



THE AISC LANGUAGE POLICY



THE AMERICAN INTERNATIONAL SCHOOL IN CYPRUS

The AISC Language Policy

Language and Learning at AISC

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The AISC Language Policy communicates our school's beliefs, describes our language program, and explains the pedagogy and practice for how languages are valued, taught, acquired and encouraged across our school learning community. Our Language Policy shapes our admissions policies and teaching practices, and provides a framework for how our school supports our internationally-minded community of learners, our school's guiding statements, and the Lifelong Learner Profile.

MISSION:

The mission of the American International School in Cyprus is to develop **lifelong learners** empowered to achieve **educational excellence**, nurture **personal well-being**, and become responsible **global citizens** who **positively impact** the world.



VISION:

Our vision is to be a global community that **accepts and respects** everyone and provides an **outstanding, progressive** KG-12 education through **high quality teaching and learning**.

SHARED VALUES:

At AISC we value:

- R**espect for everyone
- E**ffort toward excellence every time
- A**ccountability for all our actions
- C**aring to create an inclusive community
- H**onesty in all we say and do

Our Beliefs about the Role of Language at AISC

At AISC, we believe the role of language is valued as essential to developing critical thinking, the cultivation of intercultural awareness and global citizenship.

"Each culture and its language are entwined as a unique way of knowing and relating to the world," (Patrick Dodson, 2010).

At AISC, we believe that by learning other languages, we open ourselves to learning about others and differences in ways that enable deep levels of understanding that contribute to global citizenship.

The diverse multilingual, multicultural and multi-modal attributes of learners are resources for further learning and for the development of critical literacy (Language and Learning in IB Programs).

At AISC, we believe reflections on the different perceptions of another culture and its language enable us to reflect on our own culture and the assumptions within it.

In taking a different perspective, language learners of any age or disposition can be brought to a greater critical awareness of themselves and others and thereby become more adequately educated for an international world (Byram, 2008).

At AISC, we believe in encouraging and supporting students to the extent possible to study their home language and at least one other language. It is recognized that across the AISC community all teachers are teachers of language with responsibility for facilitating communication in its various forms.

At AISC, we believe in differentiating and scaffolding our teaching to support multilingual students in their construction of knowledge in a language that may not be their mother tongue.

Why We Feel it is Important to Have a Language Policy

With more than 40 nationalities and 30 home languages across the AISC community, our school strives to inspire students to be culturally aware and to demonstrate a respect for multilingualism and diverse ways of thinking. Many of our students are constructing knowledge in a language that is not their home language. We feel it is important to have a language policy because it keeps everyone focused on the priority of promoting inter-cultural understanding. A Language Policy reminds our community that we have a great appreciation for students who learn and communicate in more than one language. At AISC, we strive to guarantee equal access to our English curriculum, encourage and support mother-tongue development, and offer as many additional languages as possible for all learners and community members.

We feel it is essential to have a language policy because language learning is a complex process. Learning languages encompasses basic communication skills as well as the ability to acquire academic and cultural knowledge. Cummins (1980) makes the distinction between language used for basic interaction, otherwise known as Basic Interpersonal Communication Skills (BICS), and language used for academic purposes, also known as Cognitive Academic Language Proficiency (CALP). It is important for

all members of the AISC school community to know that the ability to demonstrate academic competence in a new language at a level commensurate with that of native speakers requires substantial time and educational support. It takes 3-5 years to develop oral proficiency in a new language and 4-7 years to reach proficiency in an academic language to support learning (*Policy Reports, University of California Linguistic Minority Research Institute, UC Berkeley, by Kenji Hakuta, 2000*). Because AISC's lingua franca or language of instruction is English, we have designed a framework that we believe supports our students' language acquisition.

Our first step toward supporting multilingual students is to value differentiated and scaffolded instruction in all classes across all subject areas and divisions to support learning. Differentiation and scaffolding are critical for the success of those students who study in a language other than their home language. We view the ongoing language development for AISC students as a responsibility for all students, teachers and parents' understanding that multiple factors influence the rate of language acquisition, such as an individual's educational background, cognitive ability, first language literacy level, learning styles, motivation, and personality.

