

Fountain International Magnet School (FIMS)

IB Language Policy Grades (K to 3)

Purpose

In alignment with the International Baccalaureate's commitment to supporting multilingualism as fundamental to increasing intercultural understanding and international-mindedness, Fountain International is equally committed to extending access to an IB education for students from a variety of cultural and linguistic backgrounds (International Baccalaureate Organization). Additionally, in alignment with the Colorado Department of Education, Fountain International must provide an evidence-based English language proficiency program for English Language learners to enable them to develop and acquire English language proficiency while achieving and maintaining grade-level performance in academic content areas.

At FIMS our English Language Specialist provides quality English Language Development (ELD) instruction through a Language Instruction Educational Program (LIEP) to identified Multilingual Learners (MLs) as required by Title VI of the Civil Rights Act of 1964, The Equal Educational Opportunities Act (EEOA), the Every Student Succeeds Act (ESSA), and the Colorado's English Language Proficiency Act (ELPA). We provide ELD instruction until the student attains Fluent English Proficiency (FEP) and can transition successfully to grade-level content classrooms with minimal and appropriate ELD support.

Our processes include identification of Multilingual Learners at the beginning of the school year or within the first 30 days of an MLs arrival to our building. A Home Language Survey and a Home Language Interview form are utilized to determine whether to administer the WIDA Screener K-12 testing for each PHLOTE (Primary Home Language Other Than English). WIDA Screener K-12 data is utilized to identify students who qualify for English Language Services.

The ELD Specialist creates Individualized Learning Plans for all identified Multilingual Learners that supports their Second Language Learning using WIDA English Language Development Standards Framework, 2020 Edition K-12, WIDA Can Do Descriptors by grade level K-12, WIDA Instructional Resources K-12, Learning A-Z-ELL Component K-5, and ELLEVATION Instructional Strategies K-12. Methods and strategies include; SIOP, Kagan Cooperative Learning, scaffolding and differentiation.

These Individualized Learning Plans and Instructional Strategies and Methods are shared with all Stakeholders in order to ensure that our MLs are properly supported in all academic areas and classrooms. The ELD Specialist communicates data collection from all formative and summative assessments with stakeholders in order to provide continuous growth planning for all Multi Language Learners. WIDA Access is an annual summative assessment that determines re-designation of MLs proficiency levels. WIDA MODEL-given at the BOY and EOY, Teacher Observations, and Lesson Checks for Understanding are utilized formatively as a collaboration tool for stakeholders to continuously provide equitable academic success of MLs in all subjects.

Legal Requirements

Colorado Definition of an English Learner (EL): A student who is linguistically diverse and who is identified [using the state-approved English language proficiency assessment] as having a level of English language proficiency that requires language support to achieve standards in grade-level content in English.

ELPA 22-24-103 (4)

