

Page High School International Baccalaureate Diploma Programme Language Policy

Purpose of a Language Policy

The IB requires authorized schools to have a language policy in place; this policy is to be derived from the school's language philosophy and outline goals for language teaching and learning. It is also a statement of action, describing practices for achieving and evaluating goals, which takes into consideration the particular language factors of the local context (International Baccalaureate 2011). For Page High School, the Language Policy establishes a means of valuing language diversity in our school, creates support for all language learners including those in which the primary language of instruction is not their mother tongue, and sets the structure for language learning at our school.

Page High School Language Profile

Page High School's primary language of instruction is English. Students who are not considered "Fluent English Proficient" take English as a Second Language courses in addition to regular courses. The support for these students is detailed in Appendix A per the policies of Guilford County Schools and the Page High School IB Programme.

Page High School students come from all over the world and speak over 20 different languages in addition to English. To assist support English Language Learners, our school has three ESOL teachers and offers direct language instruction or consultative support to over 150 students. Page families speak,

Arabic	Karen	Mandingo
Bahnar	Karenni	Nepali
Burmese	Kinyarwanda	Oromo
Djarma (Djerma and Zharma)	Koho	Spanish
French	Krio (Sierra Leone)	Swahili
Jarai	Laotian	Vietnamese
	Lingala	Xhosa

Our Language Philosophy

Page High School believes in the importance of spoken and written communication across languages. The ability to communicate with one another connects us to people and cultures from around the world. As an IB World School, our programme seeks to teach its students different levels collaboration that will stay with them long after they leave our programme in hopes of breaking down barriers and leading to peace across borders and cultures.

Common Practices

- * All teachers are language teachers. Regardless of course or "group" all teachers have distinctive languages required to master the subject's content. When students do not know the language of the course, they are kept from understanding the content. For our ELL students, struggling with our language of instruction can also keep them from learning content they might have understood in their mother tongue. Therefore, all teachers must pay close attention to language mastery for all students, including our ELLs.

- * It is critical to assist all students in their ability to develop a working knowledge of spoken and written English to minimize the barrier that language creates in the pursuit of knowledge across disciplines. At Page High School, the primary language of instruction is English. The IB Programme will endeavor to promote and increase student knowledge of the English language, as the majority language of the school and the language of instruction in North Carolina public schools per the North Carolina Department of Public Instruction regulations. Page does not restrict access to the Diploma Programme based on levels of English proficiency.
- * All IB students at Page High School study a second language other than their mother tongue. This study will strengthen students' growth as IB learners and in line with IB principles. Page offers students three options for second language study: French, Latin, and Spanish. All IB programme students are encouraged to take four years of a second language.
- * In order to have a concurrency of learning and to promote the importance of multilingualism, students who enter Page as freshmen and intend to complete the IB Programme in their junior and senior years, will start taking a world language/classical language during their freshmen year. Students who have had previous second language instruction in middle school will begin at the most appropriate level.
- * Students who are interested in studying two Language B options at Page High School will work with the IB coordinator prior to the junior and senior year in the IB Programme to make sure that a clear course progression plan is created to facilitate this choice.
- * Page IB programme staff and teachers will ensure that language will not be the barrier to educational opportunities and the equality of access to the IB curriculum for students whose mother tongue is not the primary language of instruction. Students who are identified as needing assistance attend English language classes and have support outlined below. Language learners who need dictionaries/thesauruses to support their understanding in classes will receive this accommodation in class and for the IB exam
- * Page High School will provide students with support for development and maintenance of mother tongue. All students will take IB English literature in their junior and senior years. Concentrations in IB History of the Americas will give all IB students the opportunity to learn about the host country, the United States of America. In Theory of Knowledge, regional dialect will be examined while studying the way of knowing of language.
- * Language instruction will occur in all subject areas with a focus on vocabulary development, reading skills, writing instruction, and speaking and listening skills.
- * Teachers will be supported in contributing to language development of students through targeted Professional Learning Communities as a whole school staff and as an IB faculty that examine strategies for improving literacy across subject areas and with our language learners.

