



Franklin Academy Cooper City K–8 IB Middle Years Programme Language Policy

Franklin Academy Mission Statement

Utilizing an intercultural-mindedness model and a standards-based curriculum, the mission of Franklin Academy is to create compassionate, engaged, life-long learners by promoting a culture of collaboration and high expectations that emphasizes character development through active service in the local, national, and international community, while adhering to the principle that all children can learn.

Purpose

At Franklin Academy Cooper City K–8, we believe that language development is a shared responsibility among students, teachers, staff, administrators, families, and the broader community. Language learning encompasses reading, writing, speaking, and listening, and is essential to the holistic development of every student.

As an IB Middle Years Programme (MYP) school, Franklin Academy Cooper City K–8 is committed to providing rigorous language instruction that supports both academic achievement and intercultural understanding. English is the primary language of instruction, and all students participate in Language and Literature courses aligned with IB MYP objectives and Florida state standards.

In addition, all MYP students receive second language instruction in Spanish, which supports the development of bilingualism and global competence. The school recognizes the importance of maintaining students' mother tongues and encourages families to nurture native language development outside the classroom.

This policy outlines the principles and practices that guide language instruction and support at Franklin Academy Cooper City K–8, ensuring equitable access to learning and fostering a multilingual, inclusive learning environment.



Definitions

Mother Tongue

The language(s) a student learns first, speaks most fluently, and uses predominantly at home. It is typically the language spoken by family members and forms the foundation of the student's linguistic identity.

Second Language / Language Acquisition / Language B

At Franklin Academy Cooper City K–8, Spanish is the only second language offered. Language Acquisition refers to the process of learning Spanish as an additional language, with the goal of developing the ability to communicate effectively in both academic and real-world contexts.

English Language Learners (ELL)

Students whose first language is not English. Franklin Academy Cooper City K–8 provides differentiated instruction and assessment accommodations to support ELL students. These may include extended time, simplified tasks, use of dictionaries or assistive technology, and small group settings, as outlined in each student's ELL strategies matrix or Individual Education Plan (IEP).

Mother Tongue Support

Franklin Academy Cooper City K–8 values and respects the linguistic and cultural diversity of its students and families. While English is the primary language of instruction, the school recognizes the importance of maintaining and developing students' mother tongues as part of their identity and overall academic success.

Families are encouraged to support the use and development of their child's mother tongue at home and within the community. This practice strengthens cognitive development, enhances bilingualism, and fosters intercultural understanding.

To support communication and inclusivity, Franklin Academy Cooper City K–8 employs bilingual staff and provides translation services when needed. Teachers receive professional development in English Language Learner (ELL) strategies and ESOL practices to ensure equitable access to learning for all students.

The school also invests in diverse library resources, including books in multiple languages and genres, to reflect and celebrate the cultural backgrounds of its students.



Intensive Reading

Franklin Academy Cooper City K–8 provides Intensive Reading instruction for students who score a Level 1 or 2 on the state standardized reading assessments. These students are enrolled in an Intensive Reading course in addition to their Language and Literature class.

Intensive Reading classes are intentionally small to allow for targeted support and individualized instruction. The goal is to help students meet grade-level reading standards and improve their literacy skills through focused strategies and interventions.

This support is aligned with both the State of Florida requirements and IB MYP principles, ensuring that students receive the necessary resources to succeed academically while continuing to develop their language proficiency.

Special Education

Franklin Academy Cooper City K–8 provides individualized support for students with special education needs, as outlined in their Individual Education Plans (IEPs). Services may include pull-out instruction, collaboration, and consultation to ensure students receive appropriate accommodations and interventions.

Certified Exceptional Student Education (ESE) teachers work closely with general education teachers to implement differentiated strategies that support diverse learning styles and promote mastery of grade-level standards. Instructional accommodations may include extended time, simplified tasks, oral reading of assessments, small group testing, and the use of assistive technology or paper-based materials.

In addition to state and district assessments, students may receive alternative evaluations to determine instructional levels and guide targeted support. Regular meetings are held with families and staff to monitor progress and adjust services as needed.

This inclusive approach ensures that all students, regardless of learning needs, have equitable access to language development and academic success within the IB MYP framework.



Policy Review

Review Process: The inclusion policy is reviewed annually at the beginning of the school year. The review process involves the IB leadership team, including the Principal, Assistant Principals, IB Coordinator, and the ESOL Coordinator, to ensure the policy remains effective and up-to-date. Feedback from teachers is also considered during the review process to make necessary adjustments and improvements. This policy was last reviewed, amended, and approved on August 18, 2025 by the following persons: Gracy Ordonez (ESOL Coordinator), Veronica Arias (Instructional Coach), Jose L. Lugo (IB Coordinator) and the following teachers: Jessica Brutman, Aura Espinal, Andrea Mendoza, Ashley Caban, and Cheryl Cobb.