

## Case High School Language Policy

**Mission** Case High School nurtures students' learning, leadership, and passion through rigorous IB courses and relevant career pathways.

### **Language Philosophy**

As a community, teachers, staff, and administrators work together to improve language skills in both the mother language and secondary languages of all students. Even though English is the language of instruction, all other languages are respected and valued. Language development is critical for academic success, intercultural understanding, and social emotional skills. At Case High School, we believe that language is essential for learning and, therefore, all teachers at Case High School are language teachers.

Our school acknowledges that an individual's mother tongue varies depending on life experiences. Students who participate in Bilingual and ESL courses at Case learn English as a Language B. Students in these courses strengthen their mother tongue in order to establish their understanding of English. Additionally, students who identify English as their mother tongue, participate in language courses that focus on developing English as their Language A, participating in Language B courses to support language acquisition.

At Case High School we believe that all students should have the opportunity to experience learning a Language B, second language, which enriches personal growth and provides them with a significant experience in international education and assists in facilitating international mindedness.

### **Language Profile**

#### **Student Body Language Background**

The student body at Case High School embodies diverse populations and languages that our students and families come from. Many of our students are bilingual. About 8% of our student population speaks another language besides English. Some of the languages represented at Case are:

- Chinese
- Gujarati
- Lao
- Malayalam
- Polish
- Spanish

- Serbian

### **Teacher Language Background**

The language backgrounds of our teachers largely represent U.S. born citizens, primarily speaking English as their mother tongue. However, to get a more accurate depiction of the language backgrounds within our school, we surveyed our entire staff. Out of the 180 individuals, 52 responded to our survey or about 29% of our total teaching population. Based on the answers we received, 48 or 92.3% indicated that English was the first language they learned. 7.7% either listed 2 languages learned as a child or Spanish being their primary language.

Our staff was also asked the following question: Do you consider yourself fluent in more than one language? I.e., You can speak, understand, read, and write in this language. For this question, we received 10 “yes” responses suggesting that 19.2% of the surveyed staff considered themselves fluent in another language besides English. The languages that are spoken within our staff are:

- American Sign Language
- Spanish
- Polish
- German
- Dutch
- French
- Albanian

In addition, staff who completed the survey were asked the following question: Which language/s do you understand on a basic (non-fluency) level? 40 out of the 52 responses, or 76.9% of the staff who responded, indicated that they have some basic knowledge and understanding of another language. Some of the languages that were listed were:

- Spanish
- French
- German
- Chinese (Mandarin)
- Italian
- Japanese
- Portuguese

### **Language Development**

At Case High School, staff embrace these essential language principles:

- Speaking, writing, reading, and listening skills are critical for success in both school and future careers.
- Language skills are necessary for all academic and career-related courses.
- A second language is needed for students to be lifelong learners and productive citizens.
- Language and literature instruction is an opportunity to build respect and to investigate global perspectives.
- Language B acquisition is supported by complying with MYP, CP, and DP criteria in World Languages.
- ELL and Bilingual teachers provide staff with skills and knowledge to help students advance language skills in both mother tongue and a second language.
- ELL and Bilingual teachers are essential to supporting and reducing the opportunity gap for our English Language Learners.
- We acknowledge the importance of a student's mother language in promoting students' development and cultural world view.

Case High School provides students with opportunities to strengthen their language skills in Language A. Due to following MYP guidelines, all students in the MYP are offered Language and Literature courses over freshman and sophomore years (Years 4 and 5). Additionally, Case High School adheres to the IB Diploma Programme's Language A requirement by offering English A1 HL in concurrence over junior and senior years.

At the beginning of the 2022-2023 school year, due to adhering to the guidance of MYP, all incoming Case High School students will be required to take Language B courses for at least 2 years. All IB Diploma and Career-related candidates must take one subject from Group 2, where we offer Language B Standard Level and Ab initio in French, German, and Spanish. These students are required to take four years to five years of a Language B, whereupon they are eligible to take a Language B SL IB exam. Language B courses are taught over a 90 minute block. These blocks alternate daily over a full academic year. This allows for Case High School to meet the required hours of the IB.

All students participate in Language B instruction, including students with disabilities. Instruction for all students is differentiated, meeting individual needs in the course. A language teacher may adjust the process, content, and learning styles to accommodate the needs of students, especially students with disabilities. Case High School takes the responsibility to create inclusive courses that support a wide range of learners within each course or career pathway. Our Inclusion policy, describing instructional support and assessment, also supports the needs of all students.

Case High School offers ESL and Bilingual (Spanish) services to English Language Learners. Students are placed into either of these programs based on their ACCESS test scores. Students

who show a higher proficiency in English may be placed in a Bilingual English course. Students who have a lower proficiency in English will be placed in an ESL resource where they receive direct support in their English acquisition. All teachers are given instructional strategies to support students throughout their academic and career courses.

## **School District/ Community Support**

### **Supporting Families to maintain Language A at Home**

In addition to participating in ESL (English as a Second Language) and/or Bilingual courses, our school district provides additional support and resources to help families maintain Language A.

- Hosting district wide events to support Dual Language and Bilingual programs.
- Creating family night events that allow families to connect with others who share the same Language A.
- Providing Parent University as a resource for families to participate in informational seminars, offering the resource in various languages.
- Parent Leadership Network is a district- wide community where families, regardless of their Language A, can participate in and advocate for district/ school needs.
- Providing all district communication in various languages.
- Language Interpreters are available district-wide to help families engage in their child's school community.

### **Library Resources to help support Language Acquisition**

Case High School offers various resources to support language acquisition. Our students have the opportunity to access written texts from our school library that are written in English and Spanish. Additionally, texts have been selected to support the diverse cultural and linguistic backgrounds of our students. At Case High School, 29% of our students are Hispanic or Latino and 23.4% are Black or African American. We believe that our students should have access to texts that support both their Language A and personal experiences.

Our students also have the opportunity to access ebooks and scholarly resources through the following platforms: Badgerlink, Gale Resources, and Sora. Through these online resources, students have access to texts that support their Language A. We also partner with the Racine Public Library to supplement any resources that we do not have access to. Additional information can be found at our School's Library site: [Case Library Site](#), [Case Online Resources](#).