

**Bodine High School for International Affairs**

**International Baccalaureate Program**

**Language Policy**

**Introduction**

Bodine High School for International Affairs is a citywide magnet program co-sponsored by the School District of Philadelphia and the World Affairs Council. As a center for international studies, the cultural diversity of the staff and student body is our greatest asset.

This document includes provisions for second-language teaching and mother-tongue language support that meets the needs of students and reflects the principles of the program. At Bodine High School, the IB Diploma Program Language Policy sets out the philosophy and aims of language teaching and learning. We are committed to periodic review of the currently available options in Group 1 and Group 2, the Bodine High School English Language Learner Program, and our support for learning mother-tongue languages in order to serve our students effectively.

**Philosophy**

At Bodine High School, it is understood 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 transferable to other languages, and language proficiency aids the student in acquiring competencies 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 for maintaining one’s cultural 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 of the classroom.
* Equity of access to IB courses is a fundamental right of all qualified students.

**Aims**

At Bodine High School, our language programs aim to:

* Enable students to learn and use language effectively, appropriately, accurately, and confidently.
* Develop students’ powers of oral and written communication.
* Enable students to develop and use language skills in a variety of contexts and 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 of the curriculum and to other ways of knowing.
* Provide an opportunity for enjoyment, creativity, and intellectual stimulation through knowledge of language and literature.

**Language Profile**

When a student whose primary language is other than English enters the School District of Philadelphia, the parent fills out a Home Language Survey. If a language other than English is spoken in the home, the student is given the the WIDA Screener to test the student’s level of English proficiency. If a student is not deemed proficient in the English language the student is assigned a status of English Learner (EL) based on assessment results and placed in the ESOL (English to Speakers of Other Languages) Program.  Based on the student’s performance on the language proficiency assessments, he/she will be assigned one of the following levels of English Learner proficiency:

1 – Entering   2 – Emerging   3 – Developing   4 – Expanding   5 – Bridging    6 Reaching

ESOL services are provided for that student in compliance with The Every Student Succeeds Act (ESSA) which replaced the Title III of the No Child Left Behind legislation. The purpose of Title III as amended by the Every Student Succeeds Act  (ESSA) is to help ensure that English learners (ELs) attain English language proficiency and meet state academic standards. ESOL instruction is an academic discipline that is designed to teach English Learners (ELs) social and academic language skills, as well as the cultural aspects of the English language necessary to succeed in an academic setting. It involves teaching listening, speaking, reading, and writing at appropriate developmental and proficiency levels. The ESOL curriculum is aligned to Pennsylvania’s Department of Education’s English Language Development Standards and Pennsylvania’s Core State Standards for English Language Arts.  The Pennsylvania Department of Education requires ELs to take the ACCESS for ELs 2.0 assessment annually to assess progress.

**ESOL and the IB Program**

Currently we have 25 students who are identified as EL, and 8 who are reclassified as “Exited” (no longer needing ESOL services) and who are being monitored. Approximately 25% of students enrolled at Bodine High School are bilingual or tri-lingual, speaking more than 23 languages and dialects. English Learner students make up 4.5 % of our student population.  Five English Learner students and several students designated as Exited are enrolled and taking classes in the IB DP; however, we fully support the inclusion of English Language Learners in the Bodine IB program.

At the Diploma level, the students must meet a standard of fluency that has enables them to ‘think’ in English since it is our language of instruction. A candidate must therefore be successful in spontaneously decoding what he hears and reads at a level of complexity appropriate to the Diploma Program courses.

IB DP students must have the following:

* The capacity to ‘think’ (decode and encode) in English.
* The capacity to analyze the thought process with clarity.
* The ability to organize perspectives, ideas and research in a structured written essay.
* A positive past record of academic effort, motivation and discipline.

Peer tutoring for all students is available through our CAS program and the National Honor Society.

**Bodine High School Language Offerings**

The language of instruction at Bodine High School is English. All subject areas, except our Group 2 World Languages, are instructed in English. Our students, by the established academic standards of the State of Pennsylvania, are required to successfully complete four full years of English language instruction as well as perform proficiently on the Keystone Examination. Curriculum and instruction in English language development, with attention to the Common Core Standards, is supported through professional development for all staff at the site and district level.

