David Paterson IB PYP Candidate School

School Language Policy

🏠 Language Policy for David Paterson School: 🏠

The purpose of this "living document" is to provide an overview of our language policy within our school. It outlines our language philosophy, profile, purpose, principles, and practices. *"A language policy is an action statement. It is concerned less with where the students in a school are going, and more with how they are going to get there." Language Policy in Schools, Corson (1999).*

Our School Language Policy:

- Aligns to our mission statement:
  The David Paterson IB PYP Candidate Elementary School is committed to building partnerships with students, staff, parents and the community to develop life-long learners. Through rigorous inquiry and empowerment, our learners will be equipped to become college and career ready and exemplify attributes and skills of a 21st century global citizen.

- Aligns to the IB mission statement:
  The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

- Addresses the following IB Standards and Practices:

Standard A: Philosophy: The school's educational beliefs and values reflect IB philosophy.
• A4.-The school develops and promotes international-mindedness and all attributes of the IB learner profile across the school community.
• A5.-The school promotes responsible action within and beyond the school community.
• A.6- The school promotes open communication based on understanding and respect.
Standard B1: Leadership and Structure: The school's leadership and administrative structures ensure the implementation of the IB program(s).
• B1.5- **The school develops policies and procedures that support the program.**
Standard B2: Resources and Support: The school's resources and support structures ensure the implementation of the IB program(s).
• B2.8-The school provides support for its students with learning and /or special educational needs and support for their teachers.
Standard C3: Teaching and learning: Teaching and learning reflects IB philosophy.
• C3.2- Teaching and learning engages students as inquirers and thinkers.
• C3.3-Teaching and learning builds on what students know and can do.
• C3.5- Teaching and learning supports students to become actively responsible for their own learning.
• C3.6-Teaching and learning addresses human commonality, diversity, and multiple perspectives.
• **C3.7- Teaching and learning addresses the diversity of student language needs, including those for students learning in a language(s) other than mother tongue.**
• **C3.8- Teaching and learning demonstrated that all teachers are responsible for language development of students.**
• C3.9- Teaching and learning uses a range and variety of strategies.
• C3.10 Teaching and learning differentiates instruction to meet students' learning needs and styles.
• C 3.11-Teaching and learning incorporates a range of resources, including information technologies.
• C3.13-Teaching and learning engages students in reflection on how, what, and why they are learning.
• C3.14-Teaching and learning fosters a stimulating learning environment based on understanding and respect.
• C3.15.-Teaching and learning encourages students to demonstrate their learning in a variety of ways.
• C3.16-Teaching and learning develops the IB learner profile attributes.
C4. Standard C4: Assessment: Assessment at the school reflects IB assessment philosophy.
• C4.3-The school uses a range of strategies and tools to assess student learning.

As members of a school learning community, we will continue to collaborate and review our school language policy annually

Philosophy:
What are our language beliefs?

We believe at the David Paterson School that language is the foundation for all learning and understanding. Language is essential to construct meaning and is the connective element in our relationships and in the subject areas including English Language Arts, social studies, science, math, arts, and personal, social, and physical education.

Language acquisition is to be promoted as a partnership between members of our school learning community including students, parents, teachers, and administrators to assist students in acquiring and refining linguistic skills necessary to succeed in the 21st century while working towards fulfilling the mission statements of David Paterson School and the International Baccalaureate Organization.

We believe that the variety of quality language strategies we use, provide an on-going process to support student growth and international- mindedness to meet the needs of our diverse cultural learning community. This continuous process is important to build opportunities for reflection that improves the learning and teaching process.

Through exploration of language, our goal is for our students to be able to effectively communicate in a global society. We hope to achieve this goal by using our language policy, the district's guiding principles, state mandated standards, an inquiry based transdisciplinary framework of the IB, and by empowering our students to participate in cultural and creative expression.

The David Paterson School is committed to ensuring that all students succeed and thrive in school no matter who they are, where they live, where they go to school, or where they come from, as proclaimed in New York's plan for Every Student Succeeds Act (ESSA). We have been identified as a school in good standing.

Profile

English is the primary language of instruction at David Paterson School. We honor and encourage all home languages and cultures.

David Paterson School	Language A	Language B	Total Student Population	Total Hispanic Students	Total African American Students	Total Other Students • White • Asian • American Indian/ Alaskan Native	Total Students in Bilingual Classes	Total ELL/MLL Students	Total ENL Students
	English	Spanish	538	316	180	65	152	227	75

Languages spoken at home:
1. English
2. Spanish
3. Urdu
4. Bengali
5. Arabic
6. Haitian Creole

Purpose:
What is our language policy and why is it important?

