



ARROYO SCHOOL

An International Baccalaureate World School



**Arroyo is an authorized Primary Years Programme school and is currently a candidate school for the International Baccalaureate (IB) Middle Years Programme and pursuing authorization as an IB World School.*

Language Policy

Through reflection and inquiry, we strive to be an action-driven community of knowledgeable and caring world-changers.

In the case of IB programmes, the role of language is valued as central to developing critical thinking, which is essential for the cultivation of intercultural awareness, international-mindedness and global citizenship.

-Language and Learning in IB Programmes (IBO)

Language Philosophy

At Arroyo, we believe that language development is essential in order to communicate effectively and make sense of the world. Language plays an important role in our cultural identity and international mindedness. Since language is a crucial part of learning, **all teachers** at Arroyo are language teachers and are responsible for facilitating communication. Arroyo's approach to language is inclusive, affirms and promotes students' identities and backgrounds, and promotes multilingualism and critical thinking.

Language Instruction at Arroyo

Arroyo is dedicated to creating a multilingual learning environment in order to encourage internationally minded individuals.

Language of Instruction

The language of instruction for the PYP and MYP is English. The scope and sequence of language instruction is guided by the California Common Core State Standards. Language is taught through the four language domains: listening, speaking, reading, and writing. These four domains are supported by the entire learning community. Arroyo provides several assessments to monitor student progress in English such as *i-Ready*, fluency assessments, writing performance tasks, and *ESGI* for TK and Kinder.

ELD

When students enroll at Arroyo, their families are asked to complete a Home Language Survey to identify the student's language profile. If students speak a language other than English, they are administered the English Language Proficiency Assessment for California (ELPAC) to measure mastery of the English language. Students who are classified as English learners are provided with additional language support through designated English Language Development (ELD). For students in TK-5th grade, designated ELD support is provided daily for 30 minutes. English learners in grades 6-8 receive English language support in a separated class period using the *iLit* program four times a week. Our English learners are assessed

yearly with the administration of the Summative ELPAC. Students who meet specific criteria are reclassified and monitored.

Universal Access/Academic Success

All students receive additional language support during the school day. Teachers provide reading intervention support for all students. Some of the programs and strategies used during this time include: *i-Ready MyPath* lessons, small group instruction, Enhanced Core Reading Instruction (*ECRI*), pull-out support with reading intervention team, leveled readers, and students with IEPs receive push-in and pull-out support from the Resource Specialist Program (RSP).

Additional Language Instruction

Students in second through fifth grade are provided with Spanish language instruction once a week for 30 minutes. Students in grades 6-8 are enrolled in Spanish class as part of the Language Acquisition requirement. They receive Spanish instruction four times a week for an hour throughout the entire school year. MYP Spanish is not taught by year, but rather by phases: Emergent (Phase 1-2), Capable (Phase 3-4), Proficient (Phase 5-6). The Spanish language teacher provides students with the opportunities to develop their listening, speaking, reading, and writing skills in Spanish. In addition to learning language conventions, students are also exposed to the history and culture of Spanish-speaking countries.

Resources

Our district and site provide a variety of learning resources in order to support the language development of all Arroyo students. The curriculum and support materials all support the California Common Core State Standards for Language Arts, the California World Language Standards, and the English Language Development Standards. Some of these resources include:

- Scholastic Pre-K On My Way - Comprehensive full day pre-kindergarten curriculum that helps develop students' literacy, language, and math skills, while incorporating reading and play across science, social studies, arts, technology, and physical development.
- ECRI (Enhanced Core Reading Instruction) - a multi-tiered program (Tier 1 and Tier 2) featuring a series of teaching routines designed to increase the efficiency and effectiveness of reading instruction in kindergarten, first and second grade.
- Wonders - Literature based reading program featuring different genres for kindergarten through fifth grade. This includes an ELD companion for helping support English learners.
- Collections - Reading curriculum for sixth through eighth grade students.
- Write From the Beginning - Writing program that utilizes Thinking Maps to build strong writing skills
- Senderos - Spanish language curriculum for sixth through eighth grade students. Students in the Primary Years Programme receive teacher-created Spanish language curriculum that is supplemented with literature.
- Ellevation - Instructional tools and strategies for teachers of English learners.
- iLit - Literacy curriculum to accelerate English language proficiency for students in sixth through eighth grade.

These resources include components that support student learning at home, including leveled readers, vocabulary, spelling patterns, and opportunities for writing. In addition to these resources, our students have access to the Arroyo Library, which houses over 3,500 books, including titles in Spanish, Mandarin, and Vietnamese.

Language of Communication

Arroyo supports the different language profiles of all of our staff, students, and their families. All of the

official school communications are sent out in English and Spanish. We also provide Spanish and American Sign Language interpreters during student-led parent conferences. For school meetings, such as Coffee with the Principal, Parent Advisory meetings, and school-wide events, we provide Spanish interpreter services through radio headsets. Our school wide communication system, Class Dojo, provides translation in different languages so parents can be up to date with school news and events. Similarly, our monthly parent newsletter, created with Smore, also has a translation feature that supports over 90 different languages.

Policy Review Process

The Language Policy Steering Committee will regularly review the policy and suggest revisions as understanding develops and as our community grows. The members of the steering committee include:

- Head of School
- Assistant Principal
- IB Coordinator
- Additional Language Teacher
- Instructional Leadership (grade level representatives)
- English Learner Parent Advisory Committee

The language policy is available for the learning community to access. All Arroyo staff are responsible for communicating the language policy to the learning community. The policy is reviewed yearly.

Bibliography

IBO. 2011. Language and Learning in IB Programmes. Geneva, Switzerland. International Baccalaureate Organization.