

School Lane Charter School

IB Language Policy

School Lane Charter School Mission Statement:

Our mission is to create a sanctuary where all members of the learning community are partners and show by example their commitment to the School Lane Charter School vision of high achievement, lifelong and active learning, diversity and equity, international mindedness, and collaborative problem solving.

School Language Philosophy:

Language is foundational in developing international mindedness, respect for global diversity, and effective communication skills in a multilingual world. Students best acquire language when engaged in meaningful, authentic learning experiences through a variety of methods and modalities. At SLCS, it is understood that all educators play a critical role in students' language development. Language is taught in context and supports development of the following communicative skills: listening, speaking, reading, and writing.

Ensuring that students have access to an equitable education is a priority at School Lane Charter School. Therefore, differentiation and supports are present in all classes to meet the needs of individual students.

School Language Practices:

Language A:

English serves as Language A at SLCS; however, 28 home languages are spoken by SLCS students and all languages are respected in the school community. The instruction of Language A is not only provided in language and literature classes, but in all courses, school activities and experiences. The development and mastery of Language A is crucial as it supports students in understanding and making connections across subject areas. Students practice communicative skills by engaging with a variety of written, visual and oral texts. Language and literature classes are taught by classroom teachers with the support of co-teachers. Students with special needs and/or limited Language A proficiency receive support through the school's ESL and Special Education programs.

Language A is promoted in all classes and experiences through:

- ☐ Research papers
- ☐ Lab reports
- ☐ Surveys

- ☐ Personal responses to content
- ☐ Presentations (written and oral)
- ☐ Report writing
- ☐ Personal journaling
- ☐ Essay writing
- ☐ Field trips
- ☐ Portfolios
- ☐ Narrative responses to math word problems

Language B:

Language acquisition is a vital part of the School Lane Charter School experience. Spanish serves as Language B for the majority of students at SLCS. MYP students attend a Spanish language acquisition course every other day, and instruction complements the skills and content areas of their grade level. Spanish language acquisition instruction in phases one through four are offered to non-native Spanish speaking students in the MYP program. Students in the IB DP can choose to continue their studies in Spanish, but can also choose to take French or Mandarin ab initio as an alternative Language B.

School Lane Charter School recognizes the importance of developing students' mother tongue. Therefore, a Spanish heritage course is offered to the school's growing native/heritage Spanish-speaking student population in grades 9 and 10. Through the program, students not only receive instruction in reading, writing, listening, and speaking, but further expand their development of intercultural awareness.

Language B is promoted in Language Acquisition classes and experiences through:

- ☐ Personal responses to content
- ☐ Presentations (written and oral)
- ☐ Narrative responses
- ☐ Personal journaling
- ☐ Authentic listening activities
- ☐ Short essay writing
- ☐ Portfolios
- ☐ Research projects

Support Services:

The school has several formal and informal support services available, including:

- **Special Education and English as a Second Language**

Students with language based special education needs receive services directly within the classroom. In addition to push-in classroom support, English language learners may be

enrolled in separate language courses: English language acquisition and Language and Literature (ESL). Special education and ESL teachers work closely with classroom teachers to support students across the content areas. They monitor student progress and communicate frequently with families, offering translations when needed.

Additionally, all teachers receive WIDA levels and “Can do descriptors” for ESL students as well as IEP and 504 plans in order to provide an equitable educational experience for all students.

- **Speech and Language**

School Lane Charter School has a full time speech and language therapist. Their role is to assess and work with students in and out of the classroom, offering services including but not limited to, support of articulation, comprehension, vocabulary, and social language development of the students as well as providing support to teachers.

- **Co-Teaching**

Many language classes implement a co-teaching model that provides differentiated instruction and ongoing support and intervention strategies to support all individuals in the learning process.

Additional Information:

- **Professional Development**

All teachers participate in ongoing professional development to address the needs of our growing and diverse learning community. These opportunities also provide support for staff in our inclusion practices, literacy programs, and professional action research.

- **Parent/Guardian Involvement**

SLCS staff actively communicate with parents and guardians in many ways. These methods include, but are not limited to, newsletters, surveys, parent-teacher conferences, progress monitoring data, progress reports, and community updates. Families who request communication in home languages other than English may receive translated correspondence. In addition, SLCS utilizes a service which will provide a translator for phone calls between SLCS staff and family members where English is not their first language. We invite and encourage all parents to take an active role in the educational process of their children. We promote an open policy for parent involvement through

attendance at board meetings and student exhibitions, and participation in the school and home association, and volunteer opportunities.

- **School Library**

The school library carries books in English and other languages, and offers a wide variety of fiction and non-fiction resources to meet the needs of all students and cultures represented in the school.

Citations

MYP: From principles into practice. International Baccalaureate Organization. Peterson House: Cardiff, Wales, 2014, updated 2017.

Language and learning in the IB programs. International Baccalaureate Organization. Peterson House: Cardiff, Wales, 2012.

“Coordinator Support Material”. *IBO.ORG*, International Baccalaureate, 17 November 2019, ibpublishing.ibo.org/server2/rest/app/tsm.xql?doc=m_0_mypxx_tsm_1609_1_e&part=3&chapter=3.

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS CONTROL. THIS POLICY IS NOT INTENDED TO CONFLICT WITH CHARTER REQUIREMENTS.

ADOPTED this day 28th October 2021



Peter Hyams, President



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