

LANGUAGE POLICY
DR. ORLANDO EDREIRA
ACADEMY

Language Policy for Dr. Orlando Edreira Academy, School No. 26 – IB PYP/MYP School

The primary language of instruction for all students at Dr. Orlando Edreira Academy is English or Spanish. All students will receive instruction in at least one world language other than their mother tongue.

School Language Philosophy

At Dr. Orlando Edreira Academy, we believe that language is fundamental to learning, thinking, and communicating. Language is an integral part of each curriculum, meaning that all teachers at School 26 are language teachers. Further, School 26 takes a holistic approach to literacy: We allow students to demonstrate their language competency across all curricula, and we believe that parents are a critical partner in the development of language.

We believe in the acquisition of more than one language as a means to enrich personal growth, enhance cognitive development, and facilitate international understanding. In addition, School 26 promotes the maintenance of mother-tongue languages to honor cultural identity.

Second Language, Spanish, Mandarin, or English

- All students receive instruction in the world languages of Spanish and Mandarin in all seven years of the PYP (ESL support for Bilingual Students in Grades K and 1)
- All students receive instruction in the world languages of either Spanish or Mandarin in all three years of the MYP.
- World-language instruction is differentiated for the many levels of proficiency in each grade.
- Students are held accountable for the acquisition of a World Language as an academic subject.

ESL

- The English Language Learners Program provides English instruction for students whose mother tongue is not English.
- English language acquisition is assessed on a regular basis within the performance expectations of each level of proficiency.
- ESL materials are available to all teachers, as needed.
- Professional development for the ESL teachers is provided by the State of New Jersey, the Elizabeth Board of Education and/or School 26.

Each student who receives ESL instruction undergoes a summative assessment annually. The WIDA and Access exams meet state and district requirements for placement and proficiency.

Guiding Principles

	Language Key			
	English (primary)	Spanish (primary)	Spanish (secondary)	Mandarin (secondary)
Pre-K Students	✓	✓		✓
K through 5th Grade English Speaking Students	✓		✓	✓
K through 5th Grade bilingual students with Spanish as their primary language		✓ (with ESL support)		✓
6th - 8th Grade (choice of one "Language B" subject)	Language A		Language B	Language B

Student Primary Language: English

All Students at School 26 will receive instruction in English in all grades unless they are classified as "Bilingual Students".

The State of New Jersey adheres to the Common Core Standards in Language Arts (Language A – English) literacy. The Common Core Standards serve as a guide for English language instruction in listening, speaking, reading, writing, and viewing at all grade levels.

- Instructional time is grounded in the literacy components of word knowledge, fluency, writing, and comprehension.
- Teachers attend professional-development workshops to explore current instructional practices and expectations.
- The library offers a variety of materials, instruction, and technology to encourage language development and media literacy.
- A variety of texts, resources, and supplemental language materials are used to meet the needs of all learners.
- Literacy instruction/learning leads to authentic experiences and assessments. Continual formative and summative assessments monitor literacy skills, including listening, speaking, reading, writing, and viewing.

Student Primary Language: Spanish

Students at School 26 may receive instruction in Spanish in the Kindergarten and First Grade if they are classified as “Bilingual Students”. These students will also receive “English as a Second Language” (ESL) support. School 26 follows the Application of Common Core State Standards for English Language Learners (ELLs):

The Common Core State Standards for English language arts (ELA) articulate rigorous grade-level expectations in the areas of speaking, listening, reading, and writing to prepare all students to be college and career ready, including English language learners. Second-language learners also will benefit from instruction about how to negotiate situations outside of those settings so they are able to participate on equal footing with native speakers in all aspects of social, economic, and civic endeavors.

To help our bilingual students with Spanish as their primary language, meet high academic standards in language arts it is essential that they have access to:

- Teachers and personnel at the school and district levels who are well prepared and qualified to support ELLs while taking advantage of the many strengths and skills they bring to the classroom
- Literacy-rich school environments where students are immersed in a variety of language experiences
- Instruction that develops foundational skills in English and enables ELLs to participate fully in grade-level coursework
- Coursework that prepares ELLs for postsecondary education or the workplace, yet is made comprehensible for students learning content in a second language (through specific pedagogical techniques and additional resources);
- Opportunities for classroom discourse and interaction that are well-designed to enable ELLs to develop communicative strengths in language arts
- Teachers attend professional-development workshops to explore current instructional practices and expectations.
- The library offers a variety of materials, instruction, and technology to encourage language development and media literacy.
- A variety of texts, resources, and supplemental language materials are used to meet the needs of all learners.
- Literacy instruction/learning leads to authentic experiences and assessments. Continual formative and summative assessments monitor literacy skills, including listening, speaking, reading, writing, and viewing.