

**Steinmetz College Prep High School
an IB World School
Mr. Jaime Jaramillo, Principal**

**International Baccalaureate Middle Years Programme
International Baccalaureate Diploma Programme**

LANGUAGE POLICY

Philosophy

Steinmetz College Prep High School believes in promoting understanding and respect for cultural, ethnic, and linguistic diversity. While English is the language of instruction, Spanish, Japanese and Arabic are offered as an opportunity for all learners to acquire another language in developing understanding of the global environment in which they live. Language B prepares learners to communicate comfortably and fluently in more than one language, thereby becoming active participants economically, politically, and socially in multilingual communities. We support the teaching of languages which fosters international content in all curricula and contributes to one's personal development and acquisition of knowledge. Learning through language advances access to international curricula which we hope will create a more peaceful world. It supports intercultural awareness and understanding of others by enabling the student to think, to learn, and to develop social skills and values. Our school nurtures the full development of each learner and fosters diversity and international-mindedness. Steinmetz College Prep High School is committed to reaching students by utilizing the values and aims of the International Baccalaureate Organization. We provide an all inclusive program which responds to the varied learning needs in language acquisition and special needs.

All IB Programme team members will be introduced to the language policy at the onset of each new school year. The language policy will be reviewed during the school improvement plan cycle to ensure that this document is current and has the input of stakeholders. The teachers, staff, students, and parents are committed to fostering quality language opportunities for all students. As learners move through interdisciplinary learning in the Middle Years and Diploma Programmes, the use and range of language competencies will allow for success.

Guiding Principles and Language Beliefs

- Consideration will be given to the student's learner profile in admissions and in formative and summative assessment.
- Language development is the responsibility of parents, teachers, and students working together.
- Students with different language backgrounds will each progress at a different pace.
- Fluency in more than one language is essential so that our students can participate fully in the 21st Century international community.
- Language will be taught through context linking new knowledge to existing information.
- Language support will be provided through tutoring programs, English as a Second Language programs, and Bilingual programs.
- Progress reports will be issued every five weeks.
- The Steinmetz IB Middle Years and Diploma Programmes will promote holistic learning, intercultural awareness, and communication.
- Through the IB subject areas, the core components, and the Learner Profile, students will connect within and across subject areas.
- Criteria used for language assessment will continually be reviewed through horizontal and vertical planning.
- The needs of students will be monitored on a regular basis.

Steinmetz Language Profile

- Students having English background only with no second language proficiency.
- Students having English background with some second language proficiency.
- International students with English proficiency.
- International students with no English proficiency.
- Bilingual students with English as well as having second language skills.

Language of Instruction

- MYP Language A: English
- MYP Language B: Spanish and Japanese and Arabic
- DP Language B: Spanish and Japanese

Each MYP course is differentiated based on student need and the level of proficiency demonstrated on language placement exams. MYP courses provide 150 hours of instruction each year.

Placement in the DP courses are garnered through the students' first two years of high school, whether the child has progressed through the Middle Years Programme or been accepted to the Diploma Programme in his or her junior year of studies. DP standard level courses require a minimum of 150 hours of instruction. DP higher level courses require a minimum of 240 hours of instruction.

Mother-Tongue Support

Bilingual Education Programs at Steinmetz:

- The *Transitional Bilingual Education* model uses EL as an essential component of daily instruction. In this model, the student's first language is used to provide instruction in core curriculum to ensure students continue to learn at grade level and maintain the first language while developing their English skills. The amount of instruction in the native language and in English varies according to each student's progress. The goal of the program is to help the student develop academic skills in English within three years.
- In the *Transitional Program of Instruction* model, students receive English instruction from an EL-approved teacher. Daily EL classes are usually part of a pull-out program, meaning that students from different language groups may participate in the same EL class, according to their age and language level.

Steinmetz promotes cross-cultural awareness and respect by supporting one's identity through academic, social, and cultural growth and recognizes the importance of language in this endeavor. To this end, Steinmetz faculty work to ensure that students maintain, develop, and use their mother tongue through speakers courses and extracurricular opportunities that include multicultural fairs, multicultural and cultural clubs, field trips and activities, and civics events. Steinmetz provides information on other language programs offered in Chicago so students can maintain and develop their mother tongue.

Tutoring Programs

Tutoring programs are provided before and after school in groups as well as one on one with teachers.

Further Considerations

- Teachers will attend professional development workshops throughout the year to acquire the current practices of teaching and learning; to learn about the factors that affect student learning; to make use of technology in fostering student learning.
- Teachers will regularly review changing student needs by meeting with the World Languages Department Chair and with the Bilingual Coordinator.
- The admissions policy, language assessment criteria, and differentiation strategies will be examined.
- Teachers will meet biweekly to plan curriculum.
- Teachers will provide adjustments to classroom practices to support the language needs of all students.

Review Process

Teachers will review and develop Languages A and B curricula based on our students' changing language profiles on a regular basis.

Communicating the Policy

Parents will be kept informed about any policy updates, including those to the Language Policy through a regular mailing, every five weeks, which includes grade updates and important upcoming events, both academic and extracurricular. Copies of this, and all policies, are available in the IB Office.

Bibliography

Guidelines for developing a school language policy. Cardiff, Wales GB: International Baccalaureate Organization, 2008.

IBO Programme standards and practices. Cardiff, Wales GB: International Baccalaureate Organization, 2016.

Learning in a language other than mother tongue in IB programmes. Cardiff, Wales GB: International Baccalaureate Organization, 2008.

Towards a continuum of international education. Cardiff, Wales GB: International Baccalaureate Organization, 2008.