For students identified as needing additional or intervention English language support, referred to as English Language Learners (ELL), ELL specialists teach a school-designed program that provides intensive support as well as individualized attention for students' eventual successful participation in the mainstream classes.

Our Admissions Procedures

English is the academic language of instruction at AISC. Admissions assessments, placement decisions, and individually designed ELL support are made to ensure that every student can access the curriculum delivered in English and be prepared to meet the academic demands of the American Diploma high school requirements and/or IB courses and programs in Grades 11 and 12. Grades 6-12 students in need of ELL support and services are identified by assessments and screening that takes place at the time of admissions. For elementary students (KG-Grade 5), ELL assessments take place within the first four weeks of each school year. Results of the assessments will determine grade placement, and the amount of ELL support and services required. While an emphasis is placed on learning English in the mainstream classroom context through differentiated instruction, beginning or early intermediate ELL students will benefit from a "sheltered" and/or "inclusive" program where the ELL specialist supports the student and teacher in and outside of the regular classroom setting.

Our English Language Learning (ELL) Program

Our English language screening assessments are based on the Language Assessment Scale called LAS Links Proficiency Level Descriptors, describing 5 levels of English language proficiency:

- Beginning (1)
- Early Intermediate (2)
- Intermediate (3)
- Proficient (4)
- Above Proficient (5)

Our testing assesses four literacy domains: speaking, listening, reading, and writing. Testing all four areas provides a holistic evaluation of a student's English proficiency. *"The LAS Links provides reliable English language proficiency results to make critical instructional decisions. It allows schools to measure student*

growth from year to year and between grades. It measures social and academic skills for a comprehensive view of language abilities and accurately and reliably meets the needs of all English Language Learners" (CTB/McGraw-Hill). At AISC, the ELL assessments are conducted in grade bands of: K-1, 2-3, 4-5, 6-8, and 9-12.

How Do We Provide ELL Services?

ELL services are provided within the school day. In the middle and high school, our Level I & II students are removed from the English literature classes, and a sheltered English class is provided. Further support periods are offered in core classes as needed based on the student's level. LAS Links assessments are given throughout the year. At the start of the new academic year, if the student assesses at a Level III, the student moves to the English Literature class and inclusion support is offered.

In the elementary school, our non-native Greek speaking students who are beginning to speak English (Levels I & II) are provided ELL instruction during the Greek as a Second Language block.

Non-Greek/Non-English speakers will be removed from Greek as a second language class until the student reaches a Level IV in English. Once the student meets Level IV in English the student will start taking Greek as a Second Language and ELL services and support will be offered during another time in the mainstreamed day.

Greek native speakers, who are beginning to speak English (Levels I & II), attend the Greek native language class and are provided with specialized English Language Support during literacy periods.

Every ELL student has a targeted individualized program. The individualized program is designed by the ELL specialist in collaboration with the classroom teacher and parents and is documented in the form of an English Language Learning Plan (ELLP). ELLPs are designed by the end of September based on the students' current language level and individual needs. ELLPs remain flexible during the year, and all LAS Links assessments are recorded and used for instructional planning. Any changes in instruction or services are communicated to the parents promptly and placed on the ELLP for documentation purposes.

ELL Placement & Services

Grade placement and service policies are implemented for English language learners. It is important to note that all services provided begin with the viewpoint that ELL students require the academic and personal socialization they receive from the mainstream classroom. All efforts are made to support the ELL student with basic interpersonal communicative skills (BICS) and discrete skills, so he/she can transition to cognitive academic language proficiency (CALP) with the end goal of being fully mainstreamed and developing critical thinking skills in the language that is not their mother tongue. Our decision to place students at a particular grade level has the student's best interest at heart.

Elementary Grades KG5-5

Level 1 (Beginner):

Student is placed in grade level applied with a minimum of 3-10 ELL classes (sheltered and inclusion) per week.

Level 2 (Early Intermediate):

Student is placed in grade level applied with 3-10 ELL classes (sheltered and inclusion) per week.

| | |
|-----------------------------|---|
| Level 3 (Intermediate): | Student is placed in grade level applied with 1-4 ELL classes (sheltered and inclusion) per week. The number of classes remains at the discretion of the classroom teacher and the ELL teacher. |
| Level 4 (Proficient): | Student is placed in grade level applied for in the mainstream class. 1-4 ELL classes (sheltered and inclusion) per week may be considered if the student is experiencing difficulties in any given area. |
| Level 5 (Above Proficient): | Student is placed in grade level applied for in the mainstream class. |

Reminder: For non-Greek speakers, ELL classes will take place during the Greek as a Second Language block. For Greek home language speakers, ELL classes will take place during other periods and students will continue developing their mother tongue language.

