



Mr. Brian Crocker, DP/CP Coordinator  
Mrs. Kathleen Jones, IBDP Coordinator  
Mrs. Gretchen Myers, IBCP Coordinator  
Mrs. Lindsay Gallof, IB Assistant Principal  
Mr. Zoltan Kerestely, Head of School

## VHS IB PROGRAMS

### Language Policy

#### **Introduction:**

International Baccalaureate (IB) World Schools are required to have a written language policy. This document includes provisions for second-language teaching and mother-tongue language support that meets the needs of students and reflects the principles of the program. At Venice High School (VHS) the IB Programs Language Policy sets out the philosophy and aims of language teaching and learning. It reviews the currently available options in Group 1 and Group 2, the VHS English Language Learner Program, and our support for learning mother-tongue languages.

#### **Philosophy:**

At Venice High School it is understood that language is central to all learning and all teachers are, in practice, language teachers who facilitate communication. For a student to be successful in and out of the classroom he/she must be able to use language appropriately with accuracy and confidence. We know that through language, both oral and written, students develop critical thinking skills and are provided with the foundations of communication. This foundation is transferable to other languages and to the acquisition of knowledge in other curricular areas.

As our world changes, the expectations for the 21<sup>st</sup>-century-world citizen have also changed. We recognize that students must become both culturally aware and linguistically proficient in a second language. The knowledge gained is not solely on the acquisition of a second language but includes the importance of cultural understanding which further prepares our students to be productive members of a global society.

#### **Language Profile:**

The general language profile for Venice High School includes a majority of students who speak English only in the home. However, there are students on campus who are bilingual with non-English speaking parents or parents who are bilingual themselves. Those students with limited English proficiency are able to practice and remediate in English-language proficiency through our ESOL courses.

Other languages spoken at Venice High School besides English:

- Spanish
- Mandarin
- Russian
- Portuguese
- Tagalog
- Serbian
- Dutch
- Ukrainian
- Polish
- German
- Vietnamese

We are also aware that many subject offerings on campus have specific, content-based vocabulary, and therefore, a language all their own. These subject areas (including mathematics, the sciences, and technology-based courses) sometimes require specific interventions for students who need support learning or comprehending the language of that subject.

#### **Language Offerings at VHS:**

The language of instruction at VHS is English.

In an effort to support the mother tongue, students enrolled in IB Courses take Language A: Language & Literature, Higher Level or Language A: Literature, Higher Level. Students will also take either Language B: Spanish or at



Mr. Brian Crocker, DP/CP Coordinator  
Mrs. Kathleen Jones, IBDP Coordinator  
Mrs. Gretchen Myers, IBCP Coordinator  
Mrs. Lindsay Gallof, IB Assistant Principal  
Mr. Zoltan Kerestely, Head of School

either the Standard or Higher Level or Language B: French ab initio at the Standard Level. A small percentage of students will register for Language A: School-Supported, Self-Taught Language rather than a Language B course.

Students in middle school in Sarasota County may progress through their curriculum and earn high school credit in both Spanish I & Spanish II. These students will be given the opportunity to also take Spanish III at the high school level prior to enrolling in Language B. Other students, who may not have pursued the foreign languages at the middle school level will have taken either Spanish I & II or French I & II prior to their enrollment in Language B courses.

A minority of non-native, English-speaking students at Venice High School are enrolled in ESOL courses. Students with limited English proficiency can take IB English classes with support and remediation through the ESOL courses offered on campus. It is the desire of all staff and faculty at Venice High to make IB courses accessible to all students and not, therefore, limit a student's options for accelerated coursework because of language difficulties.

### **Extra-Curricular Language and Culture Opportunities:**

The following clubs are available to all VHS students to enrich experiences in mother-tongue languages, second languages or additional languages, with the aim of increasing cultural awareness and international-mindedness.

- Spanish Honor Society
- French Honor Society
- Drama Club
- Yearbook/Journalism courses
- VTV News
- Topical Discussions: History, Philosophy, TED Talks
- Travel Club

### **English Language Learners (ELL):**

VHS believes all students have the right to superior education, regardless of cultural background. Aligned with this belief is the Sarasota County School Board's policies regarding English Language Learners (ELL). These policies are outlined in the Student & Family Handbook which is updated regularly and can be found digitally online at <http://sarasotacountychools.net/Page/2548>.

