



‘Āina Haina Elementary School IB Language Policy

IB Mission Statement

The IB PYP works to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world. Through education, we hope to build a community of intercultural understanding and respect.

The program empowers school-aged students to take ownership in their own learning and help them develop future-ready skills to make a difference and thrive in a world that changes fast.

Our Vision

‘Āina Haina students strive to be life-long learners who are persistent problem solvers, are inquisitive about the world, have a strong sense of self, and articulate their thoughts, feelings, and ideas through ongoing reflection. ‘Āina Haina students strive to be empathetic by understanding different perspectives while being mindful of their unique viewpoint. ‘Āina Haina students strive to be caring and principled and to possess a foundation of knowledge that enables them to build a more peaceful world.

Language Philosophy

At ‘Āina Haina School, we believe that language influences our reasoning, values and is an integral part of the way we experience the world. Language is essential for learning and is crucial in helping us understand concepts, acquire new information, and obtain different perspectives. Essentially, our ability to connect with others and clarify our own understanding is dependent upon the acquisition of language. We believe that through the acquisition of language, our students will be effective communicators, problem solvers, and contributors in a global society that requires international mindedness and citizens that reflect the Learner Profile attributes.

Principles of Effective Language Instruction

Language instruction is integrated throughout the Program of Inquiry. Higher level thinking, key concept questions, and extended research all lend themselves to having a strong vocabulary and language presence within the planners. Oral, visual, and written language are all present within planner activities.



‘Āina Haina Elementary School

IB Language Policy

At ‘Āina Haina, we believe the following are principles of effective language instruction:

- It takes place all day long, in meaningful, relevant contexts, and not in isolation.
- There is a connection to real life, it is consistently reinforced and authentically practiced.
- Both peers and adults are influential and serve as role models.
- Diverse cultural practices and home languages are integrated to create more meaningful language experiences and allow deeper connections.
- It takes place in and out of school and in informal and formal contexts.
- There are many opportunities to practice and receive useful feedback.
- A language rich environment is created - where frequent exposure to authentic, rich language models, both spoken and written, are prevalent.
- It allows for the acquisition of new vocabulary, using various developmentally appropriate tools and resources, including computer programs, online video lessons, experiences, books, songs, stories, games, dictionaries, glossaries, etc.
- Scaffolding and differentiation strategies are essential to meet the needs of all learners
- It instills the love of learning through active participation, inquiry, and engagement.

Beliefs about Language Learning

At ‘Āina Haina, we believe the following practices help foster effective language learning:

- Language is taught within the context of meaningful learning engagements
- Immersion into authentic, meaningful contexts; Observing the world around them, hearing language, speaking it, and connecting it to other learning experiences
- Exposure to different methods and instructional strategies, including repetition and modeling
- Opportunities to practice in real life situations, with peers, adults and community members
- Experiences to help build vocabulary across the disciplines
- Reflecting on learning in order to derive meaning from it and apply it
- An environment that sparks curiosity in students, and encourages student inquiry through thoughtfully designed lessons
- A safe environment where mistakes are accepted and valued
- Learning experiences are engaging, meaningful, relevant and challenging



‘Āina Haina Elementary School IB Language Policy

Admission Procedures

As students register for enrollment at ‘Āina Haina Elementary, parents/guardians complete a form to establish each student’s language background. Students whose parents/guardians indicate a language other than English spoken at home, are tested for EL services. All entering EL students are given the W-APT, or WIDA ACCESS Placement Test, which incorporates reading, writing, listening, and speaking assessments. Students are placed in an EL group according to the results. In addition, EL students who score as Non-English Proficient (NEP) are given a Native Language Proficiency (NLP) test, to ensure that students are proficient in their home language.

All entering Kindergarteners are pre-assessed for reading readiness skills via a series of teacher-made screening tools and the Kindergarten Readiness Assessment (KRA) from the State of Hawai‘i which are implemented at the beginning of the school year.

Language Groups

Our school population consists primarily of native English speakers. Other home, mother tongue, languages are recognized, encouraged and supported. Currently, the languages that make up our diverse school community in addition to English are: Mandarin, Arabic, Cantonese, Hindi, Hawaiian, Ilocano, Lao, Tagalog, Cebuano, Japanese, Ukrainian, Portuguese, Korean, Vietnamese, Romanian, Czech, and Spanish.

Languages of Instruction

English

At ‘Āina Haina Elementary, our primary language of instruction is English. As a Hawai‘i Department of Education public school, we follow the Common Core State Standards for English Language Arts (ELA). These standards encompass all forms of communication - reading, writing, listening and speaking. In addition, non-verbal communication is addressed in our Hawai‘i Content and Performance Standards for Health.

We use a State-selected instructional resource published by McGraw-Hill, known as Wonders. This program was mandated for all Hawai‘i DOE schools beginning with the 2013-14 school year. The program was selected based on a number of criteria, three of which were alignment with Common Core State Standards, evidence of the pedagogical shifts present in the Common Core and an online instruction component.