Middle and High School Grades 6-12

For students applying to grade 6:

| | |
|-------------------------------|--|
| Level 1 (Beginner): | Student is placed in grade 6, and must attend sheltered English in place of the English Literature class. Further English language support may be offered during another subject block. ELL modifications and/or accommodations are designed by the ELL specialist and supported by all classroom teachers. |
| Level 2 (Early Intermediate): | Student is placed in grade 6, and must attend sheltered English in place of the English Literature class. Further English language support may be offered during another block. ELL modifications and/or accommodations are designed by the ELL specialist and supported by all classroom teachers. |
| Level 3 (Intermediate): | Student is placed in grade 6, and will attend the mainstream English Literature class. ELL modifications and/or accommodations are designed by the ELL specialist and supported by all classroom teachers. 3-4 ELL “inclusion support periods” per week will be required in the classes identified as needing support. |
| Level 4 (Proficient): | Student is placed in grade 6 with 1-3 ELL “inclusion periods” per week. |
| Level 5 (Above Proficient): | Student is placed in the grade 6 mainstream classroom. |

For students applying to grade 7:

| | |
|-------------------------------|---|
| Level 1 (Beginner): | Student is placed in grade 6, and must attend sheltered English in place of the English Literature class. Further English language support may be offered during another block. ELL modifications and/or accommodations are designed by the ELL specialist and supported by all classroom teachers. |
| Level 2 (Early Intermediate): | Student is placed in grade 7, and must attend sheltered English in place of the English Literature class. Further English language support may be |

offered during another block. ELL modifications and/or accommodations are designed by the ELL specialist and supported by all classroom teachers.

Level 3 (Intermediate): Student is placed in grade 7, and will attend the mainstream English Literature class. ELL modifications and/or accommodations are designed by the ELL specialist and supported by all classroom teachers. 3-4 ELL “inclusion support periods” per week will be required in the classes identified as needing support.

Level 4 (Proficient): Student is placed in grade 7, with 1-3 ELL “inclusion periods” per week.

Level 5 (Above Proficient): Student is placed in the grade 7 mainstream classroom.

For students applying to Grade 8:

Level 1 (Beginner): Option 1) The student is placed in grade 7, and must attend sheltered English in place of the English Literature class. Further English language support may be offered during another block. ELL modifications and/or accommodations are designed by the ELL specialist and supported by all classroom teachers.

Alternative Option) The student is placed in Grade 8, in an intensive English language curriculum replacing 4 courses: English Literature, Social Studies, Science and Foreign Languages by an ELL specialist. Students will participate in mainstream Math, PE, IT, and elective classes. Students will receive a grade or a P/F (Pass/Fail) for the mainstream courses they attend. The duration of time spent in the intensive English language curriculum course will depend on the progress of each student and will be formally assessed at the end of each semester.

Final placement decisions for either option 1 or the alternative option are made by the school director.

Level 2 (Early Intermediate): Option 1) The student is placed in grade 7, and must attend sheltered English in place of the English Literature class. Further English language support may be offered during another block. ELL modifications and/or accommodations are designed by the ELL specialist and supported by all classroom teachers.

Alternative Option) The student is placed in Grade 8, and an intensive English language curriculum replaces 4 courses: English Literature, Social Studies, Science and Foreign Languages by an ELL specialist. Students will participate in mainstream Math, PE, IT, and elective classes. Students will receive a grade or a P/F (Pass/Fail) for the mainstream courses they attend. The duration of time spent in the intensive English language curriculum course will depend on the progress of each student and will be formally assessed at the end of each semester.

Final placement decisions for either option 1 or the alternative option are made by the school director.

