

**High Point Central High School**  
**International Baccalaureate Diploma Programme Language Policy**

Introduction

International Baccalaureate (IB) World Schools are required to have a written language policy. This document outlines the policies and practices adopted by High Point Central High School to facilitate the teaching and learning of language. This includes both the language of instruction and second-language acquisition. The policies in this document attempt to align our philosophies and practices of language instruction and learning with the needs of our diverse student population. Additionally, it is designed to serve as a guideline for our entire school community.

Mission

High Point Central High School strives to develop specific goals and high academic standards using communication and commitment within a shared learning environment. We are a dynamic school that promotes academic achievement, high expectations, respect, unity, and safety.

Philosophy

Successful communication is absolutely essential to our mission and our vision, and language is the cornerstone of communication. We recognize that language skills are critical to student success in every academic pursuit, and because of this dependence, all teachers are responsible for improving and facilitating students' language proficiency. Additionally, we recognize the role that language plays in forming an individual's cultural identity. We hold that development of the mother tongue and second language acquisition promote an atmosphere of internationalism and inclusion which reflects the ethnic and cultural diversity of our student body. We also believe that all students, regardless of mother tongue, socio-economic status, or any other characteristic should have access to challenging curricula, including the Diploma Programme. In everything we do at HPC, we strive to provide our students with the skills they will need to succeed and lead in the 21<sup>st</sup> century, and we recognize that the single most important tool for all students will continue to be language proficiency. We believe that our students must necessarily become life-long learners as our global world changes more rapidly than ever, and that language proficiency is the tool which will allow our students to communicate, learn, and flourish. No students with poor language skills will ever be able to perform at their highest level, and we recognize that all teachers, in all academic areas at our school, share the responsibility for developing this proficiency. Although we are specialists in our specific content areas, our philosophy requires that all teachers support the acquisition and development of English (our language of instruction).

In the development of this document, we have come to realize that although we hold this belief as a collective unit, we must do more to formalize this belief in our approach to everyday instruction. We must implement more school-wide, cross-curricular programs to ensure that this philosophical underpinning is more than a forgotten stipulation of intent. We must insure that every day, and in every classroom, all teachers are actively involved in language development. Our group of IB Programme instructors will be responsible for developing a complete action plan to rectify this deficiency. Initially, we are planning to implement vocabulary-specific programs for all teachers in all classrooms, including vocabulary-based learning objectives and word walls. Additionally, we are working with our administrative team to implement professional development training in Sheltered Instruction Observation Protocol instruction as a way to improve our offerings to English Language Learners, and a reinforcement to all teachers that language objectives must be included in the daily instructional plan. As a school, our growth in proficiency levels for all students in math, science, and English tests proves that we are working diligently to develop language proficiency in our individual areas. However, we feel that as we develop a more unified, cross-curricular approach, we will better serve all students, and we anticipate

that our proficiency scores will continue to rise. We resolve to revisit this document annually and use it as a guiding statement. We will review the document annually, in May/June to identify areas of improvement and progress towards our goals so we may continue to improve our language programs.

### Language Profile

HPC students' families originate from all over the globe and consequently, our students speak many different languages when they are at home. In addition to English, our students speak these languages at home:

Afghani/Western Pashto	Kayah/Karenni
Afrikaans	Kinyarwanda/Kinyamulenge
Arabic/Egyptian/Lebanese/Syrian	Kirundi
Bengali/BanglaKaren	Lao/Lowtian Tai/Eastern tai
Burmese/Myanmasa	Nepali
Cambodian/Khmer	Spanish
Chin	Swahili/Kiswahili
Creoles & Pidgis (French)	Vietnamese
Creoles & Pidgins (Portuguese)	French
Farsi/Persion/Dari	Lingala
Hindi/Indian/Urdu	Punjabi/Panjabi
Italian	Amharic/Ethiopian
Jarai	Liberian English
Karen	German

HPC currently has two full time ELL teachers on staff. They provide support to English Language Learners, and to the teachers who serve those students.

### Language of Instruction

At High Point Central, the language of instruction is English, except in Group 2 World Language classes. All students complete four years of English language study, as required by the North Carolina Department of Public Instruction. At the end of their first year, students must demonstrate proficiency on the North Carolina End of Course Assessment for English I. Second, third, and fourth year students are required to take North Carolina Final Exams at the conclusion of each year's instruction. These NCFE exams are aligned to standards and intend to measure student proficiency in English. Additionally, all third year students must also take the ACT College Entrance Exam, which includes assessment of language skills. As the state of North Carolina continues to implement new assessment standards, we anticipate a strong focus on English proficiency, and we recognize that English proficiency will play a critical role in developing the skills necessary to do well on math, science and other assessments.

