

Lincoln College Preparatory Academy – Language Policy

Philosophy

Of the ways of knowing, one could argue that language is the most useful in the transfer and diffusion of both personal and shared knowledge. Language is vital to the transmission of all content in subject areas, the reading of noteworthy books, and the serious examination of significant documents. As an IB school, Lincoln College Preparatory Academy recognizes and values diversity of thought, culture and language, and we acknowledge that language serves as a bridge to other cultures and worldviews. We can best support the linguistic diversity of our school by both reinforcing students' first language while urging them to master a second. While maintaining their first language helps protect and solidify students' social and cultural identities, acquiring a second leads to greater empathy and understanding.

Our school is nestled closely to the famous 18th and Vine Jazz District in Kansas City, Missouri. We are deeply rooted in the "Heartland of America" and its culture as a result of our region in the United States. Our school community is quite proud of our central, urban location; because of it, students from all cultural and linguistic backgrounds can benefit from our rich history and rigorous instruction. We hold a deep respect for a multicultural and global curriculum as evidenced by our International Baccalaureate Program. Students and staff use English in most of the subject matters taught here at Lincoln College Preparatory Academy. English is the language of instruction, assessment, and the accepted vernacular of conducting meetings, events, and communication with parents.

Lincoln College Preparatory Academy offers foreign language instruction in Latin, Spanish, French, and Chinese. Lincoln College Preparatory Academy enforces a long tradition of students gaining fluency in another language beyond their mother tongue by requiring students to take four years of foreign language study in order to graduate.

School Language Profile

The following is characteristic of our school community:

- English only background students with no Language B proficiency.
- English only background students with minimal Language B exposure through limited elementary or middle school experience.
- English background students with significant Language B proficiency as a result of attendance at a language immersion school.
- Bilingual or multilingual students who have acquired two or more languages simultaneously since birth.
- Bilingual or multilingual students whose parents speak no English but are English proficient as a result of attending school.

Languages and Levels offered

- 9th Grade English
- 10th Grade English
- Creative Writing
- English A: Literature Higher Level (required for all students during their junior and senior years)
- Chinese:
 - Level II
 - Level III
 - Level IV
 - Level V
 - IB Standard Level
- French:
 - Level I
 - Level II
 - Level III
 - Level IV

- Level V
- IB Standard Level
- IB Higher Level
- French Heritage Learners
- Latin:
 - Level IV
 - Level V
 - IB Standard Level
 - IB Higher Level
- Spanish:
 - Level I
 - Level II
 - Level III
 - Level IV
 - Level V
 - IB Standard Level
 - IB Higher Level
 - Spanish Heritage Learners

Support for Mother Tongues

We acknowledge the importance of a student's own native language in promoting personal identity and maintaining cultural heritage. Our formal support for the preservation and development of a person's mother tongue includes cultural identity support and sensitivity to cultural diversity.

We support multilingual inclusion and equity with a multitude of authentic, meaningful learning experiences to promote teaching and learning language.

Interpreters are made available for parent teacher conferences, district level meetings, and events upon student and/or parent requests. Bilingual staff members are also available to assist students and families during the school day.

To date we have not offered an IB Language A course through a school-supported self-study. This request has not been made by any Lincoln College Preparatory Academy IB student. The diversity of our student population is well represented in our IB courses. The vast majority of these students have lived in an English or bilingual culture for a number of years and have well-developed English language skills.

Lincoln College Preparatory Academy offers the Missouri Seal of Biliteracy, which promotes active participation in a global society and economy by incentivizing, recognizing, and celebrating the acquisition of biliteracy skills and sociocultural awareness. The Missouri Seal is a policy-level commitment to develop proficiency in two or more languages by high school graduation that aligns with the Missouri Department of Elementary and Secondary Education goal of preparing Missouri students for a lifetime of success. Students can pursue the seal of Biliteracy in any language that they speak, read, and write fluently, including low-incidence languages that are not formally taught in U.S. schools. Students are required to complete volunteer hours in the tested language, which ensures that they are utilizing their language skills in meaningful ways.

