MVHS IB Language Policy

**Language Profile**

Students attending MVHS fall into one of the following language categories:

* English background (both parents are fluent in English) with no proficiency in a language other than English
* English background (both parents are fluent in English) with some proficiency in a language other than English as a result of previously living in another country or studying that language for educational purposes
* Bilingual students (one or both parents are fluent in a language other than English) who acquired both English and a second language simultaneously from birth, but only demonstrate proficiency in one of the languages (either English or the second language)
* Bilingual students (one or both parents are fluent in a language other than English) who have demonstrated proficiency in both English and a second language simultaneously from birth
* English Language Learners (Limited English Proficient, Redesignated Fluent, Initially Fluent) who are proficient in a language other than English and vary in their level of English proficiency
* Foreign Exchange Students who are proficient in a language other than English and vary in their English proficiency

The majority of students at MVHS are proficient in English and it is the primary language of instruction.

**Statement of Philosophy**

All students will benefit from a shared commitment to language acquisition in all classes and across all subjects, and all teachers, faculty members, administrators, staff, parents and community members are considered teachers of language. American Standard English is the primary language of instruction.

Development and maintenance of language skills, both spoken and written, is critical to strengthening communication and is an expression of culture, and emphasis and enrichment will be encouraged in the home. We value the linguistic diversity of our school community and are dedicated to supporting first-language development, as well as the acquisition of additional language. As multilingualism increases cognitive abilities, including problem-solving, creativity and memory, as well as a learner’s ability to communicate in diverse environments, all IB Diploma students will engage in language acquisition courses, while other students are all encouraged to complete four years. This philosophy is demonstrated through our school-wide learning objectives.

**Mother Tongue Language Support**

Language learning and teaching is an ongoing partnership between our schools, students and parents. Since Murrieta Valley High School has an English Language Learner population, there is a need for mother tongue instruction and/or support. For those students who are English Language Learners, there are reading classes, diagnostic tests, computer programs (READ 180), and tutoring sessions available to assist them. Parents of ELL’s are included in conferences about the student’s progress. There is also a designated coordinator who is the liaison with the school district on behalf of the ELL student. For Spanish, French or German languages, students can access advanced level courses. In all courses, teachers utilize SDAIE strategies to support and value the mother-tongue languages other than English.

Should we receive a student whose mother-tongue is not English, we will consider self-taught options to allow access to the DP.

The Murrieta Valley Unified School District supports families whose native language is not English, and we encourage our parents and students to speak and develop their mother tongue at home. This strengthens the child’s language skills while instilling a sense of importance about

his/her culture.

A few resources are available in the library in non-English, but mostly in Spanish. An expanded subscription to EBSCO Databases, Encyclopedia Britannica and ProQuest has been purchased across the district to enhance our non-English resources.

**Current Language Situations and Practices**

The Murrieta Valley Unified School District requires all high school students to take at least one year of a language other than English for graduation requirements. The primary language of instruction in the DP is American Standard English. All teachers/staff/adults are considered language teachers.

* Teachers model proficient literacy behaviors.
* Teachers and students work together to practice and develop reading, literacy and communication skills.
* Students are expected to demonstrate reading, literacy and communication skills both independently and in group settings.

Within this structure, students work to meet grade-level standards in reading, writing, speaking, listening and media literacy. The scope and sequence of specific skills is prescribed by the California State Standards and Common Core curricula and high school, college and career-readiness expectations. Teachers/administrators and staff will continue current appropriate staff development in language learning pedagogy.

**International Baccalaureate: Diploma Program (DP)**

1. **Primary Language Instruction**: The primary language of instruction in the Diploma Program is English (Language A). All teachers in the Diploma Program are language teachers and are responsible for fostering communication skills. The course offered is English A1: Literature HL.
2. **Language B Instruction**: All languages are offered under the group 2 category and offered at both the Higher Level and Standard Level with the exception of German, which is only offered at the Standard Level. These choices are made based on the number of students who enter MVHS with prior knowledge in these languages.

**Links to other documents:**

All assessments will be conducted as prescribed by the IBO, and the modifications and supports necessary for students language learning will be followed as designated in our Assessment policy and the IBO requirements. For example, the use of dictionaries as allowed by IBO. Students with special needs will receive all legal supports as required through their IEP and allowed through IBO as stated in our Inclusion policy. This policy will be made available to all community members through its posting on the MVHS IB website and through the Haiku Learning Management System for staff.

**Review Committee:**

This policy was developed by the IB Coordinator, School Principal and teachers from the Language A and Language B subjects. This will be reviewed throughout the International Baccalaureate Organization evaluation process. If at any time this policy is not working, then it will be reviewed and revised.