Language Policy 2017-2018

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

The purpose of this document is to develop a school wide philosophy and policy to guide the instruction, support, and maintenance of language development at Arroyo Elementary. The following document was developed through a collaborative gathering of ideas from parents, teachers, and administrators. A review process will ensure that this is a fresh and living document that remains true to the ever changing language needs of our community.

Language Philosophy at Arroyo Elementary
English is the language of instruction and host country language. The development of the *English Language* is present in all classrooms and in all units of inquiry. All teachers on our campus are considered language teachers. In order to support multilingualism, Arroyo Elementary offers *Spanish Language* instruction to second-fifth grade students as well as honors all *Mother Languages* represented within our school community (See Language Profile below). The *pedagogy* of language instruction for Arroyo Elementary is based on our school wide inquiry cycle (KQLQA) and the development of all language domains (listening, speaking, reading, and writing). Language instruction, although differentiated based on individual need, is integrated into the everyday inquiry instruction.

Language Policy Steering Committee
The Arroyo Elementary Language Policy steering committee consists of the instructional leadership team (teacher representatives from each of the grade levels), school administration (Head of School, Elementary Administrator, counselor, and IB coordinator), additional language teacher, and parent members from the English Learners Advisory Council. This team gives input, shares ideas, review, revises, and communicates highlights, changes, or events connected to the Language Policy. We will be investigating a process to include the voice of our IB Student Ambassadors.

Language of Instruction
- The language of our host country is English
- Language of instruction within the Program of Inquiry (POI) is English
- Additional support and groupings are provided to English Learners

through English Language Development (ELD) as well as Universal Access (UA) time
- Legal requirements for designated ELD (30 minutes each day), teachers develop ELD that connects to their IB Units of Inquiry
- Newcomer students new to the English language have access to Rosetta Stone licenses through the district office
- California ELD standards
- Common Core State Standards (CCSS) in English Language Arts
- Approaches to Learning (IB Skills in communication)

Additional Language Instruction
- Spanish instruction for all 2nd-5th graders, as well as exposure lessons for TK-1st grade
- Introduction to coding language to all students (Information Communications Technology (ICT) connection)
- Kindergarten provides beginning American Sign Language (ASL) to all student
- UN Mother Language Day in February each year to provide exposure of the many languages spoken by our families and to promote multilingualism as an IB ideal

Language of Communication
- English and Spanish for official school communications
- Spanish interpreters are available for student-led parent conferences
- For community events we have district interpreters who use radio headsets to translate for our Spanish speaking parents
- We utilize web tools (like Google translate) inside and outside of the classroom
- Resources in Library/Computer Lab in multiple languages
- Student Ambassadors who are bilingual/multilingual assist in giving directions and information at events

Pedagogy for Language Instruction
- School wide action-driven inquiry cycle KQLQA
- Integrated language instruction throughout the POI
- Instruction is connected the IB Approaches to Learning
- Focus on Collaborative processes for discussions
- Focus on Close Reading processes
- Focus on citing with evidence (connection to Academic Honesty)
- Focus on writing through *Write From The Beginning* (WFTB) program
- Texts available by Lexile level
- Fluid re-grouping of students based on need for Universal Access (UA) support

Language Support for Students with Special Needs
- All students receive English Language Development (ELD) support
- Student needs are addressed in school wide daily intervention (both during and after the bells)

- There is designated RSP and SDC support, including language development within the Read 180 and System 44 supplemental programs
- Classroom instruction is rich in collaborative conversations, use of Thinking Maps and other visual means, as well as other SDAIE & visible thinking strategies
- COST and SST processes are in place to identify student needs and appropriate interventions

Data and Assessment of Language
- Home Language Survey (HLS) collected for each student
- California English Language Development Test (CELDT) data used to check progress of our English Learners
- Outreach Consultant (ORC) communicates language domain progress to our older students prior to state language assessment
- English Learner (EL) data used to plan, group, and assess
- Regular monitoring of Reclassified EL students
- EL folders in cumulative files are a profile of language development for our English Learners
- Review process for new students to check new data and identify needs
- Data communicated to parents at conferences, SSTs, IEP meetings
- Parent meetings for Reclassification from English Learner status to English language proficiency

Next Steps
- Development of language continuum scope and sequence based on IB documents
- Development of timeline and responsibilities to continually review the Language Policy
- Outline the Roles and Responsibilities of those on the steering committee
- Outline communication process and modes of collecting feedback and updates on the policy

Review and Evaluation Process
The Language Policy Steering Committee will regularly review the policy and suggests revisions as understanding develops and as our community grows.
The members of the steering committee include:
- Head of School
- Elementary Administrator
- IB Coordinator
- Additional Language Teacher
- Instructional Leadership (Grade Level Leads)
- English Learner Advisory Committee

The responsibility of this group is to review the policy as our community grows and develops. The policy will be officially reviewed and revised in conjunction with our annual reviews of our school wide Programme of Inquiry and Assessment Policy. All changes will be communicated to the school community.

Review Process for Language Policy

Who?	What?	When? (add specific dates/windows)
IB Coordinator	Update Language Profile based on current Home Language Survey data	Trimester 1
Leadership Team	Review current Policy to suggest changes, revisions, clarifications	Trimester 1
School Site Council & LPAC	Review current Policy to suggest changes, revisions, clarifications	Trimester 1
All Staff	Submit comments to review current Policy to suggest changes, revisions, clarifications	Trimester 1
IB Coordinator	Update Policy based on stakeholder feedback. Share with community.	Trimester 2

Updated 3/7/2017