



LEGETTE BLYTHE ELEMENTARY SCHOOL LANGUAGE POLICY

Mission Statement

Through Programs of Inquiry and along with the International Baccalaureate learner profile, our mission is to ensure that each child experiences unique opportunities to become innovative problem solvers who work collaboratively in an atmosphere of mutual respect and appreciation.

Philosophy

At Blythe Elementary School, we believe that all teachers facilitate language instruction through reading, writing, listening, and speaking. English is the primary language of instruction and Spanish is our second language of instruction, with celebration and support of mother tongue language evident throughout the school. We strongly believe that language is a tool for learning and therefore integrate it throughout the school day and across the content areas. In order for us to achieve our mission in developing globally aware, active citizens, it is imperative that our students have a strong grasp of language in all of the facets it entails.

Identification

Students new to Blythe are screened and evaluated if their enrollment identifies additional languages spoken at home. The WIDA Screener screens students' level of proficiency in English. Students are then enrolled in Multilingual classes based on their proficiency levels.

Language of Instruction

Blythe's daily language of instruction is English. Through whole group literacy blocks and flexible groupings students work on specific skills and strategies as identified by the classroom teacher and other school specialists. Additional support is targeted towards the differentiated needs of the students during literacy in student small groups and with the help of EC, EL, Speech Language Pathologists, and Talent Development specialists. In addition, skills taught in literacy and writing are incorporated throughout the curricula.

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Scope and Sequence

Blythe Elementary follows the North Carolina Standard Course of Study for language instruction.

Multilingual Students (ML)

ML students receive English language instruction through their classroom teacher and ML specialists, depending on student need as determined by WIDA Screener or ACCESS scores. This instruction occurs in a pull out setting or within the general education classrooms. Students receive ML services until proficiency is achieved. These students are assessed annually and monitored throughout the year in their classroom and ESL classroom. Student work is modified, in collaboration with the ML specialists, as needed.

Writing

Formal writing instruction takes place during literacy and writing is infused throughout the day in the various content areas.

Speech and Language

Students may be referred for a speech/language evaluation. Once qualified, students receive services by a licensed speech-language pathologist. The amount of time in which the student and speech-language pathologist meet is determined based on student need and is outlined in the student's Individualized Education Plan (IEP). In addition, speech-language pathologists conduct hearing screenings to new enrollees.

Hearing Impaired

Hearing impaired students at Blythe Elementary are mainstreamed with their peers. Classroom modifications are executed based on the student's IEP.

Professional Development

Ongoing professional development opportunities are available for the staff to support IB instruction as well as language instruction, with certain professional development activities required by the district/state. The Literacy Facilitator/ML specialists provide literacy professional development to support and further enhance instruction aligned with North Carolina State Standards.

Resources

It is a short and long term goal that we expand our teacher and student resources to support language instruction, especially in the areas of foreign language and mother tongue language. To further enhance language instruction, students and teachers utilize Orton-Gillingham, EL Skills Block Resources, iReady, EL required trade books, Imagine

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Learning, and Dreambox, adapted to the Spanish language. Picture cue cards are used to help support MLs with understanding basic classroom procedures and expectations.

Parents

All parents are asked to support their child's language instruction through nightly reading and additional teacher suggestions. Our ML specialists act as liaisons directing non-English-speaking parents to community resources both academically and non-academically. They provide teachers and families the opportunity to further their understanding of the instruction that is taking place in the classroom.

Mother Tongue Language

Students' home languages are celebrated. Parents and families are encouraged to use their home languages to help their children, and resources on how to do so are frequently shared by the Multilingual Language specialists. The ML specialists have begun a multilingual library for students to take books home to read with their family members, or to work to develop bilingual literacy skills. In our media center, there is a multilingual section dedicated to books in other languages. Training opportunities have been provided to parents in multiple languages for best practices in Active Read Alouds through collaboration with the Charlotte Mecklenburg Library. Interpreters are provided during parent-teacher conferences, during the first week of school as new families enroll, and as needed throughout the school year. Bilingual staff provides support for students and parents, during math and reading curriculum nights, parent conferences, or for immediate communication needs. Written communications with the community are provided in English, with many in Spanish and other necessary languages. Parent Square is one of our main forms of communication and it translates messages for parents. Connect Ed messages are sent to parents in both English and Spanish to inform them of upcoming events and activities. Ongoing efforts are in place to expand our collection of resources in multiple languages reflecting all mother tongue languages of students and staff. A week-long cultural celebration is held in the spring of each year to highlight our diverse population of mother tongue languages.

World Language Acquisition

Students participate in Spanish language instruction bi-weekly and focus on developing an insight into the nature of the Spanish language and culture. Our primary goal is for students to embrace essential communication skills, utilizing the C's of essential foreign language education, communication, culture, connections, comparison and community. Students receive additional reinforcement of skills learned in the Spanish Lab. In the Spanish classroom we foster cultural awareness and promote respect and appreciation for cultures around the world by valuing diversity.

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Language Policy Review Process

The language policy will be reviewed by the staff and School Leadership Team by the end of September each year. The policy will then be revised as needed.

[Staff Review August 21, 2023](#)