**Benjamin H. Hardaway High School**

**Language Policy**

The language of instruction of Hardaway High School is English, and the aim is that students work successfully within the English medium.

**Introduction**

At Hardaway High School, we believe that the development of language and literacy skills is of the highest priority. Both children and parents should realize that language is the main tool of learning and communication. The purpose of this language policy is to:

1. Ensure the effective delivery of the Georgia Performance Standards 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

**Aims**

1. Develop the skills of each child to the highest level
2. Produce confident students able to understand and use appropriately the varieties of language available to them.

**Admissions**

1. Student’s proficiency in English is determined upon admission through undertaking formal testing in reading and writing in English. Though some proficiency in English is preferred, it is not mandatory.
2. English Language Learners (ELL) must pass the Muscogee County School District (MCSD) English Proficiency Assessment or sign a waiver refusing services in the English as a Second Language Program (ESL) which is housed at Spencer and Shaw High Schools.

**Language Learning**

Overview

Hardaway High School promotes an enriched additional language philosophy whereby:

1. We have a focus on and support for English fluency for all students.
2. For English Language Learners, we support English acquisition in the following ways:
   1. Scheduling to pair them with other students who have some proficiency in their mother tongue.
   2. Translation of documents into their mother tongue when necessary.
3. For our English Language Learners, we support our students and their families as they adjust to a new language, learning environment, and culture.
4. All aspects of our language program require formal, as well as informal, assessments. These assessments are used to plan appropriate instruction and to evaluate student progress.

**Language Practices**

1. All teachers will create a risk-free environment to foster a variety of means of communication. Teachers will encourage students to demonstrate open dialogue in all interactions to understand the world through different lenses in specific disciplines. Teachers will model language through everyday use and directly teaching vocabulary and procedural terms within and across each discipline.
2. Curriculum will plan for 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. Teachers will plan effective, relevant, and engaging lessons to promote proficiency in all forms of language.

**Philosophy**

1. Language is a major means of communicating, fundamental to learning, and is developed across curriculum areas: therefore, all teachers are teachers of language.
2. The acquisition of language is a dynamic, life-long process that permeates all learning, is a key factor in intellectual growth, and promotes the development of personal and international understanding.
3. Learning language, learning about language, and learning through language is the most effective approach to teaching students. Language learning meets and is relevant to student needs within our environment.
4. Effective teaching practice arises from a constructivist approach to learning, allowing students to build on prior knowledge and construct personal meaning.
5. Through meaningful interactions, we communicate with and understand others, the world and ourselves to develop intercultural awareness.
6. The school community is a resource to foster language learning. The acceptance of an additional language enriches personal growth, enhances first language development, and promotes internationalism.

**Responsibilities of Stakeholders**

Effective implementation of the Language Policy requires the cooperation of all stakeholders of the school community.

Role of School District Administration

1. Use English as the primary language of communication.
2. Provide funding, facilities, leadership, and resources for the successful implementation of the language policy.
3. Hold administrators accountable for implementation.
4. Attract and retain highly qualified and experienced administrators and teachers.

Role of School Building Administrators

1. Use English as the primary language of communication.
2. Provide academic leadership for the school.
3. Share responsibility for oversight, implementation, and revision of the Language Policy and curriculum efforts.
4. Support teachers in their delivery of instruction.
5. Observe teachers and provide constructive feedback, materials, planning time and professional development opportunities.
6. Provide a variety of professional development opportunities to better enable teachers to be effective instructors of students with a range of language proficiencies.
7. Promote an embedded professional development model enabling collaboration concerning curriculum, instructional technologies, assessment, and student progress.
8. Promote communication with parents concerning students’ language development.
9. Promote a co-curricular program that encourages the use and development of English.