IB@GB Language Policy

Rationale

Growing immigration globally has created diverse communities of non-native speakers. This trend is also noticeable in our community. Our students come from many linguistic backgrounds. Parent/Guardian Home Language Surveys show 36 mother tongue languages other than English spoken in Granite Bay homes. We believe that offering the IB Diploma Programme supports the diversity of ethnicities enrolled at Granite Bay.

We note and support the established research literature that recognizes the social, economic, and quality of life value of multilingualism. Multilingual students perform better in school both in academics and in general productivity. Studies show that multilingual people are better at higher-order thinking skills such as reasoning and better at multitasking. A focused emphasis on integrating language throughout the school culture develops an understanding, sensitivity, and appreciation for the importance of culture and diversity, which in turn enhances the students' personal growth, cognitive development, and facilitates international-mindedness.

As an International Baccalaureate Diploma high school, we recognize the critical role of native language support and second (or multiple) language acquisition as outlined in the IB philosophy and Learner Profile.

Philosophy

Language – speaking, listening, reading, and writing – is the primary means for teaching and learning, for thinking and communicating, for establishing and maintaining a cultural identity, and for developing respect and appreciation for cultural diversity. Language as an expression of a student's culture is integral to a student's identity and as such will be fostered, valued, and formally celebrated.

Proficiency earned in one language is transferable to other languages. Language proficiency has a positive impact on cognitive, social, and emotional growth and development. A multiliterate population that can fluently exchange knowledge and ideas, and engage socially and politically is an asset to the community. To that end, it is critical that teachers have a common understanding that all teachers are teachers of language.

Acquiring proficiency in the mother tongue language and our IB Diploma Programme's working language – English – shall be fostered throughout our school community both within and outside the classroom.

Equity of access to IB curricula and schoolwide programs, activities, and services is a civil right formally established and addressed in our inclusions policy. Students lacking proficiency in our working language – English – will receive necessary interventions and support.

We believe, as Gregg Roberts, Director of Dual Language Studies at American Councils for International Education declared, "Monolingualism is the illiteracy of the 21st century."

Definitions:

1. Mother tongue
   The language learned from birth or the language a person speaks the best. Students growing up in a multilingual home may actually identify more than one mother tongue.

2. Working language
   English is the working language of the programme, the school, and the local education agency (Roseville Joint Union High School District). All courses except the Language B courses are taught in English.

3. Access language
   Upon identification of need or formal request, services and documentation may be offered in additional languages in order to support equity and access. The Local Education Agency (LEA) provides translation services and resources in a variety of access languages.

4. Internal working language
   Our school's internal working language is English. It is our operational, governance, and management language. It is the working language of all committees and documentation produced by our organization.

5. Language A
   Language A: Language & Literature HL is the primary opportunity for students to meet the group 1 requirement. All text and instruction is in English. We are open to students taking the Language A school-supported, self-taught option in a mother tongue other than English as long as it is offered by the IB. The DP Coordinator serves as the supervisor.

6. Language B
   Two group 2 languages are offered at the Standard Level: Spanish and French. For French, we do not have a teacher on campus for IB, so we offer DP students the opportunity to take French ab initio SL via Pamoja.

7. English Learner (EL)
   Students who have been identified as English Language Learners through standardized testing who need additional teaching and support to become proficient in our Working and Internal Working Language (English).

8. ELPAC
   English Language Proficiency Assessment of California is required of all students in California who indicate a mother tongue other than English on the LEA's Home Language Survey. Results of this reading, writing, speaking, and listening assessment are used to reclassify a student as fluent in English or in need of interventions and support to develop English literacy proficiency.

9. ELD
   English Language Development

School Language Profile:

1. Student Profile for 23/24
   - ❖ Our student body represents 36 mother tongues.
   - ❖ We have 34 Redesignated Fluent Proficient students, 81 Redesignated Fluent Proficient students that we no longer monitor, and 91 Initial Fluent English Proficient.
   - ❖ 1 Class of 2024 DP student is taking Language A: SSST in Spanish; one IB Class of 2022 DP recipient took Language A: SSST in Urdu
   - ❖ 303 students are enrolled in Year (Level) 3 Language B, a pre-requisite for IB Spanish SL.
     - 303 in Spanish 3

2. Program Components
   a. All services and materials needed for the delivery and implementation of the DP are offered including:
      i. IB Learner Profile
      ii. Programme guides
      iii. Curriculum guides
      iv. Standards and practices
      v. Handbook of procedures for the DP
   b. Group 1 Language & Literature A is offered at the HL level. All communication, instruction, and materials are in English.
   c. Students whose mother tongue is not English may take Group 1 Language A via School Supported/Self Taught if they choose.
   d. Group 2 Language B is offered in Spanish SL on campus. French ab initio SL is also available to DP Candidates via Pamoja Education. Our two feeder schools offer Spanish so some students begin their World Language pathway at Year (Level) 2.
   e. All students who meet prerequisites are admitted to all IB courses according to the IB@GB admissions policy.
3. Instructional Practices
   a. All teachers are notified of the language needs of their EL students by the counselors.
   b. The primary language of teaching and learning will be English.
   c. Specially Designed Academic Instruction in English (SDAIE) strategies will be used to support language development of all students.
   d. All teachers meet weekly in PLTs to plan instruction, create common assessments, and analyze student results. Language B teachers meet by language taught in their department.
   e. Our Learning Center (library, media center) is integral to instruction across programs and disciplines. The Learning Center provides print and online resources for preparation for the Extended Essay. The part-time teacher-librarian sometimes instructs students about online databases, web resources for works cited preparation, and how to determine when a website is

reliable or not, and subject area teachers also teach that information. The Learning Center is open before school, during lunch, and after school so all students can conduct research and work on class assignments. Students use Standard English spelling, grammar, and usage practices on all formal written documents. The documents must be submitted through Turnitin.com for review. Using Google Documents to prepare assignments also allows the teacher to examine the Revision History to analyze whether or not students wrote whole sentences and paragraphs on their own or copy-pasted them and to determine if anyone else had editing access to that document. Language A students typically research cultural and historical contexts for texts.

f. The Modern Language Association (MLA) format is used for referencing and bibliographic style in group 1, group 2, and group 3 courses and the EE.

