IB Diploma Program Handbook for New Staff

Welcome to IB!

We are thrilled to have you join us as an IB instructor. This handbook pulls together some information about our school’s IB program that you may find useful in the coming weeks. It is not exhaustive in its coverage, and therefore, please feel free to ask your IB Coordinator or another IB instructor any questions you may have that are not answered here. No question is unimportant!!

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**IB Seniors ONLY SHS/IB Bell Schedule 2018-19**

**Monday, Tuesday**

|  |  |  |  |
| --- | --- | --- | --- |
| **SHS** | | IB | |
| 1st Block | 8:40-10:15 | **Block A History** | **8:40-9:41** (61 min.) |
| 2nd Block | 10:21-11:51 | **Block B Science** | **9:45-10:46** (61 min.) |
|  |  | **Block C English** | **10:50-11:51** (61 min.) |
| 3rd Block | 11:57-2:07 | **3rd Block Elective/TOK/other SHS class** | **11:57-2:07** |
| 4th Block | 2:13-3:45 | **4th Block**  **Mon. and Wed. --French/Spanish**  **Tues. and Thurs. --Math** | **2:13-3:45** |

**Wednesday**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SHS** | | IB |  |  |
| 1st Block | 8:40-10:15 | **Science Lab/Science Flex Time** | **8:40—11:51** (171 min.) |
| 2nd Block | 10:21-11:51 |
| 3rd Block | 11:57-2:07 | **3rd Block Elective/other SHS class** | **11:57-2:07** | |
| 4th Block | 2:13-3:45 | **4th Block French/Spanish** | **2:13-3:45** | |

**Thursday**

|  |  |  |  |
| --- | --- | --- | --- |
| SHS | | IB | |
| 1st Block | 9:40-10:43 | **Block A History** | **9:40-10:43** |
| 2nd Block | 10:49-11:51 | **Block B English** | **10:49-11:51** |
| 3rd Block | 11:57-2:07 | **3rd Block Elective** | **11:57-2:07** |
| 4th Block | 2:13-3:45 | **4th Block Math** | **2:13—3:45** |

**Friday**

|  |  |  |  |
| --- | --- | --- | --- |
| **SHS** | | IB | |
| 1st Block | 9:45-10:56 | **Block A History** | **9:45-10:32** (47 min.) |
| 2nd Block | 11:02-12:13 | **Block B Science** | **10:35-11:22** (47 min.) |
|  |  | **Block C English** | **11:25-12:13** (48 min.) |
| 3rd Block | 12:19-2:07 | **3rd Block Elective/TOK/other SHS class** | **11:57-2:07** |
| 4th Block | 2:13-3:45 | **4th Block**  **CAS (Diploma Only)**  **Extended Essay (Diplomas Only)**  **Early Dismissal** | **2:13—2:43**  **2:45—3:15** |

**Early Bird IB Juniors ONLY--SHS/IB Bell Schedule 2018-19**

**Monday and Tuesday**

|  |  |  |  |
| --- | --- | --- | --- |
| **SHS** | | **IB Early Bird History** | **7:45—8:40** (55 min.) |
| 1st Block | 8:40-10:15 | **Block A – Chemistry or Biology** | **8:40-9:41** (61 min.) |
| 2nd Block | 10:21-11:51 | **B English** | **9:45-10:46** (61 min.) |
|  |  | **C Fine Art Specialization** | **10:50-11:51** (61 min.) |
| 3rd Block | 11:57-2:07 | **3rd Block**  **Elective/TOK (Tues. and Thurs.) or other SHS class** | **11:57-2:07** |
| 4th Block | 2:13-3:45 | **4th Block**  **Mon. and Wed. - Math**  **Tues. and Thurs. - French/Spanish** | **2:13-3:45** |

**Wednesday**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SHS** | | **IB Early Bird History** | **7:45—8:40** (55 min.) |  |
| 1st Block | 8:40-10:15 | **English (All IB Juniors)** | **8:45-10:15** (90 min.) |
| 2nd Block | 10:21—11:51 | **Fine Art Specialization** | **10:21-11:51** (90 min.) |
| 3rd Block | 11:57-2:07 | **3rd Block Elective/other SHS class** | **11:57-2:07** | |
| 4th Block | 2:13-3:45 | **4th Block Math** | **2:13-3:45** | |

