

Academy of Richmond County

IB Language Policy

Diploma Programme (DP) and Career-related Programme (CP)

1. Introduction and Purpose

At the Academy of Richmond County (ARC), we believe that the development of language and literacy skills is of the highest priority. It is important that children and parents recognize that language is the main tool of learning and communication. Language is also instrumental in knowing ourselves and the world around us. Emphasizing language development allows for the fulfillment of the school mission of student empowerment by exploring ourselves and how others may see the world. This will inherently fulfill the IB mission of promoting intercultural awareness as a means of a more peaceful world.

As such, the purpose of this language policy is to:

1. Ensure the effective delivery of the Georgia Performance Standards, the Advanced Placement curriculum, and the International Baccalaureate curriculum.
2. Ensure language skills are developed and used across the whole curriculum.
3. Aid the monitoring of the teaching and learning of language.

The language of instruction at ARC is English and the aim is that students work successfully within the English medium. However, ARC represents a variety of home languages across our general population, including our Diploma and Career Related Programmes. Students in both the Diploma and Career Programme will study how to participate in critical literacy and acquire the skills to communicate in a language other than their mother tongue. Diploma students will accomplish this through their Language B course while Career Students will explore a chosen language via the many options on DuoLingo. The ARC Language Policy was developed by a team of school community members including the IB Coordinator, teachers, and support staff. This document will be made available via the school's website.

2. Language Philosophy

The mission of the Richmond County School System is to empower every learner every day. Our school's vision is to prepare every student to thrive, adapt, and lead in an ever-changing world. The IB Programme's mission is to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. These goals can ultimately be achieved as long as educators recognize that language is central to learning, communication, and identity. At ARC, we believe that:

1. All teachers are language teachers.
2. Language is the fundamental means of communicating, essential to learning, and developed across disciplines.
3. The acquisition of language is a dynamic, lifelong process that permeates all learning, is a key factor in intellectual growth, and promotes the development of personal understanding and international-mindedness.
4. Learning language, learning about language, and learning through language is the most effective approach to teaching students.

5. Effective teaching practice arises from a constructivist approach to learning, allowing students to build on prior knowledge and construct personal meaning.
6. Through meaningful interactions, we communicate with and understand others, the world and ourselves, to develop intercultural awareness.
7. The school community is a resource for fostering language learning. The acquisition of an additional language enriches personal growth, enhances first language development, and promotes internationalism.
8. Language is a way of knowing and expressing our personal identities.

3. School Language Profile

Of the 200,000 residents of Augusta, Georgia, approximately 6% speak a language other than English at home. The most popular foreign languages spoken at home are Spanish, Korean, and Vietnamese. ARC recognizes the diversity of our students and strives to embrace their mother tongue languages. Our school has been host to several home languages over the years to include Spanish, Korean, Vietnamese, Portuguese, German, Creole, Samoan, and many others. While teaching and learning are accomplished mainly using the English language, students also can learn Spanish through foreign language courses offered at ARC. ARC also offers services to students who are learning English or have limited English Proficiency through the English Language Learning (ELL) and English as a Second Language (ESOL) support systems.

4. Language Learning and Development

1. All teachers will create a risk-free environment to foster a variety of means of communication (reading, writing, speaking). Teachers will also encourage students to demonstrate open dialogue in all interactions to understand the world through different lenses in specific disciplines.
2. Both our DP and CP curricula will offer the opportunity for personal choice and uninterrupted time for exploring multiple systems of communication in reading, writing, mathematics, art, music, drama, and movement. There will be opportunities for students to use language for making personal connections and exploring compelling issues.

5. Support for Mother Tongues and Additional Language Learners

For our English language learners, we support our students and their families as they adjust to a new language, learning environment, and culture through our ESOL support class. English language learners are also supported by a county-sponsored, in-house ESOL teacher and regularly monitored as they move through tiers of achievement. Teachers at their discretion will allow dictionaries and translated materials to better serve the students in their classes.

6. Language Course Offerings

While the primary language used at ARC is English, all students at ARC engage in language acquisition and take at least two years of non-mother tongue language classes. Diploma Programme students continue language acquisition in a Language B SL course. Students will also develop language skills through the courses of AP Language complementing their IB Literature class.

Language options available to students include:

- Group 1: Studies in Language and Literature (English A: Literature)

- Group 2: Language Acquisition (Spanish B SL)
- CP Language Development component (via DuoLingo and approved language pathways)

7. Roles and Responsibilities

1. Provide funding, facilities, leadership, and resources for the successful implementation of the language policy.
 2. Hold administrators accountable for implementation.
 3. Attract and retain highly qualified and experienced administrators and teachers.
- Provide academic leadership for the school.
 - Share responsibility for oversight, implementation, and revision of the Language Policy.
 - Support teachers in their delivery of instruction.
 - Provide a variety of professional development opportunities.
 - Promote an embedded professional development model enabling collaboration.
 - Observe teachers and provide constructive feedback, materials, planning time and staff development.
 - Promote communication with parents concerning students' language development.
 - Promote a co-curricular program that encourages the use and development of English.
- Promote communication with parents concerning students' language development.
 - Engage in professional development in the fields of language learning and teaching.
 - Implement the language policy to ensure that it becomes a working document.
 - Engage in collaborative workshops and seminars.

8. Language and Inclusion

The language policy aligns with our Inclusion Policy to ensure equitable access to the curriculum for students with diverse linguistic backgrounds. Language learning supports are provided to ensure all students can meaningfully participate in the IB programme, regardless of their home language(s).

9. Policy Development and Review Process

The language policy is a working document. Consequently, it will be reviewed and issues will be addressed bi-annually (unless an amendment is urgent and appropriate). Acting as stakeholders, the following individuals will be involved: Principal, School Administrators, IB Coordinators, and teachers. The revision process will assure that the development of language learning is articulated at the beginning and end of the program. Data-gathering exercises will be implemented during the review process. These activities could involve informal discussions, questionnaires, observations and student interviews. It requires all members of the school community to reflect on their thoughts and practices regarding language in the school.

Policy Created	2016
Last Reviewed	January 2026
Reviewed By	IB Coordinator, IB Teachers, Guidance Department
Next Scheduled Review	August 2026
Review Cycle	Bi-annually, or as needed in response to IB policy updates

10. Communication of the Policy

The policy will be available on our school website. It will also be translated into any other home languages that are represented at our school.

References and IB Alignment

Guidelines for Developing a School Language Policy Language and Learning in IB Programmes
IB Programme Standards and Practices (2020)