At David Paterson School, our language programs are designed to help our students attain academic and linguistic goals through the use of authentic contexts in a culturally rich and diverse environment. Our language policy aligns to the principles and practices of the International Baccalaureate (IB).

The purpose of the language policy is to ensure that:
- All members of the school learning community value language and language acquisition
- All learners and their families have supports to communicate effectively
- All learners that do not have English as their mother tongue receive needed services
- All teaching members are language teachers
- Language is central to learning and includes spoken, written, and visual language
- Language is promoted through authentic inquiry-based learning
- Knowledge and understanding of another language are a part of our curriculum to help develop intercultural awareness and respect by celebrating and valuing the cultures of our school and global community
- Language is enjoyed and appreciated!

Communication of our Language Policy

- Published on our school website
- Included in our Parent PYP Handbook
- Included in our Staff PYP Handbook
- Discussed and referred to with students and parents
- Reviewed annually

Principles: What are characteristics of an effective language policy?			
The David Paterson School believes an effective language policy enables our school learning community to collaborate and communicate in informative and ongoing learning experiences. This evidence of the learning process provides opportunities to develop appropriate feedback for future planning, goals, and success. *We believe that exposure to language allows:*			
Students to:	**Teachers to:**	**Schools to:**	**Parents to:**
• Communicate, understand, think and express themselves confidently, and creatively • Use language that encourages everyone to value and practice cooperation, respect, and empathy • Learn at least one language in addition to their mother tongue • Develop a natural curiosity • Exercise initiatives in applying skills critically and creatively • Recognize patterns • Understand language development is a shared responsibility for all stakeholders • Explore concepts, skills, ideas and issues that have local and global significance • Develop theories and construct meaning as they investigate language • Understand and appreciate their own cultures and personal histories • Be open-minded with perspectives, values and traditions of others • Be reflective of their own learning and experiences • Celebrate learning!	• All be language teachers • Use language that encourages everyone to value and practice cooperation, respect, and empathy • Be responsible in facilitating communication of students' accomplishments and needs • Place students in appropriate language instructional settings based on assessment data • Provide opportunities both in and out of school that will enhance the PYP Units of Inquiry • See language as a means of self-expression, exploration of self and others, and as context driven • Introduce a variety of teaching strategies for reading, writing, speaking, listening, and visual language • Communicate the language policy to members of our school learning community • Collaborate and share knowledge and ideas • Require professional development • Provide frequent feedback • Address multiple learning styles as well as different cultural and socioeconomic contexts • Reflect on practice • Understand language development is a shared responsibility for all stakeholders • Celebrate learning!	• Build a sense of community within the school • Use language that encourages everyone to value and practice cooperation, respect, and empathy • Reflect upon the necessary time, resources, and materials needed to increase student achievement • Provide collaborative planning sessions to build collective responsibility of teachers to develop language of all students. • Acquire adequate resources and materials for instruction • Describe how development and maintenance of mother tongue will be supported • Inform members of school learning community of policy process and how to make contributions • Observe and provide feedback for teacher development • Provide professional development in the fields of language learning and teaching • Communicate the language policy to members of our school learning community • Understand language development is a shared responsibility for all stakeholders • Celebrate learning!	• Support and develop language learning at home through providing opportunities to explore, listen, read, and discover • Use language that encourages everyone to value and practice cooperation, respect, and empathy • Encourage their children to persevere • Participate at school events that celebrate our diverse community • Engage in future planning, goals, and success • Reflect upon support for student achievement and collaboration with educators • Understand language development is a shared responsibility for all stakeholders • Celebrate learning!

Practices:
How do we participate in language instruction?

The school places importance on language learning, including mother tongue, and other languages. Teaching and learning address the diversity of student language needs, including those for students learning a language(s) other than their mother tongue. Teaching and learning demonstrate that all teachers are responsible for language development of students.

We participate in language learning through the variety of strategies on the following pages:

Strategies
How do we develop language learning?

- **Shared Language of Terminology using the definitions below:**

  - **Mother Tongue:**
    - The language that the student uses at home. In some cases, that is not English.
  - **Language A:**
    - The primary language of the school, and most likely considered the language of operation in the general education classes.
  - **Language B:**
    - The language that is considered foreign to the learner. There is no indication of fluency in this language, and the student is acquiring it.
  - **Language Acquisition:**
    - The process of developing Language B. Increasing vocabulary, syntax, and word distribution to communicate. The continuum of attaining fluency of a second language.
  - **Word Languages:**
    - Language other than the mother tongue.
  - **ELL/MLL:**
    - English Language Learners/Multi-Lingual Learners
    - Student that enters the learning community without having English as their primary language.
  - **ENL:**
    - English as a New Language
    - A program to support language acquisition for students who need to acquire English as a working language.
  - **FLES:**
    - Foreign Language acquisition program for Elementary Schools.
  - **Dual Language:**
    - Students are taught literacy and content in two languages.
    - Dual Language classes will begin in school year 2020-2021
  - **Bilingual:**
    - Speaking and learning fluently in two languages.

