


Winter Springs High School
International Baccalaureate World School:

Language Policy






IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

<p>INQUIRERS We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.</p> <p>KNOWLEDGEABLE We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.</p> <p>THINKERS We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.</p> <p>COMMUNICATORS We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.</p> <p>PRINCIPLED We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.</p>	<p>OPEN-MINDED We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.</p> <p>CARING We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.</p> <p>RISK-TAKERS We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.</p> <p>BALANCED We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.</p> <p>REFLECTIVE We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.</p>
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The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

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Part I: Winter Springs High School Mission Purpose and Aims

Our school communities' mission is to create productive global citizens who cultivate intercultural understanding, respect for humankind, and a commitment to lifelong learning.

In supporting all aspects of the Winter Springs High School (WSHS) Mission Statement, the WSHS International Baccalaureate Program graduating classes will exit their formative years of education with an “international mindedness” necessary to not only survive, but also thrive in a rapidly changing and ever-connected world. Said ability shall be met on three fronts:

a. Values:

1. The acquisition of language, which is the basis of all learning, shall promote international and multicultural understanding.
2. The mother-tongue is taught by all teachers and must be fostered in all aspects of the school community and as such, becomes a student’s expression of both his or her own identity and culture.
3. Graduates of the IB school will hold firm to the understanding that language is a gateway to deeper understanding of those cultures which they may not understand.

b. Skills and Knowledge:

1. Language is a primary means of communicating and learning. Thus, the acquisition of language should be cultivated into a life-long process to engender in students both intellectual and personal growth.
2. Language, being the basis of all learning, should be taught for proficiency and such proficiency in one language should aid a student’s abilities in other curricula.
3. Students will have the cognitive ability to think as well as to express themselves with “...precision, clarity, confidence, and imagination” in multiple languages throughout different media.

c. Attitudes:

1. Teachers will recognize the language needs of all students and impart upon them the need for a “working knowledge of world languages” in order to thrive in a global society.
2. Students will recognize that through the acquisition of languages they can “...help to create a better and more peaceful world through intercultural understanding and respect.”
3. A deep understanding of a mother-tongue language combined with that of a second language will allow students to become critical thinkers who are open-minded, principled, and reflect the positive attributes of both a community and globally-minded individual.

Part II: Purpose of the Language Policy:

The Language Policy is a living document and will be revised annually. These changes will be based on student demographics and enrollment pertaining to student socioeconomics, native and speakers of other languages, and changes within county and/or state policies.

The policy shall remain consistent with school curricula and IB policies. Said policy shall outline for staff, students, parents, and the community of Winter Springs High School the guidelines of the Language Policy and allow transparency into the development of the language program through professional learning communities and consistent collaboration. Finally, the Language Policy shall act as an agreement between the school and the community to ensure that the rigorous standards set by the IB and WSHS are being met.

Language Profile and Admissions Policies

a. Language Profile

As is Seminole County Public School's policy, the mission of the ESOL/World Languages Department is to advocate and serve our community of diverse learners and their families and provide them with the tools necessary to ensure academic success in alignment with Seminole County Public School's mission.

The mother-tongue of 96% of the students enrolled at Winter Springs High School is English with 4% being classified as English Language Learners (ELL's). Any student considered ELL is enrolled in our English for Speakers of Other Languages (ESOL) course as is SCPS policy.*

b. Admissions Policies

Attendance to the WSHS IB World School requires the following:

- Students must reside and attend school within Seminole County
- Students must be zoned for Winter Springs, Lake Howell, Oviedo, or Hagerty High School. *All other zoned high school students will attend Seminole High School's IB Program per county policy with no exceptions.*
- Students must apply through the SCPS Student Assignment and Program Access Department using the High School Magnet Application
- There are no academic prerequisites to enter the program

PART III: Language Program Overview

Language learning and acquisition is a trans-curricular initiative that is supported and implemented by all teachers of Winter Springs High School students. Teachers employ a variety of scientifically researched tools and techniques that promote language acquisition and communication skills in an environment that values variety, creativity, and collaboration.

