



EDGEWOOD HIGH SCHOOL

2415 WILLOUGHBY BEACH ROAD
EDGEWOOD, MARYLAND 21040



LANGUAGE POLICY

This policy was revised during the beginning of the 2019-2020 school year and was reviewed July 2020 before entering our 2020-2021 Self Study year. It began with a committee of the IB Coordinator, the IB English HL teacher, the IB Spanish SL teacher and World Language Department Chair, the media specialist, students, the Global Studies International Baccalaureate parent committee, the GSIB Counselor, the Magnet Coordinator of Harford County Public Schools, and administrators who met to discuss the language policy for the Global Studies and International Baccalaureate Program at Edgewood High School. A draft of the full policy was shared to all involved parties for feedback, and then revised. The updated policy exists on our school website <https://edhs.ss18.sharpschool.com/> under Academics --> Global Studies and International Baccalaureate --> Content --> GSIB policies.

Statement of Purpose

We live in a diverse environment that embraces differences. Our goal is to have students not only acquire the skills to communicate in a second (or third) language, but to also become more culturally sensitive and aware. We are a multicultural community of learners and recognize that all teachers are responsible for teaching language and communication skills. We recognize how the “maintenance and recognition of students’ mother-tongue language(s), the availability of subjects in studies in language and literature, and language acquisition, and the availability of resources can impact students’ success in the Diploma Program.” We also recognize that students with special education needs will most likely find language studies both in their mother-tongue and in a second language a challenge. We also believe that “language is not separate from overall learning and is the main tool for building our knowledge of the universe and ourselves, language is crucial for the success across the whole curriculum of the IB program.” Therefore, we believe it is essential that all teachers recognize their students’ individual language profiles and differentiate teaching and learning activities to provide optimal instruction for diverse learners. Finally, we recognize that multilingualism as a fact, a right, and a resource for learning.

School Language Profile

Edgewood High School is a suburban high school of about 1432 students. Our student population includes 3% Asian/Pacific Islander, 45% Black/African American, 10% Latino/Hispanic, 32% White/Caucasian and 6% who identify with two or more races. Our FARM’s population is about 54% and we have less than 5% with limited English proficiency (LEP) and 15% of our students qualify for special education services.

Language A

The English department of Edgewood High School offers a wide variety of courses to meet the needs of students at every grade level. There are regular, honor, strategic reading, and cooperative-collaborative English courses offered in grades 9 and 10. There is also a corrective reading course for those students needing even more support. Those students invited to join our International Baccalaureate program will take Global Studies English 9 and Global Studies English 10. These courses were developed in collaboration with our IB English HL courses to ensure that students are getting practice in writing, communicating, and analyzing in the language of their mother-tongue. In grades 11 and 12, students have the option of AP Literature, AP Language, IB Language A- Literature, taught at the higher level, as well as school level classes that all fulfill the county and state requirements for English education. In the Language A Literature HL course, students are given the opportunity to study texts in translation, and every effort is made to study at least one text either originally written in French or Spanish and have a

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side by side translation so students can also work on their Language B skills concurrently with their Language A coursework. Additionally, in the Language A: Literature HL course students are given regular opportunities to enhance their knowledge of their mother-tongue by completing rhetoric analysis activities.

Language A Literature is taught at the higher level for all students enrolled in the IB program. We are a magnet program and draw students from all nine Harford County Public middle schools as well as many private schools in the area. Students apply in grade 8 for admission into our program in grade 9 and may apply even if their mother-tongue is not English. See our Admission Policy for more information about application. Students complete two years in our Global Studies Program and then progress as full Diploma Candidates in grade 11. The school also promotes language refinement in our mother-tongue through additional language and communication-based electives students may take. These include Humanities, Creative Writing, Yearbook, Speech, IB Film SL, and IB Theatre SL.

The school provides strategies to support the maintenance of the mother tongue such as:

- Media specialist provides support to our teachers and students in effective modes of written communication, referencing, bibliography, and spelling protocols, as well as provides multiple translations of the same text.
- National Honor society provides help for student English homework and assignments.
- The IB English HL 2 seniors provide after school help to IB English HL 1 juniors on analytical writing as part of CAS.
- English National Honor Society provides student writing lab, workshop support, and editing support for student essays.
- All subject areas from 9th grade to 12th grade in the International Baccalaureate program are required to teach the full process and the writing of a research paper for their content.

Language B

Students at Edgewood High School have the opportunity to study Spanish or French as a second language and most begin this in grade 9. There are some programs being offered at the middle school level, but to date are only offered at a few of our nine schools and with varying degrees of success. Students may elect, based on middle school experience, to enter at level one or level two in grade 9. The 9th and 10th grade Spanish and French courses are developed by our Global Studies teachers in conjunction with the IB French and Spanish SL teachers. They are accelerated from a traditional Spanish or French 9 and 10 course offered by Harford County Public Schools and are developed with the success of IB Spanish SL and French SL in mind. The Global Studies 9 and 10 Spanish and French courses have mock IB Assessments to help students with both written and verbal communication in their second language at a higher and more analytical level. IB French and Spanish are the only upper level language courses available and are open to any student at Edgewood High School wishing to continue with an advanced language program. We offer these courses at the Standard Level, but if a student who, after conferencing with the teacher, believes they would be more successful in testing in ab initio we allow that as an option in order to encourage more students to participate in the IB Language B courses.

