

# **Rhodes Academy for the Humanities & Arts Language Policy 2024-2025**



***Committed to Learning, Growing &  
Being the Best We Can Be!***

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It tells you where its people come  
from  
and where they are going”

- Rita Mae Brown



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## I. Philosophy

- ❖ At Rhodes Academy, we strive to meet the diverse needs of our students by promoting rigor through effective teaching practices in language development. We believe language is at the core of the I.B. framework. As a result, students will develop the language skills necessary to become lifelong learners. It is designed to be woven together into our holistic approach to learning. It supports a student’s ability to comprehend information, express themselves and communicate effectively in academic and social settings. Language also supports critical thinking and problem-solving.
- ❖ Language is the key for fostering relationships and communicating knowledge. Our language program provides opportunities for interdisciplinary connections. Cultural understanding and tolerance are maximized when we intentionally learn the language and values of others. International mindedness will be enhanced with the exploration of languages, cultures and norms. Our learning community will also focus on developing practices to promote fluency in a foreign language.

## II. Purpose

The purpose of the Language Policy is to ensure that:

- ❖ All members of the learning community value and respect other languages and cultures.
- ❖ Language development is the key element of understanding, speaking, thinking and learning.
- ❖ Language is promoted through inquiry learning utilizing the:



- ◆ International Baccalaureate (I.B.) Program
  - ◆ Primary Years Program (PYP)
  - ◆ Units of Inquiry (UOI)
- ❖ All English Language Learners and their families have access to resources and services to communicate effectively.
- ❖ All instructional staff members are language teachers.

### III. Definitions

- ❖ Mother Tongue / Home Language:  
The language that the student uses at home. In some cases, that is not English.
- ❖ Language A:  
The primary language of the school, and most likely considered the language of operation in the general education classes.
- ❖ Language B:  
The language that is considered foreign to the learner. There is no indication of fluency in this language, and the student is acquiring it.
- ❖ Language Acquisition:  
The process of developing Language B. The continuum of attaining fluency of a second language.
- ❖ World Languages:  
Language other than the mother tongue.
- ❖ ELL/MLL:  
English Language Learners/Multi Lingual Learners that enter the learning community without having English as their primary language.
- ❖ ENL:  
English as a New Language – A program to support language acquisition for students who need to acquire English as a working language.
- ❖ FLES:  
Foreign Language acquisition program for all elementary school students.
- ❖ Dual Language:  
Students who are taught literacy and content in two languages.
- ❖ Bilingual:  
Students who are being taught using their native language to acquire the ability to read, write and speak fluently in English.
- ❖ Language of Instruction:



The language used to instruct the student is based on their level of English proficiency.

#### IV. School Language Profile

School	English	Language Acquiring	
Rhodes Academy PYP	Language A	Language B	Language B
		Spanish English (ELL/MLL)	French

#### V. PYP Framework Embedded in Units of Inquiry includes:

Key Concepts	Learner Profile	Approaches to Learning Skills	Approaches to Teaching	Transdisciplinary Themes
Form	Inquirer	Social	Inquiry	Who We Are
Function	Knowledgeable	Research	Collaboration	Where We Are in Place and Time
Causation	Thinker	Thinking	Conceptual	How We Express Ourselves
Change	Communicators	Communication	Differentiated	How the World Works
Connection	Principled	Self-Management	Instruction	How We Organize Ourselves
Perspectives	Open Minded		Formal and Informal Assessment	Sharing The Planet
Responsibility	Caring			
	Risk Takers			
	Balanced			

- ❖ The **FLES Program** will allow students to learn a foreign language through the natural development of language: comprehension, listening, speaking and writing. Students will also become aware of the selected foreign culture through a variety of lessons and activities in which they will learn to compare, contrast and appreciate cultural differences and similarities. Students will acquire the language through the use of visuals, songs and manipulatives. Opportunities to practice the language will come through a variety of engaging activities. Students will be able to communicate utilizing a basic understanding of the language based on grade level ability.
  - All students will receive FLES instruction a minimum of 35 minutes per week.



- ❖ Students whose mother tongue is not English will be required to learn English within a bilingual class. Students will receive 180 minutes of Home Language Arts instruction per week.
- ❖ Appreciation of cultural diversity will be reinforced through a variety of school-wide events such as the Hispanic Heritage Celebration, Celebration of Cultures and Black History Celebration. In addition, class instructors will incorporate diverse literature, videos and artifacts into their lessons.
- ❖ Students will demonstrate their newly acquired knowledge of the language and culture that they are studying by doing presentations, sharing with other students, etc.
- ❖ The bilingual program consists of English and Spanish. The Spanish language is incorporated to help students understand the content and build language acquisition.

## VI. Communication Plan

We are committed to making sure parents and the community have access to all documents and correspondence to ensure “two-way” communication using:

- ❖ **Remind App** – is a communication platform that helps educators reach students and parents where they are. Messages are sent in real time to an entire class, a small group or just a single person. Parents and instructional staff communicate back and forth.
- ❖ **Propio** - translation service to communicate with parents in their mother tongue.
- ❖ **Class Dojo** – is a classroom communication app used to share class related information using real time next messages.
- ❖ **School Correspondence** (reports, report cards, letters, permission slips) are sent home in English and Spanish
- ❖ **Blackboard Connect** – is a mass notification system that lets you send updates and emergency alerts to everyone in your community through emails, phone calls and text messages.
- ❖ **District and School Calendars** – Provides district and school-wide information.
- ❖ **PTO/SEPTA** – Parent Teacher Organization/Special Education Parent Teacher Association
- ❖ **Hempstead School District Website** – Provides parents with school information and events.
- ❖ **Rhodes Academy School Web Page**



- ❖ **Attendance Teacher** – Home visits: When parents do not respond to school communications, the attendance teacher conducts wellness checks by visiting the homes of the students.

## **VII. Review of the Language Policy**

This policy will be reviewed annually by the Hempstead School District Elementary IB Coordinator, Rhodes Academy Committee, IB Committee and multiple stakeholders.

- ❖ Building Principal
- ❖ Assistant Principals
- ❖ IB Coach
- ❖ Psychologists
- ❖ Social Worker
- ❖ Instructional Staff
- ❖ A Parent Advocate
- ❖ Attendance Teacher

Reviewed January 20<sup>th</sup>,2025



