



RICHARDS MIDDLE SCHOOL

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Richards Middle School Language Policy

Philosophy

At Richards Middle School, language is fundamental to all learning and communication. Our language program fosters intercultural awareness, diverse perspectives, and a global appreciation by combining MYP Language Objectives with district guidelines and state standards. Because thinking and learning depend on linguistic growth, every teacher at RMS is an educator of language. Through the inquiry-based MYP framework, students read, speak, write, listen, and analyze texts for diverse purposes. Driven by the IB Learner Profile, our students become effective communicators in a multilingual world, empowered to build a better, more peaceful future.

Learning of the Host Country or Regional Language and Culture

At Richards Middle School, instruction and assessment are delivered primarily in English, including English to Speakers of Other Languages (ESOL) programs. The only exceptions are Language Acquisition courses, where teachers use an immersion approach to teach a secondary language. English is also the school's primary language for official communication with stakeholders. Because teaching takes place within a broader social and cultural context, all educators share the responsibility of promoting instructional communication through speaking, reading, and writing in English. The school supports this through professional development and ongoing initiatives.

Mother Tongue Support

At Richards Middle School, we value and support our families whose native language is not English. We encourage students to speak and develop their native language at home and within the community, as strong native-language skills reinforce learning and foster cultural pride. While RMS does not offer formal native-language classes, we support families by offering resources in the media center and helping parents access home-language materials. Additionally, when feasible, key parent communications are translated into Spanish—the most prevalent mother tongue among our students to whom English is a second language.

Language & Literature

In order to promote holistic learning within the context of the IB MYP, students, school personnel, and parents recognize the importance of language throughout the program. The development of Language & Literature is crucial as it allows students to make connections with and across subject areas, facilitated by key and related concepts, and Global Contexts.

Language Acquisition Goals

Learning a language should involve understanding how languages and cultures are a fundamental part of people's lives; therefore, all MYP students are required to learn at least one language in addition to their mother tongue. Richards Middle School recognizes the importance of equipping our students with

knowledge, skills, and capabilities to communicate and work with our international neighbors. RMS strives to make every student proficient in two languages.

Support for Students

RMS teachers support diverse learners through differentiated instruction and targeted language acquisition practices. Building on prior training, staff participate in continuous professional development in differentiation. Teachers are also provided regular resources and newsletter updates from trained consultants specializing in support strategies for non-native English speakers.

The following reading practices will be implemented:

- Teachers will ensure that reading takes place in all subject areas, and students will read across the curriculum whenever appropriate;
- Students will be encouraged to read for information, read for pleasure, and read aloud expressively;
- Students will be exposed to a variety of genres, including literature, poetry, plays, short stories, newspapers/magazines, and informational text;
- Teachers will incorporate supplemental reading incentive and support programs, such as Beable;
- Teachers will encourage students to utilize the foreign language collection in the media center to read a variety of books (picture books, fiction, non-fiction, graphic novels) in Spanish.

The following writing practices will be implemented:

- The written response strategy R.A.C.E.R will be implemented throughout the curriculum;
- The inquiry based project DBQ, Document-Based Question, will be utilized by teachers;
- Teachers will implement lessons utilizing CISM, Comprehensive Instructional Sequence Module;
- Students will be given opportunities to express themselves in writing through a variety of genres, including, but not limited to, journaling, essays, poetry, and short stories;
- Constructive feedback will be provided by teachers and peers in support of writing development.

Process for Review of Policy

A committee will be formed consisting of key stakeholders from Richards Middle School to evaluate the Language Policy annually. During this annual evaluation, the policy will be reviewed for needed updates and revisions, as well as to assess the effectiveness of the implementation and to ensure the policy is communicated to all stakeholders.

Language Policy Review Timeline

Richards Middle School staff will review the Language Policy annually.

- This document was created by the Language Policy Committee at Richards Middle School in Spring of 2016.

References

- Muscogee County Schools, Department of Special Education and Psychological Services
- Muscogee County Schools, Department of Accelerated Programs and Gifted Education
- Muscogee County Schools, English Language Learners (ELL) Program
- *Learning in a language other than mother tongue in IB programmes (2008)*
- *International Baccalaureate From Principles to Practice; Language and Identity (May 2014)*
- *International Baccalaureate From Principles to Practice; Multilingualism and intercultural understanding (May 2014)*

Reviewed on Sep 25, 2026