

# South Shore Elementary School Language Policy

## 2020-2021

---

**School context:** South Shore Elementary school is a public, co-educational day school serving students from Kindergarten through to Grade 5. We strive to support the home languages and cultural development of all students. South Shore Elementary School students are developing an appreciation of all forms of language through music, literature, various media, and the spoken word in conversations.

We will continue to promote, as well as grow in the areas of:

- Asking questions and accepting information gained through student's inquiry based research.
- Communicating effectively through multiple mediums.
- Gaining a global perspective through authentic exposure to a second language.

### Language demographics:

Enrollment: January 2021—274 students

Race/Ethnicity:

Race/Ethnicity	Number of Students
African Am.	10
White	177
2+	20
Hispanic	56
Am. Ind/AK	1
Asian	7
All Students	274

<sup>\*\*</sup> indicates no students or fewer than 10 students in category, or <sup>\*\*</sup> indicates the percentage for the category is either  $\leq 5$  or  $\geq 95$  and the corresponding counts have been suppressed.

ESOL students: 16.24% (44 students)

Spanish speakers: 12.55% (34 students)

Russian speakers: .7% (2 students)

**Language of instruction:** English

**Second language:** French language lessons

### Philosophy (What We Believe)

We believe language development goes beyond learning language mechanics and is inquiry based learning. Language is an avenue to understand and relate to a global community, while fostering international mindedness.

Language has defined structures and consists of three main communication skills (oral, written, and visual) which include six sub-strands (listening, speaking, reading, writing, viewing, and presenting).

Language is a way to communicate and it reflects our culture.

Our view of language will be reflected in the school's Programme of Inquiry. Language learning is ongoing across disciplines.

The entire school community is responsible for all language developments in English as the language of instruction. We believe that mother tongue language development is crucial for maintaining cultural identity. Our student population has roughly 13% non-native English speakers. Support is in place for those students who have another language as their mother tongue.

We engage the entire learning community in learning French as a second language. While we understand that language proficiency will not be an outcome, we feel strongly that authentic learning exposure to French and the cultures of French speaking countries will be both a short term and long term benefit. Acquisition of more than one language enriches personal growth and helps facilitate international understanding.

## Practices (What We Do)

We believe children learn best when:

- a. Staff embraces the importance of exposure to all forms of language development (reading, writing, listening, speaking, viewing and presenting).
- b. Instruction is differentiated to provide equity for all students on the language development continuum.
- c. The staff recognizes and respects the different ways in which students express themselves, including mother tongue development and second language acquisition.
- d. The school provides an enriching language development environment.
- e. The staff utilizes rich, authentic language sources to promote cultural identity in order to foster global perspectives.
- f. The staff embraces Arts Integration practices.
- g. The staff recognizes the diversity of student's development of language and developmental stages.
- h. Teachers acknowledge differences in learning styles of all students.
- i. Staff provides rigor to students, allowing them opportunities to reach their full potential.
- j. Teachers encourage students to reflect on language and develop language awareness.
- k. The Media Center houses books in a variety of languages and reading levels to promote language awareness.
- l. Mother tongue languages are points of inquiry, interest, and celebration.
- m. Structures are in place to assist and honor mother tongue languages that come into the school, and to make sure those learners are met where they are.

## Supports:

The school has several formal and informal support services in place to support language development. Supports are in place to help students work toward their full potential in the area of language development. These supports include, but are not limited to:

- ESOL(English as a Second Language)
- Special Education
  - occupational therapy
  - speech therapy
- ALPS (Advanced Learner Programs)
- Morning announcements
- French Language Technician
- Lunch bunch book club
- Book Buddies & Reading mentors
- K-2 Spanish language book exchange
  - This has not been able to be completed this year due to COVID Restrictions
- Interactive read aloud & guided reading
- Reading intervention groups
- Morning Meetings/Calendar

- Technology programs
  - Rosetta Stone-is available to our school and there are licenses available when we choose to implement it at South Shore.

These services assist with areas such as reinforcing curriculum vocabulary, using age-appropriate grammatical structures, comprehension of directions, and answering content-related and personal experience questions through all forms of language.

### **Implementing, Evaluating, Supporting, and Reviewing the Language Policy:**

The assessment policy is readily accessible in the school google drive and on the school's website. Teachers will be shown how to access policy documents at the beginning of each school year. Components will be explained through meetings with grade level colleagues, instructional coaches, and the PYP Coordinator. The policy will be reviewed annually by the whole staff and revised by a committee as necessary.

### Sources

Language Policy Writing webinar PowerPoint and notes International Baccalaureate, [Guidelines for Developing a School Language Policy](#)