



Loomis Basin Charter School IB World School Language Policy

PHILOSOPHY

At Loomis Basin Charter School (LBCS), language is a vital instrument for learning, communication, and expression. Teaching and learning is driven by the idea that through language instruction, we are encouraging intercultural awareness, new perspectives, curiosity, and an appreciation of our world's diversity. Through the exploration of language, students become communicators in our multilingual world.

PRACTICES

Primary Language

In order to promote holistic learning within the context of the IB, the stakeholders at LBCS recognize the importance of incorporating the teaching and learning of language throughout the implementation of the program. English is the language of instruction of the school, since students must meet English language requirements provided by the state common core standards. The development of language is crucial as it allows students to make connections within and across subject areas. (MYP through Global Context and Approached to Learning and PYP through Transdisciplinary Skills and Key Concepts) For assessment purposes, the IB MYP language criteria are used along with the Loomis Union School District grading policy. Language instruction supports both the California Common Core Standards and the IB Language objectives.

Language Acquisition

The mastery of essential language skills – reading, writing, listening, speaking and viewing – is a vital part of a student's overall development. The importance of students becoming culturally and linguistically proficient in a second language is recognized, and all students receive instruction in Spanish. Our Spanish program and curriculum, Sombrero Time, is developed specifically for the immersion environment to address all areas of language development – reading, writing, listening and speaking in Spanish. All of our Spanish instructors are native speakers.

Language Acquisition courses in MYP are assessed using the modified Language Assessment Criteria for Years 1-3, and support both California Common Core Standards and the Modified IB MYP Language objectives for Years 1-3. Language Acquisition in PYP is assessed through rubrics developed by Spanish instructions that support both California Common Core Standards and the IB scope and sequence.

The following reading practices will be implemented throughout the program:

- ❖ reading will take place in all subject areas, and students will read across the curriculum whenever appropriate;
- ❖ a variety of practices will be used when planning for instruction, which includes, but is not limited to guided reading groups, differentiated reading instruction, word lists, graphic organizers, use of leveled reading material;
- ❖ students will be encouraged to read for information, read for pleasure and read aloud expressively;
- ❖ students will be exposed to a variety of genres, including literature, poetry, plays, trade books, short stories, newspapers/magazines, and informational text;
- ❖ vocabulary-building techniques such as word walls, word of the day, use of idioms, and literary elements such as metaphors and similes will be utilized across the curriculum, whenever appropriate;
- ❖ teachers will recognize and celebrate student writing through class presentations and writing wall display

The following writing practices will be implemented throughout the program:

- ❖ students' natural desire to communicate through writing will be fostered by giving real purpose to their writing, and by exposing them to varied, challenging, and meaningful writing opportunities;
- ❖ teachers will ensure consistency of the promotion of the writing process (planning, outlining, drafting, editing, proofreading, publishing), as age appropriate throughout the grade levels;
- ❖ students will be provided with opportunities to express themselves in writing through a variety of genres, including but not limited to, journaling, essays, blogs
- ❖ students will be provided with opportunities to acquire, develop and use language specific to different subject areas;
- ❖ development of writing will be supported by providing constructive feedback from teachers, peers, and other adults;
- ❖ teachers will provide instruction in and model the correct usage of written and oral language conventions, including spelling, grammar, rules of punctuation, and handwriting.
- ❖ several literary elements (i.e., foreshadow, symbolism, synesthesia, etc.) will be reviewed in order to teach good writing skills that allow for more interesting reading.

ORAL LANGUAGE

- ❖ teachers will model correct language usage in conversation, while being sensitive of students' cultural background and mother tongue;
- ❖ students will be provided ample opportunities to develop and utilize oral language beyond everyday classroom conversations through oral presentations, debates, speeches, role-play, poetry recitations, songs, i-Movies, listening stations, podcasts etc.;
- ❖ teachers will plan activities that expose students to conventions of oral language and aid them in responding appropriately to a range of contexts and audiences.

