

## Alderwood Elementary Language Policy

### **Mission Statement:**

Alderwood students, families, and community create our school family. We embrace diversity and work together to develop ourselves as reflective, principled, life-long learners. Through collaborative and personalized instruction, we ensure all students reach high standards of intellectual and social development. Our school family strives to be compassionate, productive, and balanced citizens of today's global community.

### **Philosophy Statement:**

We believe that language is a foundation for academic, social and emotional growth and is essential for all students to be able to contribute positively in their communities. It is the way that we connect and understand the world around us, express our needs and identity. Language is our way of accessing and growing our cultures. Language encompasses a wide variety of skills including speaking, listening, reading, writing, viewing and presenting.

At Alderwood everyone is a teacher and learner of language and we value the rich complexity that communicating in multiple languages brings to our school. We respect and support a wide variety of language learners including all of our students who are learning an additional language at school.

### **Practices:**

We use language as a tool to learn about the world and each other through strong English Language instruction and support, as well as intentional Spanish instruction. In **all** learning environments we model language for learning and students have the opportunity for guided practice. This instruction is based on Common Core State Standards on *comprehension and collaboration* as well as *presentation of knowledge and ideas* with a balance of oral, written and visual communication. Language instructional practices are culturally and linguistically aware with content that draws from many origins and encourages cultural expression.

*Prepare for and participate effectively in a range of conversations and collaborations with diverse partners building on others ideas and expressing their own clearly and persuasively. (Common Core Speaking/Listening Standard 1)*

### **Language Across School Community:**

At Alderwood the small majority of our students are native English speakers. There is a large percentage of our students who are native Spanish speakers. In addition, many other languages are spoken by students and families. To meet the needs of our students and families we

- Provide strong teaching and learning with a variety of research based curriculum materials and technology resources including SIOP (Sheltered Instruction) and GLAD.
- Participate in professional development focused on best practice in instruction of language learners.
- Engage with our families in a variety of curricular engagements, community celebrations and collaborative meetings in a variety of languages.
- Intentionally teach language which supports social emotional well-being for one's self and the community.

### **World Language:**

At Alderwood all students in grades 1-5 receive Spanish language instruction 40 minutes per week by a certificated specialist. We aspire for all teachers to be language learner participants along with their students so that Spanish language instruction is further integrated in the classroom instruction throughout the content. Ways that Spanish will be integrated outside of the Spanish classroom could include signage around the school and in classrooms, increasing the amount of Spanish texts in classrooms and the library, encouraging students to read, write and speak in Spanish within their academic day, and our language committee will continue to research and reflect on our next steps for integration as a school.

### **Additional Support:**

An important part of our instructional collaborative community includes our title 1 reading team, special education, literacy instructors, Washington Reading Corps members, Americorps college access coordinator, and English Language Learner specialist. These professionals are all an important part of

our instructional team in moving our language policy and program forward through small group and one on one support, giving these kids more opportunity to practice language.

Draft written 2016-2017 collaboratively with ELL, principal, IB Coordinator and teacher representation.  
Revised by language committee November 2017