4. Assessment

Continuous authentic assessment is an integral part of teaching and learning at Granite Bay and addressed in the IB@GB Assessment Policy. Both formative and summative assessments will be used to drive instruction. Assessment in Language A and B, like all other subject areas within the school, will be carried out in accordance with the school's assessment policy guidelines and will follow the general principles of the International Baccalaureate Program. To that end:

a. All students as part of the registration process must submit a Home Language Survey which inquires about any mother tongue language spoken from birth and/or in the home.
b. GBHS students are encouraged to qualify for the California State Seal of Biliteracy. One of the ways to meet the requirement is completion of IB Spanish B SL.
c. Any student who indicates any language other than English on the Home Language Survey must – by state and federal policy – be evaluated during the first 30 days of enrollment of school for level of English proficiency using the English Language Proficiency Assessment for California (ELPAC).
    i. Results of the assessment will be sent to the district from the state
    ii. Students are tagged as EL in Aeries (our student information system) so teachers can view who is EL on their roster as well
d. English Language acquisition and development for all students requiring support services will be monitored regularly and reviewed at least quarterly by a team of teachers and counselors.
e. Students enrolled in World Languages Levels (Year) 1-3 will be assessed formatively and summatively.
f. Language B DP students will take all internal and external assessments.
g. For all subjects other than Language B, formative and summative assessments, internal and external papers (exams) will be administered in English. Results will be used to determine any necessity for intervention and support and to determine final marks.
h. As part of the Federal Progress Monitoring process all teachers will be observed by a state team of educators periodically to determine if intervention and support strategies – language acquisition strategies – are being used.

5. Interventions and Support

a. Granite Bay High School utilizes the Multi-Tiered System of Support (MTSS) which supports student-centered learning that is differentiated, focused on state standards, and aimed to help all aspects of a student – academic, behavioral, and social. One important aspect of this system

is developing "culturally and linguistically relevant instruction with the belief that every student can learn and excel, including students of poverty, those who are gifted and high achievers, students with disabilities, English learners, and students from all ethnicities evident in the school and local educational agency cultures" (California Department of Education, "Multi-Tiered System of Supports.")

b. A state-mandated support program –English Language Development—will be provided to all identified English Language Learners daily. *English Language Development* (ELD) is a content subject area. ELD is instruction appropriate for the level of language proficiency as identified for each EL student. The instruction is designed to promote the effective and efficient acquisition of listening, speaking, reading, and writing skills of the EL student.
c. Teachers are encouraged to incorporate multicultural aspects into their lesson plans recognizing and valuing the cultural diversity of the students.
d. The support service of receiving written and spoken translations of English into mother tongues is available through the Local Education Agency (LEA).

6. Professional development
   a. All teachers have EL authorization so that they are trained to offer ELD instruction to English Learners.
   b. Language A and Language B teachers will receive ongoing training to support their knowledge and understanding of teaching language. Training will include state and national conferences and workshops and IB level 2 and 3 Language A and Language B training.

IBDP Language Development and Support Practices and Protocols

1. Governance
   a. Granite Bay High School's Language Policy will be reviewed, edited, and communicated to all stakeholders through a language policy steering committee.
   b. The language policy steering committee will include
      i. Assistant Principal assigned to IB
      ii. IB DP coordinator
      iii. English Learner/Intervention Counselor and/or ELD teacher
      iv. Language A teacher and/or Language B teacher
   a. The language policy committee will meet once a year to review the schoolwide language philosophy and policy and revise it as needed based on state law, district requirements, and the views of the stakeholders.
   b. The IB DP Coordinator will post the Granite Bay High School Language Policy on our IB DP website and report updates at monthly IB PLT meetings and our two parent/guardian governance groups – School Site Council and Parent/Guardian Information Exchange.

2. Documentation and Records

a. All records, documents, publications, and assessments (except Language B assessments) will be delivered and provided in English.
b. To support the teaching of the mother tongue, documents, and publications may be translated upon request. Official school records will be in English only.
c. The language policy committee will consider each request for translation on its own merits and make a final determination.
d. The school district provides all schools an automatic translating service by phone called Language Line. It is the responsibility of the IB DP Coordinator and/or the English Learner counselor to communicate this service and directions on how to access it to parents/guardians who need this level of assistance.

Reviewed & approved - October 2025

Policies and References Addressing English Language Learners

IBO Publication: Programme Standards and Practices
IBO Publication: Language Policy

RJUHSD Policies

Administrative Regulation 4112.22
Board Policy 6174
Administrative Regulation 6174

California Commission on Teacher Credentialing compliance

All teachers employed by RJUHSD are certified to teach English language learners via one of these state-approved options:

- CLAD certificate
- BCLAD certificate
- Certificate of Completion of Staff Development
- Credentials with English Learner Authorization

Reference: California Education Code, Sections 44203 and 44253.1 through 44253.10; and Title 5, California Code of Regulations, Sections 80015 through 80016, 80024.1 through 80024.2.1, 80024.7, and 80024.8