Hilton Head Island Elementary School
Language Policy

Overview:
Hilton Head Island Elementary School, International Baccalaureate (HHIE IB) has students from around the world. All students at HHIE IB are instructed in American English. However, many families consider other languages to be their mother tongue language. Multilingualism is a right, a resource, and a benefit; and a goal we have for all students. We "support a school culture of language learning and international mindedness." (Transition Guide for the Primary Years Programme) Communication through reading, writing, speaking, listening and viewing is an essential skill for our workforce.

Philosophy - What are our beliefs and values about language?

- Language is central to the curriculum and to the medium of inquiry.
- Best teaching practice is employed by all teachers, regardless of the language or subject they teach.
- Home language is valued, celebrated, respected, and encouraged. It is viewed and treated as an asset.
- All teachers embrace language development in all disciplines.
- Language learning provides students with greater cognitive flexibility and memory.
- All teachers are language teachers.
- Learning additional language supports vocabulary and grammar in the primary language of instruction.
- Language is a means of affirming and expressing cultural identity and developing international-mindedness in a global community.
- Language instruction promotes a culturally sensitive climate.
- Language instruction develops cross-cultural communication and social interaction skills.

Policies - What are our essential agreements on language instruction?

- Language instruction is assessment-based.
- Language instruction is transdisciplinary, hands-on, and inquiry-driven.
- We provide extra support in a family's home language in multiple ways.
- Curriculum is aligned with
  a) South Carolina State Standards in Mathematics, ELA, Science, and Social Studies
  b) World Language Standards
  c) PYP Language Scope and Sequence Overview (Scope and Sequence ELA Outlined in curriculum maps)
  d) Skills in reading, writing, speaking, listening and comprehension
  e) WIDA Language Standards
- We follow the South Carolina College and Career Readiness Standards that address the four domains of language. (reading, writing, listening, and speaking)
- ML is an instructional program that assists students in learning English. It addresses listening, speaking, reading, writing, content vocabulary, cultural awareness, and study skills through clearly articulated objectives regarding what is to be accomplished. ML teachers work closely with the classroom teacher to support units of inquiry.
- In order to support language development we offer a transdisciplinary literacy program that includes:
  a) whole group reading lessons
  b) Independent reading with conferring
  c) Small group reading
  d) Pair reading

e) Sharing and reflection time for reading and writing experiences
f) Read aloud
g) whole group writing mini-lessons
h) Student writing with conferring
i) Language instruction integrated into units of inquiry
j) Inquiry-based learning
k) Embedded word study to include vocabulary development
l) Use of formative and summative assessments to guide instruction

- Through dual language immersion and specials' rotations, all students learn a second and/or third language.

Principles - What are our guiding principles?

- Multi-media, informational, and literary texts are incorporated into language instruction and units of study.
- Language instruction is central to all learning.
- A variety of research-based instructional practices are used daily to guide curriculum and instruction.
- Purposeful Inquiry is the way students learn best, and will be used in daily instruction.
- Reflection and self-assessment are part of the language program.
- Curriculum and instruction are differentiated to meet the needs of all learners.
- The PYP transdisciplinary skills and concepts are used as a bridge to integrate language and content.
- There is support provided for anyone in the school community whose home language is not English. Support includes Newcomer Classes, parent literacy classes, technology, liaisons, and parent information meetings.

Practices - What are our language practices?

- State/district/school ELA/ Modern Language standards are integrated into all areas of the language program.
- Third-grade students must pass state reading tests per the Read to Succeed Act.
- Teachers use our school scope and sequence document for long-range planning. This document is a blend of our state standards and the IBO PYP Language Scope and Sequence.
- Learning is differentiated to meet the needs of all students.
- Many communication items are available in multiple languages.
- Language instruction is for all students.
- Best practices are used in all instruction.
- Resources are selected to match the units, languages, and needs of students when possible.
- Focus is given to the transdisciplinary nature of language learning.
- The language program is provided through a balance of large group, small group, and individual instruction.
- All staff members foster and encourage reading and writing for meaning.
- All staff members nurture an appreciation for the richness of language.
- We use language for problem-solving and information processing. Key vocabulary is noted on word walls, in word journals, pre-taught, and reviewed.
- Dual language immersion Chinese and Spanish classes are offered in all grade levels.
- All students participate in Spanish or Chinese language instruction during the Specials rotations.

