



Wichita High School East IB Language Policy

The Wichita Public Schools, serves over 50,000 students K-12. A sizable minority of the students, who attend the 100+ schools, come from homes where a language other than English is spoken. This population has been steadily increasing over the last two decades and the District has developed a policy to under-gird efforts to educate students with language needs.

BOARD POLICY P6250 ENGLISH FOR SPEAKERS OF OTHER LANGUAGES

The Board of Education will provide an English for Speakers of Other Languages (ESOL) program designed to assist pupils who, because of limited ability to speak, read, write and/or understand English, are unable to effectively participate in the educational programs offered by the district.

The Wichita Public Schools policies outline a systematic process to serve the needs of non-English speaking students across the district. As one of many programs in the district, the IB program at Wichita High School East strives to serve our population, of nearly 2250 students, 350 of whom are in the “pre-IB” or IB program, while functioning under district level guidance. In that regard, East High School is fortunate to be one of five high schools in the district with “on-site” ELL services; meaning several full-time teachers are on site to serve students in this manner. Consequently, should students enter the East High IB program, and be in need of those services, they are readily available.

Language Needs Determination

Student language needs are determined through a process facilitated at the district level, at a central location with resources to work with any non-English speaking family moving into the school district. When students enter the Wichita School District from elsewhere, they are screened, using a Home Language Survey, a USD 259 developed questionnaire, required by Kansas Department of Education. If the family replies “Yes” to the question, “Is a language other than English spoken at home?”, then the student is administered the Language Assessment Scale (LAS) which assesses reading, writing, listening and speaking skills. If a student’s score falls below “proficient” in any of the four components, then the district offers ELL services to provide support and improve skills during school time. Students are continually offered and provided those services until they score “proficient” on the English Language Proficiency Assessment (ELPA-21) for two consecutive years.

The objective and philosophy for the ELL Program in the Wichita School District is, “Working with students learning English, their families, their teachers, and the community to provide students access to high level curriculum and to ensure proficiency in the English language.” As

an extension of the school district and the larger school, the IB Program at East High School functions under the same philosophy.

Direct ELL services are not provided at every school in the district. However, East High happens to be one of five high schools (out of nine) where ELL services have been consolidated. In addition, it is one of two high schools at this time that offers “Spanish for Native Speakers”, an elective course focused on enriching reading and writing skills of native Spanish speakers. While this sequence of courses is outside the scope of the IB program at East High, it testifies to the school’s commitment to help students who speak Spanish as a native language, to develop and refine their skills in an academic setting.

Information provided by students currently in the IB Program at East indicates that while some speak a language other than English at home, their “mother tongue” is often only used by students to facilitate communication with parents, aunts, uncles or older relatives who have limited English language skills or are not interested in using English. Otherwise, the students choose to speak English as they interact with friends and siblings. Additionally, for those students who are multi-lingual, few have ever had any formal schooling in a language other than English. Of those that have, instruction hasn’t occurred since primary school.

The specific language profile of our student body at East High School is shown in the data below. Students specifically in the IB program have identified the following as their mother tongue languages:

English	65%
Vietnamese	13%
Spanish	6%
Bengali	2%
Arabic	2%
Chinese	2%
16 others languages > 2%	10%

Students that comprise the entire school population of Wichita High School East have identified the following as their mother tongue languages:

English	58%
Spanish	26%
Vietnamese	6%
42 other languages > 2%	10%

In addition to specifically working to meet the needs of students who qualify for ELL services, school board policy also addresses the need of maintaining communication with parents by the following, “Whenever qualified personnel are available, the district will provide interpreters/ translators to facilitate effective school/parent communication in the language best understood by the parent.”

Recently, our school district has contracted the services of Propio Language Services to assist staff in communicating with families. The telephone-based service enables staff to communicate directly with families via an interpreter which makes the educational experience a collaborative effort involving staff and parents.

