



LA JOYA HIGH SCHOOL

A COMMUNITY OF EXCELLENCE



“THE STRENGTH OF THE PACK IS THE WOLF, AND THE STRENGTH OF THE WOLF IS THE PACK”

IB Language Policy

The IB Programmes @ La Joya Community High School will prepare and empower all Lobos with holistic experiences that develop continuous growth of knowledge, skills, and inquisitive attitudes to become principled, caring, and globally-minded individuals who contribute to an everchanging, more peaceful world.

Philosophy

The International Baccalaureate program at La Joya Community High School serves a student population and community with diverse linguistic needs and experiences. We welcome these students and strive to create a learning environment that validates diverse linguistic backgrounds while preparing students to enter and succeed in the global marketplace. Our campus remains a place of love, acceptance, and support for ALL.

In this endeavor, the IB program faculty and staff:

- *Acknowledge that all teachers, regardless of content area, are language teachers.*
- *Prepare all students to become fluent in English.*
- *Encourage students to pursue proficiency in multiple languages.*
- *Foster an environment where all languages and cultures are appreciated and valued.*
- *Assist students in maintaining and developing their mother tongue whenever possible.*
- *Use instructional materials that integrate multicultural and diverse perspectives.*
- *Provide additional support to staff, students, and the school community through counseling services and community partnerships.*
- *Maintain safe campuses that are free from discrimination and hate.*

Student Profile

Students attending La Joya Community High School represent a diversity of linguistic needs and experiences. Some of the populations we serve include:

- *English-speaking students with limited or no exposure to a Language B.*
- *English-speaking students with some exposure to a Language B through elementary or middle school experience.*
- *Bilingual Hispanic students who have acquired both English and Spanish from birth.*
- *Bilingual Hispanic students whose parents only speak Spanish, but who are proficient in English due to school attendance.*
- *Bilingual students of English and another language (Arabic, Farsi, French, Kinyarwanda, Kirundi, Spanish, Swahili, etc.).*

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Language A

La Joya Community High School offers a developed and engaging Language A curriculum in the English language for all IB students.

Language B

La Joya Community High School has implemented a Language B program that allows students the opportunity to achieve proficiency in one or more second languages.

IB for Freshman and Sophomore Students (MYP)

Students are required to pursue proficiency and literacy in a second language, guided by the fundamental IB concepts of holistic learning, intercultural awareness, and communication. Students receive daily Language B instruction and can choose from available language options, including Spanish and French. Students with high levels of proficiency in their Language B are assessed using advanced criteria.

IB for Junior and Senior Students (DP)

The IB program offers students a robust and engaging Language B curriculum that leads to communicative competence and prepares students for Language B Standard Level, *Ab Initio* Standard Level, or Higher-Level exams. Students may choose to study the available languages, including Spanish and French, as Language B. Self-study in the student's mother tongue has been encouraged, and Language B *ab initio* is offered when appropriate.

English Language Learners (ELL)

La Joya Community High School is mandated by Arizona state law to adhere to specific policy guidelines with students whose home language is not English. In Arizona, students whose home language is not English are classified as PHLOTE (Primary or Home Language Other Than English) students. By law, these students must demonstrate English proficiency on the AZELLA (Arizona English Language Learner Assessment) test, adopted by the State Board of Education. Students take the AZELLA exam at least once a year until they demonstrate proficiency, at which time they are reclassified as FEP (Fluent English Proficient) students.

While classified as PHLOTE, students are required to be enrolled in an ELD (English Language Development) program. School districts are legally required to offer ELD programs consisting of a daily four-hour block of English (Speaking, Reading, Writing, and Grammar). This requirement makes it increasingly difficult to provide the full IB curriculum for PHLOTE students. To comply with IB requirements (that students receive instruction in multiple content areas), parents of PHLOTE students may choose to opt out of the 4-hour language block required by the ELD program so they can experience the full IB curriculum.

All teachers are required by law to have training in Structured English Immersion (SEI). SEI best practices and instructional strategies are employed by teachers in language instruction across the curriculum. Support for English-Speaking Students with Language Development Needs

La Joya Community High School recognizes that English proficiency extends beyond native speaker status. Some English-speaking students may require additional support to develop grade-level academic English proficiency due to various factors, including learning differences, interrupted education, reading difficulties, or limited exposure to academic language.

