A.C. Flora High School

International Baccalaureate World School
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POLICY: LANGUAGE

Philosophy

At A.C. Flora high school, we believe that:

All teachers are language teachers, and everyone is a language learner throughout his or her life. Once a child enters a mainstream or regular education class, he or she may need language development and/or other types of temporary instructional modifications or accommodations, as recognized by the International Baccalaureate Organization (IBO). The development of the first language is important to preserve linguistic and cultural diversity; therefore, this process of development is supported through individual school language policy documents. Family members, as children's first teachers, are crucial in supporting first language acquisition; caregiver involvement is required to ensure ongoing support. With an emphasis on literacy, real-life communication, cultural knowledge, and understanding, teachers are committed to helping students appreciate the world and its diversities through the study of world languages. Teachers must serve the language needs of all students, both inside and outside of the classroom.

Policies:

1) Annually provide staff development to principals, guidance counselors, mainstream teachers and other school personnel in appropriate instructional approaches, assessment strategies and cultural sensitivity needed to support Multi-Language Learner (MLL) students.

2) At A.C. Flora, all students whose primary or home language(s) is not English are identified, screened and assessed yearly. Instruction is provided to all MLL students who need to develop their listening, speaking, reading and writing skills in English. MLL students' academic progress is monitored with an ongoing evaluation process. The MLL teacher provides support to our MLL students through in-class instruction and consultation with content-area teachers as well as co-teaching when the schedules allow for it. MLL support strives to:

- Create a learning environment that provides for effective and cognitive needs of the MLL students.
- Communicate MLL goals and expectations to caregivers and to support their students' progress.
- Aide students in matriculating from the MLL program according to the guidelines determined by the State Department of Education (SDE) when their language abilities are educationally appropriate for the mainstream classroom.
- Solicit support from the mainstream teachers as appropriate for the success of the exited student
- Provide MLL students with the appropriate level of support needed to function comparably to English-speaking students in the mainstream classroom.
- Develop understanding of our local culture and to validate diverse cultures.

To that end, A.C. Flora has a designated Multi-Language Learner (MLL) teacher to support the needs of these students and their teachers.

3) **In order to maintain the home language and support language diversity in the community A.C. Flora provides:**

- The number and name of the different languages for which A.C. Flora has written school-related documents.
- An interpretation service is available to assist in parent/guardian communications.
- Communication with the parents of MLL learners to keep them informed.
- A description of efforts and activities to involve parents/guardians in the educational process.

Aims

- To provide equal education opportunities to culturally and linguistically diverse students who have a primary or home language other than English and who are MLL students.

- To provide an English-rich environment so that MLL students become proficient in English as soon as possible. The MLL Program provides support while students transition into complete mainstream instruction.

- To create a learning environment that provides cognitive and effective support to help MLL students become contributing members of society. The MLL program provides each MLL student the opportunity to acquire knowledge of American culture and to develop listening, speaking, reading and writing proficiency in order to be academically successful in mainstream classes.

Procedures related to MLL Learners

Identification of Multi-Language Learners

A consistent enrollment procedure for language-minority students facilitates their entry into the new school environment. A. C. Flora believes it is vital to the orientation process to have school personnel who are experienced and are dedicated to meeting the needs of students from different cultures with different levels of English proficiency. The primary Home Language Survey is completed for each student enrolling at A.C. Flora High School. If a language other than English is indicated, the student is referred to the International Welcome Center (IWC) for diagnostic testing using the WIDA Proficiency Test and processing. If reporting to the IWC is not a viable option, the school must take responsibility for diagnostic testing and processing. The completed Primary Home Language Survey as well as the IPT results must become part of the student's permanent record.

When all responses on the Primary Home Language Survey indicate that English is the only language used by the student and by individuals in the home, the student is considered an English-only speaker (English Proficiency Code #9) and does not need further language assessment.

Parental Notification and Involvement

The SDE requires a school system to do the following: evaluate their educational programs annually to identify and eliminate barriers to meaningful involvement and understanding of caregivers who may be non-English or limited English speaking; provide an interpreter to assist in the enrollment of a MLL student; provide an interpreter for parent/teacher conferences; and to ensure, to the extent possible, that information related to school and caregiver programs, meetings, and other activities is provided in the caregiver's language, and provide meaningful opportunities for caregivers of students in the MLL program to participate in the education of their children.

IB Language Offerings at A.C. Flora High School

IB Language A Literature School-Supported Self-Taught

The language of instruction at A.C. Flora is English. With the exception of Language B courses, all IB courses are conducted in English. However, we understand that some students may wish to enroll in a literature course for their first and best language. To that end, we are prepared to offer IB Language A literature School-Supported Self-Taught courses to meet the needs of our students. If a student wishes to pursue Language A Literature (SSST), the IB coordinator (or a designee) will assume the role of school supervisor for the SSST course and secure a suitable tutor to provide instruction in the first and best language. The course will take place over a two-year period, to align with the school's schedule. Regular meetings will occur between the tutor and the SSST supervisor to communicate student progress and grades. All grades for the course will be entered by the SSST supervisor.

World Languages

- Spanish is offered in grades K-12.
- French is offered in grades 6-12.
- German is offered in grades 9-12. (German is currently being phased out)
- The world language curriculum reflects the most recent developments in effective instruction.
- The majority of the world language faculty possesses native or near-native fluency in the language they teach.

IB Diploma - Group 2: Language B

The Spanish, French and German B courses provide the students with knowledge and understanding of the language and the culture studied. A.C. Flora offers Language B Standard level 1 (SL-1) for high school juniors and Standard Level 2(SL-2) for high school seniors. Students with limited to no experience in a language may take the ab initio level 1 their junior year and ab initio Level 2 as seniors. Teachers differentiate their instruction and assessments to meet the needs of ab initio and SL students.

The focus of these courses is on real-life communication. Generally speaking, instruction is planned in a manner to allow students to understand and convey oral and written messages on a variety of topics in the target language and to understand the perspectives of the cultures they study. The curriculum is organized in five themes, each of which covers related subtopics: Identities, Experiences, Human Ingenuity, Social Organization and Sharing the Planet.

Language B Assessment for SL

Assessments for Language B consist of the following:

- Completion of an oral assessment:
    - Individual Oral: 15 minutes preparation time and a 15-minute (maximum) presentation and discussion with the teacher
- TWO external examination papers
    - Paper 1 (Written productive skills): Compulsory writing exercises
    - Paper 2 (Receptive Skills): Text-handling exercises on three written texts, and three audio passages

Extra-Curricular Language and Culture Opportunities

A. C. Flora High School hosts several student-based organizations to enrich experiences in various world languages, and cultures with the objective of promoting awareness and diversity.

- Flora International Day (The Flora students attend an assembly that includes an international flag procession and fashion show. It includes cultural performances and international food stands that benefit international charities)
- Language Clubs
- World Language Honor Societies for each language offered at A.C. Flora
- International Club
- Cultural Fieldtrips (museum exhibits, visits to international restaurants)

Support Services

- Interpretation/translation services: for official meetings or written communications, the services of a certified interpreter/translator are provided as well as interpretations and translations documents for parents.
- The school offers support by purchasing books for world language classes, and the Media Center houses many books in a variety of languages.