

Ridgeview Charter Middle School Language Policy

School Language Profile:

The primary language of instruction is English.

While our student population is comprised of a majority of native English speakers, there are more than twenty native languages represented in the student community. Approximately one quarter of our students is bilingual, Spanish/English, and a small percentage of our students are newly learning English as their second language.

School Language Philosophy:

Ridgeview Charter Middle School respects the language, culture, and heritage of all members of its community and strives to prepare students with communication skills that will allow them to thrive in our global community.

- **Each teacher is a language teacher:** Students read and write, developing literacy skills in each class. In math, they journal about their learning and their progress, in social studies courses they evaluate sources and write essays, in Health, they write essays and evaluate trending research, etc.
- **Mother tongue is protected:** Each piece of information that goes out to the school community is provided in English and Spanish to meet the communication needs of the school's population.
- **Multiple levels of support:** Our Title 1 bilingual liaison helps build relationships with our Hispanic community. She participates in parent-teacher conferences and works to help champion the resolutions to the struggles that many of our Hispanic students face. The liaison works to help parents understand the school and its policies, and she helps the community to access English by hosting evening family engagement and parent education classes. Rosetta Stone software is available to parents free of charge. When needed and requested, other members of the school community representing other languages are also able to get translators for meetings and conferences.

Language Acquisition:

Bilingual and Multilingual Learners: Students are given the opportunity to learn multiple languages, including Japanese, Chinese, Spanish, and French. We offer the opportunity to earn high school credit to encourage the learning of world languages.

ESOL/ELL: The school provides students a variety of English as a Second Language (ESOL) course options with varied levels of support to meet the students' needs.

RCMS offers:

- sheltered ESOL classes for students who need more support in English acquisition (reading, listening, writing, and speaking). With this approach, language is taught in conjunction with cultural norms and nuances to help in students' transitions to their new community
- push-in ESOL support in English Language Arts classes are designed to differentiate the curriculum and accelerate language development, and
- daily intensive Compass reading and language development for students who are new to the country, or those who are struggling with English language acquisition, are scheduled in a daily intensive ESOL Compass reading and language development class.

Together, these varied levels of support allow students access to learning while also promoting their growth in the English language.

Resources: Students can take courses in other languages via online learning programs. Additionally, students have access to books in other languages through the World Language department and the Media Center.

Teacher Resources:

- Teachers of push-in classes work directly with ESOL teachers to provide support to students acquiring English.
- ESOL teachers provide data and support to teachers of students who have progressed beyond ESOL classes. The ESOL teachers and core content area teachers continue to monitor these students and provide feedback to the students' classroom teachers.
- All teachers have access to data tracking students' reading and writing proficiency, as determined by i-Ready testing, to help guide their instruction.
- Teachers have access to a bilingual parent liaison who can help with translation for parent communication.
- Our student advisory program pairs students in need of support with individual teachers. These teacher mentors help reinforce communication between classroom teachers and students/parents and work to connect students with extra academic support as recommended by classroom teachers.

This policy was last updated on 7.20.2022

It is due for review in January 2024