Reading

Reading takes place in all classes and subject areas to help students develop and acquire language. Students are encouraged and compelled to read outside of the classroom as well. Teachers promote reading for enjoyment which enhances fluency in language and provides students with an opportunity to become more internationally-minded through their reading selections.

Writing

Writing is implemented in all subject areas to foster language skills. Students are tasked with writing to convey their understanding of both content and language in a variety of methods. Essays, lab reports, journals, reflections and several other forms of writing are assigned to help students develop language. This variation in writing techniques provides students with learning experiences that are both challenging and meaningful. In conjunction with the IB Academic Honor Code, all required writing assignments must be representative of a students' own original work. Failure to meet this standard may result in removal from the WSHS Pre-DP or IB Programme.

Assessment and feedback

With prior knowledge taken into account, teachers regularly evaluate students' language comprehension through formative and summative assessment. Text complexity is adjusted as student comprehension improves to maintain a level of rigor and consistently preserve student engagement through intriguing and challenging texts. Students are frequently required to provide evidence of their learning through the use of language in writing and oral presentations, which can take many forms. This methodology transforms the students' learning experiences into something that is relevant, meaningful, and significant to them. In conjunction with the IB Academic Honor Code, all required assessments must be representative of a students' own original work. Failure to meet this standard may result in removal from the WSHS Pre-DP or IB Programme.

Professional Development

As it is a standard in this program for all teachers to be language teachers as well as content instructors, professional development is an enduring initiative that keeps teachers current in

regard to the most effective and modern methods of language instruction. Additionally, all teachers are recognized for the completion of English for Speakers of Other Languages (ESOL) coursework that facilitates the instruction of all students regardless of their mother-tongue language.

PART IV: Language A and Mother Tongue

Language A- English

Language A for the WSHS Pre-DP and IB DP is English. Student progression is as follows:

- 9th Grade WSHS Pre-DP: English I Honors
- 10th Grade Pre-DP: Advanced Placement (AP) Language and Composition
- 11th and 12th Grade WSHS DP: IB HL Literature

English is not only one of the working languages in which the organization communicates with stakeholders, parents, and students, but it is also the language of instruction for WSHS IB courses (with the notable exception of the Language B courses). To support curriculum instruction for those students who may be English language learners (ELL's), our school offers and English for Speakers of Other Languages (ESOL) courses and Developmental Language Arts courses to build those students up to English proficiency.

Mother Tongue Support

At Winter Springs High School, offering support for mother tongue languages supports students with English acquisition, and increases academic achievement in their areas of study outside of language. This practice also serves to create multi-cultural understanding and international mindedness.

Winter Springs High School will initially offer mother tongue support in multiple categories: Spanish and Other (other constituting the languages of enrolled students based on demographics and mother tongue). Because Spanish is the dominant second language of Central Florida (constituting nearly 70+% of all ESOL students), most services involving mother tongue support will be focused in this area. There are several resources for providing additional Spanish resources and instruction for those students whose mother tongue is Spanish.

WSHS offers services for those students who are not yet proficient in English through our ESOL program. The goal of WSHS world languages is to prepare ELL students with the English proficiency skills for success in the DP, though support will be made available to them when necessary. Spanish is also one of Winter Springs High School's working languages, as communications are sent home in both Spanish and English.

Though Spanish is the second most widely used language in Central Florida, our region is also a hub of international migration and travel. There are well over 300 different languages spoken in Florida schools. Under Section 1 Paragraph 1 of the IB Language Policy, "(t)he International Baccalaureate is committed to supporting multilingualism as fundamental to increasing

intercultural understanding and international-mindedness, and is equally committed to extending access to an IB education for students from a variety of cultural and linguistic backgrounds.” As a reflection of both of these points, Winter Springs ESOL program does contain a variety of languages and diverse speakers. However, since our Spanish-speaking population is significantly larger than any other non-English group and we typically only have a limited number of students who speak languages other than English or Spanish, resources for providing mother tongue support in other than English and Spanish are limited. The school does provide information, when available, to promote participation in the many cultural and language organizations offered within Central Florida. Parents may work in cooperation with the school to help find additional mother tongue support and resources to aid in both mother tongue support and English acquisition. In addition to this, in accordance with the IB Language Policy Section 4b (updated February 2014);

