



HARRY STONE MONTESSORI ACADEMY MYP

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Language Policy

Beliefs:

At Harry Stone Montessori Academy we believe that all teachers are language instructors. All students who pass through our doorway are language learners regardless of which language they speak. Each student has his or her own background and their unique contributions. We believe that recognizing and supporting our students' mother tongue languages is crucial to their development and in maintaining cultural identity. At Harry Stone we have made a commitment to our students and parents to provide a learning community that promotes and supports language diversity.

Identification:

Mother tongue languages and students that are in need of additional services will be identified at the beginning of the school year. All students that are listed as speaking another language other than English will be screened for Limited English Proficiency (LEP), as required by the State of Texas. The individual educational plan for each student identified as LEP will be guided by an LPAC Committee comprised of parents, teachers, and administrators. By identifying our language populations we are able to inform our teachers and staff so that we can strengthen our learning community and integrate language acquisition strategies into instruction.

Scope and Sequence:

The scope and sequence of our language program is determined by the Texas Essential Knowledge and Skills as mandated by the laws and regulations of the State of Texas under the supervision of the Texas Education Agency. We will provide a rigorous, literacy program for all our students with the expectation of exceeding their grade level in English that meets both IBO and state/national standards.

Instruction:

Classroom Instruction:

All instruction at Harry Stone is taught in English and students are instructed in all areas of language arts. Teachers are expected to create a print rich environment, teach with best practice strategies, and to set a model for all students. Students learn from not only their teacher but their peers and their experiences with language. The goal is for all students to acquire proficiency in speaking, listening, reading, and writing.

Language A

Language A is defined as English, we recognize that English is not the mother tongue of some of our students; we strive for all students to acquire academic proficiency in English.

The language of communication with our families and communities is English however, we also translate communication materials into Spanish.

Language B

Language B is currently offered to our students in Spanish, Mandarin Chinese, and French to encourage the students to learn a second language and appreciate the cultural diversity among our student population and community. It is the goal of Language B to support our students as they achieve bilingual efficiency. Language B must be sustained in the same language for all three years of the programme.

Bilingual and ESL Instruction:

The instructional model for any students who are not proficient in English will be a full inclusion/immersion model with support in the regular classroom setting. These students will be assessed annually for proficiency in reading, writing, and speaking English using TELPAS as required by the laws of the State of Texas. Teachers who provide these services in the regular classroom setting will be certified in both ESL and general education.