



LANGUAGE POLICY

Language Philosophy:

Fenwick Academy's philosophy of language instruction is that every staff member is a teacher of language. We further believe that each stakeholder, from home to school, plays a significant role in the development of a child's ability to understand and express themselves in more than one language.

Language Values:

Fenwick Academy values the role of language in our daily life. Language is the conduit for understanding each other, building relationships, and fostering communication. At Fenwick, we build on a student's mother tongue, through our dual language program. Students are exposed to different languages beginning in Kindergarten and as they move up in grade levels they identify a second language to master. Throughout the school evidence of multiple languages are displayed through signs, labels, and student work. Language is taught through many modalities, such as listening, speaking, reading, writing and visual literacy. Students also learn to apply language in science, social studies, mathematics, literature studies, design, fine arts, and athletics.

Language Profile and Identification:

All Fenwick families complete a home language survey when enrolling their student for the first time. Students whose mother tongue is not English are assessed for language proficiency in both their home language and English. The campus Language Proficiency Assessment Committee (LPAC) determines instructional programs and supports for students learning English, which includes the following options: Dual Language program and/or English as a Second Language instructional support services.

Language Instruction:

Types of Language Support, Strategies and Practices:

Fenwick Academy teachers and staff provide various instructional supports to assist students in developing and acquiring both oral and written language proficiency. Such supports include,

- Differentiated instruction and scaffolding
 - Modeling
 - Language taught through the curriculum
 - Transdisciplinary skills of reading, speaking, writing, and listening
 - Making connections
 - Cooperative Learning
 - Approaches to Learning Skills
 - Writing across the curriculum
 - Cooperative Learning opportunities
 - Direct language instruction
 - Field Experiences and Guest Speakers
 - Cultural exchange programs
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Parental Support:

Fenwick Academy will foster language development through parent collaboration:

- Newsletters and flyers distributed in English and Spanish
- Parent Liaison
- Parent volunteers when possible
- School Community events such as literacy nights and IB showcase events to promote our student's growth in language learning.
- Community work and Service Learning
- Open House and Student Led Conferences

Language Acquisition

Students at Fenwick Academy will receive instruction in a second language beginning in Kindergarten. The progression of language courses is as follows:

- **Kinder** students will participate in a language and culture immersive class entitled "It's a Small World"
- **Kindergarten thru 5th grade:** Students will receive Spanish instruction during weekly specials rotations. A second language, French, has been added for grades 3-5 in the future.
- **6th grade:** All students in grade 6 will take a semester-long Language Carousel class, in which they will receive equitable weeks of instruction introducing them to Spanish, French and Chinese. This supports the language course offerings at our feeder High School.
- **7th grade:** All students will identify the second language they want to develop. Students will take year 1 of their preferred language.
- **8th grade:** Students will take Year 2 of their second language choice.
- **9th grade:** When students move to the high school they will enroll in year 3 of their chosen language.

Assessment:

Fenwick Academy will assess student language development and acquisition using the district guidelines and campus assessment policy.

Communication and Review of Policy:

This policy will be posted on our campus website. It will be addressed within the community through events such as Parent/Principal Coffee, PTA Meetings, Student Performances and Exhibitions, Newsletters, and other methods of communication.

The Campus Advisory Team will review the language policy each year. Stakeholders may make edit suggestions and revisions. The Language Policy must be approved by the Campus Advisory Team.

Professional Development:

Fenwick teachers will participate in professional development to learn strategies that support the following:

- Language acquisition and development, both mother tongue and second language
 - International Mindedness and Cultural Awareness
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