Language Development and Instruction

Language development is critical for nearly any success in an academic setting, even more so for students studying IB curriculum. The staff in the East High PIB/IB Program, maintain an awareness of how a student's ethnic and language background has an impact on learning. Fortunately with the instructional practices and resources available at East High, we are able to ensure that the value of student's diversity is not lost, that there is equal access to the curriculum for all students and that the standards of conditions and practices in place foster a successful teaching and learning environment for everyone.

When prospective students and their families inquire about the program offered at East High, one important element of the program is repeatedly stressed; the IB Diploma Program is a liberal arts program of study that is dependent upon, strives to develop and continually refine a student's language and communication skills. This instructional emphasis occurs not only in the English language courses and the group 2 languages of either French or Spanish, but also in courses offered from the other four IB subject groups as well. Instructional practices related to improving students' language and communication skills in all classes are continually monitored and teachers provided with feedback in a systematic manner. All teachers in the various content areas offered at East High identify a few strategies each year to incorporate into their instructional practices for this specific purpose.

Specifically within classes taught in social studies, students' language skills are refined through the use of Document-Based Questions (DBQs). Students are provided with various historical documents related to a particular topic. They are required to reply with a written prompt, in class, as they analyze the documents and take into account both the sources of the documents and the authors' points of view.

In the science subject areas, the focus of developing language skills is addressed most through the reading and writing of technical reports. Primarily, technical writing is more integrated into the writing and documentation related to lab experiments and the write-ups that follow.

With respect to instructional methodologies, recent efforts have been orchestrated to improve how teachers deliver curriculum to students and monitor levels of engagement during the learning process. Interestingly enough, the methodology employed to facilitate this instructional refinement was initially developed for the ELL teaching/learning environment. Sheltered Instruction Observation Protocol (SIOP) is the instructional framework within which all ELL content and support is provided. This methodology is now being gradually incorporated into the instructional practices at all levels and areas of instruction throughout the district. It is in place at East High and utilized in all subject areas, including IB subject areas. The SIOP model helps teachers focus their intent as they refine their planning, preparation, delivery and monitoring.

Program Admissions

When students apply to enter the IB program at East, they are enrolled in numerous specialized East High Pre IB courses during the 9th and 10th grade years. All the students in the program are striving to meet all the requirements of an IB diploma. The courses taken during the first two years, serve as prerequisites for specific IB courses in which they will be enrolled, beginning in the 11th grade. For students in need of ELL services, they are always provided the opportunity to enroll in support courses as electives, until they show proficiency in the prerequisite courses and IB courses.

The capacity of the program at East High cannot accommodate the number of applicants each year. For that reason, the application completed by all students desiring to join the program includes a couple assessments: (1) The Watson-Glaser Critical Thinking Appraisal and, (2) a sample writing in response to a prompt provided with is subsequently evaluated using a 6-trait writing rubric. In the event that a student requests ELL type accommodations to complete the application assessments, those accommodations are provided. No student has been excluded from being in the IB program as a result of their ELL need.

Language A is offered in English and is available only as an HL subject. English, as the language of instruction, is compulsory throughout the school district. As for the study of a second language, students select from either Spanish or French and generally do so for 4 years of study (9th – 12th grade). An advisor meets with each student prior to their 9th grade year to facilitate enrollment. As part of that process, they assist students in selecting a foreign language of study. Students are encouraged to approach their language study from the perspective that learning another language is a particularly effective means of understanding others and speaking that language is a powerful statement of respect for them. Our students are then able to sit for either SL or HL exams in Spanish. Knowing this requirement will be faced by IB students, several of the 16 middle schools in the district offer upwards of three years of entry level language study in Spanish.

Language Policy Refinement

The ongoing refinement and review of the language policy is facilitated through the efforts of the following: teachers in the IB program, parents from the IB Parents Association, the IB counselor and the school's ELL coordinator. The policy is reviewed every other year by these individuals and the most current version is posted on the school's web site.