**SHS IB Admission/Retention Policy**

**The purpose of this policy is to describe the principles and practices for admission for the Sumter High School International Baccalaureate Diploma Program to help students make informed decisions about enrolling in our IB DP.**

**1. Philosophy**

Sumter High School’s International Baccalaureate Diploma Program (IB DP) is available to all students in Sumter School District who have taken the pre-requisite coursework in preparation for the rigor of the program. We agree with the IBO position that there should be “multiple points of entry to, and different pathways through, the years leading up to the DP, with access in mind” (*Diploma Programme: From Principles to Practice*, 2015). No student will be excluded based on race, nationality/national origin, ethnicity, culture, gender, age, sexual orientation, religious affiliation, political beliefs, or disability. We believe that “success is best measured by the value added in individual student development and not by the diploma score. Students achieving any total points score represent great success” (*Diploma Programme: From Principles to Practice*, 2015). We believe that it is the responsibility of all stakeholders in our school district to promote and support our IB DP, especially in communicating the IB philosophy, as well as the benefits and demands of the program.

**2. Practices**

**Promoting and Supporting the IB DP**

The IB Coordinator and IB students participating in the International Baccalaureate Diploma Program (IB DP) visit ninth and tenth grade classrooms of feeder courses in the fall and spring semesters to explain the program, to promote the program, to share experiences, and to answer questions. Sumter High School guidance counselors are knowledgeable about our IB DP and promote it as an option for students who have taken appropriate pre-requisite coursework when scheduling future classes. The IB Coordinator visits the middle schools that feed into our high school to promote the IB DP with rising 9th grade students and their parents. This helps to ensure that underclassmen take the courses that will lay the foundational groundwork for future IB classes.

**Full Diploma Promotion**

Besides explaining the benefits of the full diploma experience, the coordinator and administration

 work to offer IB courses that suit particular student interests: music, theatre, and visual arts being

 among the most popular as our high school has a large fine arts program. We work to make

 scheduling as flexible as possible for our IB DP students, considering “early bird” classes

 if needed. Our high school Air Force ROTC instructor works with our IB DP coordinator to

 promote the IB DP and offer flexible options for students desiring to participate in both programs.

**Advising Students on their Options**

Annually, during scheduling conferences with their guidance counselors, students who show interest in the IB DP at our school meet with the IB Counselor and IB Coordinator to design a schedule that best meets their needs and attempts to accommodate their wishes. The individual student’s skills, interests, and knowledge are taken into consideration in these decisions.

**Criteria for Admission**

For Admission into the IB Program,

 Students must have no grade lower than “70” for any prerequisite course. Students will need to submit an application to include extra-curricular/community service activities. Students will need to provide Letters of Recommendation from two “core” teachers. At registration, students will participate in an Orientation Interview. Students will need to register for at least two compatible IB courses.

 To stay in the IB Program,

 Students will need to maintain a “C” or higher average. Students will have the first ten full school days of the year to “drop” IB courses. Students’ grades will be reviewed at the first interim, and students with grades lower than “70” will be placed on Academic Probation. Grades will be reviewed at the end of the semester. Students with grades lower than “70” will be removed from the program and will be scheduled into Honors and/or CP courses as appropriate and/or available. Grades will be reviewed at the end of the junior year.

 Students who do not maintain an overall “C” average or higher will be removed from the program for the senior year.

 Students must adhere to the regulation spelled out in the Academic Honesty

Policy as violations may result in a student’s being removed from the program.

**3. Links to Inclusive Education, Language, Academic Honesty, and Admissions Policies**

**Admissions and Inclusive Education**

We do not discriminate in any form against any student who desires to participate in our IB DP. As long as the pre-requisite coursework had been completed by the student, he or she will be admitted into the IB DP.

**Admissions and Additional Language Learners**

Students identified as language learners of English in our school are encouraged and welcomed to participate in our IB DP.

**Admissions and Academic Honesty**

Teachers provide instruction to IB DP students on appropriate effective citing and referencing. Teachers provide explicit instruction regarding the degree of help outside of the student’s own knowledge and skill base that will be allowed for each assessment. Expectations regarding academic integrity are clearly communicated and authentic student work is highly regarded. Consequences for misconduct are clearly communicated. Incidents of misconduct may result in a student’s being removed from the program.

**Admissions and Assessment**

While our Admissions Policy stipulates that students must have no grade lower than “70” for any prerequisite course, circumstances will be taken into consideration where a students’ performance showed improvement over time even if the final mark for the course does not reflect this growth. It is the assessment of the student’s readiness, willingness, and work ethic which eclipse past academic performance. In such cases, the IB teacher of the given course will conduct an interview with the student to determine the student’s understanding of the whole course in question.

**4. The Implementation, Evaluation, and Review of the Admissions Policy**

**Training Teachers new to the IB Program**

The IB Coordinator, any course veteran(s), and new teacher(s) will meet within the first few weeks of the start of the school year in a small group or one-on-one training session following the sharing of the policy by email.

**Communication and Review of the Admissions Policy**

Annually, the IB Faculty and administration will receive the latest draft from the IB Coordinator by email within the first few weeks of school for their review. They may email their questions and concerns to the coordinator for discussion at one of the first IB Faculty meetings of the school year. Changes will be made by consensus of those present at that meeting.

Annually, IB Students and their parents will receive written copies of the policy within the IB student handbook within the first month of the school year. Students and their parents will be solicited for their input for any revision(s) that may be needed.

Other IB stakeholders may view the policy any time online on the school’s IB website. Questions, comments, or concerns may be emailed to the IB coordinator.

**References and Resources**

*Diploma Programme: From Principles to Practice*. Online Curriculum Centre. International

Baccalaureate Organization, 2015.

*Guide to Programme Evaluation*. Online Curriculum Centre. International Baccalaureate Organization,

2016.

*Rules for IB World Schools: Diploma Programme*. Online Curriculum Centre. International

Baccalaureate Organization, 2014.