



KHALIL GIBRAN INTERNATIONAL ACADEMY

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KGIA IB Language Policy

This document outlines the language policy at our school reflecting our philosophy that all students can achieve at a higher level. Khalil Gibran International Academy aims to provide students with international literacy and critical thinking skills necessary for success in the 21st century. We empower our students through rigorous course work and align students with opportunities and support needed to achieve high expectations to become culturally and academically knowledgeable and caring members of the global community. International Baccalaureate (IB) World Schools are required to have a written language policy.

This document therefore includes:

- Provisions for second-language acquisition and native language support that meets the needs of students and reflects the principles of the program.
- The IB Diploma Program Language Policy also reviews the available options in class offerings for languages A and B.
- Overview of some of the outreach opportunities available and electives to support our language goals.

Philosophy

Khalil Gibran International Academy's (KGIA) mission is to develop, maintain, and graduate life-long learners who have a deep understanding of different cultural perspectives, a love of learning and a desire for excellence with integrity. We promote holistic student development by supporting learners to grow socially, emotionally, physically and intellectually. The heart of our curriculum focuses on academically-rigorous, standards-based, data-driven, differentiated instruction (UDL) that prepares students for quality higher education and fulfilling life-long careers. Through our English and Arabic language program, we expect our students to graduate with the bilingual and bi-literate skills needed for multicultural contexts. KGIA provides students with an environment where they and their families feel connected to a community that is focused on their success. Every teacher understands that they are not only a content area teacher but also a teacher of language and communication. They will nurture the growth of each student on a personal and academic level.

Language Profile

The general language profile of KGIA includes:

- English-only background students with no previous Language B exposure
- English-only background students with minimal Language B exposure, generally students who participated in an Spanish or French class in Middle School

- Bilingual students with have acquired both English and another language since birth
- Bilingual students with non-English speaking parents who have acquired English as a result of attending school
- Students with limited English proficiency and non-English speaking parents who are currently learning English as a result of attending school

When we first began our IB program, the first language spoken by our English Language Learners (ELLs) students was largely Arabic. We now have an increasing number of students who speak Bengali and Spanish as well as students who speak French, Urdu, Haitian Creole and Fulani.

Language A

English is the working and administrative language at KGIA and is offered through leveled ENL classes, High Level English offered to IB students in the 11th and 12th grade and Honors English class offered at the 9th and 10th th grade level accessed using the standards of the IB program.

English as a New Language (ENL)

At KGIA every student is a learner of English. Whether they are a native speaker, bilingual or a second language learner, all students are striving to achieve a higher level of confidence and control in English through a range of English courses offered. We have a large population (close to 35%) of students for whom English is their Second Language. We believe the advantage of language immersion is crucial to obtaining the maximum exposure to a language and accelerating language acquisition, therefore content area instruction is given in the working language. Since English is the administrative and working language at Khalil Gibran our students are challenged to obtain English language proficiency in all subject areas in both written and oral form. To facilitate language acquisition all KGIA teaching staff is trained in methods of differentiating and modifying instruction in support of English Language Learners. This training is periodically offered by KGIA through the NYC Department of Education ENL/ELL office and our support network, New Visions for Public Schools. We also have a number of content teachers who are pursuing a supplementary certification to teach English to Speakers of Other Languages (ESOL). Incoming students are tested in compliance with New York State Regulations. Based on communication with parents and the information obtained through the home language survey students are assessed using the New York State Identification Test for English Language Learners (NYSITELL). Students who are already identified as English Language Learners through this State mandated protocol are required to take the New York State English as a Second Language Achievement Test (NYSESLAT). In summary, when a student is tested, the state decides their level of proficiency and places them in one of five levels:

- Level 1: Entering
- Level 2: Emerging
- Level 3: Transitioning
- Level 4: Expanding
- Level 5: Commanding

ESOL Instruction

At KGIA our language program aims to provide English language learners with challenging curriculum and instruction that develop proficiency in English as rapidly and effectively as possible in order to assist students in accessing the full educational program and achieving the same academic state and common core standards. The goal is for English Language Learners to achieve results at the same academic level as their English proficient peers in the regular course of study. In addition our goal is to create individuals with a cultural knowledge and acceptance of diversity in the community they find themselves in New York City. Students receive challenging courses through our freestanding ENL classes. Graded students are homogeneously grouped according to their proficiency level determined by the state and other legal conditions that may apply. All ELLs receive a mandated amount of time with the ENL teacher for instructional services. Additional ENL support is provided through differentiation for each ELL in mainstream content area classes. In the event that a sufficient number of students are enrolled in a grade cohort, an introductory level content area class with additional scaffolds and modifications to the pace of the instruction may be constructed. Native language support is provided through translations by various staff members, use of glossaries and translators, translated texts to aid in conceptual understanding or build background knowledge. The English language department also streamlines instructions by making sure that all teachers use similar instruction strategies for discussion to help students deepen understanding of content and ability to think critically about it. Finally, all content area assessments are done in English. Extra-curricular activities and tutoring is provided during and after school hours to supplement academic and oral language development in English.

Language B

At KGIA we offer French as the ab initio language for the IB program. Students will begin their exposure to French in sophomore year as an introduction. The classes will be offered for students in the 10th , 11th and 12th grades. To earn an Advanced Regents Diploma, students must earn 6 credits in the same language and pass the associated Regents exam in that language. To support students in earning 6 credits in the same language, as well as provide them further support in French Ab Initio, KGIA offers online French courses, facilitated by our French speaking ENL teacher.

Additional Language offerings

All students are initially enrolled in an introductory level Arabic course. For those students whose native language is Arabic, they are assessed through a certified Arabic teacher and accordingly placed into an appropriate level course. This includes an advanced level course for native speakers of any dialect of Arabic with limited proficiency in written or academic language. Students are expected to attain a level of proficiency in Arabic indicated by a passing grade on the State Regents test in Arabic.

Outreach

Members of our bilingual staff are fluent in Spanish, Urdu, Greek, French Russian, German, Tagalog and various dialects of Arabic. We often collaborate with the NYPD office of community affairs to provide informative seminars for our students in Arabic. We are fortunate to have additional physical extracurricular activities supported through this affiliation. Our long term CBO, the Arab American Family Support Center, which is located close to the school and provides a variety of preventive family

services (socio-emotional and entitlements advocacy) including adult ENL classes and academic support for young people after school.



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