



## Language Policy ~ 2020-2021

### Philosophy and Beliefs

Dailey Elementary Charter School is an IB World School. We aim to create a rigorous and challenging learning environment where language is the vehicle through which students define their understandings and sense of self. We believe that language plays a vital role in how students experience, understand, and make sense of the world around them. We view every teacher as a teacher of language and language as a crucial component of learning, thinking, communicating, social-emotional awareness and self-expression. We recognize that each student's language portrait is unique and always evolving. Therefore, we make a commitment to our students and parents to provide a learning community that promotes and supports language development through meaningful, relevant, and engaging inquiry-based instruction.

### Standards and Practices

Standard: Culture through policy implementation (0301)

Practices:

Culture 4: The school implements, communicates, and regularly reviews a language policy that helps to foster intercultural understanding through communicating in a variety of ways in more than one language (0301-04)

Culture 4.1: The school implements and reviews a language policy that is aligned with IB language policy guidelines.

Culture 4.2: The school describes in its language policy the way that the school recognizes multilingualism as a fact, a right and a resource for learning.

Culture 4.3: The school identifies in its language policy a variety of physical and virtual resources used to facilitate language development

Culture 4.4: The school clearly describes in its language policy the rights and responsibilities of all members of the school community and what constitutes good practice within the school context

PYP 1: The school ensures that students learn a language in addition to the language of instruction (at least from the age of seven). Multilingual programs, where students are learning in at least two languages, can but are not required to offer additional languages

### Purpose

This language policy is a living document, developed by Dailey Charter staff and administration, which aims to outline our school's linguistic and academic program. This policy is intended insight into language learning at Dailey and the overarching principles and practices that frame it.

As an IB World School, we are committed to the following standards and practices:

### The Learner

Dailey has a school and classroom environment that welcomes the diversity of cultures and perspectives and aims to use that diversity to enhance learning. Students share experiences in language and learn from, not only their teacher, but also their peers. The school creates a climate of inquiry where students are encouraged to notice and share the beauty of language around them. Connections are made between Mother Tongue languages and the language of instruction, English, in planned and unplanned teachable moments.

Classroom teachers work hard to ensure the affective filters of all learners, especially those new to English, are low. This is done by building comfort and confidence in language acquisition. This occurs through social-emotional learning, community building, and regular reflective processes.

When students enter Dailey, all new families fill out the Home Language Survey. This form asks families if they were born in the United States or another country and if so, the date first enrolled in a US school. In addition, the form asks the language first spoken by the child when learning how to speak, the language the student most frequently uses at home, the language used by adults most frequently to speak to their child, and the language most used by the adults. The results of this survey will determine if the student needs to be assessed for their English Language Proficiency.

If a student is determined to need the assessment, they are given the Initial English Language Proficiency Assessments for California (ELPAC). These results determine whether they are Level 1 (Beginning to Develop), Level 2 (Somewhat Developed), Level 3 (Moderately Developed), and Level 4 (Well-Developed).

Once a student has been identified as an English Learner, they are given a summative ELPAC in the spring. In addition, their growth is monitored by the Director using the school's benchmark assessment and state assessment results.

### **Learning and Teaching**

Language at Dailey is taught holistically. Each grade level has specific learning outcomes for the areas of listening, speaking, reading, writing, viewing, and presenting. Teachers create a print-rich engaging environment, teach with research-based instructional strategies, and set high expectations for all students. Language at Dailey is taught throughout the curriculum but is scaffolded through direct instruction of foundational skills in English as well as process-based workshop models for reading and writing that directly connect to units of inquiry. Students acquire digital language skills from kindergarten through fifth grade. These specialized language skills are vertically articulated to be in line, developmentally, with student's language learning.

