



Fairview High School Language Policy

Document last updated: 30 March 2018

Purpose

The purpose of the Fairview High School Language Policy is to provide a plan for language acquisition success. This document will outline Federal, State, District, and School expectations along with the International Baccalaureate expectations with regards to language acquisition.

Context / Philosophy / Rationale

At Fairview, we recognize that since language is central to learning, all teachers are, in practice, language teachers with responsibilities in facilitating communication. All teachers (regardless of subject area) are tasked with teaching literacy (reading, writing, listening and speaking skills) on a daily basis. In addition, our Teacher Librarian, administrators, and all other school staff have a role in supporting language development in students.

The primary language of instruction at Fairview is English. Students whose mother tongue is not English are supported by *English as a Secondary Language* services via individually tailored classes, homework/assignment adaptations, and dedicated staff. Special Needs students are supported in their language development by our Special Education Department with classes and individual tutoring. The IB Learner Profile (see addendum) provides additional impetus for policy rationale.

Crucial to the success of this policy is a rich development of language and literacy for all learners. The ability to communicate in a variety of modes in more than one language is essential to the concept of an international education that promotes intercultural understanding.¹ "Language is integral to exploring and sustaining personal development, cultural identity and intercultural understanding. As well as being the major medium of social communication, it is tightly linked to cognitive growth because it is the process by which meaning and knowledge is negotiated and constructed. It is the main tool for building our knowledge of the universe and our place in it. Language then, is central to learning, as well as to literacy, and is thus closely related to success in school."² Consequently, at Fairview, students are able to take **French, Latin, and Spanish** as Language Acquisition courses of study. Students who pursue the full IB Diploma Program (DP) or take isolated DP Courses can test in any of these three subjects.

Legal Requirements and Government Legislation

On December 10, 2009 the Colorado State Board of Education voted unanimously to adopt the World-Class Instruction Design and Assessment (WIDA) standards as the Colorado English Language Proficiency (CELP) standards. English Language Proficiency standards are required by Colorado state and federal law. The CELP standards exceed minimum legal requirements. WIDA was established in 2002 with a \$2.3 million grant from the U.S. Department of Education to the Wisconsin Department of Public Instruction for the purpose of creating English language

¹ *Learning in a language other than mother tongue in IB programmes*. International Baccalaureate Organization, p3.

² Ibid, p1.



proficiency standards and assessments. The purpose of such Enhanced Assessment Grants is to support State activities designed to improve the quality, validity, and reliability of state academic assessments beyond the requirements for such assessments described in section 111(b)(3) of the Elementary and Secondary Education Act, as amended by the No Child Left Behind Act of 2001. Overall, the standards center on the English language needed and used by English Language Learners (ELLs) to succeed in school. They guide all educators who teach ELLs and help students' access grade level academic content while learning English.³

The Colorado Department of Education outlines a strategic plan articulating Colorado's commitment to all students:⁴

1. Prepare students to thrive in their education and in a globally competitive workforce.
2. Ensure effective educators for every student and effective leaders for every school and district.
3. Build the capacity of schools and districts to meet the needs of Colorado students and their families.
4. Build the best education system in the nation.

District Policy Outline

Federal and State guidelines require school districts to assess English language proficiency of ALL students who speak and/or understand a language other than English and to provide special English language instruction to all students who enter school not yet proficient in English. In Boulder Valley, all families complete a *Home Language Survey* as part of the registration process. Specially trained assessors from the department of Literacy and Language follow up with phone interviews and/or assessments to determine whether or not students qualify for an alternative language arts program. In BVSD, alternative language arts instruction is provided through the ESL (English as a Second Language) program and, for some Spanish speakers, through the Bilingual Education program. Boulder Valley offers three ESL programs for school age students:

- Elementary ESL for students in Kindergarten through Grade 5
- Middle School ESL for students in Grades 6 - 8
- High School ESL for students in Grades 9 - 12

The District Language and Literacy Mission is to promote the educational success of students of all ages from all linguistic and cultural backgrounds by providing schools and families with services that support language, literacy and numeracy development, affirming students' cultural identity acting as advocates for students and their families.