**Thursday**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SHS** | | IB **(No IB Early Bird History)**  **Science Lab (3 hrs.) Biology and Chemistry** | **8:40-11:51** (191 min.) |  |
| 1st Block | 8:40-10:15 |
| 2nd Block | 10:21—11:51 |
| 3rd Block | 11:57-2:07 | **3rd Block Theory of Knowledge (TOK)** | **11:57-2:07** | |
| 4th Block | 2:13-3:45 | **4th Block French/Spanish** | **2:13-3:45** | |

**Friday**

|  |  |  |  |
| --- | --- | --- | --- |
| **SHS** | | **IB Early Bird History** | **9:00—9:40** |
| 1st Block | 9:45-10:56 | **IB English (All IB Juniors)**  **Fine Art Specialization** | 9:45-10:56 (71min.) |
| 2nd Block | 11:02-12:13 | 11:02-12:13 (71 min.) |
| 3rd Block | 12:19-2:07 | **3rd Block Elective** | **12:19-2:07** |
| 4th Block | 12:13—3:45 | **4th Block FRIDAY ONLY –**  **Alternates between math and foreign language**    **CAS (Diploma Only. 2nd sem. Only)**  **Extended Essay (Diplomas Only. 2nd sem. Only)** | **First semester**  **2:13-3:45** (92 min.) math or for. lang.  **Second semester**  **2:13-2:43** (30 min.) CAS  **2:46—3:15** (60 min.) EE  **3:15** Early Dismissal |

**Regular IB Juniors ONLY--SHS/IB Bell Schedule 2018-19**

**Monday, Tuesday, and Thursday**

|  |  |  |  |
| --- | --- | --- | --- |
| **SHS** | | IB | |
| 1st Block | 8:40-10:15 | **Block A – Chemistry or Biology** | **8:40-9:41** (61 min.) |
| 2nd Block | 10:21-11:51 | **B History or English** | **9:45-10:46** (61 min.) |
|  |  | **C English or History** | **10:50-11:51** (61 min.) |
| 3rd Block | 11:57-2:07 | **3rd Block**  **Elective/TOK (Tues. and Thurs.) or other SHS class** | **11:57-2:07** |
| 4th Block | 2:13-3:45 | **4th Block**  **Mon. and Wed. - Math**  **Tues. and Thurs. - French/Spanish** | **2:13-3:45** |

**Thursday**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SHS** | | IB  **Science Lab (3 hrs.) Biology and Chemistry**  **Courses students report to science**  **Science Lab—Biology and Chemistry** | **8:40-11:51** (191 min.) |  |
| 1st Block | 8:40-10:15 |
| 2nd Block | 10:21—11:51 |
| 3rd Block | 11:57-2:07 | **3rd Block Theory of Knowledge (TOK)** | **11:57-2:07** | |
| 4th Block | 2:13-3:45 | **4th Block French/Spanish** | **2:13-3:45** | |

**Friday**

|  |  |  |  |
| --- | --- | --- | --- |
| SHS | | IB | |
| 1st Block | 8:40-10:15 | **IB US History**  **IB English** | **9:40-10:40** (60 min.) |
| 2nd Block | 10:21-11:51 | **10:43-11:51** (68 min.) |
|  |  |
| 3rd Block | 11:57-2:07 | **3rd Block Elective** | **11:57-2:07** |
| 4th Block | 2:13-3:45 | **4th Block**  **Mon. and Wed. - Math**  **Tues. and Thurs. – French/Spanish** | **2:13-3:45** |
| **4th Block FRIDAY ONLY –**  **Alternates between math and foreign language**    **CAS (Diploma Only. 2nd sem. Only)**  **Extended Essay (Diplomas Only. 2nd sem. Only)** | **First semester**  **2:13-3:45** (92 min.) math or for. lang.  **Second semester**  **2:13-2:43** (30 min.) CAS  **2:46—3:15** (60 min.) EE  **3:15** Early Dismissal |