Our IB program provides comprehensive support for all students who need help developing English language proficiency, regardless of their linguistic background:

Identification and Assessment

- *Regular literacy screenings and benchmark assessments to identify students reading below grade level.*
- *Diagnostic assessments to determine specific areas of language need (vocabulary, comprehension, written expression, academic discourse).*
- *Collaboration with special education teams to identify students with language-based learning disabilities.*
- *Progress monitoring to adjust support levels based on student growth.*

Instructional Supports

- *Differentiated instruction with scaffolding strategies including graphic organizers, sentence frames, and vocabulary supports.*
- *Explicit instruction in academic vocabulary and discipline-specific terminology across all content areas.*
- *Strategic use of multimedia resources, audio texts, and assistive technology to support comprehension.*
- *Structured literacy interventions for struggling readers, including phonics, fluency, and comprehension strategies.*
- *Writing support through writing workshops, peer review, and conferencing.*
- *Modified assignments and extended time where appropriate to allow students to demonstrate knowledge while developing language skills.*

Academic Support Services

- *Access to reading intervention programs and literacy support classes.*
- *Tutoring services before school, after school, and during advisory periods.*

- *Small group instruction focused on specific language skills.*
- *Access to the writing center for support with academic writing tasks.*
- *Summer bridge programs to build academic language skills.*

Specialized Support

- *Collaboration between general education teachers, special education staff, and intervention specialists.*
- *504 Plans and Individualized Education Programs (IEP) for students with documented disabilities affecting language development.*
- *Speech and language pathology services for students with communication disorders.*
- *Multi-Tiered System of Support (MTSS) to provide increasingly intensive interventions based on student response.*

Through these comprehensive supports, we ensure that all students, regardless of their linguistic background or proficiency level, have access to the rigorous IB curriculum and the opportunity to develop the academic language skills necessary for success.

Mother Tongue Support and Multilingual Achievement

La Joya Community High School is committed to the continuous support and development of students' first languages. We have made significant strides in recognizing and celebrating multilingual achievement, as evidenced by our outstanding Seal of Biliteracy program which reached new heights last year.

Seal of Biliteracy Program

Our Seal of Biliteracy program represents one of our most important achievements in supporting and serving students. This program recognizes students who have attained high levels of proficiency in English and one or more additional languages. Last year, our program achieved unprecedented success, demonstrating our commitment to multilingual excellence and preparing students for success in our global society.

Language Specific Support

When appropriate and practical, students have access to heritage language courses specifically designed to enhance students' literacy and fluency in their mother tongue across multiple languages, including, but not limited to:

- *Spanish for Spanish Speakers courses.*
- *Heritage language support for speakers of other languages (Arabic, Farsi, French,*

Kinyarwanda, Kirundi, Spanish, Swahili, and others represented in our community).

- *Preparation opportunities for students to take advanced language exams as part of the IB program.*

Our ongoing efforts to expand language opportunities include developing pathways for heritage speakers of various languages to demonstrate proficiency and earn recognition through our Seal of Biliteracy program and IB assessments. All IB students and their families are encouraged to maintain and enrich their mother tongue by continuing to speak, read, and write the language at home. Translation services are available in multiple languages through our English Language Acquisition support.

Intercultural Awareness

La Joya Community High School is dedicated to developing intercultural awareness and international mindedness among our students.

Our school promotes cultural awareness through various activities and opportunities:

- *Students in language courses and language clubs celebrate cultural awareness with opportunities to showcase histories, cultures, foods, folklore, dress, music, and traditions.*
- *Literature classes provide students with access to multicultural readings and studies.*
- *Theater, music, and art students experience, study, and perform works from a variety of cultures.*
- *Cultural clubs that support diversity include language-specific organizations and multicultural groups, such as the National French or Spanish Honor Society.*
- *Annual cultural celebrations and assemblies showcase the diversity of our student body.*
- *International exchange programs, international trips, and partnerships.*

The media center ensures that diverse books and resources in multiple languages are available for student loan and reference, including rotating displays highlighting cultures from around the world.

Support Services

Our administration, support services team (counselors, social workers, etc.), and community liaisons are prepared to provide comprehensive support by:

- *Being a place of love and support for students.*
- *Continuing to provide high-quality education to all who enter our campus.*

- *Providing counseling services opportunities for students and staff.*
- *Working with community organizations to coordinate information, services, and support for students, staff, and parents.*
- *Remaining committed to maintaining safe campuses.*

Policy Implementation and Review

It is the role of the IB Coordinator to ensure the effective implementation of this policy on campus. Teachers are responsible for being familiar with this policy and for ensuring that their course instruction aligns with its principles. All new teachers receive an overview of our IB policies from the IB Coordinator during orientation.

This policy reflects our commitment to multilingual education and international mindedness for all students in our IB program.

This policy will be reviewed annually by the IB faculty and coordinators to ensure it remains current and effective in meeting the needs of our diverse student population. This policy is due to be reviewed in the Spring of 2027.