Implementation at Fairview

Fairview recognizes the study of language is the foundation for all learning and that an effective and rigorous language curriculum is crucial to all students. Language study develops international understanding, reinforces cultural identity, enhances personal growth and promotes effective communication. Language development is a shared responsibility of all teachers, staff, parents and students. We pledge to provide challenging curriculum, differentiated and varied instruction, and diverse learning experiences for all students.

³ *Colorado English Language Proficiency Standards*. Colorado Department of Education Webpage, <https://www.cde.state.co.us/coenglangprof/statestandards1>

⁴ *Moving Forward with the New State Assessment System*. Colorado Department of Education Advisory Board



Language Profile

English is the primary language of instruction at Fairview as the majority of our students speak English at home. Instruction and assessments are delivered in English (with the exception of Language Acquisition courses) and all IB diploma program students are required to take English Literature HL as their Language A requirement.

Language Acquisition

Fairview offers students the opportunity to learn **French, Latin, and Spanish**. We offer introductory courses in each of these subjects; however, students must start at Level Two in French or Spanish if they intend to earn an IB Diploma. Students who meet pre-requisites and complete Level Five in IB French or Spanish, or Level Four in IB Latin may take either the Standard Level or Higher Level exam(s).

Mother Tongue Support

We acknowledge the importance of a student's Mother Tongue in promoting personal identity and maintaining cultural heritage. Other than our ESL services, we have no formal support for the development of a person's mother tongue (other than English and our Language Acquisition courses). We do offer support in French, Latin, and Spanish through specialized tutoring and travel abroad experiences.

Roles and Responsibilities

Students will ...

- practice their reading, writing, listening and speaking skills.
- seek assistance from their teacher(s), parents/guardians, and fellow students as needed.

Parents/Guardians will ...

- guide students in taking advantage of academic resources provided by faculty and/or posted on staff web pages, the Fairview library, Managebac, Turnitin.com etc.
- communicate with staff when a student is struggling with an assignment.
- encourage students to practice their reading, writing, listening and speaking skills.

Teachers will ...

- differentiate instruction to meet the needs of all learning styles.
- incorporate reading, writing, listening and speaking into their lessons.
- use inquiry-based instruction.

Coordinator will ...

- work with counselors, parents, and students to outline the best plan of study for individual students in regards to Languages A and B.
- provide professional development for Language Acquisition teachers.

Administrators will ...

- provide the time and space for professional development and discussion on lesson planning and use of literacy best practices.
- ensure that parents/guardians have access to an interpreter and that all school-wide correspondence is sent home in Spanish as well as English.



Works Consulted and Footnoted

Colorado English Language Proficiency Standards. Colorado Department of Education Webpage, December, 2013.

Guidebook on Designing, Delivering and Evaluating Services for English Learners (ELs). Denver, Colorado: Colorado State Board of Education, Revised October, 2016.

Guidelines for developing a school language policy. Cardiff, Wales: International Baccalaureate Organization, April, 2008.

Language and learning in IB programmes. Cardiff, Wales: International Baccalaureate Organization, September, 2011.

Language Policy, Discovery Canyon High School. Colorado Springs, Colorado: Discovery Canyon High School, September, 2014.

Language Policy, Pueblo East High School. Pueblo, Colorado: Pueblo East High School, January, 2014.

Language Policy, Thornton High School. Thornton, Colorado: Thornton High School, March, 2015.

Learning in a language other than mother tongue in IB programmes. Cardiff, Wales: International Baccalaureate Organization, April, 2008.

Moving Forward with the New State Assessment System. Denver, Colorado: Colorado Department of Education Advisory Board, September, 2013.

Second Language Requirements and Procedures, Policy: Language and Literacy. Boulder, Colorado: Boulder Valley School District, October, 2016.





IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

