City Department of Education District Thirteen to empower each child to design the future and cultivate a caring community where ALL learners are extraordinary communicators, collaborators, creators, and critical thinkers. Reaching this goal begins with language skills, the foundation of learning. To be successful now and in the future, students must be able to use reading, writing, speaking, and listening in ways that are appropriate for various purposes and audiences.
- Our inquiry-based curriculum provides students with engaging opportunities to learn and practice their language skills. All RELC teachers are language teachers, providing literacy instruction and support in context so that students develop and apply literacy skills that are relevant not just to specific content areas but to the world at large. Such transfer of language skills both supports and is supported by the IB Approaches to Learning (ATL) and the IB Learner Profile, essential components of our curriculum and school culture.

II. School Language Profile Language of Instruction

- English is the language of instruction in seven of the eight core classes:
 - o Arts
 - o Design
 - o Individuals and Societies (Social Studies)
 - o Language and Literature (English Language Arts)
 - o Math
 - o Physical Education and Health
 - o Science
- In Language Acquisition (World Language) courses, instruction is delivered in the course's language. RELC Middle offers the following Language Acquisition courses:
 - a. Spanish

III. Language Courses

- Our curriculum offers engagement with diverse ideas and perspectives so that students develop a better understanding of various cultures including their own.
- Accordingly, students are expected to become proficient in their language and a second language.
- In Language and Literature courses, students develop their literacy skills in English through a variety of engagements with diverse texts. Students read fiction and non-fiction on historical and modern topics written by authors from diverse cultures and periods. Writing within these classes is in response to texts and includes a critique of authors' use of information and word choice to convey ideas.
- Within these parameters, student choice in reading and writing materials, topics, and genres is accommodated as often as possible. Small group and whole group discussions in which students practice oral communication and body language support the acquisition and development of reading and writing skills. These varied application opportunities enable students to refine current literacy skills and develop new ones.
- Similarly, our Language Acquisition course provides instruction in oral and written communication by immersing students in real-life contexts and scenarios. Students read texts in various genres and respond through written and oral communication. Partner, small group, and whole group discussions support students' development of verbal communication and body language. Development of language skills in Language Acquisition class includes attention to culture. In addition to becoming literate in written and verbal communication, students develop an understanding that while cultures are diverse, they also have elements that unify us globally.

IV. Language Acquisition

- a. All RELC students are required to take a Language Acquisition course every year from grade six through eight.
 - i. At RELC, all teachers are language teachers. Teachers in all subject areas teach subject-specific literacy skills and provide multiple opportunities for students to practice and develop those skills. For example, in Individuals and Societies, students learn to interpret maps. In science, students practice reading and using scientific data. In math, students learn to read and solve word problems. Students learn to read and comprehend food labels in PE/Health classes

V. Support for Limited English Proficiency

- a. Support for students who are not yet proficient in English is a shared responsibility between all disciplines and the ENL teacher. The ENL teacher serves students using various assessments and content area standards. The curriculum of themed units on topics that parallel their grade-level content. Each unit has an academic standard focus, a reading strategy, a listening focus, a speaking, and a mathematical one. The activities are designed to improve English language skills in recounting, explaining, arguing, and discussing.

VI. Development and Maintenance to Support Mother Tongue

- a. RELC provides students whose mother tongue is a language other than English opportunities to develop and maintain their mother tongue. Also, teachers listen for teachable moments during the day to invite speakers of other languages to

share the words or phrases they might use in situations. Furthermore, the Teaching standards-based rubric by which all teachers are evaluated requires teachers' practice to consistently incorporate students' cultural heritage. In short, all RELC faculty and staff support students' development and maintenance of their mother tongues.