The Wonders program offers two primary components - a “Reading-Writing Workshop” which presents ELA skills in a manner that builds on itself through the grade level scope



‘Āina Haina Elementary School IB Language Policy

and sequence, and a “Literature Anthology” which has reading texts selected to correspond with the skills taught in the “Reading-Writing Workshop.” The teachers have the flexibility of using alternate reading texts, both fiction and non-fiction, to support and enhance their Units of Inquiry throughout the year. The Wonders program is used as a resource to engage the students in ELA instruction. Its basic structure aligns with the Units of Inquiry in that there are essential questions for each of the six units in Wonders and each week has a “big idea” question to consider as well.

Heggerty and Orton-Gillingham are two programs being utilized by Kindergarten, First Grade, and Second Grade teachers to lay the foundation for reading and writing. The Heggerty program teaches students phonemic awareness and the OG program involves the teaching of phonics, high-frequency words and spelling. These programs support the Wonders program by providing greater opportunities for automaticity in reading and writing. This in turn, provides the opportunity for improved fluency and comprehension. Students are able to then have a more meaningful experience when reading the stories from their Units of Inquiry.

Our Farrington/Kalani/Kaiser Complex worked for four years with Dr. Anita Archer and Dr. Michael Solis, both educational consultants on explicit instruction. Dr. Archer teaches teachers how to implement structured literacy strategies for explicit instruction in Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension and Writing. She also focuses on classroom management, student engagement, and environment. Dr. Solis teaches similar strategies with a focus on Special Education and Inclusion type classrooms. He provides training on response to intervention (RtI), reading interventions for students with reading difficulties, and disabilities including Autism spectrum disorders. He also has extensive experience with interventions for English Language learners. Our teachers have been utilizing the strategies they learned during training, and continue to apply them in their lessons with students.

Japanese (Nihongo)

In addition to English, we offer Japanese (Nihongo) as our second language and Additional Language B for the PYP. Beginning in Kindergarten, Students participate in weekly classes as part of their regular school day. The Nihongo program is designed to meet the Hawai‘i and National Content and Performance Standards for World Languages. Students attend 30-45 minute classes with our Japanese teachers, who are native Japanese speakers with current ties to Japan. Since our teachers are deeply rooted in their heritage and cultural practices, they are able to share this as an integral part of our Nihongo program - providing the students with language instruction and cultural awareness.

Our teachers incorporate the IB Learner Profile and continue to work on integrating inquiry into the Nihongo program, as well as making connections to the concepts within the various Units of Inquiry. This allows the students to gain a deeper understanding of the different



‘Āina Haina Elementary School IB Language Policy

Central Ideas and improves their experiences within their Units of Inquiry. It also helps them to see natural connections between Japanese culture and their own.

‘Āina Haina has dedicated a full-time classroom teacher position and a part-time teacher position to our Nihongo program.

Hawaiian Studies

Our host culture is Hawaiian. Hawaiian culture is very important to the people of Hawai‘i. Therefore, there is a State-funded Hawaiian Studies program in every DOE school across the islands. At ‘Āina Haina, the students participate in weekly classes, beginning in Kindergarten, as part of their regular school day. Students attend 30-45 minute classes with our Hawaiian Studies teacher (Makua), who has a cultural appreciation for the people and place of Hawai‘i. The classes are primarily designed to provide students with an awareness of, and appreciation for the culture of the Hawaiian people, as well as serve as an introduction to the Hawaiian language, ʻŌlelo Hawai‘i.

A part-time teaching position has been given to ‘Āina Haina to implement the Hawaiian Studies program.

Optional After-School Enrichment Classes

A Japanese reading/writing class is offered to ‘Āina Haina students as after school enrichment classes for a fee.

Both Nihongo and Mandarin are offered at our local middle school, Niu Valley Middle School, which provides the Middle Years Programme (MYP). The after school and regular Nihongo classes give students an opportunity to develop a foundation in the Japanese language before moving on to the MYP.

Additional Student Resources

‘Āina Haina Elementary School (AHS) Library

The AHS library is becoming the hub of PYP learning. All classes visit the library for bi-weekly lessons that are closely related to their Units of Inquiry. The librarian provides books as resources for the Units of Inquiry and they can be found on book lists that were created by the librarian for each specific unit. The library continues to serve as a resource and motivation for learning and literacy development.

‘Āina Haina values this role and has dedicated a full-time librarian position to service the school.



‘Āina Haina Elementary School IB Language Policy

Response to Intervention Student Support - Na Hoku Ala

‘Āina Haina places an emphasis on language acquisition and the critical role that language plays in learning and communication. We have a system in place where students may access intensified instruction in their area of need. When students in Grades K-5 experience delays or difficulty with the mastery of developmentally appropriate reading skills, they may receive focused instruction and practice by one of four part time teachers in our Na Hoku Ala program. The goal is to address the students’ needs, give them the tools needed to be successful, then mainstream them back into the classroom, or direct them to be assessed for specialized instruction. The amount of time the students receive this intensified support is solely determined by individual need.