**IB Faculty Directory**

|  |  |  |
| --- | --- | --- |
| English HL 1 | Kelly Anderson | A105 |
| English HL 2 | Ann-Frances Brown | A109 |
| French ab initio SL 1 and 2 | Tina Felder | B110 |
| Spanish ab initio SL 1 and 2 | Fransmary Hernandez | B111 |
| History of Americas HL 1 | Chad Hoshour | C210 |
| History of Americas HL 2 | Matt Wilt | C205 |
| Psychology SL | Kyle Austin | D111 |
| Biology HL 1 and 2 | Calvin Smith | D106 |
| Chemistry HL 1 and 2 | James Privett | D203 |
| Math Studies SL 1 and 2 | Regina Burns | B220 |
| Math Studies SL 1 and 2 (AVID) | Carolyn Arnemann | A213 |
| Music SL | Erik Hines | CM403 |
| Theatre SL | Matt Wilt | C205 |
| Visual Arts SL 1 and 2 | Heidi Adler | Art Studio |
| Extended Essay 1 and 2 | Luther Barnett | A207 |
| Theory of Knowledge 1 | Lynette Creech | A108 |
| Theory of Knowledge 2 | Matt Wilt | C205 |
| CAS 1 and 2 | Ann-Frances Brown | A109 |
| Seminar 1 and 2 | Kelly Anderson | A105 |
| Counselor | Tiffany Lemon | Guidance / Ext. 6229 |
| Coordinator | Marie Broadway Mulholland | Guidance / Ext. 6190 |

IB Websites

There are several websites that will be helpful to you as you work in our IB Diploma Program. The first is the public website for the IBO which is [www.ibo.org](http://www.ibo.org). You will also need to login and locate information on the secure site MyIB where you will find many curriculum resources and a wealth of other information at <https://internationalbaccalaureate.force.com/ibportal/IBPortalLogin>.

Our school's IB website also has helpful information. Visit [www.shsib.weebly.com](http://www.shsib.weebly.com) to view information about IB that is specific to our school.

Grading for IB/Weighting for IB

Teachers of IB courses have the liberty to assign grade weights within their Gradebook that reflect the aims of assessment in IB. While teachers have discretion with regard to grade weights, it is advisable to consult the Sumter High School IB Assessment Policy and the individual IB subject course guide when making these decisions. IB coursework receives one full grade point weighting on students’ GPA’s. For a CP course, a “100” average equates to a “5.0.” For an IB/AP/Dual Enrollment course, a “100” average equates to a “6.0” when a student’s GPA is calculated.

IB Sticker Policy

The IB Sticker is a privilege of the IB program. When a student is in an IB class, the IB Sticker may serve as a pass, especially to the IB Office. It designates IB students for identification purposes during IB class changes. It allows students to see IB teachers before school if needed. It may be used as a hall/library pass from an IB class. The IB Sticker has no purpose in non-IB classes. Students are not to attempt to use the IB sticker as a pass in a non-IB class. Simply put, it only works in IB classes and/or with IB teachers. Abuse of the sticker may lead to the elimination of the privilege for all IB students.

Field Trips

Typically, we schedule a day trip in the fall semester to an area of interest such as Biltmore Estate in Asheville, North Carolina and a trip to Carowinds in the month of May. The cost for each of these trips is approximately $60 plus the cost of meals.

College Visits

We also take several trips throughout the year to visit some of our in state colleges and universities. There will be a cost of approximately $25 for each of these trips to cover lunch and bus transportation. Students will be given a survey to complete where they will rank their preferences for these visits. Efforts will be made to honor first choices; however, colleges place limits on the size groups they will allow us to bring. Students can expect to go on one college visit in their junior year and one college visit in their senior year. Additional visits are subject to availability.

IB Graduation Ceremony

Each year we host a special IB Graduation Ceremony for our graduating IB Seniors. IB Faculty are strongly encouraged to attend. The ceremony is usually scheduled for the Tuesday following Memorial Day. The dress is “church dressy.” At the ceremony, students who are earning the IB Diploma will receive a stole with the IB emblem on it. Students who are Course candidates will receive a cord. Teachers typically receive a small gift and some Thank You notes from their students.

IB and AP Exams

Closer to the month of May detailed information concerning logistics and expectations during exam season will be provided. Traditionally, we ask parents to provide snacks and bottled water for this time period. If an IB Faculty member is needed for monitoring and exam, he/she will be notified. A schedule detailing exam information will be provided in late April.

