



**Frank Guzick Elementary School**  
**IB Language Policy**  
**Candidate School\***

**Purpose**

The purpose of this document is to explain the Frank Guzick Language Policy. This policy applies to the whole school and is communicated to and understood by all teachers, students, parents, and administrators.

**Campus Vision**

To provide a safe and positive learning environment for our students as we challenge them to grow and achieve both academically and socially.

**Campus Mission**

Our GIANT Mission as the Frank Guzick Learning Community is to cultivate the whole child in a nurturing environment that empowers all learners to excel.

**Philosophy**

According to the programme to practice section A 007- “The school places importance on language learning, including mother tongues, host country language, and other languages.”

We believe that all teachers at Frank Guzick Elementary are language instructors, and all students are language learners, regardless of their native language. We further believe that each stakeholder, from home to school to community, plays a significant role in the development of a child’s ability to understand and express themselves in more than one language. Language is a major connecting element across the curriculum as well as a key tool in the development of international mindedness. Our campus strives to create a learning environment that supports and promotes language development in a bilingual setting that includes the students, parents, and the community. Languages at Guzick are taught through different modalities: listening, speaking, reading, writing, meta-language, non-verbal communication, viewing, and presenting. In addition, we recognize each student brings their unique language contributions to their classroom, and we differentiate our instruction in order to meet all students’ needs. Honoring the first language of our students is instrumental to respecting and learning about each student’s culture.

**Campus Student Language Profile**

The major languages spoken and taught at Frank Guzick are English and Spanish. The first language of 60% of our student population is Spanish. These students are engaged

in a transitional bilingual program. In these programs, students receive instruction in reading, science, and social studies in Spanish, while math and additional reading/language arts are provided in English. The remaining 40% are general education students, receiving instruction in all content areas in English. At the present time, we offer Portuguese instruction for all scholars in kindergarten through fifth grade as a part of the specials rotation for 60 minutes.

### **Components of the Program**

At this time we offer a transitional bilingual program, as well as offering an additional global language to all students through their specials period. Students will be learning Portuguese as their second language. The purpose of the programs is to create bicultural, bi-literate, and bilingual students who can become successful global citizens.

- One-way Dual Language: Pre-Kindergarten – 1st Grade Native-Spanish speakers will receive Language Arts, Science, Social Studies, and Math instruction in Spanish. Additionally, they receive support for their English development by using ESL strategies.
- One Way Dual Language: 2nd Grade - 5th Grade Native-Spanish speakers will receive 50% of their Language Arts, Science, and Social Studies instruction in Spanish, and their Mathematics instruction is in English.
  - Fifth Grade will receive Math and Science instruction in English with support from English as Second Language strategies and English Language Proficiency Standards (ELPS). Additionally, they will receive support for their English development by using ESL strategies when being taught these contents in English.
- General Education Classrooms: Kindergarten - 5th Grade Scholars whose first language is English are learning in English throughout their entire day. Several of these students are bilingual, but their parents have denied bilingual services. These students attend the Portuguese class as a part of their special rotation.
- Second Language: Kindergarten - 5th Grade All students ages 5 years old through 12 years old will be receiving a second language in addition to their native language. Students will receive instruction on how to speak Portuguese.

### **Identification of Language Needs**

Students who are enrolled at Frank Guzick, as a requirement of state and federal guidelines, must complete a Home Language Survey stating the language most often spoken at home as well as any additional languages used. Additionally, if the survey indicates that English is not spoken at home, testing will occur to determine the level of ability in English using the Language Proficiency Test.

K-2nd grade student language is also assessed using the Fountas and Pinell BAS-SEL assessment, TX-KEA, and NWEA MAP Growth & Fluency. The assessment is given Beginning of the Year, Middle of the Year, and End of the Year. Students in grades third

through fifth also participate in NWEA MAP Growth testing three times a year. Grades first through fifth grade use the data from these assessments along with teacher anecdotal notes, observations, and in-class assessments to identify targeted areas of needed support. Additionally, Pre-K utilizes Circle Assessment; Kindergarten uses TxKEA and NWEA MAP Fluency three times a year to measure student progress and target areas of needed support. Based on these assessments, which can be provided in both English and Spanish at the beginning of the year, student proficiency levels are assessed in each language. This assessment acts as a guide to determine additional language support needed along with the LPAC Committee.