The information below is taken directly from the 2019- 2020 Student & Family Handbook:

#### **400.9 —FSA and End-of-Course Accommodations for English Language Learners (ELLs)**

FSA and End-of-Course accommodations for ELLs may include some or all of the following: flexible setting, flexible scheduling, extended timing, assistance in heritage language, and an approved word-to-word English/Heritage Language - Heritage Language/English dictionary. Districts are required to offer accommodations to English Language Learners/Limited English Proficient students who are currently receiving services in a program operated in accordance with an approved district ELL plan. The test may be administered with any of these modifications or a combination of accommodations determined to be appropriate for the particular needs of the ELL student. [[Rule 6A-6.09091](#)]

#### **400.10 — ESOL & Migrant Programs**

The Sarasota County School District recognizes the linguistic and cultural diversity of its students, and encourages all students to preserve their native cultures while developing an awareness of U.S. culture. The English for Speakers of Other Languages (ESOL) program in Sarasota County is



Mr. Brian Crocker, DP/CP Coordinator  
Mrs. Kathleen Jones, IBDP Coordinator  
Mrs. Gretchen Myers, IBCP Coordinator  
Mrs. Lindsay Gallof, IB Assistant Principal  
Mr. Zoltan Kerestely, Head of School

designed to provide linguistic, academic, social, cultural and support programs and services to students who are English Language Learners (ELLs).

The district's goal is to provide English Language Learners (ELLs) students opportunities to achieve the English Language Development Standards (WIDA) and Florida Standards for all academic subject areas, and obtain a high school diploma or a GED.

#### 400.10a — Initial Identification

Each student shall be surveyed upon initial enrollment in a district school. Adults registering students will complete, with assistance in their language, where feasible, the Home Language Survey (HLS) containing three questions required by Rule 6A-6.0902.

1. Is a language other than English used in the home?
2. Did the student have a first language other than English?
3. Does the student most frequently speak a language other than English?

If there is an affirmative response to any of the three questions on the HLS, a language proficiency evaluation/assessment will take place to determine if the student is Limited English Proficient (LEP).

Any student who scores within the Limited English Proficient range shall be determined to be an English Language Learner (ELL) student and shall be provided appropriate instruction, ESOL services and funding as specified in Florida Statute §1003.56, as amended by Chapter 2002-387, Laws of Florida.

Each school will offer instruction for ELL students that complies with the [1990 LULAC/ META Consent Decree](#) and the [District ELL Plan](#) (approved by the Sarasota County District School Board and the Florida DOE).

#### 400.10b — Programmatic Assessments

According to DOE Florida Administrative Code rule, “parents have the right to have their child immediately removed from a language instruction educational program and to decline to enroll the student in such a program or choose other instructional options, if available.” For purposes of this subparagraph, a “language instruction educational program” means an instruction course in which an ELL is placed for the purpose of developing and attaining English proficiency and which may make instructional use of both English and a child’s heritage language. Nothing herein shall alter the duty of the district to provide highly qualified, duly certified or endorsed ESOL instructors in accordance with rule 6A-1.09441, F.A.C., and the Course Code Directory and Instructional Personnel Assignments that are reference in the rule. If any parent or guardian of an ELL communicates a refusal to have his or her child enrolled in an ELL program, the district shall have the student’s principal or another representative of the school meet with the parent to:

1. Describe the range of programs and services that the child could receive if the parent does not refuse, including the methodology the district plans to employ to address the student’s educational needs and the training and qualifications of teachers and any others who would be employed in teaching the student;
2. Discuss the benefits their child is likely to gain by being enrolled in an ELL program and receiving ELL services;
3. Explain that, notwithstanding any past practice, the district shall not require students to be assigned to programs specifically designated for ELLs, or schools containing such programs, in order to receive ELL services. FS 6A-6.0902(3,d).



Mr. Brian Crocker, DP/CP Coordinator  
Mrs. Kathleen Jones, IBDP Coordinator  
Mrs. Gretchen Myers, IBCP Coordinator  
Mrs. Lindsay Gallof, IB Assistant Principal  
Mr. Zoltan Kerestely, Head of School

#### **400.10c —Appropriate Programming**

English Language Learner students shall have equal access to appropriate programs, which shall include state-funded ESOL instruction and instruction in basic subject areas which are comprehensible to English Language Learner students and that are equal and comparable in amount, scope, sequence and quality to that provided to English-proficient students. Such programs shall seek to develop English language proficiency and academic potential. English Language Learners with special needs disabilities shall be provided equal and comparable services to those provided to English proficient students on a timely basis and appropriate to the level of English-proficiency.

English Language Learners who, by the end of grade 12, fail to meet the 10th-grade statewide assessment, shall be provided appropriate programming as specified in Rule 6A-6.0909, of the Florida Administrative Code.

English Language Learners shall be given credit toward fulfilling graduation requirements in English for each basic ESOL course completed satisfactorily. Credit shall be given toward fulfilling graduation requirements for each basic subject area course completed satisfactorily.

#### **Sarasota County uses a variety of ESOL program models to meet diverse student needs.**

The Mainstream/Immersion Model places English Language Learners/Limited English Proficient students into monolingual English classrooms with special support and assistance from a teacher trained in ESOL strategies.

The Sheltered Academic Instruction Model is offered at middle and high schools, these courses focus on English language arts and language development and are designed to make them comprehensible to English Language Learners. Techniques include simplified speech, computer assisted instruction and hands-on activities.