**SHS IB Academic Honesty Policy**

**The purpose of this policy is to describe the principles and practices for promoting academic honesty within the Sumter High School International Baccalaureate Diploma Program and to make clear to the whole IB community the expectations and practices with regard to academic honesty for the SHS International Baccalaureate Diploma Program. It is a policy focused on prevention and the promotion of good practice (***Diploma Programme: From Principles to Practice, 2015*)**.**

**1. Philosophy**

Honesty and integrity form the cornerstone of the International Baccalaureate Diploma Program at Sumter High School and are central to the high standards by which all students should live. We believe that every student has the right to pursue an education free from the ills caused by any form of intellectual malpractice. The IB Organization defines malpractice as “behavior that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment components.” Further, the IB Organization defines academic honesty as “making knowledge, understanding, and thinking transparent” (*Academic Honesty in the IB Educational Context*, 2016). Further, academic honesty is integral to developing the qualities described in the IB Learner Profile, especially with regard to being principled. We believe that all IB stakeholders, including parents, are partners in promoting academic integrity. We place the highest possible value on authentic student work and regard honesty above timeliness and quality. Authentic student work is the standard for **all** forms of assessment related to the coursework of the program.

**2. Practices**

Teachers: The goal of **teachers** is to provide opportunities for students to practice and learn how to use the work of others in support of their own work and to develop meaningful tasks that can be completed either independently or with the appropriate amount of scaffolding. They have a responsibility to teach awareness of misconduct and procedures. This is also communicated to teachers of vertically aligned courses (feeder classes) and the expectation is that those teachers will begin the framework for the instruction of academic honesty support skills. Teachers are responsible for teaching the positive behaviors IB students will need to be able to produce work authentically. This requires the explicit instruction regarding specific conventions accepted in the discipline of their courses of instruction for ensuring transparency, including but not limited to, critically reviewing sources, taking notes, making citations, and compiling bibliographies. Teachers have a responsibility to instruct students on investigating and evaluating the usefulness of a variety of resources, methods for incorporating and referencing those resources in oral and written work, and instruct students in strategies for self-management to help students to demonstrate their work meets the formal standards for academic honesty. They are responsible for providing tools, models, and resources for students to use in this process. Teachers are responsible for clearly stating the amount and types of assistance and or collaboration allowed for student work. Additionally, teachers are responsible for formatively assessing students’ understanding of the skills required for meeting academic honesty standards, thereby turning mistakes into opportunities for students to learn and grow. Teachers are best placed to verify the authenticity of student work, and this is often the result of familiarity with student voice, style, etc. gleaned through the scaffolding process.

Students: As young adults preparing for university studies or entry into the workplace, **IB students** enjoy the freedom and bear the responsibility of studying courses that emphasize independence and self-reliance. Therefore, it is expected that they will work carefully, honestly, and authentically. Students are responsible for ensuring that all of the work they submit is authentic and that any sources used are appropriately acknowledged. This requires the explicit learning of specific conventions for ensuring transparency accepted in the discipline of their coursework including but not limited to critically reviewing sources, taking notes, making citations, and compiling bibliographies. Furthermore, students are responsible for learning how to investigate and evaluate the usefulness of a variety of resources, methods for incorporating and referencing those resources in oral and written work, and strategies for self-management to help them demonstrate that their work meets the formal standards for academic honesty. Students are responsible for seeking clarity regarding the amount and types of assistance and or collaboration allowed for their work and adhering to those parameters. Students are given a copy of our school’s IB Honor Code at the beginning of their junior and again at the beginning of the senior years. They are asked to review it with their parents, sign it, and return it to the IB Coordinator. Copies of the code are posted in each subject area classroom and in the IB Office as well.

The Sumter High School

International Baccalaureate Diploma Program

Honor Code

I understand that the IB course of study is difficult, and while group study is both accepted and encouraged, ethical conduct is expected at **all** times. Academic violations of the Honor Code consist of the following. CHEATING includes the actual giving or receiving of **any** unauthorized aid or assistance on **any** form of academic work, including homework. PLAGIARISM includes the copying of or any representation of another’s work as one’s own. IB faculty are watchful for suspected violations and have tools for ascertaining breaches of academic integrity, including online resources. Please refer to the *SHS IB Student Handbook* as well as the school’s IB website for information regarding academic integrity and proper documentation methods.