Students are explicitly taught language using a variety of strategies and resources. These include, but are not limited to:

### **Physical Resources:**

- Foundational Skills Development Lessons in English, kindergarten through fifth grade.
- Specially Designed Academic Instruction in English (SDAIE) Strategies
- Exposure to rich and meaningful texts
- Foundational Skills Development Lessons in English, kindergarten through fifth grade.
- Modeling
- Visual Aids
- Prior Knowledge Discussions & Engagements
- Choral Reading
- Graphic Organizers
- Sentence Frames
- Explicit vocabulary instruction
- One-to-one, goal-based conferring practices with anecdotal notes kept by teachers
- Morning Meetings to build basic interpersonal communicative skills (BICS)
- Cooperative Learning Engagements, Text-Talk-Time, Text Annotation protocols, demonstrations to build cognitive academic language proficiency (CALP)
- Explicit vocabulary instruction
- Readers/Writers Workshop EL development supports
- Partner & Peer Reading

### **Physical Resources (Continued):**

- Mentor Text for reading & writing that focus on specific strategies
- NWEA Assessment and Benchmark criteria for reclassification of ELs
- Core Novels
- Fiction and Nonfiction texts in classrooms and the school library including magazines, brochures, and more.
- Multilingual books and media reflecting the cultural and linguistic make up of the school community
- Reading collections in library that enhance Dailey's POI
- Mother Tongue Book Bags
- Scholastic News Subscriptions

### **Virtual Resources:**

- Use of student laptops and tablets
- Use of computer lab in the school library
- Use of digital texts
- Use of Teams, Padlet, EPIC
- Online assessment platforms (NWEA, Affirm)
- Office 365
- Digital literacy scope and sequence
- Sora App (digital reading)
- Use of podcasts and videos

### **The Learning Community**

Dailey Charter recognizes that language begins developing before our students begin school. Here at Dailey, we also recognize that educational research shows students who maintain their mother tongue will have better access to learning when working in an additional language. Therefore, we encourage parents to talk, read, and write with their children in their mother tongue. In addition, we dedicate an entire week to mother tongue where the learning community is invited to come to classrooms and share their language(s). During this week, the entire school inquires into various language around the world and focuses on the spoken, written word, and origins.

All staff at Dailey considers themselves teachers of language and this includes our school librarian. Dailey's school librarian incorporates multilingual books and media to meet the needs of all students, cultures, and languages represented at the school. Students are introduced to a wide range of fiction and nonfiction texts and have opportunities to read for their own interest, pleasure, and information. They are also invited to share their opinions on texts by adding to the Dailey Padlet page where they can write book reviews and recommend books to students and staff. There is also a section of the library set up for in-person book recommendations.

Purchasing of books and resources for enhancing language experiences and development is decided on collaboratively as a staff and with recommendations from our learning community.

Teachers and administration facilitate parent involvement through the use of parent conferences, newsletters, website, social media, notes, phone calls, and digital messaging platforms (Email and ClassDojo). Parents are encouraged to come to the classroom and into the school community to collaborate in order to achieve shared language goals.

## **The Learning Community (Continued)**

Teachers at Dailey participate in varied forms of professional development. These include official IB Trainings, In-Service Days with administration, and staff collaborative planning meetings with the IB Coordinator and to develop units of inquiry in the PYP. Teachers are also informed of current research and strategies regarding language learning. Teachers participate in professional learning communities and choose books that they would like to use and collaborate on in order to further their understanding of learning and teaching and the role of language in this context.

Dailey Elementary Charter School offers language instruction, as a specialty class, in Spanish. Spanish curriculum is linked to our Units of Inquiry and includes the IB Attributes, Concepts, ATLs, and Action. Spanish classes are offered to all Dailey students, kindergarten through fifth grade, occurring once per week for 30-55 minutes in length. The purpose of the Spanish specialty course is to expose students to a new language prominent in our community and around the world. Students explore where the language is spoken throughout the world and inquire into the communities and cultures of its speakers. Students also explore how the language is built, its similarities and differences to other languages, and the beauty of its spoken and written word.

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