

Language Policy



2023-2024

Eagle Valley Elementary ~ an IB World School

Introduction

Our policy aims to guide the classroom's teaching and learning process and involve students, teachers, families, and the community in our goal of providing an internationally-minded education. This document will outline our Language Philosophy, goals for language acquisition, and language instruction practices at Eagle Valley Elementary.

Language Philosophy

At Eagle Valley Elementary, our language philosophy reflects our school mission statement: "At Eagle Valley Elementary, we strive to develop young people who will create a more peaceful world through respect and intercultural understanding." Through our mission statement, we are committed to understanding the unique language profiles, strengths, and needs related to language development so that students can develop and express the attributes of the IB Learner Profile. During this process, we empower confident, open-minded learners and communicators who thrive in, and positively shape our global community.

We believe:

- All students are bilingual and bi-literate at varying levels, bringing different strengths from their home language.
- All building staff are teachers of language as they facilitate the development of students' communication skills.
- All students benefit from scaffolded support, which helps them understand and interact with content at a high level and in multiple languages.
- All content area instruction should include listening, reading, speaking, and writing.
- All stakeholders must be open-minded to language learning, acknowledging that language learning is a process.
- All students need first-language literacy skills to enable achievement in biliteracy.

Goals

- Enable students to learn and use language confidently in many contexts and authentic moments.
- Allow and encourage students to explore different perspectives through language.
- Increase students' written and oral communication through intentional assessments, which may include monitoring, measuring, documenting, and reporting.
- Promote student understanding and enjoyment of literature.
- Encourage students to have fun and express themselves through language.

Instruction

At Eagle Valley Elementary, all students are considered multilingual due to our dual language model.

Transdisciplinarity:

The instruction must be provided in English and Spanish, with equal distribution of content and concepts in each language. All students will receive daily literacy instruction in both languages. Language switches for each POI theme. For instance, student A will take their first IB-themed unit in Spanish and the second IB-themed unit in English. Concurrently, Unit 1 of Math will be taught in English, and Unit 2 of Math will be taught in Spanish. In an additive framework, EVES partners Spanish and English students to make the most of their native languages.

Formal “Bridging”:

Bridging, which includes unit content, concepts, and metalinguistic understanding, is done consistently. Professional educators create a schedule for formal bridging—weekly, after a unit, during the unit, etc.

Bridging is “the instructional moment in teaching dual language when teachers bring the two languages together, guiding students to engage in contrastive analysis of the two languages and transfer the academic content they have

learned in one language to the other language. Bridging involves the use of cross-linguistic strategies and leads to the development of metalinguistic awareness.” (Beeman 2012)

Intervention:

All students receive intervention specific to the recognized needs of the student in English and/or Spanish.

Professional Development:

Eagle Valley Elementary educators consistently engage in professional learning to improve their understanding and implementation of language instruction. Professional learning opportunities include yearly participation in the La Cosecha Dual Language Conference in New Mexico, state and district-level workshops, teacher- and school-led mini-inquiries, and more.

Ongoing Review Process of the Language Policy:

Steps used to create this policy:

1. Review of IB Documentation related to language learning and the language policy:
 - a. Translanguaging
<https://drive.google.com/a/eagleschools.net/file/d/1-7OAgKBhMZeCRITZIF8G4tIzef6vnnDt/view?usp=sharing>
 - b. Guidelines for Developing a School Language Policy
<https://drive.google.com/a/eagleschools.net/file/d/16lGWgUSgMYezD6Ab--rZ22mlDaHKDicE/view?usp=sharing>
 - c. Guidelines for school self-reflection on its language policy
<https://drive.google.com/a/eagleschools.net/file/d/1AaTveO7WQq9zAHsUlKtkvAoOBsKfyIDu/view?usp=sharing>
 - d. Language and learning in IB programs
<https://drive.google.com/a/eagleschools.net/file/d/1QZbvJdOLGe3i-VEjKpMhtW5fiThR-Lbp/view?usp=sharing>
 - e. How multilingual is my school? - A self-audit tool
<https://drive.google.com/a/eagleschools.net/file/d/1VgNizO-y9SIP0mVNlyli80dwbS6OWUtV/view?usp=sharing>

- f. Reviewing a language policy
<https://drive.google.com/a/eagleschools.net/file/d/1dBZUwHDc5TSnIG0L09pXnlRN3usevex5/view?usp=sharing>
- g. Student language agreements
https://drive.google.com/a/eagleschools.net/file/d/1mzAMXXh_h-ngo6JTXJn_i7HzbPpc6zml/view?usp=sharing
2. Steering Committee Members 2024:
 - a. Anita Ortiz PYPC
 - b. Michelle Miller - Principal
 - c. Valentina Gerdes - 5th Grade Spanish Teacher -IBLT Member
 - d. Allie Goldenkrantz - 3rd Grade Spanish Teacher - Spanish - IBLT Member
3. Review of student policy survey results (2023)
4. Completing of 'staff reflection document' to support discussion of current policies
5. Revision of the Language Policy.

EVES staff will formally review this policy yearly and revise it as needed to adapt to changing best practices and the needs of our learning community.

Revision Committee- 2024

- Anita Ortiz- PYPC
- Michele Miller -Head of School
- Brittni Stone-1st Grade English Teacher- IBLT member
- Allie Goldenkrantz -3rd Grade Spanish Teacher - IBLT member
- Lauren Powell - 1st Grade Bilingual Teacher
- Alejandra Rocha- 2nd Grade English Teacher
- Alejandra Mata - Reading Intervention- Spanish
- Kyle Larson - Interpreter Deaf & Hard of Hearing- Bilingual

This policy is available to all stakeholders in the EVES Learning Community, and the school leadership welcomes comments and recommendations at any time.

Footnotes:

1. Sánchez-López, Cristina, and Theresa Young. "Optimizing Instruction for Dual Language Learners w/ SPED Needs." La Cosecha Conference 2017.
2. Kamenetz, Anya. "What's Going on Inside the Brain of a Bilingual Child?" *KQED*, NPR, 30 Nov. 2016, www.kqed.org/mindshift/47054/whats-going-on-inside-the-brain-of-a-bilingual-child?fbclid=IwAR2HdJ9i4IYzBO2RQhVFFY1BzmSTHqD0bgJ14LWDwf2qu80Va3VeNn6urPA.

3. "Vernon School Language Policy." *International Baccalaureate / Language Policy*, Portland Public Schools, 2014, www.pps.net/Page/5669.
4. Beeman, Karla, and Urow, Cheryl "Biliteracy Development in Dual Language Education—Strengthening Bridges between Languages." 2012

Revised April 2024