- Level 3 (Intermediate): Student is placed in grade 8, and will attend the mainstream English Literature class. ELL modifications and/or accommodations are designed by the ELL specialist and supported by all classroom teachers. 3-4 ELL “inclusion support periods” per week will be required in the classes identified as needing support.
- Level 4 (Proficient): Student is placed in grade 8 with 1-4 ELL “inclusion periods” per week.
- Level 5 (Above Proficient): Student is placed in grade 8 mainstream classroom.

For students applying to Grade 9:

- Level 1 (Beginner): Option 1) Admission denied

Alternative Option) The student is placed in Grade 9, and an intensive English language curriculum replaces 4 courses: English Literature, Social Studies, Science and Foreign Languages by an ELL specialist. Students will participate in mainstream Math, PE, IT, and elective classes if possible. Students will receive a grade or a P/F (Pass/Fail) for the mainstream courses they attend. The duration of time spent in the intensive English language curriculum course will depend on the progress of each student and will be formally assessed at the end of each semester.

Final placement decisions for either option 1 or the alternative option are made by the school director.

- Level 2 (Early Intermediate): Option 1) Admission denied

Alternative Option) The student is placed in Grade 9, and an intensive English language curriculum replaces 4 courses: English Literature, Social Studies, Science and Foreign Languages by an ELL specialist. Students will participate in mainstream Math, PE, IT, and elective classes. Students will receive a grade or a P/F (Pass/Fail) for the mainstream courses they attend. The duration of time spent in the intensive English language curriculum course will depend on the progress of each student and will be formally assessed at the end of each semester.

Final placement decisions for either option 1 or the alternative option are made by the school director.

- Level 3 (Intermediate): 1) Admission denied

Alternative Option) The student is placed in Grade 9, and an intensive English language curriculum replaces 3 courses: English Literature, Social Studies and Foreign Languages by an ELL specialist. Students will participate in the mainstream Math, Science, PE, IT, and elective classes. Students will receive a regular grade for the mainstream courses they attend. Students will be provided with accommodations but no modifications to the regular program. The duration of time spent in the intensive English language curriculum course will depend on the progress of each student and will be formally assessed at the end of each semester.

Final placement decisions for either option 1 or the alternative option are made by the school director.

Level 4 (Proficient): Student placed in grade 9, with 1-3 ELL subject support classes per week.

Level 5 (Above Proficient): Student is placed in the grade 9 mainstreamed classroom.

For students applying to Grade 10:

Level 1 (Beginner): Option 1) Admission denied

Alternative Option) The student is placed in Grade 10, and an intensive English language curriculum replaces 4 courses: English Literature, Social Studies, Science and Foreign Languages by an ELL specialist. Students will participate in mainstream Math, PE, IT, and elective classes if possible. Students will receive a grade or a P/F (Pass/Fail) for the mainstream courses they attend. The duration of time spent in the intensive English language curriculum course will depend on the progress of each student and will be formally assessed at the end of each semester.

Final placement decisions for either option 1 or the alternative option are made by the school director.

Level 2 (Early Intermediate): Option 1) Admission denied

Alternative Option) The student is placed in Grade 10, and an intensive English language curriculum replaces 4 courses: English Literature, Social Studies, Science and Foreign Languages by an ELL specialist. Students will participate in mainstream Math, PE, IT, and elective classes. Students will receive a grade or a P/F (Pass/Fail) for the mainstream courses they attend. The duration of time spent in the intensive English language curriculum course will depend on the progress of each student and will be formally assessed at the end of each semester.

Final placement decisions for either option 1 or the alternative option are made by the school director.

Level 3 (Intermediate): Option1) Admission denied

Alternative Option) The student is placed in Grade 10, and an intensive English language curriculum replaces 3 courses: English Literature, Social Studies and Foreign Languages by an ELL specialist. Students will participate in the mainstream Math, Science, PE, IT, and elective classes. Students will receive a regular grade for the mainstream courses they attend. Students will be provided with accommodations but no modifications to the regular program. The duration of time spent in the intensive English language curriculum course will depend on the progress of each student and will be formally assessed at the end of each semester.

Final placement decisions for either option 1 or the alternative option are made by the school director.

Level 4 (Proficient): Student placed in grade 10, with 1-3 ELL subject support classes per week.

Level 5 (Above Proficient): Student is placed in the grade 10 mainstreamed classroom.

