



International Baccalaureate Diploma Program Newport Harbor High School Language Policy

Effective Date: June 2026

Most Recent Review: August 2026

Next Scheduled Review: June 2027

Purpose

The purpose of this Language Policy is to articulate Newport Harbor High School's commitment to language learning, multilingualism, literacy development, and equitable access within the International Baccalaureate Diploma Program (DP).

Newport Harbor High School recognizes that language is fundamental to identity, learning, communication, intercultural understanding, and participation in the global community. This policy guides the teaching and learning of language and supports the linguistic development of all students.

School Language Philosophy

Newport Harbor High School believes that:

- Language is central to intellectual, social, and emotional development.
- Multilingualism enriches individuals and communities.
- Every member of the school community has a language profile that should be valued and respected.
- All students have the capacity to develop proficiency in more than one language.
- Students' home and personal languages are resources that strengthen learning and identity.
- Access to rigorous learning opportunities should not be limited by language background.

The school embraces the IB philosophy that multilingualism contributes to international-mindedness and intercultural understanding.

All Teachers Are Language Teachers

Consistent with IB expectations, Newport Harbor High School recognizes that **all teachers are language teachers**.

Regardless of subject area, teachers are responsible for facilitating communication and supporting language development by:

- Explicitly teaching disciplinary vocabulary and academic language
- Modeling effective oral and written communication
- Teaching students how language is used within specific disciplines
- Providing opportunities for speaking, listening, reading, writing, and viewing
- Scaffolding instruction to support comprehension and expression
- Using formative assessment to monitor language development
- Supporting multilingual learners through differentiated instruction

Language development is therefore a shared responsibility across the school community.

Learning an Additional Language

Newport Harbor High School ensures that all students have opportunities to learn **at least one language in addition to their home or personal language(s)**.

Students participate in language acquisition through:

- Diploma Program Language Acquisition courses (French and Spanish)
- Dual Immersion Program
- District world language offerings of French, Spanish, and ASL.
- Continued language study throughout high school whenever possible.

The school encourages students to pursue multilingual proficiency beyond minimum graduation requirements and to view language learning as a lifelong endeavor.

Link to: [NHHS World Language](#)

The Newport Mesa Unified School District's Department of Multilingual Programs provides ongoing support to ensure that students with multilingual backgrounds receive equitable access to a meaningful education. Supports include the following --

Department of Multilingual Programs:

- Annual Parent Notifications
- District English Learner Advisory Committee (DELAC)
- English Learner Advisory Committees (ELACs)
- English Language Development (ELD)
- English Learner Coordinator Meetings

- Newcomer Programs
- Monitoring of English Learners
- Monitoring of Reclassified Fluent English Proficient Students
- Professional Development for Teachers and Other Staff
- Reclassification
- Dual Immersion
- School Community Facilitators (SCFs)
- Translation and Interpretation
- Summer Language Academy

In Partnership with Student Services:

- Identification of English Learners
- Parent Education Programs/Services for Families of English Learners
- Referrals to Community Support Services

In Partnership with Assessment and Data Analysis:

- Analysis of English Learner Data
- English Language Proficiency Assessments for California (ELPAC)
- Parental Notification of ELPAC Results

Link to: [NMUSD Multilingual Programs](#)

Development and Maintenance of Home and Personal Languages

Newport Harbor High School recognizes that students' home and personal languages contribute significantly to identity, well-being, and academic achievement.

The school supports the maintenance and development of home languages by:

- Encouraging students to use their home languages as assets in learning
- Valuing multilingual perspectives during classroom discussions
- Providing opportunities for students to make connections between languages
- Promoting heritage language development whenever possible
- Encouraging families to continue literacy experiences in the home language
- Celebrating linguistic diversity through school events and activities.

Students are encouraged to maintain pride in their linguistic and cultural identities.