Students in our world languages program are offered a holistic approach in their learning. Each classroom is equipped with a language lab which allows a greater diversity of interaction when it comes to speaking and listening. Students are also asked to read, write, and interact with the target language on a daily basis. The course sequence for languages has been differentiated to offer honors sections for those students planning to continue through the IB courses that we offer. Both the French and Spanish National Honor Societies offer tutoring for any student needing additional support.

Additional Support

Although the majority of students in the International Baccalaureate Program and at Edgewood High School take courses in their mother-tongue of English, we do have some students whose second language is English. In the efforts to ensure that we are inclusive and equitable to all students, Edgewood High School in conjunction

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with Harford County Public Schools provides additional support for English Language Learners.

Since the 1999 academic year, high school limited English-speaking students have been provided the opportunity to attend the ESOL Center at Harford Technical High School. Students who elect to attend are provided comprehensive, but sheltered English language instruction, reading instruction, science, social studies, and mathematics sheltered curricular offerings. Similarly, these students are provided the opportunity to attend mainstream classes in the fine and practical arts, physical education. As their language proficiencies increase, students may also be mainstreamed within the regular curricular offerings at this site. After two years of intensive English language services, students are encouraged to re-enroll in their neighborhood high school or apply to participate in the comprehensive and technical course offerings at the center location site.

Elementary and middle school English language learner programs operate on a “pull out”, “plug in” model for English language instruction. All English language learner students must take the Ballard and Tighe state mandated Idea Proficiency Test upon enrollment to ascertain their oral and written English language communication skills. The ESOL staff has established collegial working relationships with the various mainstream classroom teachers in order to provide effective and meaningful instructional services to all English language learners.

Furthermore, since 2019 we have had an additional ESOL support staff member, who has been assigned to our High School to provide support services to ESOL students once a week. Our administration uses our Diploma Program World Language teachers to support our community in translation as needed.

Finally, we support and believe that our students have a right to request to take their exams in their mother tongue, and the DP coordinator will assist and support the student through this process.

Teacher Responsibilities

We believe it is all teachers’ responsibility to teach language and to facilitate effective written and verbal communication. This is specifically referenced in our handbook for “Edgewood’s Top Ten Writing Expectations.” We believe that all teachers in the International Baccalaureate Program should work with the DP Coordinator to reflect on our school language policy by meeting annually to discuss “Guidelines for school self- reflection on its language policy.” We believe it is teachers’ responsibilities to be aware of their students’ language abilities and scaffold instruction appropriately such as:

- Planning activities that maximize learning of academic literacy
- Differentiating activities for diverse learners
- Checking that all literacy skills are practiced sufficiently and regularly
- Teaching the full writing process

Student and Parent Rights and Responsibilities

We meet with students enrolling in the magnet program both individually and with parents if necessary, to help identify the best language path for them. Parents have the right to request that their student starts at a higher Language B level. The GSIB counselor, the DP Language B teacher, the parent, the student, and the middle school counselor will all meet to discuss if the course chosen will provide the student with the most opportunities for success and growth as a learner. All students are fluent in English, but we do offer our native speakers of French or Spanish to continue with their mother tongue if interested, or they may choose to study a third language. In most cases, this group of students have the ability to speak, but lack the requisite skills in the area of reading, writing, and grammar.

Community Support

LASOS, Inc (Linking All So Others Succeed), <http://www.lasos.org/> in Harford County, Maryland, is a non-profit organization that provides adult literacy classes in civics, financial literacy, technology and citizenship, at risk youth mentoring and family literacy programs for non-native English-speaking residents of Harford County. They provide on-site translation as well as a network of service providers that assist in the integration process.

LASOS, Inc.'s vision is to provide all the resources needed by non-English Speaking residents to support integration into the American society. In turn, the residents will be empowered to contribute and communicate more effectively in their families, workplaces, and communities. The organization provides services to non-native English-speaking residents and community members ages 6 months and up that reside in Harford County. Focused support for low income residents allows the organization to be positioned to serve those most in need of literacy programs and services.

The programs are unique, providing invaluable services at no charge to the community members. This reduces the financial barrier for those interested in continuing their education, connecting with the community and learning English in a safe and supportive environment.

This policy will be reviewed annually by the School Performance and Achievement Plan Team, additionally, this policy relies on student survey, parent questionnaires, and teacher and administration responses to the “Establishing and maintaining a language policy steering committee” organizational chart.

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