For students applying to Grade 11 or 12:

Level 1 (Beginner): Admission may be denied

Level 2 (Early Intermediate): Admission may be denied

Level 3 (Intermediate): Admission may be denied

Level 4 (Proficient): Student is placed in the grade 11 or 12 mainstreamed classroom, ELL support available as needed.

Level 5 (Above Proficient): Student is placed in the grade 11 or 12 mainstreamed classroom.

ELL Definitions

***Sheltered English:** A separate English class to support English language proficiency levels 1-3. This class is very small, and instruction is individualized to meet the specific needs of the ELL student. Discrete language skills are taught as are basic interpersonal communicative skills (BICS). Literacy and art of language are later introduced as well as academic language proficiency skills connected to students' core classes. Individualized English Language Learning Plans (ELLPs) are created to set goals to maximize learning.

- In Elementary School, sheltered English classes are generally scheduled during the Greek foreign language classes. Classes may also be scheduled during other class periods, such as the literacy block, depending on the needs of the student. Each ELL class is 45 minutes in duration.
- In Middle School the sheltered English classes are scheduled during the English literature class, in place of the regular English class.

****Sheltered English classes are subject to an extra tuition rate clearly indicated on the school's annual tuition schedule published on the website and distributed during the admissions visit.***

***Inclusion support:** An ELL teacher goes into the regular classroom and provides one-to-one support within the regular program to support a students' cognitive academic language proficiency (CALP). The teacher may modify the curriculum and assessment up to a Level 3 student.

****Inclusion support classes are subject to an extra tuition rate clearly indicated on the school's annual tuition schedule published on the website and distributed during the admissions visit.***

***Intensive English Language Curriculum Course (for Grades 8/9/10):** Students are pulled out of the mainstream classes and placed in a small group setting and are provided intensive English instruction (discrete skills, basic interpersonal communicative skills, literacy and the art of language and cognitive academic language proficiency) for a short time period for eventual mainstream placement. This program could last one semester or one year or more.

****The Intensive English Language Curriculum Course is subject to an extra tuition rate as indicated on the school's annual tuition schedule published on the website and distributed during the admissions visit.***

Per week: pertains to elementary, middle and high school students and is the period of time over 5 days in a week.

Mainstream Classroom: pertains to the regular classroom where the differentiated and scaffolded learning takes place for all the students.

Communication between ELL Teachers and Classroom Teachers

ELL specialists work with the faculty to ensure that all teachers fully understand the needs of the ELL students enrolled under their care. ELL specialists distribute to the appropriate classroom teachers information about the students they are working with and their applicable levels of English language proficiency. The classroom teachers and the ELL specialists work together in partnership setting goals and targets and agreeing on instructional practices and decisions to meet the needs of each ELL student. Together, they monitor and adjust the ELLP and/or call a meeting with the parent as needed.

Collaborative Planning and Student Study Teams

Collaborative professional planning and meetings to discuss student growth is a common practice at AISC. All teachers have set times built into their 10-day schedule cycle for both types of meetings. During these prescheduled meetings, teachers determine where their subjects and units naturally link and where there are opportunities for interdisciplinary planning, discuss students and share best pedagogical practices and strategies and moderate assessments together. ELL specialists discuss ways to differentiate and scaffold student learning and are used as resources for professional development for every teacher.

Modified or Accommodated Teaching, Standards and Assessments

All K-12 ELL students will receive differentiated instruction as needed. For students in grades 6-8 working at an English language proficiency Level 1-3, teachers will create a modified program as necessary, including modified assessment criteria used to assess the student's understanding. Once the student is identified as no longer needing ELL support, the modified assessment will no longer be applied.

AISC may modify a program for a student in middle school at a Level 4 or 5, or for any students starting from grade 9 until grade 12 – if they are in the alternative English Language Program due to their emergent English language level. Modifications must be approved by the school director, and a Pass/Fail (P/F) may be allocated on the child's report card, and the GPA for the modified class may not be calculated. All instructional accommodations and any modifications for English Language Learners will be documented on their ELLP and agreed upon and signed by all teachers.