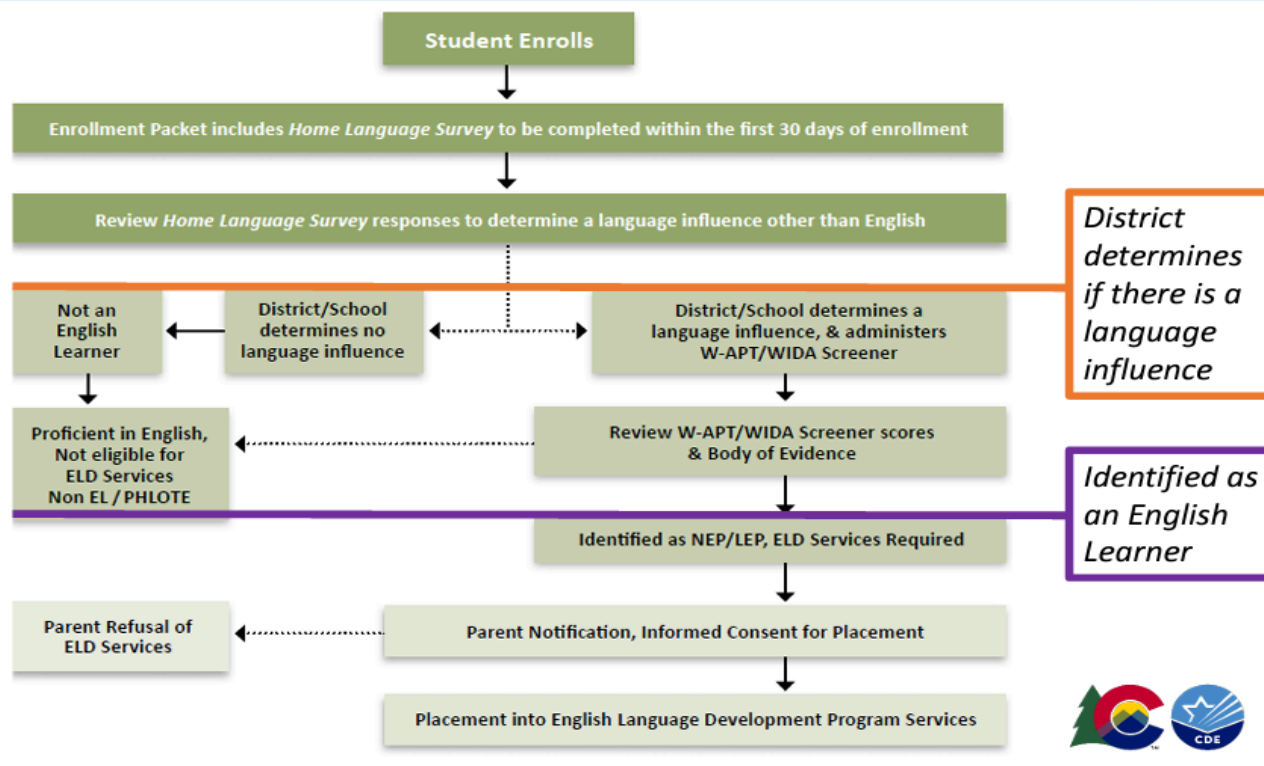
Federal Legal Requirements

- Title VI of the Civil Rights Act of 1964 prohibits discrimination based on race, color or national origin.
- Elementary and Secondary Education Act (ESEA)
 - o Titles I/III – eligible EL students must be identified, assess identified language proficiency of ELL students, provide ELD services, and evaluate English language development (ELD) programs
- Plyler vs. Doe, 1982 – Public schools may not do the following:
 - o Deny admission to a student during initial enrollment or at any other time on the basis of undocumented status
 - o Treat a student disparately to determine residency
 - o Engage in any practices to “chill” the right of access to school
 - o Require students or parents to disclose or document their immigration status
 - o Make inquiries of students or parents that may expose their undocumented status
 - o Require social security numbers from all students, as this may expose undocumented status

Colorado Laws

- Colorado Senate Bill 109, C.R.S. 22-24-106 requires the following:
 - o One common assessment to identify English learners and measure English language development
 - o WIDA – Access Placement Test (W-APT) – state mandated placement assessment must be used as one indicator to determine if the student is an English Learner and the English language proficiency level of the student
 - o ACCESS 2.0 – annual assessment to measure English language proficiency
- Colorado House Bill 14-1298 –C.R.S. 22-24-101 English Language Proficiency Act (ELPA)
ELPA requires school districts to do the following:
 - o Provide an evidence-based ELD program for all eligible K12 English learners to enable ELs to develop and acquire English proficiency while maintaining grade-level performance in academic content areas C.R.S. 22-24-102
 - o Identify all ELs enrolled in the district using the state approved ELP assessment (W-APT and ACCESS for ELLs) C.R.S. 22-24-105
 - o Report number of ELs to CDE in Student October Count C.R.S. 22-24-105
- Colorado House Bill 15-1323 –Changes to Assessments in Public Schools
(Colorado Department of Education: Identification of English Learners (ELs): Requirements and Process, Fall 2017)

Identification Procedures



(Colorado Department of Education: Identification of English Learners (ELs): Requirements and Process, 2021)

Home Language Survey (HLS)/ Home Language Questionnaire (HLQ)

Home Language Survey is required by law and given to all new-to-district students, including foreign exchange and adopted students. This tool is to be used with all students to identify possible language influences other than English. Three required questions included in a district developed form must be filled out when a student enrolls.