Inherent in this Code is the responsibility of an individual to come forth and report any form of violation in the Honor Code. Violations of the Honor Code will be handled in accordance with the written teacher policy and considered a disciplinary matter to be generally handled as follows:

*1st Offense: Parent Notification/Conference* and *student will receive a zero*

*for the assignment.*

*2nd Offense: Written reprimand* and *student will receive a zero for the*

*assignment* *and may face possible exclusion from the IB Exam in the*

*specified subject.*

*3rd Offense: Recommendation for dismissal from the IB Diploma Program.*

School: The goal of the **School** is to provide a safe and encouraging learning environment in which students can explore ideas and make visible the development of their own thinking, thus supporting academically honest behaviors and helping to instill the values and principles behind such behaviors. The school is responsible for warning students against online “help” that appears to be offering help to IB students. The IBO clearly states, “None of these are endorsed by the IB . . . Some sources of support may be acting in good faith, but nevertheless are offering a level of support and guidance that may not be permitted by the IB” (*Handbook of Procedures, 2017*). The school has the responsibility of maintaining fairness and consistency with regard to the policy and its application. The school has the responsibility of providing professional development for teachers regarding academic honesty. The school has a responsibility of promoting parent awareness.

Parents:How can **Parents** share in the responsibility of promoting academic honesty? First, parents can encourage students to plan carefully each assignment, providing support with scheduling work, especially when there may be many assignments to be completed. Parents can seek and provide communication with the school so that they understand the requirements of the program and what is expected of students. Parents can encourage students to ask their teachers for advice if they are having difficulty. (IBO publication, *Academic Honesty Policy in the Diploma Programme*) What is helpful? What is not helpful?

**Reporting, Recording, and Monitoring**

The school will keep records of each situation of expected misconduct and the findings (including consequences, if any) in the office of the IB DP Coordinator. Incidents may be treated on a case-by-case basis by teachers; however, teachers are to report suspected incidents to the coordinator and keep him or her informed of any outcomes. In serious incidents, this is to be done in writing. The coordinator (along with any additional administration personnel, if needed) will monitor incidents for possible trends, including escalation. Students are to be given the opportunity to make mistakes safely and learn from them. When possible and advisable, additional instruction and support will be part of any actions and/or consequences.

**The Rights of the Student**

A student suspected of misconduct has the right to have a parent, peer, or teacher present in the discussion of the incident in question.

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

**Academic Honesty and Inclusive Education**

Students participating in the IB DP of Sumter High School who receive classroom accommodations through a 504 Plan or IEP will receive those same accommodations within the IB coursework and assessments as authorized by the IBO. Students, their parents, and their inclusive education teachers are responsible for informing the IB classroom teachers and coordinator of all accommodations required. Only those accommodations approved by the IBO may be applied in IB assessments. Undue assistance not explicitly stated in either the student’s 504 Plan or IEP will constitute misconduct.

**Academic Honesty and Second Language Learners**

Students identified as second language learners of English in our school are encouraged to participate in our IB DP. Students, their parents, and second language support teachers are responsible for informing the IB classroom teachers and coordinator of the enrollment of second language learners in the DP. Teachers will work with the Second Language support team to determine the level of understanding with regard to academic integrity and assist in providing clarification and instruction in those skills.

**Academic Honesty and Assessment**

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.

**Assessment and Admissions**

While our Admissions Policy stipulates that students “will need to provide Letters of Recommendation from two “Core” teachers.” Teachers providing letters of recommendation may address any issues of misconduct about which they may have knowledge. At registration, students will participate in an Orientation Interview during which the interviewer will pose questions regarding Academic Honesty.

**4. The Implementation, Evaluation, and Review of the Assessment 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 with the IB Faculty.

**Communication and Review of the Assessment Policy**

Annually, the IB Faculty and administration will receive the latest draft from the IB Coordinator for their review. They may email their questions and concerns to the coordinator for discussion at 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 in the *SHS 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.

**Support**

Examples of Malpractice (including but not limited to the following):

Plagiarism – the representation, intentionally or unwittingly, of the ideas, words, or work of

another person without proper, clear and explicit acknowledgement. The use of translated

materials, unless indicated and acknowledged, is also considered plagiarism.

Collusion – supporting academic misconduct by another student, as in allowing your work to be

copied or submitted for assessment by other student.

Duplication of Work – the presentation of the same work for different assessment components

and/or IB diploma requirements.

Fabrication of data for an assignment.

Misconduct during an examination – including the possession of unauthorized material,

disruptive behavior, and communicating with others during the examination.

Disclosing information to another candidate, or receiving information from another candidate

outside your school, about the content of an examination paper 24 hours before or after

the examination.

How to Avoid Plagiarism

Credit all the sources you use, even if you have paraphrased, adapted, or summarized. Make sure

that information you have used is acknowledged in the body of the text and is fully listed

in the bibliography (works cited, etc.) using the referencing style required by your

teacher. This includes maps, charts, musical compositions, movies, computer source

codes, etc.

