

Jacobsville Elementary School  
Language Policy  
Created January 2020

- I. Philosophy of Language
- II. Language Practices
- III. Policy Review

## **I. Philosophy of Language**

Jacobsville Elementary staff believes the development of language is a critical focus of instruction for both its academic and social benefits. We recognize the importance of learning language, learning about language, and learning through language. Each student comes to us with different language experiences, so we scaffold and extend to best meet the needs of our learners. Each staff member is a language teacher.

We hold the following beliefs about language:

- Strong language skills allow students to be effective communicators.
- In an effort to develop internationally-minded students, we must provide opportunities for multilingualism.
- Language is embedded in the Learner Profile attributes, specifically with communicators, open-minded, and inquirers.
- Teaching communication skills is the responsibility of all staff.
- We need to partner with parents and families for successful language learning to occur.

## **II. Language Practices**

Jacobsville staff will support students' development of communication and collaboration skills in English by providing opportunities for explicit instruction and practice with listening, reading, speaking, performing, writing, and viewing. Spanish instruction will occur for all students weekly provided by the full and part time World Culture and Language teachers. Classroom teachers and other staff will actively support Spanish instruction through connections

to literature and other learning engagements within the units of inquiry as well as school-wide Spanish labeling.

<b>English Language Instruction</b>	<b>Spanish Language Instruction</b>
<ul style="list-style-type: none"> <li>● Utilize literacy blocks for direct instruction through Interactive Read Aloud, Explicit Comprehension, Guided Reading, Writer’s Workshop, Shared Reading, and Foundational Literacy</li> <li>● Kindergarten book bag buddies program</li> <li>● At-home strategies shared with parents at Back-to-School Night, Conferences, and in report card envelopes</li> <li>● Communication skills explicitly taught in Cultural Arts and reinforced in classrooms</li> <li>●</li> </ul>	<ul style="list-style-type: none"> <li>● Weekly lessons for Pre-K-5</li> <li>● School-wide labeling</li> <li>● Communications to parents available in Spanish</li> <li>● Use of classroom centers to reinforce Spanish vocabulary</li> <li>● Learner Profile monthly recognition program in Spanish</li> </ul>

A diverse array of supports have been utilized with students to support both English and Spanish language learning. These supports include, but are not limited to:

- Special Education Resource Teachers/small groups - occupational and speech therapy
- Advanced Learner Programs Resource Teachers
- ELL (English Language Learners) Resource Teacher/small groups
- Language Tech position for additional classroom instructional opportunities (currently vacant)
- Literacy Coach intervention groups
- Sentence frames, visual cues, productive partners, translation tools
- Integration of languages other than English into units of inquiry

As new language needs are discovered, staff will seek and implement additional supports and strategies to support all language learning.

### **III. Policy Review**

The Jacobsville staff will review the language policy annually. The PYP Committee will be responsible for an initial review each September. Proposed updates and edits will then move to a whole-faculty setting for feedback before changes are made. Considerations related to the language profiles of new incoming students will be a main catalyst for adjustments to the policy. Staff will use the “How multilingual is my school - A self-audit tool” to guide reflective conversation.

An annual language survey will be sent to students and their families to gather information about the effectiveness of the policy. This survey will be conducted each year during Marking Period 4. The PYP Committee will review this data and propose adjustments to be considered at the annual initial review at the onset of the next school year.

Professional development needs will be determined based on feedback from staff annually. This information will guide the design of the School Improvement Plan and subsequent learning opportunities for staff. Collaboration and Reflection facilitators will embed language tips and strategies into collaborative planning sessions. Staff will receive additional information concerning language teaching in weekly Jag News staff newsletters.

## References

International Baccalaureate. (2008). *Guidelines for developing a school language policy*. Cardiff,

Wales: International Baccalaureate Organization.

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