VII. School-wide Rules and Expectations for Language Use

- a. The RELC Language Policy works in conjunction with the RELC Academic Honesty Policy, the RELC Assessment Policy, and the RELC Inclusion Policy to create a foundation of expectations and practices that ensure the success of all RELC students. The RELC Language Policy and the RELC Academic Honesty Policy work together to provide a solid structure for language use and development. The RELC Academic Honesty Policy explains that language expresses the ideas of others and that proper documentation is expected when students use those ideas in their work. Through ELA classes in all grades, students are taught proper documentation practices including the MLA bibliographic style using resources such as [Easy Bib](#), [Bibliography Generator](#), and [Purdue OWL MLA Formatting and Style Guide](#). As the RELC Academic Honesty Policy and RELC Language Policy move toward full implementation, teachers in all subject areas will expect students to properly document sources using the MLA bibliographic style. Eighth-grade students will also be expected to properly document sources when completing their Community Project.
- b. Similarly, the RELC Language Policy, the RELC Assessment Policy, and the RELC Inclusion Policy work together to ensure that all students have multiple opportunities and a variety of methods for learning and providing evidence of their learning. Explicit teaching and practice of subject-specific literacy skills followed by formative assessment of those skills enable students to develop the various communication skills necessary in all subject areas. Furthermore, students who need support in language development receive differentiation (and accommodations if needed) so that learning and assessment experiences are appropriate for students' various needs.

VIII. Other Resources and Supports Extra-Curricular Cultural and Language Offerings

- a. Clubs and other opportunities that support the development of language skills and cultural understandings include the following:
 - i. Book Club
 - ii. Musical Theatre productions
 - iii. Student Council

Policy Review Process:

A steering committee will review the assessment policy annually. It will be revised as needed to reflect current best practices. Once the policy has been reviewed and revised by the steering committee, it will be shared with teachers for final notes and feedback. Upon completion, the policies will be shared with all stakeholders.

All policies will be published on the school website where they can be accessed by students and community members.

Assessment Steering Committee:

Ghany Alexander: MYP Coordinator
Carmen Coward: MYP Language & Literature Teacher
Tiffani Davis: MYP Individuals & Societies Teacher
Nathan Matsui: CP Coordinator
Tamika Thomas-Murray: MYP Science Teacher/ Peer Collaborative Teacher
Tayzah Peeples: MYP SPED/Language & Literature Teacher
Carlos Vargas: MYP Individuals & Societies Teacher/UFT Chapter Leader
Tiffany Pierre: MYP Guidance Counselor
Jasmyn Washington: MYP Visual Arts Teacher

The final policy was shared with all teachers during a professional development session devoted to developing an understanding of all school policies. In the future, teachers will continue to receive annual professional development in all school policies.

This policy has also been posted on the RELC website along with the RELC Academic Integrity Policy, RELC Inclusion Policy, and RELC Assessment Policy.

Each year in June immediately following the end of the school year, this policy will be revisited using data from the closing school year, new research, and input from all representatives and revised accordingly. The updated policy will again be posted on the RELC website.

As with other RELC information, students and parents who are new to RELC will be made aware of all four school policies.

References

International Baccalaureate. (2007). *Learning in a language other than the mother tongue in Ib Programmes*. Retrieved May 18, 2022, from <https://www.ibo.org/contentassets/b53fa69a03d643b1a739d30543ca8d65/learninginalanguageotherthanmother.pdf>

International Baccalaureate. (2014). *Ib language policy - international baccalaureate*. Language Policy. Retrieved May 18, 2022, from <https://ibo.org/globalassets/ib-language-policy-en.pdf>

IB 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 programs of international education and rigorous assessment.

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

The Ronald Edmonds Learning Center is a MYP Candidate school* for the MYP. This school is pursuing authorization as an IB World School. IB World Schools share a common philosophy-a commitment to high-quality, challenging, international education that we believe is important for our students.

*Only schools authorized by the IB Organization can offer any of its four academic programs: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme (DP), or the Career-related Programme (CP).

Candidate status gives no guarantee that authorization will be granted.

For further information about the IB and its programs, visit <http://www.ibo.org>.