**Roles and Responsibilities**

E. Rivers Elementary is committed to the International Baccalaureate program standards and practices in relation to teaching and learning. We are informed regarding current research and best practices pertaining to language learning through district workshops, professional learning communities and conferences. This teacher training informs direct instruction and classroom culture.

This faculty and staff at E. Rivers recognize that language is a vital instrument for learning, communication, and expression, and that all teachers are language teachers. In order to promote inquiry-based language learning within the context of the PYP, we understand that language instruction takes place all day and in all subjects.

Language progress will be consistently assessed by classroom teachers as well as support staff. E. Rivers uses the following assessments for this purpose:

* F&P Benchmark Assessment System for reading – at least twice a year
* GKIDS for kindergarten students
* STAR Early Literacy and STAR Reading in English and Spanish (DLI students only) – at least twice a year
* ACCESS for English Language Learners – twice a year.

Based on the above assessments, all PYP faculty agree to work with students to achieve mastery of the essential language skills: reading, writing, speaking, and

listening. All PYP faculty also agree to use a variety of materials to advance students based on their individual needs.

E. Rivers staff and grade level teams serve as the policy team, ensuring the language policy is re-evaluated and revised. Collaborative planning and IB training make certain that all teachers are familiar with the PYP philosophies. Teachers, support staff, administrators, and the PYP coordinator are responsible for communicating policies to E. Rivers constituents. The head of school, PYP coordinator, and district program coordinators, literacy coach and math coach are responsible for professional development regarding language teaching and learning. E. Rivers published school policies on the school website. This communication of the policy guarantees its implementation, comprehension, and support by all constituents

**Language Development**

English

Primary instruction occurs in the target language from the homeroom teacher who uses both a phonics program for Early Literacy and a workshop model for reading and writing development. On average, students spend 100 minutes a day in reading and writing instruction.  As much as possible, these lessons are directly aligned to the transdisciplinary themes and integrate social studies or science content standards. As part of the workshop model, students set personal reading and writing goals, track their progress, and confer with teacher about their strengths and struggles. As such, our young learners learn important Approaches to Learning Skills, including Reflection in Thinking Skills, Literacy in Communication Skills, and States of Mind in Self-Management Skllls.

Second Language (Spanish)

All students attend Spanish class twice a week as part of the special rotation (i.e., 90 minutes every six days). The Spanish class focuses on the building blocks of communication, including vocabulary development, conversational language, and development of basic reading and writing skills. Spanish teachers make efforts to connect their content to the grade level units of inquiry through an emphasis on the units’ central ideas and connections to the culture of Spanish speaking countries.  Spanish teachers meet collectively with other specials teachers and with grade level teams to review units of inquiry, including the central idea and transdisciplinary themes.

**Dual Language Immersion Program**

Vision:

The DLI Program, at E. Rivers, is a challenging academic program, which looks for our young students to have better opportunities in the 21st century world. We expect our students to be able to connect with the world, not only by using a second language, but also by being more empathetic of the diverse world we live in.

Mission:

Students will become bi-literate, in English and Spanish, while promoting knowledge and appreciation of both cultures.

Program Goals:

* To develop language competences in English and Spanish (bi-literate individuals).
* To teach academic content through acquisition of a second language.
* To deliver meaningful enriching experiences, in English and Spanish, through different learning processes, meeting the needs of the students in the program.
* To provide students with the skills needed to thrive in a multilingual world.
* To form open-minded, global individuals who make a positive impact in the world through their intercultural competence.
* To build cultural competence through intercultural awareness and language development

Dual language immersion at E. Rivers Elementary follows a 50/50, two-way Spanish model. There are two homerooms per grade level, with approximately 35% native Spanish speakers. Students spend half of their academic day in Spanish and half of the academic day in English. The cohort of students stay together through their elementary grades (K-5). The DLI program supports the development of the mother tongue and second language for all students in the program, whether a native Spanish or native English speaker.

Dual Language Immersion students switch between English and Spanish speaking homerooms for subjects. In the DLI program, English is the language of instruction used for reading, English language arts, and social studies. Spanish is the language of instruction for Spanish phonics, reading, writing, math, and science.

**Sustaining the Language Programs at E. Rivers**

E. Rivers relies on general fund and the E. Rivers Education Foundation (EREF) to provide funding for teacher training, grants, and educational resources to support the language development of students. The school media center houses resources and leveled texts in English and in Spanish. The media specialist actively aligns purchases with the unit planners, and works directly with the Professional Learning Communities to identify areas which need additional resources.  The district is dedicated to sustaining the IB Program throughout the E. Rivers attendance zone educational experience (including PYP, MYP, DP, and CP). The resource allocations are directed to classrooms and media center use as well as enhancement and professional development.