



Stonewall Tell Elementary Access & Admissions Policy



Mission Statement:

The mission of Stonewall Tell Elementary School is to provide world-class experiences in teaching and learning, professional development, stakeholder engagement, and continuous improvement practices in a safe, culturally sensitive environment. To develop inquiring, knowledgeable, caring digital learners who positively impact their world through intercultural understanding and action.

Vision:

The vision of Stonewall Tell Elementary School is to develop world-class, inquiring, knowledgeable, and caring individuals who positively impact our world through intercultural understanding and respect.

Purpose:

Our language policy is written following the principles and practices of the International Baccalaureate. The goal is to teach language in all classrooms, as it is our primary means of learning and communicating. This policy is intended to provide an overview and guiding principles for language learning at Stonewall Tell Elementary, which is a significant part of the curriculum. All members of the academic staff are committed to the language policy and are responsible for the implementation, review, and revision of our language policy.

Philosophy:

Stonewall Tell Elementary School believes that Language is essential to all learning. "Language permeates the world in which we live; it is socially constructed and dependent on the number and nature of our social interactions and relationships" (Making the PYP Happen, 2009). Stonewall Tell Elementary School Staff recognizes and understands they are responsible for language development and instruction through collaborative planning, instruction, and reflection. We believe that every student can learn through effective use of language and communication. We believe that celebrating, respecting, and supporting students' primary language is pivotal to language acquisition and development. We desire to develop lifelong global citizens who are culturally responsive and communicate effectively in a global society.

Practices

The Language of Instruction:

At Stonewall Tell, English is the language of instruction for all students. Teachers model listening, reading, writing, and speaking skills through their teaching practice. Our daily instruction focus is explicitly for our language curriculum. PYP inspires our instruction through opportunities to utilize language in authentic ways:

- Oral language- Listening and Speaking
 - Reflection on learning and self
 - Writing throughout the curriculum
 - Asking and answering questions throughout instruction and inquiry
 - Oral presentations using technology
 - Listening for purpose and understanding

- Visual Language-Viewing and Presenting
 - Creating projects to demonstrate understanding of learning
 - Presenting projects
 - Utilizing technology and multimedia for interpretation, evaluation through inquiry, and instruction
- Written Language- Reading and Writing
 - Explicit instruction of phonemic awareness, phonics, vocabulary, fluency, and comprehension
 - Whole and small group reading and writing instruction
 - Reading for purpose and pleasure
 - Collaborative and independent practice of skills
- Pre-Kindergarten
 - Students learn through the state-funded program. Students are provided with age-appropriate learning activities and experiences that help prepare young children for school. Our goal is for each child to be school-ready, socially, emotionally, physically, and cognitively prepared for success in kindergarten. Teachers are encouraged to adopt child-centered instructional practices based on the interests and skill level of each child. Through our district's Prekindergarten program, students will:
 - Develop listening, speaking, reading, and writing skills.
 - Develop mathematics skills by recognizing and using numerical concepts, understanding patterns and relationships, and problem solving.
 - Develop science skills by exploring, manipulating, and experimenting with objects in the physical environment.
 - Develop the ability to move in ways that demonstrate control, balance, and coordination.
 - Develop the ability to participate and function in a social environment.
- Kindergarten through Second Grade

The primary language of instruction is English. Spanish will be emphasized through our Spanish program with a Spanish Instructor.

 - Reading:
 - Concepts of Print
 - Phonics/phonemic awareness
 - Fluency
 - Vocabulary
 - Comprehension
 - Writing:
 - Whole and small group reading and writing instruction
 - Daily/inquiry journals
 - Reflections
 - Reports
 - Graphic organizers (webs, Venn diagrams, Frayer Model)
 - Students created books

- Research
- Listening/Speaking/Viewing:
 - Show and tell
 - Author's chair
 - Oral presentations
 - Group projects

Through the components of language, students will build meaning and develop a global understanding of the world around them by making connections to their lives.

