



## Southridge High School Language Policy

### Philosophy

The Southridge community values language as an essential component of learning that supports growth in both academics and personal identity. Therefore, we view all staff members administrators, teachers, librarians, counselors, and other support staff - as resources for an individual's language acquisition and development.

In order to foster advancement of literacy in the language of instruction, world languages, and the mother tongue, we:

- value the cultural, ethnic, and linguistic diversity of our community
- nurture our relationship with St. Andrew's, sister school in Matale, Uganda
- integrate exchange students as vital members of our community
- advocate for exploration of multicultural perspectives in all content areas
- encourage all students to explore world languages
- provide scaffolding for literacy in English and Spanish
- engage students in accessing background knowledge
- prepare all students with foundational language to pursue higher level academic study
- provided staff training in CM (Constructing Meaning) SIOP (Sheltered Instruction Observation Protocol), AVID (Advancement Via Individual Determination), ATL (Approaches to Learning), CRT (Culturally Responsive Teaching) strategies and ToK (Theory of Knowledge) Knowledge Questions.

### Profile

Students at Southridge High School speak approximately 44 different languages. While the primary language of instruction is English, with some classes instructed in Spanish in the Dual Language Program. Of our 1405 students:

- 1145 list English as their first language, other native languages include Spanish, Korean, Arabic, Farsi, Chinese and Vietnamese, with Spanish being the most prominent of the non-English languages spoken.
- 92 students are choosing to take advantage of our English Language Development program.
- 79 students are in our Dual Language Program.
- 35 students have exited out of English Language Services.
- 356 students are former English Language Learners accessing all levels of courses, including IB courses.

### Language of Instruction

English and Spanish are the languages of instruction at Southridge. Courses not in the Dual Language Program are taught in English, with the exception of World Language courses in acquired French, acquired Spanish, and acquired American Sign Language. Our language arts

curriculum is vertically aligned to provide students with the necessary skills to pass the State of Oregon Essential Skill examinations in reading and writing, to meet the Beaverton School District Learning Targets, and to best prepare students for post-high school options such as college. Furthermore, reading and writing skills are developed across the curriculum and cross-curricular work is encouraged.

To support students for whom English is not their mother tongue, we provide training to all of our staff in AVID (Advancement Via Individual Determination) writing, inquiry, collaboration, organization and reading strategies. In addition, many of our staff have also received support and professional learning in Constructing Meaning strategies. Students are supported outside the classroom by having available to them the opportunity to join clubs, athletic teams, or other extracurricular activities where English is the language used.

The library collection contains 274 books in Spanish, Arabic, Chinese, French, and German that support all levels of English learners and language B acquisition. The library collection also holds 25 sets of choice reading books for book clubs, study groups and classrooms in several different languages.

### **Mother Tongue Support**

Southridge values the development and maintenance of mother tongue languages. Some Southridge textbooks and choice reading books are available in Spanish, and through inter-district library loans, materials in a variety of languages are available. Our school has a number of bilingual staff members who are able to support students and families.

IB Diploma Candidates are supported in their native tongue development by choosing to complete their IB Language A in their mother tongue through self-taught languages. They are supported in their endeavors by an HL English Literature teacher and the IB DP Coordinator for their selection of literature and exam preparation.

Southridge teachers also believe that access to technology can improve literacy in all students' native languages while also strengthening their English. Classroom use of sites such as Newsela, Quizlet, Membean, Kahoot, Canva, Google, and Canvas are some of the many sites Southridge teachers use to develop linguistic accuracy and increase vocabulary.

Southridge High School students are invited to participate in clubs and activities, no matter their language or cultural background. Specific clubs that support students with English as a non-primary language are:

- Multicultural Soccer
- Multicultural Student Union
- M.E.Ch.A (Latino Leadership)
- PEAC (Principal's Equity Advisory Council)
- Speech and Debate
- Mock Trial
- Model UN

### **Dual Language**

Southridge High School began the Dual Language Program to develop bi-literate students in both Spanish and English. The Dual Language Program at Southridge High School aims to

provide students the opportunity to access, use, and be fluent in academic language in both Spanish and English. Native Spanish and English speakers currently access this academically challenging program. Students enter the Dual Language Program after being in the K-8 programs or by meeting basic benchmarks using a normed entry assessment. Southridge High School currently has 79 students in the Dual Language Program, which is in its second year. The vast majority of students are freshman and sophomores.

To complete the Dual Language program at Southridge High School, students take the following classes in English: English Language Arts, Chemistry, and Biology. Students take Spanish Literature and Composition I, II and III before entering the IB Spanish sequence. Students also take World and American History in Spanish, and can choose to take Math I and II in Spanish, as well as Physics. At the end of a student's high school experience, if the student scores a 4 on the IB Spanish HL exam or passes an interview with a panel of experts, they will earn the Oregon Seal of Biliteracy, issued by the Oregon Department of Education.