We offer English A: Literature Higher Level as the only classroom opportunity for Language A. On a case-by-case basis and as need arises, Bodine will allow students the opportunity to register for Language A: Literature Standard Level. Roster constraints prevent us from offering a separate course for Language A: Literature SL students; therefore, Language A: Literature SL candidates will take part in the HL class and the teacher(s) will modify instruction and assessments to meet their needs.

We offer French B Standard Level and Higher Level and Spanish B Standard Level and Higher Level as classroom courses for Language B. On a case-by-case basis and as need arises, Bodine High School will allow students the opportunity to register for Ab Initio languages. In the case of Ab Initio languages, students may enroll in Spanish ½ or French 1/2 and teacher(s) will modify their instruction and assessments to meet the higher standard of the Ab Initio course over and above the Bodine High School College-Prep courses. Students are also encouraged to seek extra help outside of the normal school day.

**Mother Tongue Support**

We recognize the importance of developing a student’s mother-tongue language in

promoting personal identity, cultural heritage, and overall learning.

Information regarding students’ mother-tongue is acquired through the state-mandated, district administered home language survey. This information resides in the school’s student database and is accessible by school staff. At the beginning of each academic year, teachers receive a list of students’ mother-tongues other than English. Teachers are encouraged to use this information in developing lesson plans that emphasize differentiated instruction and that honor multicultural diversity. We do not offer any additional mother-tongue support for languages not being taught at the school.

Families are encouraged to arrange for mother-tongue language support through the many cultural organizations in our area.

**Cultural Connections**

Programming through our 36 year partnership with the World Affairs Council (WAC) offers students a wide range of annual events aimed at enhancing global and cultural awareness. Last year, a grant was written by the WAC to add a Chinese teacher to our school through the United States Department of State’s Bureau of Educational and Cultural Affairs Teachers of Critical Languages Program (TCLP). TCLP brings teachers from China and Egypt to eligible U.S. elementary and secondary schools to teach Chinese and Arabic for an academic year. American students benefit from having native Chinese and Arabic speakers in the classroom and from a broadened foreign language curriculum.

Recent student events include the following: a quarter-credit Honors Seminar that was taught by the WAC Liaison entitled *The Middle East in Transition: Understanding the Syrian Conflict*; performing in the annual Autumn Festival in Chinatown; the World Affairs Council Speaker series that included ambassadors to the U.S. from Lithuania and Estonia; and attending the University of Pennsylvania's annual Asia Day.

Other events include the celebration of each major heritage in student produced assemblies which highlight the culture; for example, in October we honor Hispanic Heritage month, February is devoted to African American History, and April features Asian Heritage. During these schoolwide events, students are encouraged to use and showcase their native languages. The year ends with International Day, our annual festival of instruction/celebration of various cultures and various assembly programs that showcase our cultural diversity.

We welcome students from around the globe through a partnership with the City of Philadelphia International Visitor’s Council, which aims to bring 2-3 international student delegations to Bodine annually for short term stays. The International Student Exchange Program allows a select group of Bodine students the chance to host and interact with a high school student from another country, enhancing cross-cultural dialogue. Recent exchanges have brought delegations from South Korea and Mongolia to our school.

**Professional Development**

We strive to share best practices and work together for the continued intellectual and emotional growth of our student by offering them the finest instruction possible. Faculty and staff receive training on city-wide professional development days. Some of those days are spent collaborating with teachers at other IB World Schools. Recent topics have included differentiated instruction, multiple intelligences, and classroom technology.

Language A and B teachers undergo continuous training to update their skills and share best practices at IB meetings. They use the language teachers’ forum on the OCC regularly.

**Language Support for Our Families**

Bodine High School uses a variety of strategies to engage our families who speak

languages other than English in their homes. Some of these strategies are:

* We contact the School District for specialized translation requests.
* We use the School District’s telephonic interpretation service which is available

in virtually all languages in the world in a real time tele-conference setting.

* Our World Language teachers, Education Support Professionals, School Nurse, and student leaders serve as translators in the school.
* We offer translation of school documents into other languages. Many of our school and district documents are translated into a variety of languages, including Hmong, Lao and Spanish, using the school district interpretation and document translation service.

**IBO Resources**

Language policy (2014)

*This policy is reviewed and updated annually based on the current IBO Assessment Policy and the evolving needs of our program. The entire Bodine IB team contributes to its revisions.*

Revised September, 2017