- o **Language of Instruction:**
  - ▪ The language used to instruct the student due to their level of competency. For the vast majority, the language used is the language that is primarily spoken in the student's home. If the mother tongue is English, the student is taught in English. If the mother tongue is Spanish, the student will receive instruction in Spanish and English when in bilingual classes if the student is not able to speak English.

  - o **Multilingualism**:
    - ▪ The term "multilingualism" in the PYP refers to linguistic ability in more than one language, and recognizes that each of a student's languages may be developed to different levels, and within different contexts, depending on their social and academic experiences. From Principles into Practice: Learning and Teaching p.86.
    - ▪ A way to affirm cultural identity and develop international-mindedness.
  - o **Translanguaging:**
    - ▪ Translanguaging is the process by which language students actively draw on all their linguistic resources to communicate and make meaning. From Principles into Practice: Learning and Teaching p.95: Garcia, Li Wei (2014).
    - ▪ Two languages are placed alongside each other to make connections and draw on prior knowledge.

- **Classroom Instruction:**

  - o **Mother Tongue Support:** The language that the student uses at home. In some cases, that is not English.
    - ▪ **Bilingual Classes:** Speaking and learning fluently in two languages.
      - ▪ Students whose primary language is not English will be encouraged to continue to study and develop their mother tongue using the following resources:
        - ▪ Parents will be given referrals of individuals, groups, or community organizations that operate in the mother tongue or who can assist with mother tongue literacy acquisition.
        - ▪ A list of books and children's educational resources in the student's mother tongue will be made available to the parents and students.
        - ▪ School staff members will provide parents and students opportunities to maintain the child's mother tongue and to share cultural and language information with the school community and integrate into the program of inquiry when applicable.
        - ▪ Information on students' mother tongue languages will be gathered from the district's "Home Language Survey"
        - ▪ Use language data to determine the needs of literary resources.
  - o **FLES:** Foreign Language acquisition program in the Elementary Schools
    - ▪ Program Goals:
      - • To provide a meaningful context for developing communication skills in Spanish.
      - • To build an understanding and appreciation for the cultures of the Spanish-speaking world.
      - • To strengthen the language competency of Spanish speaking students (native or heritage speakers).
    - ▪ The purpose of the FLES Spanish Program is:
      - • To prepare students to begin developing functional skills in listening, speaking, reading, and writing in Spanish.

- To provide a nurturing environment where students feel comfortable learning a second language.
- To develop proficiency in oral and written communication in Spanish through the integration of language skills and concepts taught in the content areas.
- To encourage all students to develop an openness, understanding and appreciation for other cultures.
  - For grade 1-6(excluding bilingual classes)

- **ENL Support**
  - English as New Language Policy Practice: All students who are listed as speaking other languages other than English will be identified through the Home Language Survey and language screening upon registration as required by the state of New York.
  - After identification of the level of English fluency, students are placed in the appropriate class setting.
  - In the beginning of the school year, parents are notified through a placement form as to whether they will be keeping their child with the services they are receiving.
  - The school places importance on language learning, including their mother tongue.
  - Teaching and learning demonstrate that all teachers are responsible for language development of students.
- **ELL/MLL: English Language Learners or, Multi-Lingual Learners**
  - Beginning in spring 2012, NYSED launched the Bilingual Common Core Initiative to develop new English as a Second Language and Native Language Arts Standards aligned to the Common Core.
  - NYSED has developed two sets of resources known as New Language Arts Progressions (NLAP) and Home Language Arts Progressions (HLAP) for every NYS Common Core Learning Standard (CCLS) in every grade.
  - The teachers will provide a framework that supports NLAP and HLAP Standards to ensure that students in English as a New Language and Bilingual Education programs in order to meet the Language Proficiency levels of students. The Progressions include five levels of language proficiency and demonstrate a trajectory of language learning and teaching.
  - In teaching, learning and assessing, phases of language learning as suggested in PYP practices are referred to identify the levels of the students and render appropriate support.
  - The Linguistic Demands identify the words, phrases and forms of language that students will need to understand and use in order to meet the Common Core standard.
  - Students are placed in bilingual classes or in monolingual classes with ENL instructional support as determined by the level of fluency.
  - The New York State Regulation CR Part 154-2 identifies five levels of English Language Proficiency Development for ELLS. They are as follows:
    - **Entering** (Beginning) *360 minutes of service per week*
    - **Emerging** (Low Intermediate) *360 minutes of service per week*
    - **Transitioning** (Intermediate) *180 minutes of service per week*
    - **Expanding** (Advanced) *180 minutes of service per week*
    - **Commanding** (Proficient) *90 minutes of service per week*
      - *NOTE: When a student reaches the Commanding level on the NYSESLAT exam, he/she will no longer be considered an ELL and will receive two more years of ENL services and support before he/she exits the program.*