### **Oregon Seal of Biliteracy**

Southridge High School offers the Seal of Biliteracy to any student who demonstrates they are fluent at an academic level in two or more languages. Students who are native speakers of a non-English language who demonstrate literacy in their mother tongue, as well as in English, are awarded the Oregon Seal of Biliteracy. Students can demonstrate their biliteracy through achieving a 4 or higher on an HL IB Language B exam or through the critique of a panel of experts.

### **Language Assessment**

Our first enrollment assessment for students whose home language is other than English is the Woodcock-Munoz test. If students score at a proficient level on this assessment, they do not qualify for ESL services. Students in ESL, and those who have waived out, but have not achieved a proficient score to exit the program, must take the English Language Proficiency Assessment (ELPA) test each year to make sure they are progressing in their English skills. Other language assessments include both formative and summative assessments in the Language Arts and World Language courses. Students enrolled in the IB Career-Related Program are required to complete at least 50 hours of language development as well as a reflective portfolio of learning.

### **Language Acquisition**

Learning an acquired language allows students to be world citizens and to learn about different cultures and perspectives. We believe this is important for all students during their educational experience at our school. Our school has a diverse community, and learning about language and culture is extremely valued. The IB Diploma and Career-Related Programs have requirements for language acquisition.

Every student is highly encouraged to take a World Language for two or more years. In order for students to enter an Oregon University they must successfully complete the second level of a World Language. Many out of state universities require students to successfully complete the third level. To receive Southridge High School's highest academic honor, the Southridge Scholar, candidates must complete three years of a World Language in high school. Students entering World Languages who speak or sign a mother tongue at home are placed

appropriately. Formative and summative assessments are used regularly throughout World Language courses to evaluate student progress. Students are held to high standards in World Language classes and experience full immersion throughout their courses. Currently our acquired language courses include Spanish, French, and American Sign Language.

The outcomes of language acquisition in spoken and signed courses are proficiency in these skills:

1. Speaking/Signing
2. Listening/ Sign Comprehension
3. Writing/ Composing
4. Reading/ Comprehension of Signing
5. Cultural competence

## **Professional Development**

The Beaverton School District and Southridge High School are committed to providing multiple opportunities to staff throughout the year. The opportunities provided are for individual and collaborative professional development. Some of the professional development is designed by the Southridge Administration Team and other professional development opportunities are created and facilitated by teachers. The administration and teachers have the opportunity to choose some of their professional developments topics according to interest and need.

- Individual teachers may access TeacherSource on the Beaverton School District Website. TeacherSource is an interactive portal where teachers share resources, lessons and ideas in all different subject areas specifically with regards to improving student skills and language acquisition.
- Southridge teachers also belong to Instructional Learning Teams, ILT's. Teachers explore different teaching strategies and best practices that support language learners in their classrooms. Collaboration is an integral part of the ILT structure.
- Each year we continue to send teachers to IB training, and all teachers who instruct in an IB classroom have attended the appropriate levels of training.
- Several of our teachers belong to District Wide Articulation Committees, which work to align all district schools vertically and horizontally in language arts.
- Southridge High School is also committed to AVID training in which teachers focus their attentions on specific skills (WICOR) of linguistic development and preparation for post high school education. In addition, AVID training is provided for all teachers in Culturally Responsive Teaching (CRT) practices and equity. ATL, WICOR, and CRT strategies are embedded in Professional Learning at the building level.
- AVID (Advancement Via Individual Determination) provides specific strategies, professional learning and systems support to support students in language development, mother tongue support, and language acquisition. Southridge High School staff have been trained to utilize protocols and strategies to promote a better understanding and access to academic language, literacy across the curriculum, interactive notetaking, margin noting, pre-, during and post- reading strategies and vocabulary development.

- Southridge teachers are trained on how to be a language acquisition mentor as it pertains to the requirements for the IB Career-Related Program.
- Southridge teachers are encouraged to continue professional development on an ongoing basis through the Beaverton School District Professional Growth and tuition reimbursement programs.

**Resources:**

*Learning in a language other than a mother tongue in IB programmes*, International Baccalaureate,  
*Guide to Programme Evaluation*, International Baccalaureate, 2016  
*Guidelines for Developing a School Language Policy*, International Baccalaureate, 2008  
*Language and Learning in IB programmes*, International Baccalaureate, 2011  
*Program Standards and Practices*, International Baccalaureate, 2014  
*ELL Program Roadmaps: Dual Language*, Beaverton School District, 2016  
*Beaverton School District Equity Policy*, Beaverton School District, 2018  
*Beaverton School District Policy IGBI: English Language Learners Education*, Beaverton School District, 2018  
 Mountainside High School Language Policy, January 2017  
 International School of Beaverton Language Policy, March, 2014  
 Sunset High School Language Policy, 2018  
 AVID Curriculum Resource Library, AVID, accessed, 2018

**Language Policy Committee and Process:**

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