English Learner Support

As a Hawai‘i public school, we are held accountable for the Identification, Assessment, and Programming System for Students (IAPS) in the English Learners (EL) Program guidelines and procedures. The IAPS document states that the school “serves the special needs of currently enrolled, national origin minority students of limited English proficiency” through their EL Program. (Taken from IAPS Foreword). ‘Āina Haina recognizes the need to support learners who are learning English as their second language and/or have a home language other than English. We have two dedicated part-time teachers who provide services to those students - designing experiences to help with vocabulary and language development as well as being the liaison to provide assistance with mother tongue translation and support for the families when needed. EL students also have access to an online language development program titled “Imagine Learning” which provides additional support in English language learning.

EL students are also closely monitored through informal and formal assessment practices, culminating in an annual standardized test known as the WIDA. Students need to reach certain benchmark scores in order to be exited from the program. There is a procedure in place to allow for gradually releasing the students back into their regular classroom for all subject areas, phasing out the need and reliance on the EL program.

Home Language Support

Mother Tongue refers to the first language which a person has been exposed to since birth. A few of our students speak a language other than English as their home language and some have parents that continue to speak to their children in their mother tongue at home. Parents are encouraged to speak and read to their children in their home language at home as they develop the host language at school and in the community. It is important to us at ‘Āina Haina that children maintain their home language, as well as learn the host language, because cultural identity and continuing traditions through language are vital for the healthy growth and development of our students.



‘Āina Haina Elementary School

IB Language Policy

Liaison Support - Home Language

‘Āina Haina currently supports its EL students and their families through liaisons made available via State resource teachers. These resource personnel are utilized for translation and other school-home communication assistance as needed. Our school level EL teachers also provide translated materials to parents of EL students when needed.

Library Support - Home Language

The librarian has established a world language collection in the school's library. This collection consists of Nihongo, Spanish, and Korean books. She is growing our collection of Hawaiian language and culture books. There are also dictionaries and the *Island Alphabet Books* series which features languages and artwork from the U.S. affiliated Pacific (Chuukese, Samoan, Marshallese, etc). The Sora eBooks collection consists of ebooks in other languages as well. The librarian supports our EL students by helping them in the library to find books specifically in their home language or directs them where these books can be found on Sora.

Teacher Support - Home Language

Through our utilization of the Universal Design for Learning (UDL), ‘Āina Haina teachers are continuously exploring the language strategies they implement in our Units of Inquiry. Teachers are working to place as much value on students' home languages as they do with teaching English. They are supporting the use of home language and their EL students in the following ways:

- Allowing students to make and create presentations in their home language with translations for the class
- Allowing students to share vocabulary words from their home language with the class and share about their culture and traditions
- Initiating conversations with students about their home language
- Allowing students to use Google Translate or other translation tools when reading and writing (older students are allowed to write paragraphs/essays in their home language as an initial draft before getting assistance with translation into English)
- Providing support with instructions/directions in the students' home language
- Utilizing videos and online resources that provide subtitles or translations into home languages. (For example, "Learn 360" videos that provide subtitles, captions and instruction in many different languages through the use of Google Translate)

Family Support

We view our families as a very important part of our ‘Āina Haina School community. Students bring with them rich experiences in language and culture from home. We encourage families to partner with us in their children's Units of Inquiry, as we believe that the family component of development and learning is a crucial component. We believe our



‘Āina Haina Elementary School IB Language Policy

families are a valuable resource and invite them to share their wealth of knowledge and experience with us. We communicate with families through emails, letters, PTA meetings, periodic phone calls, and school bulletin board postings. Families are encouraged to share their expertise and experiences with classrooms as they pertain to their specific Units of Inquiry.

Language Assessments

‘Āina Haina uses a variety of different assessment methods to determine a student’s progress toward the mastery of ELA standards. Please refer to the assessment policy for our beliefs about assessment, which also apply within the area of ELA skill acquisition.

Review Process

The Language Policy is a working document that will be reviewed on an annual basis. The initial review will be with □ ‘Āina Haina’s Pedagogical team, which includes administrators, the IB Coordinator, the SSC, and the Curriculum Coordinator. It will then be reviewed by faculty representatives on the IB Vertical Articulation Committee and selected PTA representatives before submission for approval by the Academic Review Team made up of parents, community members, administration, and certificated staff and faculty.

****Works cited on the following page***



‘Āina Haina Elementary School IB Language Policy

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‘Āina Haina Elementary School IB Language Policy

2023-2024 Review Process:

Name of Group	Date Completed
IB Vertical Articulation Committee	10/04/23
Pedagogical Team	10/06/23
Faculty and Staff Members	1/31/24
Academic Review Team/SCC	11/21/23