

# Language Policy

## Grimsley High School International Baccalaureate Diploma Programme

Revised June 2019

### Grimsley High School Language Profile

Grimsley High School's primary language of instruction is English. Students who are not considered "Fluent English Proficient" are placed in 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 Grimsley High School IB Programme.

Grimsley High School also serves as a magnet high school for Spanish Immersion students (those who have completed a Spanish Immersion program from kindergarten-high school) and for Hebrew. Having these two magnet language programs works in conjunction with our IB Programme. There is often crossover between the two magnet programs and the IB Programme, with students enrolled in a magnet language program and the IB Programme, thus helping to facilitate a focus on the importance of studying languages in addition to the mother tongue.

### Language Philosophy

The Grimsley High School IB Language Philosophy rests on the following foundational ideas:

- 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.
- Program staff and teachers will ensure equality of access to the IB curriculum for students whose mother tongue is not English.
- All IB students at Grimsley High School will learn at least one language other than their mother tongue, in order to strengthen students' growth as IB learners and in line with IB principles.

### Philosophy in Practice

- In order to have a concurrency of learning and to promote the importance of multilingualism, students who enter Grimsley 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 with special circumstances will be given the option of preparing the Group 2 ab initio French exam.
- Students who are interested in studying two Language B options at Grimsley 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.
- 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 learners who need dictionaries/thesauruses to support their understanding in classes will receive this accommodation in class and for the IB exam.

### **General Requirements**

“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 Grimsley High School focus on at least two languages as part of their coursework in the program:

Language A: The Language A coursework in the Diploma Programme is in English. In Group 1, the focus is on English literature.

Language B: The Language B coursework options at Grimsley are Spanish, French, ab initio French, Latin, and Hebrew. The chosen language is studied as part of Group 2, and focuses on language acquisition.

### **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, each year the IB Coordinator will work with the student, the student’s counselor, parents, and ESL teacher (if applicable) to discuss the student’s learning plan in the Diploma Programme. Translating dictionaries will be available to students in Group 3, 4, 5, and 6 courses to facilitate learning. Students whose mother tongue is a language other than English will be encouraged to develop their formal writing and reading skills in their native language through extended essay and other opportunities. If desired and possible with our staff, they will pursue the self-taught Language A1 option. However, per state requirements, students will also have to take English courses during all four years. Grimsley will strive to provide the resources necessary for these students to continue study of their mother tongue and library sources will aim to support this effort.

### **Evaluating and Revising This Policy**

This policy will be revised periodically in order to include new ideas and adapt to the Diploma Programme’s changing international, national, and local context. A collaborative revision process will be initiated by the IB Coordinator with faculty, IB families, and other stakeholders at least once every four years.

**Appendix A—Modified and retrieved on June 10, 2019 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.