Leaving the ELL Program – AISC Exit Criteria

We assess each student's English language proficiency regularly by conducting LAS Links assessments throughout the year. We also collect a wide range of data including student work samples, projects and reading levels. Each student will exit the ELL program based upon a variety of assessments and criteria, including input from the child's parents. This holistic approach culminates in an exit decision being made that includes the ELL specialist, classroom teachers, principal, and, as needed, the school director.

Description of All the Language Programs Offered at AISC

To learn more about the language provided at AISC, including English Language Arts/English Literature, you may go to:

<http://aisc-cy-public.rubiconatlas.org/Atlas/Authentication/View/PublicLogin> and enter the password: **inspire** Our Rubicon Atlas curriculum database will enable you to learn more about our conceptual-based curriculum model across our school. Every course taught at AISC Grades 6-12 is outlined in the Rubicon Atlas database. The elementary KG-5 Literacy units are uploaded as a word PDF.

In addition to our Course Description Guide, we publish yearly an IB Handbook for Parents and Students which outlines our IB courses and units and explains how we teach the IB Language Group 1 and Group 2 courses. Both booklets can be found on our website, www.aisc.ac.cy.

Language Pathways

Time and opportunities for planning language pathways are in place at AISC. Parents are informed of options through informational Coffee Mornings. Grade 10 students and parents meet with faculty mid-year during an all-day workshop to learn about all IB course offerings. This workshop is followed by individual family meetings to discuss and plan IB and American Diploma courses. These meetings are informed by assessment data, teacher recommendations, and student goals and future plans.

Admission procedure for Language classes:

New students applying for Grades 8-10 who will attend 1 of the 3 Language courses (Greek Native, Spanish, or French) are tested during summer to identify student's language level. Based on the results, summer review packets may be provided to students in order to reassure their smooth transition in the new course.

Transferring from one Language class to other:

Students and their families who request to be transferred from one language class to another must first meet with the teachers responsible to discuss the new program requirements. The student will be given a formal reading, writing and oral assessment in the new language. The final decision will be at the discretion of the teachers and the Head of the Languages Department.

Time frame for requesting to be transferred from one Language class to other:

1. Students starting a language for the first time: Preferably during the first month and no later than end of Quarter 1
2. Students who wish to change Language class beyond the first quarter: Requests to change for the following year should be made in the last quarter of the previous year in order to leave ample time for remediation if deemed necessary by the Languages Department.

Other Languages- Home Languages and IB Self Study Courses

All students are encouraged to continue to learn their home language. The school will direct parents to suitable tutors able to offer appropriate instruction, during after school hours, in the required language. To the extent possible, school facilities may be used after school for parents who wish to tutor members of the student community in other languages. For students seeking to include a language not offered at AISC in their IB Diploma Program as a School Supported Self-Taught (SSST) Language A course, the school requires that tutors must first be screened, interviewed and evaluated by the school. The SSST Coordinator must also review the list of literature chosen by student and tutor. Once the school has approved the tutor and literature for the desired course, the course may be offered for IB examinations. The deadline for the submission of documents for the approval of language teachers of other languages is June 1 of the

student's 10th Grade year. Language A (Group 1) SSST candidates are permitted to submit an extended essay in his or her Language A.

Pamoja IB Online Language Offerings

To further widen language learning opportunities, within the IB Diploma Program, AISC now offers any language taught by Pamoja. Refer to the Pamoja site for regular updates on what languages are being offered each year <http://www.pamojaeducation.com/>

Assessing Students – Our K-12 Agreements on Assessment

Our Essential Agreements on Assessment guide the way we evaluate our students' work in all language classes. At AISC, we believe that assessment is integral to the teaching and learning process. We firmly believe assessment agreements, policies and practices need to guide *TEACHING FOR LEARNING*.

“Research evidence gathered in studies conducted literally around the world over the past two decades shows that the consistent application of principles of assessments FOR learning can give rise to profound gains in student achievement...” (Rick Stiggins, 2008)

The Agreements described below are drawn from research which includes: Robert Marzano (2008), Rick Stiggins (2003, 2008), Damian Cooper (2006), Ken O'Connor (2008), Lynn Erikson (2007) and Thomas Guskey (2007).

We agree that assessment has the primary purpose of improving student performance by using formative data to guide further learning, to adjust teaching and to ensure transfer of knowledge to summative assessments and real-world contexts.

