

Language Policy

Language Belief

At C.B. Jennings International Elementary Magnet School, we believe that language is the key to all learning and that it is the major element that connects the curriculum. Since language is central to learning, all teachers are language teachers. We also believe that all students should have the opportunity to learn a second language, while at the same time maintaining their home language. We believe in creating an environment of cultural and linguistic equity.

Through inquiry, teachers provide students with opportunities to use language in many different formats. C. B. Jennings International Elementary Magnet School recognizes and supports the language development of all students. The IB Learner Profile attributes inform the planning, teaching, and assessing of all language learning. We believe that language instruction should connect to our units of inquiry and that instruction is differentiated according to the language needs of each learner.

Language Programs

There are two programs at C.B. Jennings International Elementary Magnet School. Each grade level, Grades K- 5 has three World Language classes and one self-contained 1-way Dual Language class.

In the World Language program, students are taught in English and receive Spanish as a world language instruction forty-five minutes a week. The Spanish as a World Language class follows a Foreign Language in an Elementary School (FLES) model. The Spanish as a World Language teacher has materials that use culture as a backdrop. Students take on cultural adventures throughout the Spanish-speaking world.

In the 1-way Dual Language program, classes are made up of Spanish-dominant English learners in order to prioritize the unique needs of these students. We strive for a 50/50 language of instruction model by fourth grade. Prior to grade 4, students will receive a larger percentage of instruction in Spanish in order to focus on primary language literacy instruction (90/10 in kindergarten, 80/20 in first grade and 70/30 in second grade and 60/40 in third grade). In grades 4-5, students will receive 50% of their instruction in English and 50% of their instruction in Spanish. Our 1-Way Dual Language classes also attend a Spanish Language class for 45 minutes a week. The classes for the 1-Way Dual Language program will be differentiated from the other Spanish language classes due to the Spanish language proficiency of the students.

Principles and Practices of Teaching Language

We believe that students become good communicators when:

- Students are actively engaged in a wide variety of activities which lend themselves to listening, speaking, reading, and writing
- Language activities are meaningful and relevant

- Students have access to a language-rich classroom
- The learning environment is positive, supportive, and encourages verbal expression and risk-taking.
- The home language is valued and supported
- The teacher models effective oral and written communication strategies
- The culture of each individual is honored and reflected in the school environment

Language of Communication

We value and respect all languages spoken by our community. The use of other languages is always welcomed and honored, and we encourage families to continue their use of the home language with their children. All communication is sent home in both English and Spanish, as well as other languages as needed by families. Our school has a small population of speakers of Haitian Creole and so communication is sent home in their language also. The parents of students who speak a language other than English, Spanish or Haitian Creole are connected to a translation hotline through our ESOL department

Identification of Language Needs

As required by federal and state guidelines, all students enrolled in C.B. Jennings International Elementary Magnet School must complete a Home Language Survey prior to enrollment that indicates the language most often spoken in the home, as well as additional languages spoken. Students who are from a home in which a language other than English is spoken must be given a language assessment survey to determine English language proficiency. This information determines whether a student is classified as an English learner or not. If their primary language is Spanish, they are also administered the Spanish language assessment to determine their Spanish proficiency level.

Spanish dominant English learners may join the 1-Way Dual language program or the World language program with ESOL support.

English dominant students are assigned to the World language program grades PreK-5.

English learners who speak a language other than Spanish are also assigned to the World language program grades PreK-5.

Support for All Learners

Teachers at C.B. Jennings International Elementary Magnet School recognize and celebrate that they are all language teachers. In addition, we have a Spanish language teacher who teaches Spanish to all students and a music teacher who is fluent in both Spanish and English and incorporates language and culture into his lessons. We have four ESOL teachers and three ESOL tutors who work with our English learners, four SPED teachers who support students with

disabilities and two Instructional Coaches that build capacity among our teaching staff to better meet the language needs of all students.

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- All policies will be reviewed by the entire staff at the start of each school year. This will give new staff the opportunity to familiarize themselves with the policy and current staff to review it.