Sandia High School
International Baccalaureate Diploma Program
Language Policy

Philosophy

At Sandia High School, we believe that:

- Language is a primary means of communicating and learning.
- The acquisition of language is a lifelong process and is a central component of intellectual and personal growth
- Proficiency earned in one language is transferrable to other languages, and language proficiency enables the student to achieve competency in other curricular areas
- Language is an expression of culture and must be valued as an integral part of a student's identity.
- The development of the mother-tongue language is critical to the maintenance of one's cultural identity.
- Internationalism and multicultural understanding are supported by language learning
- The school community as a whole is responsible for fostering language learning
- All teachers are language teachers.
- Language needs of all learners are to be served both inside and outside the classroom.

Aims

Sandia High School's language program aims to:

- Enable students to learn and use language appropriately, effectively, accurately, and confidently.
- Develop each student's powers of written and oral communication.
- Assist students in the development and use of language skills in a variety of contexts.
- Promote the understanding, analysis, and appreciation of literature.
- Encourage students to explore language as a way of understanding differing perspectives of people from other cultures.
- Enhance students' awareness of the role of language in other areas of the curriculum.
- Provide opportunities for intellectual stimulation, creativity, and enjoyment through knowledge of language and literature.

Student Language Profile

There are currently about 1800 students at Sandia High School. Of the 1800 students at Sandia, less than 15% report a mother tongue other than English. Within the Diploma Programme, less than 5% report a mother tongue other than English.

IB Language Offerings at Sandia High School

The language of instruction at Sandia High School is English. All classes, with the exception of Language B classes, are conducted in English. Students in Albuquerque Public Schools may begin studying a second language in ninth grade.

Group 1

All Diploma Programme students at Sandia High School will enroll in English A1 Language and Literature at the Higher Level.

Group 2

Sandia High School offers French B and Spanish B at both Higher Level and Standard Level.

Extra-Curricular Language and Culture Opportunities

The following clubs are available to all Sandia High School students with the aim of enriching second language experiences and increasing cultural awareness and international mindedness.

- French Club
- Spanish Club
- Spanish Honor Society
- Model United Nations

Mother -Tongue Instruction

In individual student cases where Sandia High School cannot provide direct instruction in a mother-tongue, it will seek to support students and families in mother-tongue maintenance by such mechanisms as:

- Providing guidance for the provision of specialists in mother-tongue instruction.
- Developing library resources in a range of languages used by students.
- Allowing Diploma Programme students to enroll in a school-supported self-taught Language A1 as feasible, appropriate, and necessary.

Limited English Proficiency

All new students to Albuquerque Public Schools with a primary or home language other than English are assessed for English Proficiency using the Wida Placement test. Based on test results, students who are identified as English Language learners must be provided Alternative Language Services. At a minimum, students will receive ESL and sheltered instruction. Additionally, students may receive bilingual education services, which include ESL and core content instruction delivered in Spanish. The APS-approved Alternative Language Service models include ESL and Sheltered Instruction, Maintenance Developmental, and Dual Language programs. All English language learners must be provided equal access to all school programs and curricula.

English language learners are assessed annually using the ACCESS for English language learners to monitor progress in making gains in English proficiency and attaining English language proficiency. Once a student scores at the proficient level, they are exited out of Alternative Language Services and are monitored for a period of two years.

At Sandia High School we:

- Provide comprehensive instruction in English as a second language for linguistically diverse students, preparing them to handle the content area material in English.
- Seek opportunities to develop an appreciation of LEP students' languages and cultures in mainstream classrooms.
- Provide professional development opportunities for both ESL and other classroom teachers that prepare them to facilitate the language and academic growth of linguistically and culturally different children.
- Collaborate with content area teachers to ensure that instruction is academically challenging, but also is tailored to the linguistic proficiency, educational background, and academic needs of each student.
- Facilitate home-school communication.
- Direct the identification of students who qualify for ESL instruction.
- Monitor academic achievement and make recommendations for placement of students in general academic programs.
- Serve as advocates for LEP students.

Language Policy Review Process:
This policy is a living document. It has been created using IB support materials, models graciously shared from other IB World Schools, and Sandia High School policies. It is an ongoing process that will be systematically reviewed, evaluated, and modified as needed by the IB faculty, coordinators, and administrators.

*Last Updated & Reviewed: 8/2023