

Wedgewood is dedicated to increasing both written and spoken language proficiency in both mother languages and secondary languages for all students. Language is the vehicle for cognitive growth, personal and cultural development, and the foundation for human interaction. Communication, both verbal and non-verbal, is essential to intercultural understanding.

### **Philosophy**

1. Understanding that all students progress at different paces, Wedgewood prioritizes the on-going language development for Wedgewood Park International School students as the shared responsibility of all stakeholders: parents, students, teachers, administration, and staff. These vested parties are responsible for supporting language acquisition and ensuring all students use English responsibly. Wedgewood Park fully supports Milwaukee Public Schools' stated bilingual/English as a second language program, in which students are provided with an opportunity to experience academic success from an early age through matriculation as needed. This would include an educational process which enhances language skill acquisition, fosters basic skill development and promotes the appreciation and respect of cultures. Additionally, these services stress retention and development and promote the appreciation and respect of cultures. Additionally, these services stress retention and development of the students' primary language and use that language as a vehicle or medium for exploring and acquiring a second language and ensure that English language learners become fluent and literate in English. Outreach to encourage community and parent involvement is considered an essential element to the success of the Bilingual/English as a Second Language Program of Milwaukee Public Schools and to the success of Wedgewood Park International School in particular.
2. English is the language of IB instruction (Language A) at Wedgewood Park, and admissions requirements and assessments are conducted in English to ensure students can access the curriculum delivered in English. For those students who are speakers of English as a second language, admissions requirements affected by this are handled on a case-by-case basis by District Personnel (Office of Bilingual and Multicultural Education and other Curriculum and Instruction professionals) per MPS high school admissions procedure. It is possible that admissions written tests can be scored by hand.
3. We believe that all students should have the opportunity to experience learning a second language, which provides significant experience in international education, enabling students to understand the thinking and culture of other people. Through effective communication in another language, students are sensitized to cultural diversity and better able to understand the global world in which they live, preparing them to be active participants in multilingual communities at home and around the world.
4. All students, regardless of their legal status, will be admitted to the school and IB Programme.
5. We employ a variety of instructional methods in all areas of the IB MYP curriculum to show the interconnection among reading, writing, speaking and listening in Languages A and B; such interdisciplinary planning happens during collaborative planning time in the IB MYP.
6. Our vision is to foster/develop globally-minded, conscientious citizens who are prepared to engage, to compete and to lead wherever their journeys may take them. Understanding and

interacting with other cultures will give our students the competitive edge to succeed in our increasingly interconnected world.

7. Wedgewood Park fully supports the IB Mission: “The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.”

8. We value the importance of communicators that represent the ten attributes (IB Learner Profile Traits) valued by IB World Schools.

### **Language Profile**

- English only background students with no Language B proficiency;
- English only background students with minimal Language B exposure through limited middle school experience;
- English background students with significant Language B proficiency as a result of attendance at a language immersion school (German, Spanish, French)
- English background students with significant Language B exposure at home but who speak English as their first language;
- Bi-lingual Spanish-speaking, Asian, Middle-Eastern, and African students who have acquired both languages simultaneously since birth;
- Bi-lingual Spanish-speaking, Asian, Middle-Eastern, and African students who are English proficient as a result of attending school but whose parents speak no English;
- Deaf and hearing impaired students who have a variety of linguistic backgrounds including English, Spanish, Hmong and/or American Sign Language as their primary means of communication.

### **Guiding Principles**

1. Every IB MYP student will take a Language B and complete all assessments in the subject. Language B choices include Spanish and French.
2. Identification of the language needs of each student is handled by the Office of Bilingual and Multicultural Education and can occur as early as 4-year Kindergarten. Services are offered on a continuing basis and regularly re-evaluated by assigned staff. Other students entering our programme may be referred for ELL services as needed. Evaluation using a holistic model is carried out by the appropriate district staff for identification and annually to monitor progress.
4. Completion of three years of the same World Language in grades 6-8 are expected.
5. For both classical and modern language offerings, spelling, reference protocols, and bibliographic styles are presented as part of the IB curriculum.
6. Library and media resources at Wedgewood Park International School are structured in 3 ways to support teaching programmes. Infrastructure in place provides a means for language learners to utilize multiliteracies in increasing modes. The library currently makes large screen desktops, SMARTBoard, chromebooks, books on electronic media and in a number of languages, graded by lexile and with translation capabilities. The print collection offers a growing foreign language component and books featuring differing formats and extending

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text with graphic supports. The Destiny library catalog offers resources in various formats as well as graded searching means to connect reader socially and with alternate search engines linked to outside educational sites. Additionally, Milwaukee Public Schools supports language learners with an electronic resource toolbox to extend and enhance both mother tongue and language acquisition. Finally, MPS partners with Milwaukee Public Library to offer programming and resources to support global citizenship and cultural identity.