*The need or demand for changes to the support level provided in the IB’s working and access languages, for additional languages and/or for **additional language courses** (emphasis added) will normally be identified by schools services staff in the Schools division. Such need or demand will generally be identified through school services’ ongoing monitoring of school programmes, but may also result from a direct request from a school or group of schools who may contact their regional school services programme manager with specific language requests.*

As our schools language needs are being assessed, additional resources will be considered and made available when possible. Being as the language policy is a living document, additional changes can be made in the future, and amendments will be added to show the changing nature or our school’s growing and changing DP. The IB Language Policy will be reviewed each year by the IB Faculty and Leadership Team.

Part V: English Language Acquisition Programme

ELL students will receive support through the ESOL program. The Language Arts through ESOL curriculum is aligned with the **Florida English Language Arts Standards**. WSHS regularly reviews and changes ESOL requirements based on enrollment demographics. Most commonly used supports are student pull-out, push-in, co-teaching or a combination of these differentiated instructional practices.

Types of English as a Second Language instructional programs include:

- A. Sheltered English - ELLs receive Language Arts instruction by an endorsed or certified ESOL teacher, which utilizes “best practices” and research-based ESOL strategies. In the Developmental Language Arts through ESOL classes, students are grouped according to proficiency levels and/or grade level. This model is available for learners who are unable to fully access the English academic curriculum delivered in English.

- B. In-class support can be offered to ELLs who are mainstreamed in the regular classroom. This support takes place within their grade level subject areas through an ESOL endorsed or certified personnel. The staff provides in-class support and/or co-teaching for social sciences, science, and mathematics classes whenever possible.

Part VI: Language B Acquisition and Application

	Pre DP Spanish/Latin I,II	DP Spanish Latin IV/V (SL/HL)
Organization Of Classes	<ul style="list-style-type: none"> ▪9th grade students: <ul style="list-style-type: none"> ○ Spanish I or II Honors ○ Latin I or II Honors ▪10th Grade Students: <ul style="list-style-type: none"> ○ Spanish II Honors or Spanish III Honors ○ Latin II or III Honors 	<ul style="list-style-type: none"> ▪Students arriving in Grade 10 with no prior Spanish experience may have the option of taking IB Spanish <i>ab initio</i> when offered based on student enrollment. ▪Teachers recommend the course and level according to previous performance.
Curriculum Aims and Overview	<ul style="list-style-type: none"> ▪ The language B syllabi are followed ▪ The Spanish/Latin language B programme supports students' integration into the host country by both the choice of topics and texts and through excursions, like visits to theatres, local tours and cultural events. 	<ul style="list-style-type: none"> ▪ Language B syllabi followed in the DP for the following courses: <ul style="list-style-type: none"> -Language B -Language B <i>ab initio</i> (when offered based on student enrollment)

Part VII: Support Services

Support Services

All teachers in the WSHS IB DP are language teachers. Reading and writing skills are developed in each DP course through a wide variety of formative and summative assessments. WSHS recognizes the importance of our students successfully employing a variety of language paradigms as they engage in their education. In addition to strengthening their standard academic English skills, students must learn and effectively utilize the language of International Baccalaureate Standards, Practices, and Assessment Descriptors.

All students benefit from the assistance of language development found in their academic courses as aided by their content instructors. Language development support can be found in each classroom. Formative assessments are designed not only around assessing the acquisition of content knowledge and skills but also around engaging students in regular use of Standard Academic English as well as the language of the content and the IB descriptors relevant to the discipline studied. The instruction, reflection, and assessment of content knowledge and skills leads to summative assessments that are regularly reviewed with alignment to the language of instruction and the language of the IB standards, practices and assessment descriptors.

