

ADMISSIONS

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01 PHILOSOPHY

Our school prides itself on its philosophy: We are a language school, an aspiring International Baccalaureate program, and a school with a strong vision for academic success and global leadership. We are a college-preparation program with rigorous curricula in two languages, and see diversity as an essential asset to learning in the 21st Century. With this in mind, we welcome you to explore Puente de Hózhó (PdH) for your child's education by knowing our philosophy, values, and approach to education.



"OUR SCHOOL IS TRANSFORMATIVE. WHEN YOU CROSS LINES OF DIFFERENCE, WITH LANGUAGE AND WITH LIFE, THE WORLD IS NEVER THE SAME."

ROBERT KELTY, PRINCIPLE



PUENTE'S BEGINNINGS

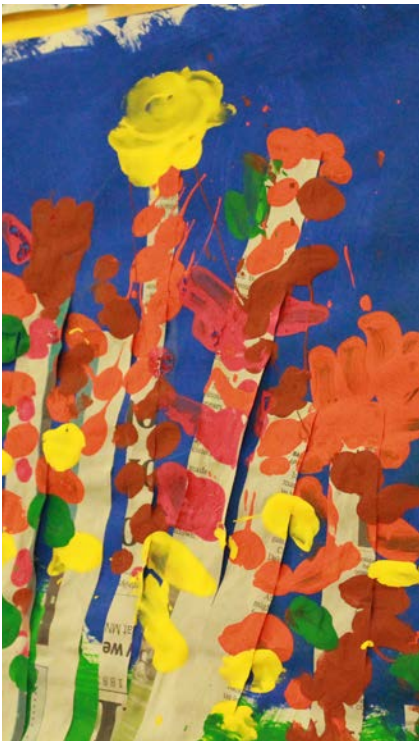
Puente de Hózhó (PdH) is a trilingual school located in Flagstaff, AZ and is a part of the Flagstaff Unified School District. PdH is a “dual-language school” and is comprised of a Navajo Immersion Program and a Spanish English Bilingual Program. We serve students from Kindergarten through 5th grade, but a 6th-12th grade International Baccalaureate (IB) Continuum is being established to complement PdH’s programming. Featured in the Harvard Educational Review for “Best Practices” in culturally sustaining and revitalizing schooling, PdH holds a radical belief in the potential of children, culture, and language in a local, regional, national, and international

context. Consequently, PdH is also proud to call itself an International Baccalaureate Candidate School –and possibly the first indigenous language IB school in the world– to complement our stated vision, mission, and goals.





Historically, Puente de Hózhó evolved in response to specific ideals for schooling. The idea was to create an educational environment where students of different linguistic and cultural backgrounds could learn harmoniously together while pursuing “The Power of Two,” or the ability to speak, read, and write proficiently in two languages. On a grander scale, the vision was to create a school where each child’s language and culture was regarded as an indispensable resource, in an ever reliant world. Such a school could be a symbiotic juggernaut, mutually beneficial to all in a global setting centered on meaningful learning, reflection, and action.



DUAL LANGUAGE

SPANISH/ENGLISH

Our Spanish/English Program is a “50/50 dual language” program, meaning students spend half their day immersed in Spanish and half their day immersed in English from Kindergarten through Fifth Grade. Our program strives for academic language fluency in both languages, which requires that all content areas are taught in both English and Spanish.

Thus, your child will be learning grammar, science, social studies, mathematics, and the humanities across language and cultural lines with strong focus on bi-literacy (speaking, listening, reading and writing). In addition, PdH offers

both single-age and multiage (Montessori) learning experiences in the Spanish/English Program.

NAVAJO/ENGLISH


Our Navajo Language Program is a revitalization/immersion program, meaning students spend 90% of their instructional time learning Navajo in Kindergarten, 80% of their instructional time learning Navajo in First Grade, and then transition to a “50/50” model from Second Grade through Fifth Grade.

**Please read the accompanying Language Program Booklet to ensure a good understanding of a student’s day at PdH.*

LANGUAGE PROFICIENCY

Academic-language proficiency and international mindedness are equal goals at PdH. We measure language proficiency with a number of assessments with the aim of students passing the Arizona Seal of Biliteracy as early as Seventh Grade, being successful in Advanced Placement (AP) classes, and possibly passing the International Baccalaureate World Language Examination as students begin to prepare for university.





