

# Luther Burbank High School International Baccalaureate Program Language Policy

## Introduction

International Baccalaureate World Schools are required to have a written language policy. This document includes provisions for second-language teaching and heritage language<sup>1</sup> support which meets the needs of students and reflects the principles of the program. At Luther Burbank High School (LBHS), the IB Diploma Program Language Policy sets out the philosophy and aims of language acquisition. It reviews the currently available options in Group 1 and Group 2, the LBHS English Learner Program, and our support of learning heritage languages.

## Philosophy

At LBHS, we endorse and promote the following ideas:

- Language is a primary means of communicating and learning.
- The acquisition of language is a life-long process and is a central component of intellectual and personal growth.
- Proficiency earned in one language is transferable to other languages, and language proficiency aids the student in acquiring other curricular competencies.
- Language is an expression of culture and must be valued as an integral part of a student's identity.
- Language learning promotes internationalism and multicultural understanding.
- Language learning must be fostered in all aspects of the school community.
- All teachers are language teachers.
- Teachers must strive to recognize the language needs of all students and work to serve these needs within and outside the classroom.
- Equity of access to IB courses is a fundamental right of all qualified students.
- Heritage languages enhance students' identity and sense of belonging.

## Aims

At LBHS, our language program aims to meet the following:

- Enable students to learn and use language effectively, appropriately, accurately, and confidently.
- Develop students' oral and written communication.

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<sup>1</sup> We are using the term "heritage language" to differentiate the language abilities between a native language speaker and those who are born and raised in a country where the dominant language is other than their home language.

- Enable students to develop and use language skills in a variety of contexts and for a variety of purposes.
- Promote the appreciation, understanding and analysis of literature.
- Encourage students to explore language as a means to understand the differing perspectives of people from other cultures.
- Develop students' awareness of the role of language in other areas and ways of knowing.
- Provide an opportunity for enjoyment, creativity, and intellectual stimulation through the study of language and literature.
- Develop critical and analytical thinking ability to interpret literary and non-literary works in different languages.
- Promote the maintenance of heritage language and development of bilingual skills in Spanish and English.
- Develop language proficiency in the heritage language through higher level language cognition.
- Enhance implicit and explicit heritage language usage inside and outside academic settings.

### **IB Language Offerings**

The primary language of instruction at LBHS is English.

LBHS offers English Literature, English Language and Literature, and Spanish Language and Literature, all Higher Level, as the classroom opportunities for Language A. Heritage language learners who take Spanish Language and Literature in Area A also have the opportunity to earn the bilingual diploma. Neither English nor Spanish Standard Level is not currently offered at this time. The opportunity for students to consider Language A School Supported Self-Taught at Standard Level is presented at parent and student orientations. To date no student has chosen this option for Language A.

In the Sacramento City Unified School District, language acquisition instruction in Spanish and Hmong begins in the 9<sup>th</sup> grade year. For this reason, we are only able to offer Language B options.

LBHS offers Spanish Language and Literature at Higher Level for heritage learners under Area 1. On a case-by-case basis and as the need arises, LBHS will allow students the opportunity to register for a Language B Standard Level course. Hmong is not an approved IB language and does not meet the minimum requirement for recognition from the IB.

### **English Language Learner Program**

SCUSD and LBHS have a comprehensive, state-mandated support program for English Language Learners.

We encourage our English Language Learners to take IB classes, and many students are enrolled in IB Math, ToK, History and others.

On an annual and ongoing basis, all LBHS teaching staff is trained in methods of differentiating instruction and modifying instruction in support of English Language Learners. All LBHS teachers are certified with the Cross-Cultural Language and Academic Development (CLAD) Certificate, B-CLAD (bilingual), or their equivalent.

### **Communication with Non-English Speaking Parents and Guardians**

LBHS recognizes the value of effective and timely communication with parents. For parents who do not speak English we provide these services:

- Visit a family with assistance from a translator, counselor, or teacher.
- Provide language-centered parent orientations
- Rely on our bilingual administrators to facilitate communication with parents.
- Integration of Google Translate technology for both parents and teachers to facilitate communication.
- PIQE Program provides a series of workshops for college and career readiness for parents.

### **Mother/Heritage Tongue Support**

LBHS acknowledges the importance of developing a student's heritage language in promoting personal identity, cultural heritage, and overall learning.

Information regarding students' heritage language is acquired through the state-mandated, district administered home language survey. At LBHS, we also administer a site-specific home language usage inside and outside home survey and placement test in Spanish and a placement test in Hmong. This information is available on the school district's database, which is accessible to all school staff at LBHS. At the beginning of each school year, teachers receive a list of students' heritage languages other than English. Teachers are expected to develop lessons which take into account the diverse language needs of our student population and build upon our traditions of multicultural diversity. LBHS does not offer any additional heritage language support for languages not being taught at the school.

### **Language Policy Review**

This IB Diploma Language Policy is reviewed by the IB coordinator, IB teachers, LBHS administration, and the relevant department chairs at the start of each academic year. It

is the responsibility of the principal and IB coordinator to ensure the success of the Language Policy review. This policy was last reviewed and revised in May 2020.