To further support our students in engaging and achieving in the WSHS International Baccalaureate Diploma Programme, we offer a wide variety of supports available to our students and families.

- WSHS offers English as a Second Language and ELL courses for students who qualify for these services. These courses serve students with a wide range of English language skills and build their Cognitive Academic Language Proficiency for greater success in mainstream academic courses.
- Our ESL/ELL instructors help our staff to support English language development through English language skill assessment and consultation for appropriate course placement, professional development facilitation to strengthen instructional strategies used by mainstream teachers, and curriculum support and development to engage our English Language Learning students.
- Individual students may have language goals included in their Individual Education Plans, which inform teachers to make modification to meet these language goals.
- Our teachers are required to complete 120 hours of ESOL training through a class setting for renewal of their state educator's certificate.
- Our Language B instructors use a variety of strategies to increase language acquisition: incorporating cultural competencies and understanding in the language of the study, providing opportunities for language immersion experiences, and working in partnership with feeder schools to highlight studied language and culture with the wider community.
- The WSHS Pre-DP program offers a seminar course for all 9th and 10th grade students. Seminar teachers will provide for ESOL and ELL students' teacher support in acquiring English proficiency.

Parental Involvement

Parents are an integral part of our community of learners and help support language learning at WSHS. The school uses multiple methods to communicate to parents the importance of maintaining academic proficiency in the mother tongue.

1. Parents will have access to the WSHS Language Policy via the school IB web page.
2. Communication with WSHS stakeholders is in both English and Spanish
3. Should it be needed, a translator will be provided during parent/teacher conferences

Part IX: Review Process

The language policy will be reviewed regularly as part of the curriculum review cycle and as part of the whole school improvement plan.

Winter Spring High School IB Administration will review the implementation of the policy in classrooms and throughout the school on a regular basis as part of the evaluation process.

References:

IB Language Policy handbook

Bavarian School Language Policy

https://www.bis-school.com/uploaded/curriculum/pastoral_care/Language_Policy_-final-jan2012.pdf

Marion County School IBDP Language Policy

<http://www.marionschools.net/cms/lib010/FL01903465/Centricity/Domain/19//IB%20Program/language.pdf>

Patrick Henry High School Language Policy:

http://henry.mpls.k12.mn.us/uploads/final_draft_-_phhs_ib_dp_language_policy.pdf

SCPS District ELL plan:

<http://www.scps.k12.fl.us/Portals/195/assets/doc/ESOL/Parent%20Info/procedural%20hbook%2010-9-12-1.pdf>

Scotts Valley High School Language Policy:

<http://svhs-scottsvalley.ca.schoolloop.com/file/1346929887122/1376459115483/4858019157400569262.pdf>

Appendix F: Spanish and Latin Language B Programmes

	Pre DP Spanish/Latin I,II	DP Spanish Latin IV/V (SL/HL)
Organization Of Classes	<ul style="list-style-type: none"> ▪ New students coming from Middle School language B Spanish & Latin (Grades 7 and/or 8) start at Pre DP. They may be integrated into level I or II after consultation with the IB Language B teachers ▪ In Grade 10 almost fluent Spanish B students may take AP Spanish Language and Culture classes and they may take the AP Spanish Language & Culture exam that same year 	<ul style="list-style-type: none"> ▪ Students arriving in Grade 10 with no prior Spanish experience may wait and take the IB Spanish <i>ab initio</i> course in 11th grade ▪ Teachers recommend the course and level according to previous performance
Curriculum Aims and Overview	<ul style="list-style-type: none"> ▪ The language B syllabi are followed ▪ The Spanish/Latin language B programme supports students' integration into the host country by both the choice of topics and texts and through excursions, like visits to theatres, local tours and cultural events. 	<ul style="list-style-type: none"> ▪ Languages B syllabi followed in the DP for the following courses: <ul style="list-style-type: none"> -Language B -Language B <i>ab initio</i>