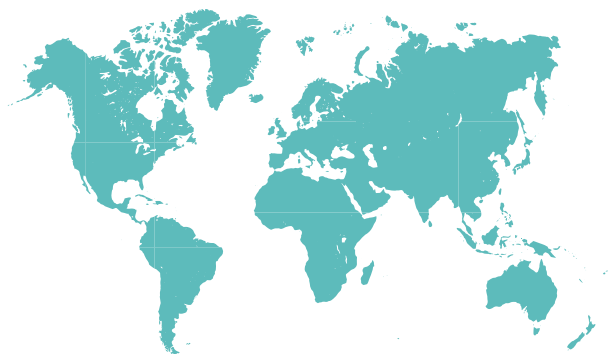
02 INTERNATIONAL BACCALAUREATE



"THE FUTURE IS AN OPEN WORLD
FOR OUR STUDENTS...WE WANT
THEM TO BE A PART OF THE
WORLD AND BE RESPONSIBLE
FOR IT."

LUIS MELO, SPANISH TEACHER

PdH is proud to become the first International Baccalaureate (IB) Candidate School in Northern Arizona and is striving to become the first indigenous language IB PYP school in the world.



NEW OPPORTUNITIES

INTERNATIONAL BACCALAUREATE

To bring our language program into a cohesive whole, PdH is striving to become an International Baccalaureate (IB) World School. The IB is a prestigious, internationally-recognized framework for schooling. The Primary Years Programme (PYP) is a curriculum framework designed for students aged 3 to 12, and the “transdisciplinary” approach focuses on the development of the whole child as an inquirer, both in school and beyond. Informed by research into how students learn, the program places a powerful emphasis on inquiry-based learning, culture, critical thinking, strong communication skills, service, and bilingualism/biliteracy.





**“SPEAKING MORE THAN ONE
LANGUAGE MAKES ME WANT TO
LEARN MORE.”**

MCKAYLA, 5TH GRADER

WHY OFFER THE PYP

The PYP delivers excellent results for students aged 3 to 12.

For example:

PYP students outperformed non-IB students in mathematics, reading and writing in a global International Schools’ Assessment study that ran from 2009-2011.

A 2014 national study in Australia found that students in the PYP perform better than the national average in nationwide science tests.

Yet, how students apply content on examinations is not PdH’s aim. It is important; yet, we also value the other “C’s” of a 21st

Century education: collaboration; communication, creativity; critical thinking; confidence; and cultural understanding, respect and stewardship. Taking on the PYP is a path of discovery for PdH. The PYP invigorates learning in addition to our specific aim of teaching young people to be biliterate, thoughtful, and caring human beings that know themselves while knowing how to cross and respect lines of difference (international mindedness). To this end, the PYP furthers PdH’s vision of building a “bridge of harmony” between speakers and learners of Diné, Spanish, and English while empowering children to be multicultural and multilingual stewards of the world.



"I CAN'T SEE MYSELF GOING TO AN ENGLISH ONLY SCHOOL. I'VE BEEN LEARNING SPANISH, SO WHY WOULD I GIVE UP ON IT!"

MIRA, 5TH GRADER

PdH as a K-12 Continuum

Efforts are underway at Sinagua Middle School and Coconino High School to create an IB Middle Years Programme and an IB Diploma Programme, respectively. With this continuum in place, PdH and FUSD students would have the option of being eligible for one of the most distinguished, and internationally recognized, diplomas in the world.





03 DIVERSITY, EQUITY, AND INCLUSIVITY

Diversity is a core value at PdH. We believe in the power of diversity in American pluralism and democracy, and we believe diversity is an asset for staff, students, families, and communities. Because Puente de Hózhó is predicated on the premise that diversity, inclusion, understanding, and mutual respect are inherently good, we are committed to explicitly teaching those values to our students. We affirm students' cultural identity, explore other cultures and cultural issues, and develop a multicultural and pluralistic vision of the world. We ask all aspiring PdH families to reflect on their views of diversity and support all of PdH's diverse communities if joining our family to ensure safe spaces for all.



"IF STUDENTS TAKE THEIR NAVAJO LIFE LESSONS INTO OTHER AREAS OF THEIR LIVES - LIKE SCHOOL, WORK, OR COLLEGE - I SEE THEM SUCCEEDING."

JAMES JONES, NAVAJO LANGUAGE PROGRAM



04 COMMITMENT

We ask all admitted PdH families to fully support their children in the following ways:

1. Value the importance of acquiring a first and second academic language.
2. See PdH as a prestigious, college-preparatory magnet school with high-family support.
3. Support teachers and the school as much as possible through positive engagement and professional communication.
4. Value diversity, learning about other cultures and perspectives, and orienting your child's education toward leadership in a 21st Century context
5. See school attendance as a key link in supporting your child's education.

CHOOSING PUENTE

JOIN OUR LIST

By signing and returning this page to PdH, I am showing that I have read the PdH Admissions Orientation Booklet. This will complete my family's application to PdH. I have also been given and read my child's Language Program Booklet.

Signature

Printed Name

Student's Name



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THE POWER OF TWO