In 2018, Spanish-speaking students initiated a new club, Spanish Honor Society, to recognize their diverse ethnic backgrounds, and to celebrate the beauty and impact of the Hispanic community around the world. With an inaugural group of 25 students, the club planned a Fiesta Hispana assembly, which is advertised and conducted largely in their mother tongue, Spanish.

The local Hispanic Development Fund has established a collaboration with Lincoln College Preparatory Academy, and provides many family services in Spanish, including a bilingual college fair, bilingual financial aid workshops, and bilingual career counseling. With two in-school representatives, this partnership allows Spanish-speaking students and parents to plan future endeavors together, and demonstrates to students that their mother tongue is a legitimate and useful communication tool.

Lincoln College Prep has also added two new language courses to the curriculum this year: Spanish for Heritage Speakers and French for Heritage Speakers. These courses seek to develop students' mother languages

by mimicking core-content subjects like English and History, with all teaching and student work occurring in the mother language. Students produce French-language and Spanish-language newspapers that are available to the entire school. These students also create short films in their mother tongue, and submit them for consideration in a local foreign language film festival at a nearby state university.

Levels of Support

Kansas City Public Schools offers English Language resources and practices for families and children's profiles.

- Working Languages – The language in which the organization communicates with its stakeholders and in which it is committed to providing all services needed for the implementation of the program.
 - Level 1
 - The Kansas City Public School District website is available in multiple languages. When stakeholders go to www.kcpublicschools.org, they may select the “Translate” dropdown at the top of the webpage and select the appropriate language for translation. Teachers and staff encourage non-English speakers in our district to visit and utilize the web page translation tool.
 - District information and promotional materials are translated in a number of languages and are available for non-English speaking families.
 - Level 2 – the main language which all services and material needed for the implementation of the IB Program is English
- Access Language – Languages that have been identified as being of strategic importance to meet access goals and objectives to develop a more inclusive and diverse IB school.
 - Level 3 – Language in which selected services and materials are offered in one or more of the programs and in some subjects only.
 - Level 4 – Languages in which a limited range of services and materials are provided.
 - Level 5
 - Materials produced by Kansas City Public Schools’ Department of Language Services.
 - All communication materials will be produced in level 1 languages only, some specific documents can be produced in a larger number of languages upon request, and will be translated within the Language Services department.

Strategies to support all teachers in their contribution to language development of students

In a general sense, all teachers at Lincoln College Preparatory Academy are also teachers of English. They must ensure that students are able to use both general English and the subject command terms and subject terminology correctly. The teachers must be clear with language when providing students with written instruction and feedback, but there is no requirement that teachers are absolutely fluent English speakers or that they are native speakers. However, it is essential that the teacher speak English well, that they are able to convey their subjects in a precise, clear, and varied manner and that they are capable of supervising students within their subjects, through cross-curricular work in the Extended Essay supervision process.

Support for students who are not proficient in the language of instruction

Historically, the incidence of students who are not proficient in English at Lincoln College Preparatory Academy is extremely rare. Thus, support for English Language Learners are provided at the district level. The Kansas City Public Schools Department of Language Services is committed to providing all English Language Learners with a high quality, academic education that will prepare them to be life-long learners who can successfully compete in our global economy. The English as a Second Language program is designed to teach students who speak languages other than English how to understand, speak, read and write in English and to support students’ culture and language whenever possible. The ESOL program provides services to English Language Learners (ELL) that include supported English content, instruction and English language development.

Kansas City Public Schools Language Services Department are as stated below:

- Maintain students first language & culture while learning English
- Identify & assess all language minority students
- Develop English proficiency in the areas of speaking, listening, reading and writing
- Promote multicultural awareness, understanding and acceptance
- Provide Bilingual / ESOL material and resources to teacher, students, and parents when available
- Provide quality professional development, addressing ESOL strategies, multiculturalism and related issues
- Encourage and promote certified staff members to attain ESOL endorsement
- Encourage parental involvement and equitable access to school information
- Recruit ESOL certified teachers

Learning of the host country or regional language and culture

As the need arises, support for students who are not proficient in English will be addressed through the Kansas City Public Schools Language Services department.

Policy Review

This document will be reviewed annually by the IB coordinator, IB faculty, and LCPA's administration.