Language Curriculum in the Diploma Programme

“IB students strive to be: **Communicators**. They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.” (*The Diploma Programme – From Principles to Practice*, p.4)

To become more effective, multi-lingual communicators, all IB students at Page High School focus on at least two languages as part of their coursework in the program:

Group One Language A:

All IB students take English A: Literature in the junior and senior year completing the HL exam in their senior year.

Group Two Language B:

Page High School offers three language B courses to all students: French, Latin, and Spanish. Most students take Spanish in middle school allowing enough time in their schedule to take IB Spanish SL and HL. At this point, we only offer students French and Latin at the SL level. We do not currently offer Ab Initio courses.

Learning in a Language Other than the Mother Tongue

In order to ensure equal access to the IB Diploma Programme for students whose mother tongue is not English, our school has a supportive team in place. Each year the IB Coordinator will work with the student, counselors, parents, and ESOL teacher (if applicable) to discuss the student's learning plan in the Diploma Programme. Translating dictionaries will be available to students in non-language courses to facilitate learning. Our faculty also work to embrace all students' linguistic and cultural heritage through the relationships built with in the classroom setting.

Evaluating and Revising Language Policy

Our policy will be revised periodically in order to address our students' needs as well as adapt to the Diploma Programme's requirements. This revision process will be initiated by the IB Coordinator with faculty, IB families, and other stakeholders at least once every four years.

The language policy will be shared with potential and current IB students through various methods. The updated policy will be kept on the IB Website, shared with students before they apply, and revisited with current students each fall as a part of the orientation process. All teachers, guidance counselors, and IB staff will have a copy of the language policy and review it each year.

Current Language Policy Revised, Fall 2020

Appendix A

—Modified and retrieved Fall 2020 from: <https://www.gcsnc.com/Page/24127>

According to the Guilford County Schools System, students who qualify as speaking English as a Second Language (ESL) policy will receive ESL instruction until they are ready to exit the program. The prescribed ESL policy for Guilford County Schools is included below. In addition to this policy, teachers provide language support by teaching vocabulary, command terms, and meeting mandated accommodations for students needing language services (extended time, preferential seating, dictionary use, etc.).

EL Classification

The status of an EL student can be determined by the following classifications:

Category 1: Direct Services Level I (Content Based ESL Class)

Students in this category may have proficiency levels 1-3 in Reading/Writing and may be struggling academically. They may have less than two years in a US school. They may receive accommodations if eligible: extended time, separate room, read aloud, multiple test sessions, student reads aloud to self and English/native language dictionary or translator. They must be tested annually with WIDA ACCESS until an overall composite score of 4.8, a reading score of 4.0, and a writing score of 4.0 on the WIDA ACCESS are obtained.

Category 2: Direct Services Level II (Sheltered Instruction/Co-Teaching)

Students in this category may be proficiency levels 3-4 in Reading/Writing. They may have more than two years in a US school. Students may not be meeting high school graduation requirements, or they may be struggling academically. They may receive accommodations if eligible: extended time, separate room, read aloud, multiple test sessions, student reads aloud to self and English/native language dictionary or translator. They must be tested annually with WIDA ACCESS until an overall composite score of 4.8, a reading score of 4.0, and a writing score of 4.0 on the WIDA ACCESS are obtained.

Category 3: Direct Services Level III (In Class Tutoring/Advising)

Students in this category may be proficiency level 5 in Reading/Writing. Students may be meeting some or most high school graduation requirements, and/or succeeding academically in most subject areas. EL teachers and content teachers will collaborate on appropriate curriculum and instruction to meet language and academic needs of students. They may receive accommodations if eligible: extended time, separate room, read aloud, multiple test sessions, student reads aloud to self and English/native language dictionary or translator. They must be tested annually with WIDA ACCESS until an overall composite score of 4.8, a reading score of 4.0, and a writing score of 4.0 on the WIDA ACCESS are obtained.

Exited

A student can only be exited from the program if he/she has an overall composite score of 4.8, a reading score of 4.0, and a writing score of 4.0 on the WIDA ACCESS annual test. The student no longer receives EL services and is exited fully into the regular curriculum. The student does not receive any accommodations on state-wide assessments. The EL teacher will track and monitor academic content performance of the student for two years after he/she exits from the EL program.