

Coddle Creek Elementary

Language Policy

Philosophy: At Coddle Creek Elementary, we believe all teachers are responsible and help facilitate language instruction through reading, writing, listening and speaking in English as well as Spanish and our mother tongue languages. It is a cumulative effort with all staff to model language instruction throughout the school day and across all disciplines in order to support the shared vision of creating globally minded, connected citizens.

Identification: Students new to Coddle Creek are screened and evaluated if their enrollment information indicates first language is not English. The WIDA/ ACCESS Placement test screens student levels of English proficiency. Based on the test results, placement in ESL classes can be determined. We also measure proficiency in phonemic awareness and early literacy skills in Primary grades offering additional information on initial language acquisition levels.

Language of Instruction: Coddle Creek's language of instruction is English. We follow a balanced literacy approach to instruction. We use guided reading methods and incorporate small group, targeted instruction which is differentiated to meet the needs of all learners and based on student data. While students are working on independent and small group work, teachers have the opportunity to work with small groups and conference on writing and reading. Additional support personnel offer differentiated activities and strategies for English Language Learners, academically gifted students, and those students with special needs. We utilize the Daily 5 model to structure our writing and reading instruction throughout all content and units of study.

Scope and Sequence: Coddle Creek follows the North Carolina Standard Course of Study for English Language Arts instruction including all essential standards.

English as a Second Language: Our English as a Second Language (ESL) student needs are served through both collaboration with the regular classroom teacher and the ESL teacher based on specific student needs. Students receive the ACCESS test each year to determine services needed and levels of proficiency in both written and spoken language. English language learners use the WIDA curriculum to guide their language learning.

Speech/Language and Hearing Impaired: A Speech/Language referral can be made by staff or parents to determine if a student qualifies for services by our licensed speech-language pathologist. If the student qualifies for services, the amount of service time is based on individual need outlined in the student's IEP (Individualized Education Plan). Hearing screenings are also conducted and specialists offer both consultative and direct services as well as supporting inclusion methods in the regular classroom setting. All modifications are executed based on the specific IEP goals.

Professional Development: Ongoing professional development opportunities are provided for the staff to support IB and language instruction. Through IB PYP training, district professional development in reading and writing, and through weekly Professional Learning Community meetings we work to increase our knowledge and application of best teaching practices. We also utilize our district wide early release days to learn new content which will support the diverse needs of our students.

Resources: It is both a short and long term goal to expand parent, teacher, and student resources to support language instruction. Both digital media and print materials are available in the media center and students can access content through digital learning programs such as RAZ Kids and Reading A-Z as well as many iPad applications specific to the identified needs. Classroom libraries and a leveled book room provide additional resources for needed materials. We continue to add resources to increase availability and to provide materials which support best teaching practices.

Parents: Parents are encouraged to take an active role in supporting their child's language instruction and to support them at our school. The ESL teacher serves as a liaison who can connect our parents with community resources for both academic and non-academic needs. Parents are also provided training on what is happening in the classes and what to expect during different stages of a second language acquisition and support strategies for home assignments.

Mother Tongue Language: Interpreters and translators are available for many parent teacher conferences, programs and communications and as needed throughout the school year. Students whose primary language is not English are supported both in the

regular and second language classroom. Bilingual staff and stakeholders provide additional support as needs arise. We are currently adding resources and books in our media center to reflect and respect the language and culture of mother tongue groups represented in our school. We also offer cultural celebrations throughout the year showcasing the variety of cultures in our school. By collaborating with parents, students, and community partners we hope to increase respect and awareness of the traditions and languages representing our students and their heritage.

Additional Language Acquisition: Additional language classes in Spanish are held for 45 minutes weekly in grades K-5 starting in the 2016-2017 school year. Students are working towards acquiring a new language with a focus on the goals of foreign language learning: language acquisition, exploring cultures and connecting with communities. Classroom teachers also include appropriate Spanish vocabulary in the classroom and schoolwide with classroom labels and Spanish word and Phrases of the week.

Responsibilities: The CCE Leadership Team and PYP Goal Team are involved in developing and communicating the language policy to staff. Professional development associated with language acquisition and learning will be offered to staff as well. Teachers are responsible for communicating the language policy to students and parents. All current policies will be posted on the Coddle Creek website.

- Policy created based on “Making the PYP Happen Language in the Primary Years- Beliefs and Values in Language” IBO, 2009

Review: *The Language Policy was created and reviewed by the Staff, PYP Goal Team and School Leadership Team and reviewed annually in the spring. Last revised: May 2018*