



Woodlawn Academy

Language Policy



Purpose:

The purpose of this document is to clarify the Woodlawn Academy Language Policy. This policy applies to the whole school and is to be communicated to and understood by all continuing and new teachers, students, parents, and administrators. It is directly linked to our campus mission statement.

Campus Mission Statement:

The mission of Woodlawn Academy is to serve our community by developing inquiring, knowledgeable, life-long learners by providing a rigorous environment for learning. We will diversify the curriculum to foster caring, compassionate, globally minded students who have an awareness of their impact on others. We will help our students collaborate to create a better, more peaceful world and culture through understanding and respect.

Philosophy:

We believe that every staff member at Woodlawn Academy is a teacher of language. Therefore, every teacher, parent, and staff member plays a significant role in the language development and learning of our students. Language is a vital entity to communication within the learning process. Language gives children the tools they need to interpret and understand the world around them. Language is taught through different modalities: listening, speaking, reading, writing, meta-language, non-verbal communication, viewing, culture and presenting. Instructions will be differentiated to meet the needs of individual students. Language teaching occurs with the understanding that students bring their own unique cultural backgrounds to any new situation. Language development is essential to the development of international mindedness. Honoring the mother-tongue of our students is instrumental to respecting and learning about each student's culture. To maintain cultural identity, families will be encouraged to continue to speak, read and write in their mother-tongue.

Language Values:

Language is a means for constructing our students' social lives. Students develop their language proficiency through their social interactions. This can be developed and used to promote social justice and an opportunity for changing the social mobility of the individuals involved in the linguistic interaction. Language is knowledge in itself, and the means to construct knowledge. Students develop language as they develop thought, and develop thought as they develop language. Language promotes creation and is a means to express knowledge. Students communicate their creativity and knowledge through language. Language has rules and conventions that must be articulated and



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transferred. Woodlawn Academy staff values the opportunity to foster our students' language development by exposing them to opportunities to explore various languages and the ways in which language is transferred and communicated. We will advocate, maintain, celebrate and strengthen language acquisition skills for L1 and L2 students; empowering a balance between two languages so that our students can continue to be successful bi-culturally.

Campus Language Profile and Identification:

Upon entry to Woodlawn Academy, all parents of students will complete a language survey to identify the student's language proficiencies and needs. Language proficiencies will be determined by the Language Proficiency Assessment Committee (LPAC.) The committee will establish placement of a student in either Bilingual or English as a second language (ESL) services. The state of Texas requires that every student with a home language other than English and that has Limited English Proficiency be provided the full opportunity of the bilingual education or ESL programs. Students will be classified as either L1 or L2 as noted below. The Pre-Las and LAS will be used to test new students in kindergarten through 1st grade who have not been identified as LEP by another school and whose Home Language Survey indicated a language other than English. Students in grades 2-8th, the WMLS (test 1,2,3, and 4) and the Iowa test of Basic Skills (ITBS) will be administered to new students. See *the Administrative procedures E-1 for further guidance.*

L1: native language

L2: language being acquired

Second- Language Instruction:

PYP: Students at Woodlawn Academy in kinder -5th grade will receive Spanish language instruction for 45 minutes per week by a certified Spanish Teacher. In Spanish class, students will learn to speak the language and learn about the language (conventions and structures) and explore cultures of Spanish-speaking countries. Students will learn about different locations throughout the world that speak Spanish for example but not limited to Spain, Central and South America, Mexico and other Spanish speaking islands off the Caribbean.

MYP: Students at Woodlawn Academy 6th-8th grade or Year 1-3 of MYP will develop their Language A, English, through English Language Arts (Language and Literature) and Language B through either Introduction to Spanish, Spanish I or Spanish II. Students will learn Spanish vocabulary for communication and expand their knowledge



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of the language to develop cultural understanding, make connections and use in the community. Every student in 6th grade or Year 1 of MYP will take an introductory Spanish course. In 7th grade or Year 2 of MYP, students will take Spanish 1 for high school credit. In 8th grade or Year 3 of MYP, students will take Spanish 2, receiving a second year of high school credit. Students will have the opportunity to reach HL level of language during the Diploma Programme or begin pursuing another additional language upon entering High School.

Instructional strategies and practices:

Primary language of instruction will be English. Teachers will support the development and acquisition of oral and written language through the following strategies:

1. Language taught through the curriculum
2. Differentiated instruction
3. Multi-sensory stimulus
4. Eliciting prior knowledge
5. Making connections
6. Modeling
7. Cooperative learning
8. Approaches to Learning (reading, speaking, writing, and listening)

Teachers will instruct with a comprehensive language approach, addressing 5 components of language including: reading, writing, speaking, listening, and metalanguage.

	Receptive (Input)	Expressive (Output)	+ Metalanguage
Oral	Listening	Speaking	Language used to talk about language
Written	Reading	Writing	

Students, especially those in Dual Language, will have practice using metalanguage to make cross-linguistic connections and find similarities and differences between different languages.



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Parental Support:

Parents will be included in the language development of their children through the following practices and resources:

- Reading as a family
- Newsletters/Flyers distributed to the parents in English and Spanish
- Bilingual F.A.C.E. Specialist
- LPAC committee
- Campus Literacy Night
- Parent Volunteers

Assessment:

Student language development will be assessed based on the district guidelines and campus assessment policy.

Professional Development:

- International Baccalaureate Primary Years and Middle Years Programme category trainings
- Texas English Language Proficiency Assessment System (TELPAS)
- Cultural Diversity
- Language integration training

Communicating the policy:

- Campus website
- Classroom Lesson
- Letter
- Student/parent handbook
- Parent/Family meetings

Reviewing the Policy:

- The school community will review the policy yearly
- The IB Leadership team will approve edits to the policy yearly



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Resources:

International Baccalaureate Organization (April 2008). Guidelines for developing a school language policy. Accessed April 2016 and October 13, 2020 from www.ibo.org.

International Baccalaureate Organization (May 2014). MYP: From principles into practice. Accessed May 5, 2016 from www.ibo.org.

San Antonio Independent School District Policy E-1 Bilingual ESL Assessment

<https://livesaisd.sharepoint.com/sites/admin/E%20%20Instruction/E01%20Bilingual%20ESL%20Assessment.pdf>