

Mission Statement: All students will graduate with the skills necessary to excel in their post secondary aspirations.

Vision Statement: Through innovation and personal empowerment, the Edison community will partner with our students, igniting a passion for lifelong learning, instilling the ideals of international mindedness, leading our students to succeed at Edison and beyond.



Thomas Edison High School Language Policy

School Language Philosophy

All students at Thomas Edison High School participate in the International Baccalaureate (IB) Middle Years Programme (MYP). We share and practice the Minneapolis Public Schools Department of World Languages' mission of preparing "all students to be multilingual, culturally competent, respectful and responsible citizens of an interconnected, more peaceful world." We also follow the mission of the MPS Multilingual Program to "develop language-rich learning environments that raise the achievement of English Learners" in all subjects.

Thomas Edison High School recognizes that language is central to learning and all teachers are teachers of language. To that end, Edison teachers participate in ongoing professional development that includes language instructional strategies and support from instructional coaches.

Language Profile

Languages of teaching and learning at Thomas Edison High School include English, Spanish, French, and Chinese. Languages of communication in the school and community include English, Spanish, Hmong, Somali, Oromo, Arabic, French, and several other languages spoken by our students and families.

Language A

Language A is defined as English at Thomas Edison High School. 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, yet we also translate communication materials into the home language of our families, including Somali, Hmong, and Spanish.

All students study Language and Literature five days a week. Within Language and Literature instruction, the goal is for all students to acquire proficiency in the four modalities: speaking, listening, reading, and writing.

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Language B

Language B instruction supports the concept of intercultural awareness and the IB Learner Profile. Learning an additional language is essential for students to understand other cultures and develop a mindset that values multilingualism and international mindedness. All Language Acquisition classes meet every school day all year long. We offer four Language Acquisition options: French, Chinese, Spanish, and English (for English Language Learners). We offer levels 1-5 in all of these languages.

Students are expected to follow the same language throughout the Middle Years Programme in order to continue their study of language at the Standard or High Level in the IB Diploma Programme (DP). Edison High School provides Language Acquisition pathways for students who have not studied language prior to Year 4 (ninth grade) to acquire the proficiency necessary to allow such students to test at the Standard Level in the IB Diploma Programme before graduating. Students who speak one of the Language B options as a mother tongue, but who lack academic language background in the language, may be allowed to take the Diploma Programme Language B exam.

Within Language Acquisition instruction, the goal is for all students to develop proficiency in the four modalities: speaking, listening, reading, and writing.

English Language Learners (ELL)

The language of instruction at our schools is English, with the exception of Language B classes. The ELL program exists to provide students with the means to acquire academic proficiency in English.

Additionally, maintenance and development of the mother tongue is valued. We adhere to the MPS mission to provide “consistent, high quality programming” along with “affirmation and development of student, family, and community assets.”

All ninth and tenth grade ELL students participate in the MYP to the fullest extent possible. Subject area teachers recognize that learning in a second language requires support, so teachers focus on building the key vocabulary, skills, and concepts necessary for successful completion of courses.

ELL students receive language support and instruction in a variety of configurations. Students are assessed by the district and the school and are placed on an ELL continuum based on individual proficiency. Students at the earlier level of the continuum may attend multiple ELL classes daily. As proficiency increases, students receive less direct ELL support until they are exited from the program. We recognize that to gain academic proficiency, students may need ELL support throughout the International Baccalaureate Programmes.

Mother Tongue Support

To support students with a Mother Tongue other than English, we strive to provide bilingual support for classroom learning and for communication with families. Our Media

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Center includes books written in the Mother Tongue of many of our students, and we continue to add to these resources. We also access district support for communicating with families and communities in languages other than English. We continue to investigate other avenues and resources for Mother Tongue support for all of our students, including heritage classes in Language B.

Equity in access

All Edison students participate in the Middle Years Program to the fullest extent possible. Teachers of ELL, Special Education, and Literacy collaborate with subject area teachers to support academic language development in the Middle Years Programme subject areas. Additional support classes may be provided to newcomer English Language Learners, students with emerging literacy, and students whose Individual Education Plans specify alternative scheduling.

Language Policy Development

The Thomas Edison High School Language Policy is available to all staff, students, and families on the schools' website. This policy will be reviewed and refined on an annual basis so as to reflect our schools' development and evolution within the Middle Years Programme framework.

Bibliography

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