



John Trotwood Middle School and IB World School Language Policy

Philosophy: John Trotwood Middle School recognizes multilingualism as a fact, a right, and a resource for learning. Every educator shares responsibility for supporting language development for every student.

Related MNPS Policy

[English Learners](#)

[English Learners - Metropolitan Nashville Public Schools](#)

School Language Profile

JTM students receive access to IB principles and philosophies through written curriculum and learning experiences that promote exposure to and expansion of Approaches to Learning skills, Learner Profile attributes, and rigorous content. In a school of over 500 students, the majority speak English as their first language and our delivery of instruction is done in English as well. Our students come from our zone as well as throughout Nashville and this increases the likelihood that we encounter students who may speak another language at home. We teach bilingual students whose home languages including Spanish, Chinese, and Russian.

Teaching and Learning

We offer English Learner (EL) supports to students who qualify for district services while providing training to teachers on the strategies that aid language acquisition in order to equip faculty with the tools necessary to support all learners who may benefit from additional scaffolding like the use of graphic organizers, translation technology, and dictionaries. We are supported by district EL teachers, coaches, and translation services. Translation technology is available to all students and staff.

JTM has a rich library with a knowledgeable media specialist who has established book selections in various languages and is able to direct students to use the public library's Limitless Library services if there is an item we do not carry. This expands access to literature and informational texts in students' mother tongue when necessary and continues to build exposure to the written language as a whole.

Stakeholder	Rights and Responsibilities
Student	• Respect and value all languages and cultures represented in the school community. • Develop proficiency in academic language and communication skills across all subject areas. • Use language to inquire, collaborate, and reflect on learning. • Take opportunities to strengthen their home language(s) and/or acquire additional languages.

[Last Review September 2026]

	• Demonstrate respectful and effective communication with peers and adults.
English Learner (EL) Teachers	• Provide targeted language instruction and support for multilingual learners. • Collaborate with classroom teachers to implement effective language acquisition strategies. • Monitor student language growth and communicate progress with teachers and families. • Assist with appropriate accommodations and language supports. • Provide professional learning and resources related to language development.
Teacher	• Recognize that every teacher is a language teacher and support language development in every classroom. • Incorporate academic vocabulary, reading, writing, speaking, listening, and visual literacy into instruction. • Differentiate instruction to meet students' language profiles and learning needs. • Provide appropriate scaffolds and multiple ways for students to demonstrate understanding. • Foster an inclusive classroom that values multilingualism and diverse perspectives.
Media Specialist / Librarian	• Provide access to diverse print and digital resources that support multilingual learners and language development. • Maintain collections that reflect multiple languages, cultures, and perspectives. • Collaborate with teachers to promote literacy and research skills. • Connect students and families with community and virtual language resources, including Limitless Libraries and other digital collections.
Support Staff (Instructional Assistants, Counselors, Office Staff, Interventionists, etc.)	• Foster respectful communication with all students and families. • Support equitable access to learning by helping students understand school expectations and instructional materials. • Encourage inclusion and respect for linguistic and cultural diversity. • Collaborate with teachers and administrators to support students' academic and social-emotional language needs.
Families	• Encourage language development in the home by reading, speaking, and engaging in meaningful conversations in any language. • Partner with the school to support student learning and language growth. • Communicate with teachers regarding language needs and strengths. • Participate in school events and opportunities that celebrate linguistic and cultural diversity.
Administrators	• Promote a school culture that values multilingualism as a resource for learning. • Ensure implementation of the Language Policy across all grade levels and content areas. • Allocate staffing, instructional materials, technology, and professional learning to support language development. • Monitor implementation through classroom observations, student data, and stakeholder feedback. • Review and revise the Language Policy annually with input from stakeholders.

Language Acquisition

One of our school's elementary feeder schools is a Spanish language immersion program. These students come to JTM with additional years of language acquisition instruction than similar middle grade student counterparts. These students conduct classroom learning in both English and Spanish. Many sixth-grade students are provided opportunities to take Spanish through their Related Arts rotations. These students receive introductory instruction of the Spanish language and culture over a 9-week period. Some students also further their studies by enrolling in Spanish 1 and 2 high school [Last Review September 2026]

credit courses that are taught for the year in grades 7 and 8. A second feeder school offers Chinese in their Related Arts class.

Assessment and Inclusion Policies

At JTM we ensure that our students can equitably access assessment materials and demonstrate knowledge and mastery of content, standards, and skills. We are diligent in creating authentic assessments that align specifically to the standards and criteria and allow multiple opportunities over time for students to communicate their understanding through application.

We adhere to district, state, and federal guidelines specific to accommodations when testing students with Individual Education Plans and will implement allowable accommodations to any student who struggles accessing the material so that we can better determine the student's current level and what scaffolds need to be in place to assure that understanding is not hindered by the language of the assessment itself.

Policy Review

The John Trotwood Middle School Language Policy is a living document that is reviewed annually to ensure continued alignment with the International Baccalaureate (IB) philosophy, Metropolitan Nashville Public Schools (MNPS) policies, Tennessee Department of Education requirements, and the evolving needs of our school community. The review process is led collaboratively by the IB Coordinator, school leadership, teachers, students, and families to ensure multiple perspectives inform continuous improvement. Any revisions will be communicated to all members of the school community through appropriate school communication channels to ensure transparency and shared understanding of language expectations.