SECOND LANGUAGE INSTRUCTION

At LBCS, stakeholders recognize that the acquisition of other languages and learning about different cultures provides students with a multitude of opportunities to develop international-mindedness through the attributes of the IB Learner Profile. All students in the Primary Years Program have the opportunity to learn a world language, Spanish, beginning in Kindergarten and continuing through Grade 8 in the Middle Years Program. As a result of exposure to, and experience with a second language, students are encouraged to develop intercultural awareness, new perspectives, a culture of curiosity, as well as an appreciation of the richness of our world's diversity. In the PYP, students are exposed to Spanish four days a week for a period of 30-40 minutes. In the MYP, students are exposed to Spanish four days a week for a period of 50 minutes.

Students receive instruction using an immersion model. Teaching integrates the skill areas of listening, speaking, reading, writing and viewing. In addition, emphasis on grammatical structures and vocabulary development, especially in the upper grades, helps students develop the tools needed to become effective communicators in our multilingual world.

International understanding, cultural awareness, and historical knowledge are enhanced through the study of the customs, traditions, songs, poems, and everyday life in Spanish-speaking countries throughout the world.

Second language teachers support the school's reading, writing and oral language practices, the IB Learner Profile, and the PYP attitudes, as well as the program of inquiry, whenever and wherever appropriate.

MOTHER TONGUE SUPPORT

The mother tongue of the overwhelming majority of the students at LBCS is English, which is also the language of instruction at the school. However, within our student population there are bilingual students, including those whose home language is a language other than English.

Eighty-five percent of the teachers at LBCS hold a CLAD Certificate (cross-cultural, language, academic development) and are authorized to teach English Learners. Our district and school is committed to educating our English Learners in order for them to become proficient in English as rapidly as possible so they can have success in our academic program.

When students enroll in our district they are identified as possible English Learners through the Home Language Survey. Students who have a mother-tongue language other than English are given the CELDT – California English Language Development Test. This test determines the level to which a student has acquired English and determines whether or not a student may need additional support services. English Language Learners are placed in classrooms with a teacher who is authorized to teach English Learners and are provided specialized instruction in English Language Development.

LBCS supports mother-tongue language development through recognizing and celebrating the various mother-tongue languages within our school. We also continue to extend mother-tongue resources available in our library for our school community.

SUPPORT SERVICES

The school has several formal and informal support services available, including:

- ❖ Student Success Team (SST) meetings can be called whenever a student is in need of additional support or early intervention in order to be successful in school. The SST team members include administrators, MYP coordinator, special education teacher, general education teachers, intervention specialist, student services personnel and the student's parents.
- ❖ Special Education Students with special education needs receive services from a specialized academic instructor through the Resource Specialist Program (RSP). The specialized academic instructor uses strategies that promote the mastery of essential language skills in an effort to maximize the potential of each student. The specialized academic instructor works with students using both “push in” and “pull out” models, as appropriate, and works with the classroom teachers to support the activities in the homeroom.
- ❖ The Student Service Coordinator works with classroom teachers and students to improve reading, writing and language skills. His or her responsibilities include participation in team meetings, sharing information about district and state initiatives, supporting teachers with instructional strategies and assessments, providing supplemental resources for struggling readers, assisting with the reporting and analysis of data to meet the needs of diverse learners, training teachers and students on the use of computer-based programs, and working with

students in small groups in their classrooms. The Student Service Coordinator works closely with the resource teacher.

- ❖ A Spanish Instructor pulls students during a Friday Intervention block to work with new students to our school and students who need additional support in Language Acquisition.



Loomis Basin Charter School IB World School Staff Essential Agreements for Language Instruction

The faculty and staff at LBCS recognize that language is a vital instrument for learning, communication and expression, and that all teachers are language teachers. In order to promote inquiry-based language learning within the context of the PYP and the MYP, it is understood that language instruction takes place all day and in all subjects.

Both the PYP and MYP faculties agree that language learning at the school will:

- ❖ be consistent and age appropriate;
- ❖ support the development of skills and understanding in the language of instruction (English) as well as the additional language of Spanish
- ❖ be differentiated to meet the needs of learning styles of all students, including but not limited to those needing special services;
- ❖ be reflected in the programme of inquiry, transdisciplinary (PYP) and interdisciplinary (MYP) planners and individual lesson plans.

Furthermore, the PYP and MYP faculties agree to:

- ❖ work with all students so they may achieve mastery of the essential language skills – reading, writing, listening, speaking and viewing;
- ❖ utilize a variety of materials to enhance the development of language skills.

Adopted on consensus by faculty on