

**Helen C. Peirce School of International Studies**  
**PYP Language Policy**  
**2016-2017**

**Philosophy of Language**

Peirce School recognizes that language is fundamental to all learning because it permeates the entire curriculum. Therefore, throughout our curriculum, we foster the development of the language of instruction, world languages, and the mother tongue through authentic learning experiences that support inquiry-based teaching and learning.

Every teacher at Peirce is a language teacher and recognizes the importance of this role within the IB philosophy. By integrating language into every aspect of the curriculum, we are teaching students the importance of culture, diversity, and sensitivity towards others which in turn enhances their personal growth, cognitive development, and facilitates international understanding. Through the strong emphasis on language, our goal is to foster a deep understanding about language and a love of literature using inquiry-based teaching and learning methods.

Developing language learning skills gives students the capacity to solve problems, think critically, and act creatively. Language empowers students to understand, interpret and respond to ideas, attitudes and feelings. Information literacy and technology, also, provide a gateway to a rich range of language learning opportunities.

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**Language of Instruction & 2nd Language Acquisition**

At Peirce, the language of instruction is English. In Kindergarten through 8th grade, we offer Spanish as a world language, and the program both supports and extends the IB units. Students, also, learn about the cultures of people in Spanish speaking countries.

We develop specially designed instruction and assessments for our diverse learners to support the learning of language and a second language. We use a Co-Teaching model to deliver specially designed instruction for students diverse learning needs. [ODLSS Specially Designed Instruction](#)

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**English as a Second Language**

For our English Language Learners (ELs), we offer a comprehensive program through which they acquire the skills and knowledge needed to access the regular curriculum. We provide support to our students and their families to enable them to adjust to a new language, learning environment, and culture. Students are screened using a Home Language Survey upon enrollment and with measures of English language development from the WIDA Consortium, as mandated by the state of Illinois. Students, who qualify for English Language Learner services,

are provided instruction in either a Transitional Bilingual Education (TBE) model or a Transitional Program of Instruction (TPI) model.

The Transitional Bilingual Education (TBE) program model provides native language instructional support and English as a Second Language (ESL) instruction for ELs in core content areas, including Language Arts, Social Science, Science, and Math for 20 or more students of the same language classification. English as a Second Language is provided daily, with proper modifications and accommodations to help meet the language needs of the students. The TBE program is provided to a student on either a full-time or part-time basis as determined by the student's attainment on the state-established English language proficiency level and other characteristics as defined by state criteria. Instruction, in the TBE program, is aligned to all adopted Illinois Content and Language Standards and embedded within the units of study at each grade level.

The Transitional Program of Instruction (TPI) model provides ESL instruction in core content areas for ELs providing instruction daily with proper modifications and accommodations to help meet the language needs of ELs. TPI is the service model for 19 or fewer students of the same language group. ELs receive scaffolding and when possible, native language support during instruction in core content areas, including Language Arts, Social Science, Science, and Math. Instruction, in a TPI, is aligned to all adopted Illinois Content and Language Standards and embedded within the units of study at each grade level.

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### **Mother Tongue Support**

We promote maintenance and enrichment of the mother tongue by encouraging families to continue speaking, reading, and writing the language at home. We, also, recommend that families take advantage of the many mother tongue instructional opportunities available in our community.

Peirce offers print and electronic resources in the mother tongue language for students, teachers, and families. Additional support will be offered in the form of connecting families to community resources that offer assistance in the mother tongue.

Languages available for translation will be displayed in the office and listed along with the available teachers. IB unit summaries, medical information, and all communication from Chicago Public Schools and the Peirce administration will be available in English and Spanish, as well as other languages when necessary.

The Bilingual Advisory Committee (BAC) will meet monthly and offer workshops for bilingual parents. The workshops will be based on the interests of parents and may include topics such as support for children at home, developing opportunities to increase cultural awareness within the school and community, and connecting families to local resources.

## **Components of the Program**

### **Mother tongue resources**

- Teacher awareness of resources (OLCE, in school, in community, etc.)
- Location of internet resources in various languages as needed
- Bilingual/ESL Teachers

### **English Language Learner family support**

- Include the importance of maintaining mother tongue literacy at Open House
- Connect with other members of the community of the same mother tongue
- Inform families of community resources that support their language and culture
- Train staff to encourage parent sharing of culture and language in the classroom
- Collect donations of books from other cultures
- BAC Meetings

### **Translation Services**

- Any documentation from the office
- Parent Conferences
- IB Units summaries
- Medical information
- List of staff and the languages they speak

### **BAC - Bilingual Advisory Committee**

- Translating evening meetings for working parents
- Sharing of strategies to use at home
- Having classes for parents in native languages
- Donating/loaning books in native language
- Connecting with local public library

### **Raising Cultural Awareness within School and Community**

- CPS Office of Language and Culture Outreach Resources
- International Reading Night
- Parent's cultural sharing in the classrooms
- Parent's sharing their language in the classrooms through mother tongue literature
- After-school programs

\*\*For additional information regarding the beliefs and values of language from the perspective of our district, Chicago Public Schools, please visit the [Office of Language and Cultural Education](#) website.

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## **Assessment of Language**

### **ESL Determination and Support**

Developed by the PYP Implementation Team  
Latest Revision: September 2016

At Peirce, when families enroll their children for the first time, parents/guardians fill out a Home Language Survey to help determine if another language other than English is spoken at home. English language assessment begins as early as the student enters Pre-School, to help determine the child's English Language proficiency. Based on the Language Survey and the English Language screen assessment results, if students are found to be EL (English Learners), then they are placed in the appropriate classroom with EL endorse/certified general education teacher.

Students are, then assessed yearly with the ACCESS test to determine English language progress in the areas of reading, writing, speaking, and listening.

### **Assessment of Language Across PYP**

- PK screener test - then, rescreened in Kindergarten
- For DL students - review 504 or IEP plans
- Developmental Language Profile for our students that have taken the ACCESS test.
- Differentiation practices
- WIDA Standards in all grade levels
- ACCESS Testing - as needed
- NWEA - 2-8th
- PARCC - 3-8th
- DIBELS/TRC Testing and Progress Monitoring - K-2nd
- Foundations Programming - K-2nd
- Listening skills in units
- Speaking skills in units
- Reading skills in units
- Writing skills in units
- Media Literacy

\*\*Please see our Assessment Policy for information about how we assess our students.

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