

Allen D. Nease High School

Language Policy

Philosophy

Nease High School understands that language is our primary communication tool, and, consequently, of utmost importance for learning. Teachers, counselors and administrators are strong advocates of language teaching and learning, not only in English or foreign language courses but also across all disciplines. Through checks as well as assessment upon enrollment our students are identified and accordingly provided support as needed by the faculty. Each teacher is required to have ESOL (English Speakers of Other Languages) training. This requirement insures that strategies are in place to support students who are learning in a language other than their mother tongue. Nease High School values cultural diversity and works to embrace the cultures represented on campus. We are aware of the importance of our student's mother tongue and work to demonstrate our support for culture and language. Our commitment to accommodating all students is evident by the practices and policies in place both at the school and district levels.

Program Goals

Understand the needs of our students when they enter the program (through survey and possible testing).

Ensure communication with parents. (Provide an interpreter as necessary.)

Facilitate the forming of critical thinking minds in relation to the use and roles of language.

Require students to produce written papers in which their critical thinking works to present the topic studied.

Expose students, on a daily basis, to a wide number of topics through which they can express their points of view.

Engage students, on a regular basis, in projects, which actively engage them in class discussion.

Provide the International Baccalaureate (IB) students at our school opportunities to inquire, investigate and discuss current, scientific, historic and philosophical topics.

Use a variety of strategies in order to reach students who have different learning abilities. These strategies may include, but are not limited to (within a single class period or across class periods), individual activities, group writing, pairing or peer activities, editing, round robin activities, and presentations.

Embrace cultural differences and cultural diversity through in class sharing and acceptance of a variety of perspectives and through activities which enhance awareness (for example: International Fair).

Provide support for students for whom English is not their first language and who are not proficient in English.

Ensure teachers are aware of language needs of their students (such as through the survey at the beginning of the year as well as the student work portfolio in the world languages department).

Diversify curriculum according to the needs of their students. This may also include the offering of tutorial sessions to all our students to ensure their success.

Through these Program Goals students will be able to

Investigate, plan, implement, and reflect upon CAS and TOK experiences and projects (related to the five prescribed IB Spanish and French topics around which the language acquisition courses are centered in a meaningful way. World Language teachers will assist students in making links between Spanish and French and their CAS experiences.

As a consequence, the challenge and enjoyment of CAS and TOK can have a great impact on the target language acquisition and the students' language proficiency as well.

As students perform, both facilitators and students will measure progress through analysis of data and create individualized goals.

IB Group 1 and 2 Course Offerings

Group 1- Literature

Anticipated year – English 3 – IB

Diploma year – English 4 – IB

Group 2 – Language Acquisition

Spanish 3– IB

Spanish 4 – IB (Diploma Year)

Spanish Ab Initio

French 3 – IB

French 4 – IB (Diploma Year)

French Ab Initio

At Nease High School, thus far, our students all have been appropriately served by these offerings. We are, however, flexible and willing to offer other IB alternatives if the need arises.

Some of our area middle schools offer Spanish as an elective course for several semesters throughout the three middle school years. There is an opportunity for the students to earn high school credit in Spanish I and move directly into Nease Pre-IB Spanish II. Students are allowed to choose whether they want to accept the high school credit earned in middle school, or enter into Nease Pre-IB Spanish 1. No such offering exists for French.

Language Profile

While the majority of our students speak English as their primary language, a number of additional languages are represented. Of our 508 students in the IB program (2018-2019 school year), 401 note English as their primary language; 78 students note languages spoken in India (13 different languages); and 27 note Spanish. In addition, students may speak a second language at home; students noted such languages as Arabic, Chinese, Korean, and Mandarin on the survey completed at the beginning of the school year. Language Data available (please see attached appendix).

English Language Learners

St Johns County School District and Allen D. Nease High School have measures in place to identify, support and track our ESOL students. A “Home Language Survey” (enclosed) is completed upon enrollment. This is our indicator for testing. If the student indicates the need he/she is assessed in listening and speaking for kindergarten through twelfth grades. In addition, for third through twelfth grades, a reading and writing assessment are administered. If the student qualifies for services he/she is identified in the student information system and appropriate paperwork is placed in the cumulative file. A customized plan is to be developed by a committee including the counselor, English teacher, an administrator; the parents are also invited to participate in the meeting. The student’s teachers are notified of the plan formed by the committee. Teachers are trained in ESOL methods and make accommodations necessary for the student. Resources available for English Language Learners include Electronic databases which translate articles into more than thirty language; iPad minis with translator installed; and two-way dictionaries.

The “St Johns County School District ESOL Program Data Procedural Manual” and the “Florida Department of Education – District Plan for Services to English Language Learners (ELLs) will follow this document.

Language Policy Review and Communication

The language policy review is considered at the beginning of each school year. A committee will be formed which consists of the ELL coordinator, the IB coordinator, and the diploma program foreign language and English teachers. The committee will then review the policy and make adjustments to adhere to changes in policies and address new policies. The policy will be available on the school and the IB website and will be readily available to students and parents.

Appendix A:

Language (Prim & Secondary)	Class of 2022	Class of 2021	Class of 2020	Class of 2019	Totals
English	117	89	110	85	401
Telugu(I)	12	5	4	2	23
Hindi (I)	4	6	5	2	17
Urdu(I)	2	1	2	1	6
Kannada(I)	2	2			4
Russian	2	1	1	2	6
Tamil(I)	3	1			4
Arabic				1	1
Spanish	8	3	11	5	27
Chinese	2	2	2	2	8
Filipino	1	1			2
Bangla(I)	1				1
ASL	1				1
Malayalam(I)	2			2	4
Korean	2	2			4
Mandarin	1				1
Gujrati (I)	3	4	1	4	12
Kinyarwanda (A)	1				1
Farsi		1			1
French		1	1		2
German		1	1		2
Polish		2			2
Vietnamese		1	1	2	4
Sourashtra (I)		1			1
Punjabi (I)		1			1
Nepali (I)			1	1	2
Marathi (I)			1		1
Azeri			1		1

Top Languages of IB students/Families:

English
India (13 different languages) -
Spanish -

Resources available in our school library for speakers of other languages:

**Dictionaries for English translations in the following languages: (MS orders dictionaries as needed as well)

- Urdu
- Spanish
- Chinese
- French
- Japanese
- Tagalog
- Indonesian
- Ukrainian
- German

**Electronic databases - have the capability of translating articles into more than 30 different languages including Urdu, Hindi, Arabic, Chinese, etc.

**iPad minis - have Microsoft Translator installed which students can use to scan images of print/text in English and have it translated into their mother language. Students are able to check out iPads from mc on daily basis.

Arabic			2		2
Korean			4		4
Tagalog (Filipino)			1	1	2
Bengali (I)			2		2
Somali (Afroasiatic)			1		1
Krio (Eng. Based Creole)			1		1
Japanese			1		1
Albanian			1		1
Farsi (Persian)			1		1
Mandarin			1		1
Turkish			1		1
Jinghpaw (Tibetan)				1	1
Patois (Jamaican dialect)				1	1
Croatian				1	1
	47	36	48	28	159