The Texas Education Agency (TEA) designed the Texas English Language Proficiency Assessment System (TELPAS) to assess the progress that Limited English Proficient (LEP) students make in learning the English language. This assessment is taken from Kindergarten through 12th grade each year and aligns with the Texas English Language Proficiency Standards (ELPS). TELPAS includes evaluations in the areas of reading, writing, listening, and speaking. Teachers are trained to interpret writing samples using the state rubric (beginning, intermediate, advanced, and advanced high), and LEP students in grades 2-12 take an online reading assessment in order to measure their progress during a given school year.

## **Support of Language Development through Instruction and Assessment**

### Resources:

- Library/Media Center:
  - In the 2023 - 2024 school year, the Bilingual Amplify curriculum will be implemented in all grade levels
  - Provide level readers in English and Spanish for classroom libraries
  - Provide a variety of books for teachers and students to check- out in English & Spanish
  - With Title 1 and IB funds the school has purchased books in both languages that support the transdisciplinary themes taught within the PYP.
- Classrooms:
  - In-class libraries will be provided to teachers as an extension of the media center to provide students with a variety of texts in English & Spanish. This will encourage and support research skills in the classroom and ensure that students have access to resources in their mother tongue and additional languages.

Instruction: Here at Guzick we believe that language can be developed across the campus in a variety of settings. Teachers support the development and acquisition of oral and written language proficiency through the following strategies:

- Differentiated instruction
- Modeling
- The language taught through the curriculum
- Transdisciplinary skills of reading, speaking, writing, and listening
- Making connections
- Cooperative learning

- Project Based Learning
- Writing across curriculum
- Critical writing
- Direct language instruction
- Field experiences and guest speakers
- Approaches to Learning skills

**Assessment:** Based on the content being assessed, one-way dual language programs will assess in English or Spanish. Formative assessments, such as writing samples and verbal responses, will be used by classroom teachers to monitor language progress. TELPAS is the formerly administered test in the spring as a measure to track English language development for English Language Learners (ELLs). The LPAC Committee will determine the dominant language for every ELL student for STAAR in the spring. Students will test in the determined language by the committee. Tutoring is provided for students struggling with language development, especially when this affects their progress in the content areas.

### **Support of Mother Tongue Languages**

Students who are denied bilingual services or their parents opt them out of the programme are supported in their general education classes through ELL strategies. All students are given authentic learning experiences that nurture their mother tongue while acquiring a second language.

### **Support of Language Acquisition**

Students participating in the acquisition of Portuguese will be supported through technology, videos, music, and basic greetings and conversation. It will also include collaboration in play-based, inquiry based stations and centers. Students will learn more than just language, but also about cultures. Exploration into multiple cultures and backgrounds will include studying history, geography, values, traditions, beliefs, and any culturally relevant information. It will be inclusive and students will reflect on how these cultures align with their own perspectives. English students will attend this class once a week for one hour.

### **Parental Involvement and Support**

At Guzick, we encourage all stakeholders to communicate in a variety of forms to foster a global presence. As a collective community, we recognize these identities and promote a multicultural and multilingual learning environment.

To ensure parents are included in the language development of their child, parents are expected to support language skills at home through the following practices and resources:

- reading with their child for at least 20 minutes a day
- discussing their understanding of the day's lessons
- assisting with research and inquiry-based projects
- revising and editing writing assignments
- encouraging oral communication.

To reinforce parent participation the school provides the following support:

- provide opportunities for parent education classes to learn effective strategies for working with their children in their home language
- district and school communication is provided in Spanish and English
- district translators are provided at Site-Based Decision-Making (SBDM) Committee meetings and Parent-Teacher Association Meetings
- provide homework assistance to parents in English and Spanish
- translators available for teacher-parent conferences
- website information is in Spanish and English

### **Ongoing Review of Language Policy**

The Language Policy is a working document that requires ongoing review and revision based on the needs of the student population at Guzick Elementary and the requirements of Dallas ISD and the state of Texas. The IB Committee, composed of administrators, teachers, staff, stakeholders, and parents will review the language policy annually. Feedback from all invested parties will be taken into consideration and subsequent revisions will be completed each year by the end of September. The updated policy will be shared with all staff during an IB Professional Learning Community and with the PTA at the start of the year during the Coffee with the Principal Meeting. The final document will be shared with the school community through the school's website and newsletter.

Revised: August 2024

Resources:

IBO website

IB Language Policy

DISD

Bilingual Assessment Language enrollment