



**Ed V. Baldwin Elementary School
Language Policy
2017 - 2018**

Statement of Belief

At Ed V. Baldwin Elementary, we believe that language is fundamental to the success of all student learning. This includes the ability to communicate through speaking, reading, and writing as well as academic language in the content areas and the arts. We respect how language reflects the individual and culture of our students and strive to support the mother tongue of all learners.

We believe that language is central to inquiry, and therefore view language development and education as the job of all members of our learning community. Language instruction is an essential component in the development and delivery of our units of inquiry, and include the opportunity for students to use language in a variety of formats.

As we strive to develop globally minded citizens, we believe a necessary step is to include a second language program at Ed V. Baldwin Elementary. The learning of a second language is not only beneficial for cognitive development, but also fosters global awareness and the ability for one to discover the history, traditions, and values outside of one’s culture, and ultimately allows one to more fully participate as a global citizen.

Ed V. Baldwin Elementary Language Profile

Our English Language Learner (ELL) profile, (figure 1), provides information into the number of students and languages spoken

# Language	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
1. Arabic/Egyptian/Lebanese/Syrian	-	-	1	-	-	-	1	-	-	-	-	-	-	-	2
2. Creoles & Pidgins (French)	-	-	-	-	1	-	-	-	-	-	-	-	-	-	1
3. English	-	-	3	-	-	-	-	-	-	-	-	-	-	-	3
4. Gaelic/Gaelic/Irish/Scots	-	-	-	1	-	-	-	-	-	-	-	-	-	-	1
5. German	-	-	1	-	-	-	-	1	-	-	-	-	-	-	2
6. Haitian Creole	-	-	-	-	-	-	1	-	-	-	-	-	-	-	1
7. Italian	-	-	-	-	-	1	-	-	-	-	-	-	-	-	1
8. Spanish	-	5	5	5	8	2	5	-	-	-	-	-	-	-	30
9. Tagalog/Filipino	-	-	1	1	-	1	-	-	-	-	-	-	-	-	3
10. Vietnamese	-	-	2	1	-	-	-	-	-	-	-	-	-	-	3
	-	5	13	8	9	4	7	1	-	-	-	-	-	-	47

Figure 1 - Baldwin ELL Profile

Identification of Language Needs

As required by federal and state guidelines, all students enrolled at Baldwin must complete a Home Language Survey, indicating the language spoken most often in the home, as well as additional languages spoken. For any student who is not from a home in which English is the listed primary language, testing must occur to determine the level of English proficiency. The results of this testing determine whether or not the student can be classified as a student of which English is the second language. Students listed in this way are determined to be “English Language Learners (ELL), and are placed on the roster of a teacher certified in ELL by the state of North Carolina. Each year the students labeled as ELL are given the WIDA Access Test, which is an online assessment that determines their progress in the acquisition of the English language.

Support for English Language Learners

Students identified as ELL as given weekly language support in a 1:1 or small group environment with the ELL teacher. These students receive instruction and support in the various language goals that have been identified for them. The ELL teacher also works with each teacher at Baldwin Elementary to ensure that they have the resources necessary to support instruction. This may include but is not limited to materials and texts that are written in the students’ mother tongue.

Support for Parents of ELL Students

Parents are encouraged to support language development at home and may be given supplemental materials from the classroom teacher as well as the ELL teacher. Parents are also given information about free language programs that take place in the county.

Language in the PYP at Ed V. Baldwin Elementary

Baldwin Elementary provides a strong, challenging curriculum that embraces the principles of the Primary Years Programme (PYP). The Primary Years Programme is an inquiry-based programme, which emphasizes the development of students as world citizens through a focus on attitudes and attributes of a learner. Curriculum is organized around six transdisciplinary themes of global significance to develop transdisciplinary skills, and within each unit of inquiry, central ideas and lines of inquiry are explored so that students develop conceptual understanding in addition to knowledge and skills.

Language in the classroom is also supported through the use of various literacy activities, which include but are not limited to guided reading, writing workshops, writing in content, instructional vocabulary, and word lists. Students are also given many opportunities to demonstrate speaking and listening skills through collaboration and presentations.

Mother tongue is supported through celebrations of learning, the connection of a wide range of language speakers in our school community, and student-led conferences, where children are encouraged to bring their mother tongue into the school experience. Resources are provided and made available for parents and students to support their mother tongue:

- Library books and digital ebooks

- Parent information documents
- Teachers that serve as translators for parents

Additional Language Program

The second language of instruction at Ed V. Baldwin Elementary is Spanish. Each student in grades K-5 will attend a weekly 40 minute Spanish language instruction class. Foreign Language in the Elementary School program is the approach taken for Spanish Language instruction. The CCS FLES model develops students' language proficiency by providing language instruction that supports the concepts taught in the subject areas at the respective grade level. Generally, programs consist of 45 minutes of instruction two to three times per week, which is articulated through middle and high school. The CCS FLES model is based on the research that shows that students are not only able to learn but are also highly engaged in learning content through the target language. In addition, the culture of the target language is integrated into instruction. Not only will the additional language program instruct students in the Spanish language, but will also be incorporated in art, music, movement, and cultural learning. Students also see and hear the ten learner profile traits of the International Baccalaureate in Spanish.

State Standards and Goals

As a public school, Ed V. Baldwin Elementary adheres to the standards and goals that are outlined by our state and the grade level specific standards and goals can be found by following the link: <http://www.dpi.state.nc.us/curriculum/languagearts/elementary/>

Communication of Policy:

The language policy for Ed V. Baldwin will be made available on our school's website for all stakeholders.

Policy Review

The language policy for Ed V. Baldwin will be reviewed on an annual basis by the Language Policy Committee, which includes administration, instructional coaches, and teachers from each grade level.

