



IB LANGUAGE POLICY OF SCVi SCHOOL

Philosophy

1. SCVi understands that all learners progress at different paces. We view the on-going language development for SCVi learners as the shared responsibility of all stakeholders: parents, learners, facilitators, administration, and staff. These vested parties are responsible for supporting language acquisition and ensuring all learners use English responsibly.
2. English is the language of IB instruction at SCVi school. Admissions requirements and assessments are conducted in English to ensure learners can access the curriculum delivered in English. At the same time, we at SCVi believe in “IB for all learners”, we allow admission for all learners equally, regardless of their nationality, background, and past achievement.
3. We believe that all learners should have the opportunity to experience learning a second language, which provides significant experience in international education, enabling learners to understand the thinking and culture of another people. Through effective communication in another language, learners are sensitized to cultural diversity and better able to understand the global world in which they live, preparing them to be active participants in multilingual communities at home and around the world. To that end, all SCVi learners have the opportunity to work with both counseling staff and their own families in selecting which of the offered Language B courses to study during their schooling.
4. While all learners in the IB Diploma Program are required to take IB English (Language and Literature Higher Level) as a Language A, learners are encouraged to speak their mother tongue in informal situations.
5. All learners, regardless of their legal status, will be admitted to the school and IB Program.
6. We employ a variety of instructional methods in all areas of the IB DP curriculum to show the interconnection among reading, writing, speaking, and listening in Languages A and B; such as interdisciplinary planning happens during collaborative planning time in the K-12 environment. In addition to specific Language A and B classes, IB Diploma Program learners learn language through context and by relating new information to existing knowledge in all classes.
7. The whole school and community are informed of this policy through its posting on our school’s website, on the intranet, in the main office, and in Language A and B offices.

Language Profile

- English only background learners with no Language B proficiency;
- English only background learners with minimal Language B exposure through limited middle school experience;
- English background learners with significant Language B exposure at home but who speak English as their first language;
- Bi-lingual Spanish-speaking, Asian, Middle-Eastern, and African learners who have acquired both languages simultaneously since birth;
- Bi-lingual Spanish-speaking, Asian, Middle-Eastern, and African learners who are





- English proficient as a result of attending school but whose parents speak no English;
- Deaf and hard of hearing learners who have a variety of linguistic backgrounds including English, Spanish, and American Sign Language as their primary means of communication.

Guiding Principles

1. Every IB DP candidate must take one Language B and complete all assessments in the subject.
2. From 2013 on, Language B choices include Ab Initio (Standard Level) Spanish and Mandarin.
3. Identification of the language needs of each learner is done at admissions in the IB DP by using a combination of previous school records, oral interviews, and/or written admissions documents.
4. Two years of the same world language in grades 9-12 are required to graduate from SCVi schools.
5. All learners at SCVi have equal access to academic programs and services. For IB learners with IEPs and 504s diversified Language A and Language B, in fully inclusive courses are available. A learner with an IEP may have language requirements waived, depending on their disability, although a learner attempting the full Diploma must take four years of Languages A and B. These decisions are made in the Student Support team meetings and on individual learner basis.
6. For modern languages spelling, reference protocols, and bibliographic styles are presented as part of the curriculum.
7. Library and media resources in IB Language B are available on-site as the school has access to local public and virtual libraries with public domain articles and periodicals in a variety of languages. The school also belongs to the New Technology Schools Network (Bill Gates Foundation) that provides learners additional access to the NewTech libraries and projects.
8. The main responsibility for the professional language development of staff members lies with each individual. The IB DP Coordinators' responsibility is to ensure that staff is made aware of professional development opportunities, and evaluate and acquire suitable professional development resources. A variety of resources provide facilitators with current research and best practices in language learning. Facilitator university work, attendance at IB training, availability of the OCC, other online resources, and school sponsored workshops are a few of the ways that SCVi staff members keep themselves informed and up to date.
9. This Language Policy is to be reviewed as a working document at the start of each academic year by a committee consisting of the IB DP Coordinator, a representative of the Administration, and the Department Heads of World Languages and English. When deemed necessary, learners and parents will be surveyed as the language policy continues to serve the needs of our school. It is the responsibility of the IB DP Coordinator to ensure the success of the Language Policy review.

Scope and Sequence Grades 9-12





Grade 9: Spanish 1 or 2 depending on background;
Mandarin 1 or 2;

Grade 10: Spanish 2 or 3; Mandarin 2

Grade 11: IB Spanish Y1 (ab initio/SL); IB Mandarin Y1 (ab initio/SL)

Grade 12: IB Spanish Y2 (ab initio/SL); IB Mandarin Y2 (ab initio/SL);

Mother Tongue Support

We acknowledge the importance of a student's Mother Tongue in promoting personal identity and maintaining cultural heritage. We offer support for the preservation and development of a learner's mother tongue by

- Having inclusive classrooms
- Should the learners choose, we allow for pairing the learner with a more advanced learner of the same mother tongue (mentorship)
- Using facilitator mentors who speak the same mother tongue
- Providing school newsletter and materials in Mother Tongue
- Using teacher translators when requested and available
- Encouraging learners to speak their mother tongue in informal situations
- Promoting identity support during after school through our advisory programs, intercultural exchange programs, the ambassador program, and other clubs and activities.
- Advising families on arrangements for mother tongue support through outside cultural organizations offered in our community

In addition we offer support in our Language B target languages through additional:

- tutoring sessions on a drop-in basis;
- additional time for mother tongue learners who need more time to process information;
- after school clubs such as the ambassadors and culture clubs;

Support for learners not proficient in English

Identification of learners not proficient in English is mandated through the S.W. Hart Unified School District, a Public School system, of which SCVi is a part. Board policies and administrative regulations are set out for Identification, Assessment, Classification, Placement, and Monitoring of English Language Learners. SCVi Charter School, as part of the S.W. Hart School District is required to comply with state and national requirements regarding services for learners not proficient in English as well as for learners who are identified as needing special educational services. Learners identified as having special educational needs with Individualized Education Plans (IEPs) and 504s are served by a special education department which includes modifications in Language A and Language B as necessary. Both English Language Learners and learners with IEPs are supported through inclusion in the content areas, with specialized individual and small group instruction guided by the appropriate staff as necessary. Specially assigned "student support staff" members work directly with all facilitators to ensure that all learners have full access to the IB DP program and curriculum as well as supporting learners as needed with simplified directions, additional materials and further discussion, thus helping to differentiate for specific learners while maintaining the integrity of the unit of instruction.





Diploma Program learners are encouraged to bring mother tongue dictionaries and electronic translators to assist with content vocabulary and concepts difficult to grasp without mother tongue support. Learners who have been in the United States for a longer period of time will frequently assist those who have less language acquisition and English Language Learners are paired up with others to work together on projects and assignments. Teachers are sensitive to creating a culture of respect and inclusion by acknowledging and integrating represented languages into instruction so that all learners are engaged in learning and are provided opportunities to communicate their thinking and understanding.