#### **400.10d —Grading Policy and Promotion of English Language Learners (ELLs)**

Evaluation of achievement will include progress toward mastery of Florida Standards and WIDA Standards. The academic grade represents the progress made on a student's instructional level; it does not necessarily reflect achievement on grade level.

English Language Learners may not receive a failing grade if instructional strategies, materials and assessment have not been modified in order to meet their instructional needs. In addition, these modifications and strategies must be documented in teacher lesson plans. School administrators in charge of teacher evaluation are responsible for ensuring that teachers are modifying instructions and assessment in order to provide comprehensible instruction to English Language Learners.

Students from a foreign country registering at a district school and who have academic records, i.e., credit transcript, from their country of origin will be placed accordingly. If no documentation is available nor a possibility of their previous school sending a transcript, grade level placement will be age appropriate. If a student has a diploma or certificate of high school completion from their country of origin, the student may not register in a Sarasota County Schools high school. No student will be retained solely due to his/her level of English language proficiency. Promotion or retention decision may not be made for any ELL student based solely on a score of a single assessment instrument, including FSA/FCAT.

For information on Grade 3 Mandatory Retention and Good Cause Exemptions, refer to the Student Progression Plan.



**Mr. Brian Crocker, DP/CP Coordinator**  
**Mrs. Kathleen Jones, IBDP Coordinator**  
**Mrs. Gretchen Myers, IBCP Coordinator**  
**Mrs. Lindsay Gallof, IB Assistant Principal**  
**Mr. Zoltan Kerestely, Head of School**

For additional information refer to Section 400.2 - Grading Policy, Section 400.4 - Promotion Policy. You may also refer to the Student Progression Plan.

The ESOL Program, through a Title III grant, provides parents of ELL students with the service of a Parent Outreach Facilitator. The objective of the Parent Facilitator is to assist parents in becoming actively involved at home and school in the education of their children with educational and socioeconomic needs. For additional information visit [www.SarasotaCountySchools.net/departments/esol/](http://www.SarasotaCountySchools.net/departments/esol/).

### **How to get involved**

Be a Volunteer! Your volunteer participation at school is always welcomed. A variety of parent organizations are available at the school and district level; such as:

- Volunteer and Partnership Programs
- Volunteer in the classroom
- Attend open house orientations
- Attend parent-teacher conferences
- Parent-Teacher Association (PTA)
- School Advisory Council (SAC)
- School Parent Leadership Councils (PLC)
- District Parent Leadership Council (PLC)
- Migrant Parent Advisory Council (PAC)

The District Parent Leadership Committee (PLC) and Migrant Parent Advisory Council (PAC) are district-wide entities with representatives from the district ESOL Program, parents of ELL students, and migrant students representing county schools, and who meet biannually to share information, ideas and concerns of issues affecting families of ELL and Migrant students.

### **400.11 — Parent and ESOL Placement**

The Migrant Education Program (MEP) is an educational program designed to cover the academic needs and provide support services to migrant children and youth between the ages of 3 and 21.

The program strives to ensure that the educational needs of all eligible migrant children are identified and addressed. Children with parents working in agriculture or youth working in agriculture who move from

state to state or county to county within the same state may qualify for services.

### **Program Eligibility**

A child is a “migratory child” and is eligible for MEP services if all of the following conditions are met\*:

- The child is not older than 21 year of age
- The child is migratory if the family moved to find temporary or seasonal work in agriculture, fishing, dairy, packing, or processing food
- The child moved within the preceding 36 months in order to seek or obtain qualifying work, or to accompany or join the migratory agricultural worker or migratory fisher
- With regard to the move, the child has moved from one school district to another (within or outside the state)

\* Sections 1115(b)(1)(A) (incorporated into the MEP program by virtue of sections 1304(c)(2)) and 1309(2) of the statute and §§ 200.81(e) and 200.103(a) of the regulations.



**Mr. Brian Crocker, DP/CP Coordinator**  
**Mrs. Kathleen Jones, IBDP Coordinator**  
**Mrs. Gretchen Myers, IBCP Coordinator**  
**Mrs. Lindsay Gallof, IB Assistant Principal**  
**Mr. Zoltan Kerestely, Head of School**

Families who may qualify will be visited by the Identification and Recruiting agent to evaluate families. You may qualify for the Migrant Educational Program if you have moved to seek work in: agriculture, dairy, livestock, fishing, and packing. Some of the services offered are: academic services for the needs of migrant students, free school lunch, free vision screening for student K-3, school materials in Spanish and English, orientation and referrals for health, education, and social services available for your family, and translation/ interpretation services at schools.

For ESOL and Migrant eligibility information please call 941-927- 9000, ext. 34364. Additional information is available at: [www.SarasotaCountySchools.net/departments/esol/](http://www.SarasotaCountySchools.net/departments/esol/).