We agree to be transparent in our assessment practices and communicate the criteria by which students are assessed.

We agree to use assessments to develop learners' competence in and confidence for self-assessment, taking responsibility for improved learning, reflection, and goal setting.

We agree to provide regular, constructive and sensitive feedback to nurture learners' motivation and self-esteem toward achieving personal academic growth and attitudinal and behavioural development, in the context of the AISC Graduate Profile and the IB Learner Profile dispositional descriptors.

We agree to essential knowledge, skills, understandings and complex concept-based learning such as thinking and communication in various forms.

We agree that assessments must be balanced and include performance-based, oral and written tasks to improve learning for all students.

We agree to assess based on AISC learning standards and goals.

We agree to create assessments that are purposeful, valid and reliable to provide opportunities to maximize learning.

We agree to use common and formative assessments in commonly taught classes/courses.

We agree to moderate assessments with colleagues to be sure there is clarity of purpose and consistency in all assessments used at AISC.

We agree to implement a school-wide assessment plan to provide evidence for measuring the school's strategic objectives, monitor student progress in key areas such as literacy and numeracy and to evaluate school performance.

Our IB Student/Parent Assessment Policy may be found on the AISC Website at:

<https://www.aisc.ac.cy/academics/ib-grades-11-12/>

Celebrating our Host Country Language and Culture

The AISC Mission states that we seek to become global citizens who positively impact in the world:



GLOBAL CITIZENSHIP

Global citizens collaborate to positively impact the world by:

- 1 Striving to understand, accept, respect, and include diverse cultures and identities**
- 2 Considering how their decisions and actions affect communities locally and globally**
- 3 Advocating and acting for justice, equity, sustainability, and peace**



Intercultural learning prepares students to become **global citizens** with the knowledge and skills needed to understand, interact, and collaborate with people of **different cultures** and **identities**.

A part of becoming a global citizen includes learning and celebrating our own culture, and that of others, including our host country. The Global Citizenship and Cultural Heritage Committee (GCCHC) is responsible for designing and creating educational events and spearheading academic initiatives that utilize the cultural, linguistic, academic and scientific resources of the Republic of Cyprus to promote knowledge of our host country culture and build global citizenship skills. The GCCHC works with external academic, cultural and scientific organizations as well as internal staff and faculty. They are responsible for implementing meaningful cultural and scientific educational experiences for the entire school; facilitating relationships between school faculty and outside academics, scientists and professionals; planning school wide cultural events; educating staff and faculty about the resources and heritage of Cyprus; developing initiatives that maximize regional resources; serving as the staff-adviser for field trips; and marketing significant educational events and programs.

The school offers a Greek-as-a-second-language course taught across the elementary school. In the middle or high school, after-school enrichment courses are taught and regularly promoted (courses that lead to the Greek Learning Certificate: Πιστοποιητικό ελληνομάθειας). Students who have achieved a strong grasp of the Greek language in their non-native classes are allowed to transfer to the native language Greek class. Students wishing to transfer will be given a formal reading, writing and oral assessment in Greek Language. The final decision will be made collaboratively by the Administration, the Greek Teachers, and the Head of Languages Department. AISC promotes The Ministry of Education's free Greek classes for non-Greek speakers, which are advertised in the school's Islander and communication outlets.

The mission of the Parent and Student Network (PASNET) is to organize and implement school events that are consistent with the school's mission and set of beliefs. School events are created to generate a spirit of community involvement and appreciation for cultural diversity in support of the AISC academic program. Each year the parents design an activity related to the celebration of our local culture and the diverse cultures across our local school community.

AISC's Lingua Franca – Our Common Language

AISC students are expected to speak English during instructional class time. This expectation is in place because we view English as our school community's common language, or lingua franca. We also know from research that multilingual students will strengthen their language learning by practicing their basic interpersonal communication skills and their cognitive academic language proficiency skill set. By expecting all students to participate, share ideas, collaborate and respond in English, we support English fluency and remain inclusive in our diverse learning community and that way, everyone can participate.

Our AISC Human Rights and Responsibilities Policy

The AISC Human Rights Policy governs our community's interactions with one another. The policy highlights how each child and their differences are valued and respected – including language, accent and culture.