- Third Grade through Fifth Grade
 - Language is supported in grades 3-5 through a variety of methods that teachers, support staff, and administration utilize in an inquiry-based environment. Differentiation of instruction and meeting the needs of all learning styles, students engage in the following learning experiences:
 - Read aloud stories (chapter books)
 - Novel studies
 - Close Readings
 - Vocabulary instruction
 - Thematic Units
 - Technology and Language Integration
 - Online books, articles, videos, etc....
 - Presentations
 - Cooperative and Classroom Discussions
 - Georgia Standards of Excellence for Modern Language Standards

Students' learning is enhanced through language support strategies such as phonics, phonemic awareness, vocabulary, spelling, grammar, and writing. Learners continue to construct meaning through language. Through the Units of Inquiry, language standards are integrated into the transdisciplinary through the PYP planners. Students will be exposed to a variety of leveled reading and a gradual increase of international print and visual literacy materials, literature, and technology. Creative Arts Teachers (Art, Media, Music, Physical Education, and Spanish) assists to deepen understanding through exposure to a variety of language mediums. The Media Center provides a rich source for learning which includes research skills, access to resources, collaboration, and digital literacies.

Support Services:

A brief synopsis for this section:

- Response to Intervention (RTI)
- Early Intervention Program (EIP)
- Gifted Education
- Special Education
- Speech Therapy
- Summer Learning
- Scana Homework Helper

- Writing Workshop/RTI (Response to Intervention)
- Morning Meetings

Mother Tongue (First Language Support)

Stonewall Tell's faculty and teachers are all accountable for communicating our support of the mother tongue. The language of instruction is English. Students are exposed to Spanish as a second language. This exposure begins in kindergarten and extends through fifth grade. Spanish was selected in collaboration with parents, as it is the most spoken second language, it's a language used in most geographic areas, and is often used in work and social events. Students are encouraged to share their culture and language within their classroom and school learning through informative presentations to peers related to inquiry units, celebrations, and other opportunities. Our library houses a growing collection of books in Spanish and other world languages. Language experiences are a part of each transdisciplinary unit of study, classroom interactions, and school-wide practices. Parents of students whose mother tongue is other than English are provided with resources and information necessary to be involved in their child's academic endeavors.

Stonewall Tell Elementary embraces language diversity throughout its entire community. English is Stonewall Tell's dominant language of instruction. As 100% of our students speak and use English as their primary language, if potential students speak another language, we follow the guidelines as specified by Fulton County Schools.

- ESOL
English to Speakers of Other Languages (ESOL) program is designed to provide consistent and non-discriminatory procedures throughout each local school district as recommended by the United States Department of Education Office of Civil Rights. Districts are mandated by Title VI of the Civil Rights Act of 1964 to provide an alternative program of service when there are students who are English learners (EL) and are unable to participate effectively in the district's regular instructional program.
 - Stonewall Tell Elementary school abides by this mandate and, when necessary, identifies possible EL upon registration, determines eligibility using a battery of tests, and then recommends access to the ESOL program at an alternative Fulton County School elementary site where all ESOL services are provided. Effective communication is essential to our parents; translators in their mother tongue are available upon the request of the parents.

Language B (additional language): Spanish

- Spanish delivered by a Spanish Language Certified Teacher
- Stonewall Tell Elementary provides instruction to students K-5
- Students attend 45 minutes of instruction per week (45 minutes special rotation)
- Spanish language translation is integrated throughout the physical environment

Language Policy Essential Agreements

Stonewall Tell administration team and Pedagogical team will ensure that the language policy supports the PYP philosophy. The PYP coordinator, administrators, teachers, and support staff are responsible for communicating

the language policy to all Stonewall Tell stakeholders. The language policy will be implemented, understood, and supported by all through staff and PTA meetings, parent workshops, and the website.

Language Review

The policy will be reviewed annually.