

Latta High School IB World School International Baccalaureate Diploma Programme Language Policy



Philosophy

Latta High School's philosophy of language development for our students reflects the understanding that we are all citizens of a global community. It is a shared responsibility between the teachers, students, and parents to prepare for a future where students can responsibly use the English language to communicate efficiently and effectively in multiple settings. English is the language of instruction for Latta Schools, and administration has admission requirements and assessments in place to ensure that incoming students can either function in this environment or receive the intervention necessary for them to be successful.

Latta High School offers IB students the opportunity to complete English A1 Higher Level as their Language A, and to ensure that they are exposed to a second language learning experience, we offer Spanish Ab Initio. This course of study gives students an opportunity to explore the differences and similarities, language, and history of a culture that could be an integral part of their future.

Language Profile

- English only background students with little or no Language B proficiency
- Bi-lingual students who are English proficient as a result of attending school or identified as LEP (Limited English Proficiency) by our district and are receiving support
- Latta High School 2021-2022 statistics
 - 427 students
 - 1 student identified as LEP (Spanish); has not tested out of program; non-IB track

Parent, Student, and Mother Tongue Support

Latta High School acknowledges the importance of cultural identity and the language of students who are not English first speakers. Due to an unusually homogenous population, our school currently has only one student identified as a non-proficient speaker, but even that student speaks with some proficiency. Considering this situation, there are still actions that our school may take to involve parents in planning their children's language profile and development.

- The school works with parents to learn as much as possible about each student, including languages, academic skills, English proficiency levels, cultural background, and extracurricular interests.
- The school communicates high expectations of all students, including those with limited English proficiency, to students and parents.
- The school collaborates with parents and district staff to create the best outcome for each student and to move them forward from their current level of learning.
- The school works together with the parents to ensure that content for the student is comprehensible for the student's English language skill level. The school will consider parent input when purchasing content in a first language that is unfamiliar to the staff.
- The school uses differentiated instruction to individualize education for students and to further their English language skills while also accommodating for content knowledge assessment.
- The school encourages the use of mother tongue languages for students during social and recreational time as well as during instructional time. Students who have knowledge of a different language should be encouraged to share with other students the differences and similarities in language, culture, etc., during lessons.
- The school encourages parental input in the creation of materials and lessons that would be culturally relevant to students. LHS will utilize surveys to identify parents who are interested in volunteering.
- The district provides curriculum and support materials for limited English proficiency students. Support for learning English is offered by our School District through District Policy IHBE Bilingual Instruction Policy.

District Policy IHBEA

Purpose: To establish the basic structure of instructional programs for limited English proficiency students in the district.

The board believes that all students, including those with limited English proficiency (LEP), should receive a high quality education within the district. As such, LEP students will be identified, have meaningful access to school programs, attain English proficiency, develop high levels of academic achievement in English and meet the student achievement standards. "LEP students" refers to learners who are identified as still in the process of acquiring English as an additional language, students who may not speak English at all or, at least, do not speak, understand, and write English with the same skill as their classmates because they did not grow up speaking English.

LEP students who are able to demonstrate that they can read, write, and comprehend English well enough to participate meaningfully in the district's programs, as assessed by the district,

will be reclassified. The district will periodically monitor newly reclassified students to ensure that students continue making progress.

Compliance

The superintendent or his/her designee will be responsible for implementing procedures to comply with federal and state laws. Procedures will be established to do the following:

- Identify and assess all students whose primary language is not English and therefore, have or may have difficulty performing ordinary class work in English.
- Maintain adequate records of the educational level and progress of each child identified as a candidate for LEP services and make those records available to appropriate staff members and parents/legal guardians.
- Objectively assess the progress of LEP students in order to determine when reclassification or transfer to fully English proficient programs is appropriate. Standards for exit from LEP services should be objectively based and should be designed to determine whether LEP students are able to read, write, and comprehend English well enough to participate meaningfully without such services.
- Monitor reclassified students' academic achievement to determine whether reclassified students are able to succeed in all-English programs based on their English language proficiency.

Assessment

A home language survey must be administered to all students. Based on the information in the survey, schools must give a standardized language assessment to potential LEP and migrant students to determine needs and provide alternative language program services.

LEP students will be placed with students of the same age. Classroom teachers will modify instruction, assignments, and grades to meet the needs of such students.

An LEP student will be advanced along with his/her peers unless there is evidence that the student was held back for factors other than English proficiency.

LEP students are eligible to participate in all age-appropriate school programs and to receive all available services.

Students will be monitored for at least two years after students have exited alternative language services. Such services may be reinstated as necessary.

Parents/Legal guardians may contact the State Department of Education to file a complaint if they believe their children have been denied educational opportunities due to their English-speaking status.

Language Policy Review

The DP Language Policy is a living document, subject to ongoing review and revision with the IB DP Coordinator taking the lead role in keeping the school informed of the principles and practices established by IB. As such, the policy will be reviewed annually after the May exam session by the collective DP faculty.