AISC HUMAN RIGHTS AND RESPONSIBILITIES

The following rights and responsibilities apply to all community members - **staff, students, families, and alumni** - who have the responsibility to **create a caring school environment** where each individual is valued. The creation of this policy serves to support the **rich diversity** and overall mission of our school.



1 I have the right to be myself.

I have the responsibility to accept and respect others as they are.

The right to develop one's own personality and individuality (so long as it does not interfere with the rights of others) without disrespectful criticism or pressure from cliques and peers.

2 I have the right to be free from name-calling, physical or digital harassment, mental abuse, and bullying.

I have the responsibility to refrain from and stand up against name-calling, physical or digital harassment, mental abuse, and bullying.

Freedom from physical abuse and from mental abuse such as name-calling, threats, intimidations, or harassment.

3 I have the right to feel proud of what makes me different.

I have the responsibility to recognize and appreciate differences in others.

Freedom from being set apart or mocked because of national origin and accent, race, gender, religion, culture, social class, intelligence, sexuality, physical strength, handicap, size, features, friendship groups, age, etc...

4 I have the right to my privacy.

I have the responsibility to protect the privacy of others.

The right of privacy and freedom from being harassed in the academic, social and athletic spaces within and to and from school. This right extends to freedom from cyber-bullying that impacts individuals within the school environment.

5 I have the right to learn, make mistakes without embarrassment, and be proud of my success.

I have the responsibility to support others in their learning, both in their mistakes and successes.

The right to an education; teachers should be free to teach, and students should be free to learn without being interrupted by inconsiderate, unruly, or disrespectful students.

6 I have the right to my own opinion and to agree or disagree with others respectfully.

I have the responsibility to create an open, safe space for sharing diverse perspectives and opinions.

The right to formulate and communicate opinions supported by careful thought and reasoning. Remaining open-minded to diverse thought, students and teachers will respectfully challenge different viewpoints.

7 I have the right to feel safe at school.

I have the responsibility to uphold a safe learning environment.

The right to a comfortable school environment where personal and school property are respected.

Our Inclusive Access to the IB Diploma Program

AISC is a non-selective school and allows equal access to the IB program and its curriculum regardless of language ability. **As long as students meet the admissions and grade placement requirements, respective requirements for the IB HL, SL, and American Diploma coursework and are receiving ELL support as needed, AISC believes that all students should attempt the challenge and rigor of the IB Diploma Program with the intent to grow and develop within the Learner Profile.** If at any point a student cannot manage the IB program, or IB certificate course of study, the student can move to the American Diploma program and will take IB certificates and other courses at the American Diploma level. These decisions must be made before IB registration during their senior year or before – as communicated through the IB Diploma Coordinator.

Parents as our Partners in Mother Tongue Language Development

AISC is fortunate to have over 30 + languages across its learning community. The school welcomes qualified parents to teach language classes after school to develop and maintain home languages across the school community. Parents interested in this should contact the Director for more information. The school must be informed and approve the classes taking place – prior to the start of the class and must meet with the parent and have their CV on file.

How our Language Policy is Linked to our Strategic Plans and Priorities

The AISC Strategic Plan, student achievement plans, and professional development priorities provide evidence that language development is an ongoing area of focus. We analyze our student achievement data regularly; we help our students set goals for themselves in all areas of literacy, including mathematical literacy, and our professional development goals are all aligned with the development of every language learner.

The AISC Language Profile – in a snapshot!

| | |
|--|---|
| Language of academic instruction | English |
| Host country language | Greek, Turkish, English |
| Other languages taught | Greek, Spanish, French |
| Total number of home languages in school community | 40+ |
| AISC Spelling and Referencing Protocols | American & British are acceptable |
| Preferred sourcing styles | MLA is taught in the school by teachers and the School Librarian |
| Language use expectations in the classroom | English only – it is our lingua franca (shared language) |

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This Language Policy was drafted and/or edited and reviewed in collaboration with:

***IB/AD Coordinator
The English Department Head
The Modern Language Department Head
The Learning Support Department Head
The Admin Team***

This document will be annually reviewed by the participants above. It will be placed on the website (admission's page, academic pages, Learning Support/ELL pages and in the download center) and on the staff intranet for full access by all faculty and staff working at AISC.

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