



Language Policy

International Baccalaureate Diploma Programme
Jurupa Hills High School

Jurupa Hills Vision: Meet the demands of an ever-changing world by developing principles, knowledgeable, and empathetic citizens.

Jurupa Hills Mission Statement: Through a challenging curricula and rigorous assessments, we collectively develop and graduate inquiring, and knowledgeable scholars who can cultivate an indefatigable and peaceable world through intercultural understanding and interconnectedness.

Introduction and Purpose:

In accordance with the International Baccalaureate Organization, the purpose of this document is to:

- Communicate the expectations for fostering language growth within the International Baccalaureate Programme at Jurupa Hills High School.
- Provide clear guidelines to all stakeholders by defining language instruction and services offered in the context of the International Baccalaureate Programme at Jurupa Hills High School
- Provide a review of the available IB subject options in Groups 1 and 2.

This document draws its authority from Guidelines for Developing a School Language Policy (2008), Towards a Continuum of International Education (2008), and IB learner Profile Booklet (2009). It was created in collaboration with IB teachers, the Diploma and Middle Years Program Coordinators, the IB Counselor, and Chairperson of the ELL Department at JHHS.



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.



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Programme Philosophy:

We believe that language is the key to all learning; as a result, all teachers in the IB programmes at Jurupa Hills High School are language teachers. Language is taught through context and through building relationships between new information and existing concepts. Reading and writing skills, general and specific to the subject area, are developed in each IB course through a wide variety of formative and summative assessments. We believe that the ability to express verbal and written language in a variety of contexts and purposes is essential.

Language learning at JHHS refers not only to the learning of a specific language, but it includes any and all activities that promote cultural proficiency regarding a second language. Promoting cultural understanding and sensitivity fosters international awareness.

The JHHS IB Programmes operate within the curriculum and framework of the International Baccalaureate Diploma Programmes and is guided by the concept of preparing students to be active global citizens. We encourage students to make connections within and across subject areas as well as to develop a sense of international community.

Even though the JHHS IB Programmes encourage every student to become proficient in two languages, JHHS IB recognizes that only some students will achieve full bilingual status. Because students vary in their ability to learn a second language, some will achieve basic proficiency while others will be prepared to reach bilingual status. The acquisition of language is a continuum by which each student progresses at his or her own rate.

Language Profile:

Jurupa Hills High School's International Baccalaureate Programmes serve the citizens of San Bernardino County, California – primarily the citizens of Fontana and Rialto. We serve a diverse student population, one that includes students who speak over twelve different home languages and come from varied economic backgrounds. Approximately sixty-five percent of our student population qualifies as English Language Learners. Some students are categorized as English-speaking students with limited or no language B experience, English speaking students with prior language B instruction, bilingual students who speak their mother tongue in addition to English, and non-English speaking students.

The general language profile of a JHHS International Baccalaureate student includes but is not limited to:

- English-only background students with zero to three years of Language B proficiency
- Native Spanish speakers with a high level of competence and who have spent at least two years in the Native Speakers program
- Bilingual students who have acquired both English and another language since birth

- Bilingual students with non-English speaking parents who have acquired English as a result of attending school

The language of instruction in the JHHS IB Diploma Programmes is English, with the exception of our language B classes where instruction is conveyed in the target language. Jurupa Hills High School offers the following language A courses within the IB Programme: English Literature HL and English Language and Literature SL in the Diploma Programme and English 9 and 10 in the MYP. Jurupa Hills High School offers the following language B courses within the IB Programme: American Sign Language and Spanish 1, 2, and 3 in the MYP and Spanish SL and Spanish HL. Students enrolled in the IB Diploma Programme language B courses began their language acquisition in high school and have progressed through our college preparatory and/or native speaker classes in order to arrive in our IB language B courses.

Description of IB Subject Options for Groups 1 and 2:

Language A:

MYP English 9 and 9 Honors, English 10 and 10 Honors, and English A1 Literature Higher Level are the only classroom-based opportunities for Language A offered with the JHHS IB Programme. Students study works in their literary and cultural contexts, through close study of individual texts and passages, and by considering a range of critical approaches. The response to the study of text is through oral and written communication which enables students to develop and refine their command of the language (IBO 2011). Students are assessed according to IB Programme policies as described in the MYP Language and Literature Subject Guide and the DP Language A: Literature Subject Guide.