- Translators are provided when needed at student-led conferences and parent information sessions.
- Artifacts in the target language are included in portfolios.
- Proficiency standards and goals in second language instruction are developmentally aligned.
- ML teachers support, not supplant, standards taught in each grade level.
- ML teachers distribute quarterly ML monitoring forms in the areas of Reading, Writing, Listening, and Speaking in the English Language.
- The state ACCESS test is administered in February of each year to all ML students.
- ML family nights are offered several times a year. Some of the areas of focus on these nights include:
    a) Strategy sharing for language usage at home
    b) Connections to the public library
    c) Information on resources available to families including the neighborhood outreach center, health care, and support services.
- Resources in several languages are available in the media center and in classrooms.

Professional Development - What is our responsibility to professional development?

- All staff will continue to be involved in state/district/school initiatives such as the continuing emphasis on literacy instruction and assessment.
- Educators are encouraged to participate in courses for educators to learn another language.
- All staff will continue to access professional resources to deepen knowledge about language development, acquisition, instruction, and teaching English as a Second Language.
- All certified staff will continue to discuss and reflect upon ‘best practices’ at team planning sessions.
- All certified staff will continue to attend country/state/district/school professional development sessions for English and language Instruction when applicable.
- All certified staff members attend at least 15 hours of instruction on teaching language acquisition. (SIOP/TESOL)
- All staff will continue to connect, communicate, visit, and share strategies with other schools with respect to teaching a second language and valuing native language speakers and users.
- All teachers are trained in Ellevation. This online program supports ML student learning by providing teachers with instructional resources, an efficient management system and effective collaboration with colleagues.

Glossary of Terms

Dual language model – provides instruction to students in two languages during the day. Students spend 50% of their day in English and 50% of their day in Spanish or Chinese. A block of time is dedicated to reading, writing, speaking, and listening in English along with social studies instruction. Math, Science, and foreign languages are taught in the foreign language the other half of the day.
ELA – English Language Arts
ML – Multi-Language Learners
IBO – International Baccalaureate Organization
Language of instruction – At HHIE IB we use American English
Modern Language – Any human language currently in use
Home Language–Is the language a person has learned from birth. It is the language a person speaks the best. In some countries, the term is used to refer to the language of one's ethnic group rather than one's first language. Sometimes there can be more than one mother tongue. These people are usually called bilingual or multilingual. Parents fill in a Home Language Survey at the beginning of each year.
MY IB- Support for teachers in International Baccalaureate Schools
Portfolio – At HHIE, students keep two portfolios. Students have working portfolios that hold sample work throughout a particular grade level year. Students also have a 1st-5th-grade portfolio that is added to each year following our portfolio essential agreements. This portfolio is shared with parents at the end of the year portfolio sharing and conference. The portfolio is sent home at the end of 5th grade and serves as a record of student growth in all subject areas.
PYP – Primary Years program of the International Baccalaureate
SIOP – Sheltered Instruction Observation Protocol
TESOL-Teaching English to Speakers of Other Languages

Language Policy Committee: Ms. Brockway, Ms. Cram, Ms. Perdue, Dual Language Teachers: Coulter, Chen, Lian, Mehle, Krapf, Yang, Ford, Wu, Yin, Harshman, Sturman, Gomez, Halley, Llewellyn, Roberts, Rooney, Shupp, Forman, Quinilty, Lugo; ML Teachers: Danzell, Frazier, Imata-Pedroso, Krim, Kennedy, Sprunger

The language policy is reviewed twice yearly-once in the fall and once in the spring. It is presented to staff for input from all at faculty meetings. It is given to new faculty members at the beginning of the school year. The language policy is located on the staff drive under the handbook for the current year, on the school website, and in the GOOGLE Otter HUB.

This policy was last updated on 12/4/2023.
It was reviewed by the school community in February 2024.

Resources

Physical	Virtual
AAPL Assessment Additional Language Teaching and Learning in International Baccalaureate Primary Years Program Chinese Library Differentiated Instructional Resources for SPED, below, on, and above Grade Level Dual Language Brochures (Spanish and Chinese) Guidelines for developing a school language policy –IBO Guidelines for school self-reflection on its language policy (IBO) Language and Learning in IB programmes (IBO) Language Scope and Sequence (IBO) Language: Learning in a language other than mother tongue in the IB programs (IBO) Literacy: Amplify, CKLA, ELA Curriculum PYP Libraries Schools (IBO) Spanish Library Taking the PYP Forward- English as a Second Language WIDA Assessment WIDA Cando 6 ESOL teachers Chinese and Spanish Language Specialists	Scholastic Literacy Pro Amplify CKLA Online Materials Discovery Education FOSS Mystery Science Reading A-Z (ESOL, first, second, dual-language, sheltered)