1. What is/was the student's first language? / What is the native language of the student?
2. Does the student speak a language(s) other than English? (Do not include languages learned in school.)
 - Yes • No If yes, specify the language(s); What language(s) is(are) spoken most often by the student?;
3. What language(s) is (are) spoken in your home?

Requirements for WIDA- Assessment Placement Testing

Consider any new student to the district who has a language influence other than English. These students can include foreign exchange students, students with disabilities, students enrolled in charter schools and facility schools, adopted students, students of military families, home school or online students. Per federal guidance, this consideration does not include students who use American Sign Language and do not have a language influence other than English.

A Body of Evidence is Used to Determine if the student is an English Learner such as data from the WIDA – Access Placement Test, Family Interview, Student Academic Record, Local school or district assessment, Informal assessment, and Student Profile.

Initial Identification Categories of students eligible for English Language Development Services:

NEP: Non-English Proficient - A student who speaks a language other than English and does not comprehend, speak, read, or write English.

LEP: Limited English Proficient - A student who comprehends, speaks, reads, or writes some English, but whose predominant comprehension and/or speech is in a language other than English.

(W-APT scores correlate to State reporting categories.)

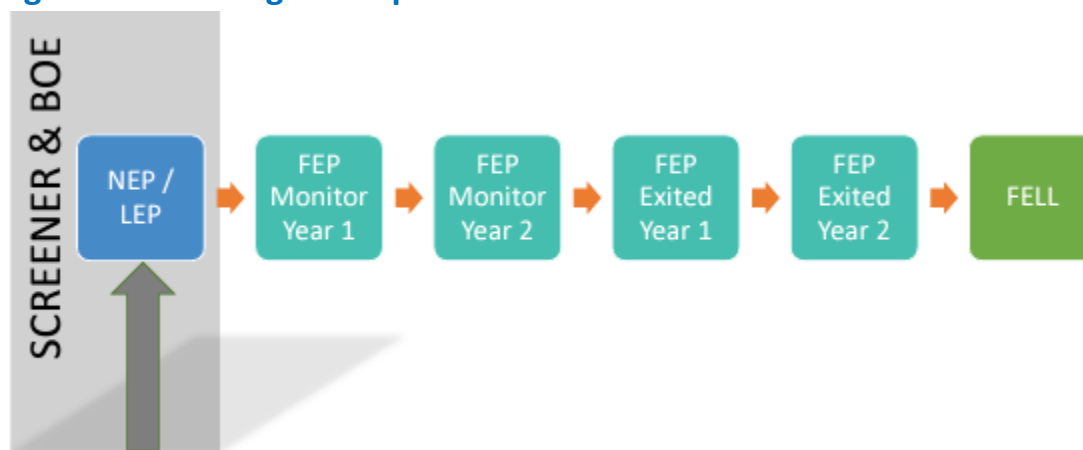
Codes

- NEP (Non-English Proficient)
- LEP (Limited English Proficient)
- PHLOTE (Primary Home Language Other Than English)
- FELL (Former English Language Learner)
- FEP (Fluent English Proficient) Monitor Year 1
- FEP (Fluent English Proficient) Monitor Year 2
- FEP (Fluent English Proficient) Exit Year 1
- FEP (Fluent English Proficient) Exit Year 2

Parent Notification Requirements

- Reason why child was identified as EL
- Level of English proficiency and how assessed
- Method of instruction used in programs
 - If more than one, list all
- How program will meet the educational strengths of the child
- How program will help child learn English
- Exit requirements for programs/graduation rates for secondary students
- Parent's right to opt out of program services
- Children with disability/IEP

English Learner Logical Sequence



(Colorado Department of Education: Identification of English Learners (ELs): Requirements and Process, 2021)

WIDA ACCESS & Alt ACCESS for English Language Learners

This assessment usually takes place in January and February. The purpose of this assessment is to assess comprehension and communication in English State-to-State for English Language Learners (ACCESS for ELLs). This English language proficiency assessment is given to Kindergarten through 12th graders who have been identified as English learners (ELs). It is given annually to monitor students' progress in acquiring academic

English. This information can be used to identify the types of language supports and services that should be provided to students to help them succeed in the classroom. It should also be used to inform a student's growth in English Language Proficiency, to inform a student's English language proficiency for re-designation, and to inform instruction based on students' English language ability.