### Mother Tongue Support

Budgetary realities limit the possibilities for us to support completely the development and maintenance of such a diverse group of mother tongues as detailed above. Principally, we rely on individual teachers to engage students concerning their diverse languages, and to share parts of their linguistic and cultural heritage. School-wide, we have a growing section of our media collection in other languages. Students do borrow and use these materials regularly. We have developed a multi-cultural fair to showcase our

diversity, and language is one of the key elements of focus. We do also communicate with families and parents in Spanish, and through our district, can schedule interpreters when necessary. We will need to continue to develop ways to support the maintenance and development of mother tongues.

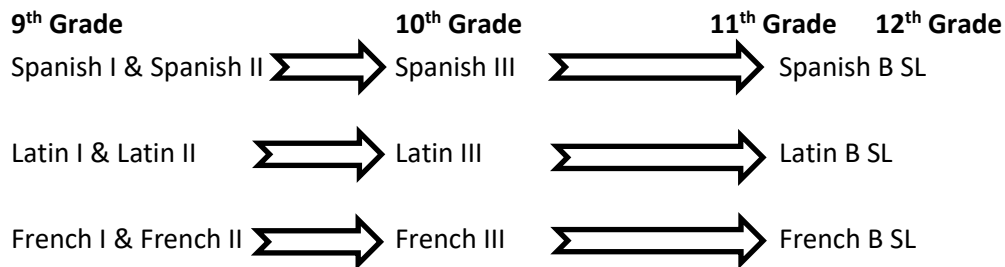
### Group One: Language A

High Point Central offers Language A (SL HL?) in English with a curriculum that follows the requirements set forth in the Language A: Literature Subject Guide.

### Group Two Language B

High Point Central offers five World Languages to students: Spanish, Latin, French, Chinese, and Japanese. Of these, three are available to students in the IB Diploma Programme: Spanish, Latin, and French. Students arrive at High Point Central with diverse experiences with World Languages in elementary and middle school, and generally choose between continuing with Spanish (as do most of our students), or beginning the study French or Latin.

IB Diploma Programme students at HPC follow one of the paths below.



At this time we do not have Ab Initio courses on offer.

At this time, we do not have a specific structure in place to insure that all HL Language B students receive adequate hours to differentiate their program from that of SL students. The burden of insuring sufficient instructional hours rests with individual teachers and students. Rectifying this deficiency will require working with the curriculum specialists from our school district office to implement a new course and new path which will allow students the time to truly reach HL.

Most HPC students do study a second language, whether inside the Diploma Programme, or as a part of their traditional high school curriculum. We are proud to offer a choice of five languages, and believe this set of offerings allows students to pursue their individual interests. We believe this level of choice represents a commitment on our part to cultural diversity and a recognition of the global nature of our student population. We firmly hold that second language acquisition is an important facet of our program for all students, and that the critical thinking skills, the cultural awareness, and the overall linguistic awareness that these classes promote are essential to our mission.

### Parental Involvement

As students come into the IB Diploma Programme here at HPC, the parents are involved in choosing the track their students will follow, and included in this is the choice of language B. Throughout the four years of study, we maintain communication with the parents via face to face meetings, open house meetings, newsletters, emails, and phone calls. This contact allows us to apprise parents of progress and problems as they occur throughout the Programme.

### English Language Learners

High Point Central strives to develop a high level of English proficiency for all of our students. For English Language Learners, we offer a set of services designed to assist them in their developing proficiency.

When a student arrives in our district with little or no English proficiency, he/she is assigned initially to the Newcomers School. This school is designed to help students clear the first cultural and linguistic hurdles they face when suddenly immersed in an English speaking and writing school. The students are only released to enter HPC once they have developed and demonstrated sufficient proficiency to allow them to navigate the school day and their classes successfully.

Once ELL students are on our campus (and these students account for approximately 13% of our population), our ELL teachers offer four different levels of support to insure their continued development. Annually, these students are assessed for language proficiency to insure that they receive the most appropriate level of services.

Supporting ELLs is a school district priority, consequently many of our resources originate there. One of the most useful resources is a bank of community-based interpreters available to teachers and staff for communicating with parents in their mother languages.

### Assistive Programs offered to ELLs

2 ELL teachers

Printed materials available in English and Spanish

4 levels of ELL support/instruction

District-level outreach programs to Hispanic parents/community

Multi-Cultural Club

Interpreters available via district World Languages Department as needed

District-level communications in English and Spanish

Books in mother tongue available in Media Center

Dictionaries (English to mother tongue)