



Ronald Reagan High School Language Policy

Ronald Reagan High School is dedicated to developing improved language skills and articulation in both the mother language and secondary languages for all students. It is clearly understood that language fluency is critical to academic success, interpersonal and intrapersonal growth, and intercultural understanding.

The current student body at Reagan High School reflects diverse languages with students whose families come from many regions of the globe, including:

- Africa
- Asia
- Eastern and Western Europe
- South America
- Middle East
- First Nations

The current student population is over half bilingual. Some of the languages represented include:

- Arabic
- Chinese
- Slovak
- Urdu
- Spanish

All Ronald Reagan High School staff members adhere to these basic language principles:

- Speaking, writing, reading, and listening are all necessary literacy skills to ensure functionality in society.
- The language skills are vital for academic success across all subject areas and for future employment in an ever-expanding global community.
- A second language is needed for students to be productive citizens of an ever-changing, diverse world.
- All teachers at Reagan High School are language teachers, and stress the importance of language in human interaction, collaboration, and global citizenship.
- The development of the student's primary language is a critical precursor to the development of a secondary language. Secondary language acquisition affords an opportunity for metacognition about the structure and essential elements of any language.
- Literature instruction is an opportunity to explore intercultural perspectives and to build respect through language usage.
- Literature instruction in both primary and secondary languages must reflect diversity in thought and experiences while promoting intercultural respect.

- Performing arts are an outlet where second language practice is also strengthened.
- Second language acquisition is strengthened through strict adherence and guidance of MYP and DP criteria A, B, C, and D in World Language courses.
- An ELL resource teacher provides the knowledge/skills to help staff and students respectfully develop skills in both a mother tongue and a secondary language.
- An ELL resource teacher is critical to student success and to reduce achievement gaps.

Beginning with the freshmen class of 2016-17, due to a change in district graduation requirements, all Reagan High School students will be required to take Language B classes for at least two years, however students are strongly encouraged to participate for a total of four years in a Language B course, particularly if they are interested in pursuing the IB Full Diploma or the Career-related Programme.

Students may choose to enroll in either Spanish or French, while native Spanish speakers are enrolled in a Native-speakers Spanish course at the DP level. Ronald Reagan High School currently offers four sections of Native-speakers Spanish, two at the junior level and two at the senior level, serving approximately 120 students.

Language B classes are taught for 1 block (85 minutes) on alternating days over the course of a full academic year, thus meeting both the concurrency and clock hour requirements of the IB.

All students, including students with disabilities, participate in Language B instruction. Instruction for struggling students and students with disabilities is differentiated in terms of process, content and learning style to ensure responsible inclusion of the full range of learners within the school. Varying instructional formats and assessments, as described in our Special Education Needs Policy, also support our diverse student population.

Ronald Reagan High School has a small population of English Language Learners (ELL). These students take the district ACCESS test to determine their levels of need. Students receive English language developmental support from an English Language Learner resource instructor who works part-time at Reagan High School. This ELL teacher collaborates fully with school staff members to build and integrate classroom strategies to shelter content, to support the development of English language skills, and to create culturally relevant learning experiences for our valued ELL students.