Language B:

Our desire is for each International Baccalaureate student to reach his/her highest proficiency and literacy level in a second language. Students are provided differentiated instructional strategies in an effort to accommodate different learning styles. The Jurupa Hills High School International Baccalaureate Programmes offers one world language: Spanish 1, Spanish 2, Spanish 3, Spanish B Standard Level, Spanish B High Level, we offer American sign language 1,2,3 as a second language as classroom-based opportunities to engage students in IB Language B. Jurupa Hills High School offers courses beginning at the introductory level in Spanish and American Sign Language and ending with IB Diploma Programme HL or SL courses. Jurupa Hills High School also offers courses for native Spanish speakers, which start at an introductory level and culminate with our Spanish B SL or HL courses. In IB courses, all formative and summative assessments are assessed using the respective MYP or Diploma Programme criteria. Additionally, the content in these courses is taught following the IB MYP and Diploma Programme course guides.

Language Support for Our Families:

- Jurupa Hills High School uses a variety of strategies to engage our families who speak languages other than English in their homes. Some of these strategies are:
 - Use of our World Language teachers, support staff and student leaders as translators. This is particularly so with our Spanish-speaking families. We tap into the expertise of the learners in our community – staff and students alike – to help us communicate with our families about upcoming school events, important academic opportunities for students and concerns about student progress in school.
 - The English Learner Advisory Committee (ELAC) composed of parents whose students are learning English. This body advises school leadership on matters related to policy and practice, especially as it relates to learning English at JHHS.
 - Translation of school documents and phone messages into Spanish.
 - Translation services at school events including Open Houses, Parent/Teacher Conferences and more.

Limited English Proficiency:

Limited English speaking students are easily identified as English Language Learners (ELL) via our Aequitas Solutions online grading, attendance and reporting system. A teacher simply clicks a student's name on the electronic class attendance page and any designations associated with a student are clearly indicated under the student's main profile. Teachers have been trained in, and are expected to use, ELL strategies in the classroom so that students can demonstrate their knowledge and skills.

To further support our diverse student population in engaging and achieving in the Jurupa Hills International Baccalaureate Programme, we offer a wide variety of supports available to our students and families.

- Jurupa Hills High School offers English as a Second Language (ESL) and Specially Designed Academic Instruction in English (SDAIE) courses for students who qualify for these services. These courses serve students with a wide range of English language skills and build their functional and academic language ability for greater success in mainstream academic courses.
- All of this is done in accordance with Fontana Unified School District's English Learner Master Plan which details such matters as placement, monitoring, services to English Learners and their families as well as criteria for reclassification to Fluent English Proficient.
- Our ESL instructors avail themselves to our staff on a regular basis to support English language development from a variety of perspective including but not limited to:
 - English language skill assessment and consultation for appropriate course placement in coordination with the ELL Coordinator.
 - Professional development facilitation to strengthen instructional strategies used by mainstream teachers in differentiating instruction for our English Language Learner students.

- Curriculum support and development to engage our English Language Learner students.
- Fontana Unified employs a bilingual para-educator who assists Spanish-speaking students in classrooms.
- Many teachers commit to providing regular before- or after-school or lunchtime tutorial sessions whereby students are able to get one-to-one or small group support in meeting the course expectations. Also, many teachers make themselves available through other means to assist students.
- As appropriate, individual students may have language goals included in their Individual Education (IEP) Plans. If this is the case, teachers are informed of and make modifications to meet these language goals.

Communication to Stakeholders:

Jurupa Hills' International Baccalaureate Programme Language Policy will be posted on the school's website and, if requested, will be made available in hard copy form to any stakeholder.

Language Policy Review:

Jurupa Hills' International Baccalaureate Programme Language Policy will be reviewed by IB staff, school administration, and IB Language Policy committee members at the beginning of each academic year. The committee consists of: Diploma Programme coordinator, Middle Years Programme coordinator, a cohort of Language A and B teachers, IB counselors, and ELL department chairperson.