Under Title I, Colorado is required to administer academic achievement assessments to all students as well as an English Language Proficiency assessment to English learners. States receiving grants under Title III must establish annual goals for increasing and measuring the progress of students with limited English proficiency in 1) learning English and 2) attaining English language proficiency. The components of ACCESS for ELLs are Speaking, Listening, Reading and Writing.

This assessment is administered to all students identified as an English Learner (NEP and LEP) in grades K-12.

- ACCESS for ELLs, Kindergarten is paper-based
- ACCESS for ELLs, grades 1-12 is computer-based

Colorado has the sixth-highest number of English language learners in the country (Colorado Department of Education: Identification of English Learners (ELs): Requirements and Process, Fall 2017). The current teacher endorsement in English Language learner education is offered through Colorado colleges and universities and requires 24 semester hours of credit, focusing on the needs of effective teaching practices for English learners.

Supports for Students

In order to support English Learners, the district employs Culturally Linguistically Diverse Education (CLDE) teachers who work with identified students in each school. These teachers use a body of evidence that includes the WIDA - ACCESS Placement Test to general goals and instructional supports. FIMS supports English Learners through small groups of identified students practicing skills utilizing teaching strategies such as: WIDA Can Do Descriptors, Istation, 95% group, SIPPS, Sound Partners, Technology assisted devices, TPR (Total Physical Response), SIOP strategies, direct instruction, hands on learning, Kagan cooperative learning strategies, pictures and other visuals, questioning that promotes higher order thinking skills, and scaffolding.

Effective English Learner Programs demonstrate the following qualities:

(Higher Educators in Linguistically Diverse Education (HELDE))

Students have access to meaningful and challenging learning opportunities that are differentiated based on:

- English proficiency level
- Biliteracy goals
- ACCESS Scores
- WIDA Can Do Descriptors

Students using mother tongue languages.

- Environmental print in more than one language
- Grouping configurations that support both first and second language development
- Oral rehearsal opportunities before, during, and after reading
- Respect for students in the silent receptive stage of language development
- Contextualized focus on vocabulary development and disciplinary literacy
- Culturally and linguistically responsive classroom materials (e.g., reading materials available in languages other than English)

- Pillars of literacy (e.g., phonological awareness) taught and learned in meaningful, age appropriate contexts

Collaboration with teachers and experts in all content areas.

- Explicit teaching of language structures and discourse expectations in mathematics.
- Explicit teaching of academic language, including vocabulary instruction, but also going beyond to develop academic language skills at the sentence and discourse level.
- Differentiation based on language proficiency levels.
- Language objectives tied to the instruction occurring in the class.
- Sheltering content and making it accessible to students at varying levels of English proficiency.
- Explicit teaching of the varying cultural perspectives across and within various academic disciplines.
- Use of culturally and linguistically relevant and diverse texts.
- Explicit teaching of concepts that cut across content areas (e.g., cycles, structure and function).
- Building on prior knowledge that includes previous lessons, cultural and linguistic knowledge, as well as community funds of knowledge.
- Making learning relevant to students' lives outside of school.
- Collaborate and consult with mainstream and content area teachers to modify and adapt assessments for English proficiency levels and cultural backgrounds.

Students collaborating and using multiple languages.

- Differentiated learning and assessment opportunities for students based on language proficiency levels
- Supports for bilingualism and bi-literacy development by allowing students to use multiple languages and providing resources and/or instruction and assessment in multiple languages
- Access to all content areas
- Student work displayed or made available to the observer that demonstrates collaboration with families and significant adults in the lives of students, including work in languages other than English.

Strategies and Supports

- Differentiated participation formats (e.g., small groups, partners, rehearsing language production with support).
- Co-constructed classroom routines, norms and behaviors that are culturally and linguistically responsive.
- Various scaffolds and supports for students' successful participation in dialogue (e.g., resources on the wall, sentence stems)
- Environment that embraces and affirms the diversity in the classroom (e.g., pictures, quotes, materials, resources, student work, etc. that represent the various gender, racial, linguistic, cultural, religious, ability, and other potential identities students have).
- Diversity affirming approaches to problem solving (i.e., co-constructed problem solving protocols, listening to students before reprimanding for behaviors, etc.).
- Students and teachers use greetings, songs, transitions, labels (e.g., table names), and rules and routines charts, in the languages represented by the students in the classroom.