Inclusion and Equity of Access

Newport Harbor High School ensures that language differences do not become barriers to participation in the Diploma Program

Practices supporting equitable access include:

- Integrated and designated English Learner support
- Collaboration between EL staff, counselors, and IB teachers
- Differentiated instruction
- Use of visual supports and scaffolds
- Explicit instruction in academic language
- IB assessment access arrangements when appropriate
- Monitoring of multilingual learner participation in IB courses
- AVID Tutors
- World Language Dept. Teacher tutors

Students learning in a language other than their home language are actively encouraged to participate in the Diploma Program.

Link to: [English Language Advisor Committee \(ELAC\)](#)

Link to: [NHHS Inclusion Programs](#)

Link to: [NHHS Inclusion Policy](#)

Link to: [AVID](#)

Support for Multilingualism and Multiliteracies

The school promotes multilingualism and recognizes that students develop literacy across multiple languages and modes of communication.

Students are supported in becoming multiliterate through opportunities to:

- Read and analyze diverse texts
- Communicate using oral, written, visual, and digital forms
- Engage with authentic materials from multiple cultures
- Develop critical literacy skills
- Use technology to enhance communication and language learning.

Multilingualism is viewed as both an educational advantage and an essential component of international-mindedness.

Respect for the Languages of the Wider Community

Newport Harbor High School values the linguistic diversity of Newport-Mesa Unified School District and the surrounding community.

The school seeks to promote respect for the languages represented within the community through:

- Recognition of cultural and linguistic celebrations with the Latinos Unidos Club.
- Inclusion of diverse perspectives and voices in the curriculum

- Community partnerships with Project Hope Alliance
- Encouragement of cross-cultural understanding
- Opportunities for students to engage with authentic language experiences.

The school acknowledges the sociocultural richness of Southern California and seeks to reflect this diversity in its educational practices.

Link to: [NMUSD Family Resources](#)

Parent and Family Partnerships

Families play an essential role in students' language development.

Parents and guardians are encouraged to:

- Share information about their child's language profile
- Maintain literacy experiences in the home language
- Participate in educational planning
- Attend IB informational events
- Communicate regularly with teachers and counselors
- Support language learning goals at home

The school supports family engagement through:

- Translation services
- Accessible communication practices
- Parent information sessions
- Opportunities for dialogue regarding language development.

Link to: [NMUSD DELAC](#)

Consideration of Sociocultural Context

Newport Harbor High School serves students from diverse linguistic, cultural, and socioeconomic backgrounds.

The school recognizes that:

- Students bring varied experiences with language and literacy
- Cultural identity influences language use
- Educational opportunities should be responsive to community needs
- Equity requires intentional support structures.

Educational practices are designed to honor the strengths and experiences students bring to the learning environment.

Link to: [BRIDGES](#)

Resources and Support Structures

Resources supporting implementation of this policy include:

- [Link to: NHHS Counseling](#)
- [Link to: World Language Dept.](#)
- [Link to: IB Diploma Program](#)
- [Link to: Library](#)
- [Link to: Media Resources](#)
- [Link to: AVID](#)
- [Link to: NHHS ELAC](#)

Monitoring and Evaluation

Implementation of this policy is monitored through analysis of:

- Enrollment patterns in language courses
- Participation of multilingual learners in IB
- Student achievement data
- English Learner progress indicators
- Student, parent, and teacher feedback
- Program evaluation findings

Data are used to improve practices and strengthen language supports.

Review Process

This Language Policy is reviewed annually by:

- Principal, Dr. Kevin Astor
- Assistant Principal, Dr. Akonam Okoye
- IB Diploma Program Coordinator, Alma Di Giorgio
- World Language Department Chair, Belen Pitones
- English Learner Program Lead, Neil Malkus
- IB Counselor, Grace Nguyen
- EE Coordinator, Jenny Kao
- TOK Teacher, Matt Armstrong
- IB teachers
- Parent representatives, when appropriate.