- Students can reach the Commanding level by scoring a Level 3 on the New York State English Language Arts Test as well and then receive 90 minutes of ENL instructional support per week for two or more years
  - **Language in the Classroom:**
    - Language in the classroom is supported and integrated through:

• Assessments • Book Clubs • Brain Breaks • Choral Readings • Classroom Libraries • Collaborating • Conferences • Debates	• Games • Guided Reading • Immersive Reader • Math Inquiry • Music • Open Inquiry • Poetry • Presenting	• Questioning • Read Aloud • Response to Intervention(RTI) • Role Play • Scaffolding Supports • Shared Reading • Speaking and Listening	• Symbols • Technology • Units of Inquiry • Visible Thinking Routines (VTR) • Visuals • Vocabulary • Word Walls

- Language in the classroom is supported and integrated through the following room settings:
  - Monolingual Classes
  - Special Education Classes
    - Integrated Co-Teaching: ICT
    - Speech Therapy
    - Resource Room
  - Bilingual Classes
  - Personal Social Emotional
    - Social Worker
    - Psychologist
  - Special Area Classes
    - Music
    - Art
    - Media
    - Physical Education
    - FLES

- **Assessing Language Learning :**
  - Please refer to our School Assessment Policy
- **Professional Development**
  - Our staff members are encouraged to explore professional development opportunities in the fields of language learning and teaching.
  - School administration will ensure that staff is made aware of PD opportunities whenever possible.
  - The IB PYP Coach and or District Coordinator will ensure that staff is aware of appropriate IB opportunities and will help coordinate IB related professional development.
  - Provide professional development on how the language policy becomes a working document
- **Resources:**
  - Our goal is to increase resources to support all language learning.
  - Our classrooms and school media center contain collections of fiction and nonfiction materials.
  - Our classrooms and school media center contain resources aligned to essential elements of the Primary Years Program.
  - We use a variety of online platforms to support student learning and research.
  - Resources will consistently be added to our online shared platform.

Essential Agreements

At David Paterson School we agree to:
 	
1. Share responsibilities of language development and provide many opportunities to read, write, listen, and speak across multiple disciplines
   - **We are balanced!**
2. Teach a variety of strategies to comprehend, interpret, evaluate, respond, appreciate, and construct texts
   - **We are knowledgeable!**
3. Express ourselves in a variety of ways for a variety of purposes
   - **We are communicators!**
4. Provide opportunities to become proficient in more than one language
   - **We are thinkers!**
5. Expose our learners to a broad range of literature reflecting a variety of cultures and perspectives
   - **We are open-minded!**
6. Encourage to maintain and value their mother tongue and to value that of other students
   - **We are caring!**
7. Reflect on teaching and learning and act on effective feedback
   - **We are reflective!**
8. Provide a safe environment where students feel safe to take risks
   - **We are risk-takers!**
9. Foster a sense of belonging by using language that encourages everyone to value and practice cooperation, respect, and empathy
   - **We are principled!**
10. Discover, question, wonder, clarify, find out, and construct meaning using authentic contexts
   - **We are inquirers!**

The following IB Language Policies and documents were used as a reference to create our language policy: Ogden International School of Chicago, International School of Beijing, Hawthorne IB World School, Wesley International Academy, From Principles into Practice

Our School Language Policy
Draft Completed: May 2019   Finalized: May 2019   Revised: June 2020

Addendum due to School Closure of Coronavirus:

During COVID-19 emergency related school closures, integrating remote learning, and following guidelines set forth in The New York State Regulation CR Part 154, the Board of Regents has revised and we have adopted emergency regulatory changes to provide flexibility for screening, testing, services, and temporarily suspend changes in English Language Proficiency Levels for Ells, as per the directive from the New York State Department of Education.

http://www.nysed.gov/common/nysed/files/programs/coronavirus/nysed-covid-19-memo-qa-provision-services-ells-world-languages-students.pdf