- Explicitly teaching varied perspectives on a topic. For instance, in history learn about an event from the perspectives of all of the groups involved. In math, explore the different kinds of thinking about problem solving related to various cultural perspectives. In science, demonstrate a difference in scientific thinking and processes across various cultures.
- Relationship-building among and between students and teacher. Classrooms geared towards language development should have more student talk versus teacher talk and, therefore, may be “noisy.” Lots of talk and interaction among and between students and teachers is desirable for language acquisition.
- Inductive explorative experiences with technology, particularly for students with limited access to hardware and software outside of school.
- Opportunities for students to explore content and ideas from varying perspectives and worldviews.
- Communications with parents/families, those in person or those sent home with students, are in a format that can be understood by the parent/family.

Application of key principles of second language acquisition (Villegas):

- Conversational language proficiency is fundamentally different from academic language proficiency.
- Students need comprehensible input that is just beyond their current level of proficiency as well as the opportunity to create meaningful output.
- Students learn language skills through social interaction for authentic communicative purposes.
- Concepts and skills learned in the first language transfer to the second language.
- Anxiety regarding using a second language can interfere with learning.
- Provides instruction that is cognitively demanding and adjusts for the language demands of learning experiences.

Assessments meaningfully linked to student language proficiency levels (Higher Educators in Linguistically Diverse Education (HELDE)) .

- Monitoring of student learning throughout the lesson that impacts the instructional direction of the lesson.
- Multiple forms of assessment across all language modalities (reading, writing, speaking, and listening) and multiple scores on multiple assessments to make important decisions about students (e.g., using more than just Istation to put bilingual students in low reading groups, or using more than COG-AT scores to include or exclude students from gifted and talented programs).
- Multiple opportunities for students to display their learning growth (in both content and language development) through the use of oral assessments, pictures, symbols, and various assessment products.
- Standards-based instruction is delivered through an inquiry approach to learning.
- Informal, formative assessments such as: small group guided reading sessions, warm-ups, and collaborative work with student groups, exit tickets, questioning, and observation of student language use and engagement in learning tasks.
- Age and language proficiency level appropriate student “ownership for monitoring their own progress, setting learning goals, and applying teacher feedback to improve performance.” Teachers may ask students in the younger grades to self-monitor orally, in their first language, or through the use of pictures and/or symbols. These same approaches may also be valuable for older students at lower levels of English proficiency.

Resources

Resources to support teachers who work with English Language Learners are available on the Colorado Department of Education Webpage. Resources include webinars, conferences and presentations on language learning topics. Additionally, WIDA has created a list of "Can Do Descriptors." The WIDA Can Do Descriptors are commonly used by ELL teachers in coaching general education teachers about differentiated instruction for English language learners (ELLs). They can also be used to plan lessons or observe students' progress.

Communication and Review of the Language Policy

Parents, students, and staff can access Fountain International's IB policies on the school's website. As a staff, the language policy is reviewed every two years unless a major change takes place through legislation, and then the policy will be revised immediately to reflect those changes. Teachers review the policy in grade level teams, and suggestions for changes are submitted to the PYP Coordinator. The policy is also sent to the district Culturally Linguistically Diverse Education (CLDE) Teacher on Special Assignment (TOSA) for review and feedback. Policy revisions will be facilitated through PYP Coordinator.

Document Updated:

June 2012

October 2017

January 2023

Works Cited

- "Colorado Department of Education: Identification of English Learners (ELs): Requirements and Process, 2021." October 2021. *Colorado Department of Education*. Internet/ Webinar Power Point Document. 28 December 2021.
- Higher Educators in Linguistically Diverse Education (HELDE). "Colorado State Model Educator Evaluation System: Practical Ideas for Evaluating Culturally and Linguistically Diverse Education Specialists." Colorado Department of Education, December 2014.
- International Baccalaureate Organization. "Language Policy." International Baccalaureate Organization, August 2022.
- International Baccalaureate. "Language Policy: Information on the International Baccalaureate's support for languages, language courses, and languages of instruction." International Baccalaureate Organization, February 2014.