Clearly distinguish between your work and the source being used (using quotation marks,

indentation, or a similar method). Make clear where the borrowed material starts and

finishes.

Use a style of referencing that is appropriate for the subject.

Cite your sources so that readers can find them; if you cannot state the origin of the source, it is

probably better not to use it.

All sources cited in the text must also be listed in the works cited (reference list), and all sources

listed in the works cited (bibliography) must be cited in the text.

(IBO publication, *Academic Honesty Policy in the Diploma Programme*)

Things to Remember

IB students are principled and act with integrity and honesty.

IB students should be content creators not content imitators.

If you engage in any form of malpractice, you may not be eligible for a grade in the subject

concerned.

Do it right; remember to cite! Credit where credit is due!

(IBO publication, *Are you Completing Your IB Assignments Honestly?*, 2012.)

For examples of conventions for citing and acknowledging sources, see the IB publication: [Effective Citing and Referencing.](C:\\Users\\marie.mulholland\\Desktop\\IB\\Effective Citing and Referencing.pdf)

**References and Resources**

*[Academic Honesty in the Diploma Programme](C:\\Users\\marie.mulholland\\Desktop\\IB\\Academic Honesty pamphlet.pdf)*[. International Baccalaureate Online Curriculum Centre.](C:\\Users\\marie.mulholland\\Desktop\\IB\\Academic Honesty pamphlet.pdf)

[International Baccalaureate Organization, n.d.](C:\\Users\\marie.mulholland\\Desktop\\IB\\Academic Honesty pamphlet.pdf)

*[Academic Honesty in the IB Educational Context](C:\\Users\\marie.mulholland\\Desktop\\IB\\Academic Honesty in the IB educational context.pdf)*[. International Baccalaureate Online Curriculum Centre.](C:\\Users\\marie.mulholland\\Desktop\\IB\\Academic Honesty in the IB educational context.pdf)

[International Baccalaureate, 2016.](C:\\Users\\marie.mulholland\\Desktop\\IB\\Academic Honesty in the IB educational context.pdf)

*[Are You Completing Your IB Assignments Honestly?](C:\\Users\\marie.mulholland\\Desktop\\IB\\Are you completing your ib assignments honestly.pdf)* [International Baccalaureate Online Curriculum](C:\\Users\\marie.mulholland\\Desktop\\IB\\Are you completing your ib assignments honestly.pdf)

[Centre. International Baccalaureate Organization, 2012.](C:\\Users\\marie.mulholland\\Desktop\\IB\\Are you completing your ib assignments honestly.pdf)

*[Diploma Programme: From Principles to Practice.](C:\\Users\\marie.mulholland\\Desktop\\IB\\Diploma Programme from Principles to Practice.pdf)* [International Baccalaureate Online Curriculum](C:\\Users\\marie.mulholland\\Desktop\\IB\\Diploma Programme from Principles to Practice.pdf)

[Centre. International Baccalaureate Organization, 2015.](C:\\Users\\marie.mulholland\\Desktop\\IB\\Diploma Programme from Principles to Practice.pdf)

*[Handbook of Procedures for the Diploma Programme, 2017.](C:\\Users\\marie.mulholland\\Desktop\\IB\\Handbook of Procedures 2017.pdf)* [International Baccalaureate Online](C:\\Users\\marie.mulholland\\Desktop\\IB\\Handbook of Procedures 2017.pdf)

[Curriculum Centre. International Baccalaureate Organization, 2017.](C:\\Users\\marie.mulholland\\Desktop\\IB\\Handbook of Procedures 2017.pdf)

**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. (This may be emailed.) 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 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 with the IB Faculty.

**Communication and Review of the Assessment Policy**

Annually, the IB Faculty and administration will receive the latest draft from the IB Coordinator for their review. They may email their questions and concerns to the coordinator for discussion at 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.

**SHS IB Assessment Policy**

**The purpose of this policy is to describe the principles and practices for achieving the educational goals of all stakeholders and to make clear to the whole IB community the expectations and practices with regard to all aspects of Assessment for the Sumter High School International Baccalaureate Diploma Program.**

**1. Philosophy**

We believe that assessment plays a crucial role in supporting learning as well as in measuring learning. One of the positive aspects of the IB Diploma Program is the nature of the assessments, giving students multiple methods and opportunities to show their achievement of the subject area objectives. This effective approach is found within the IB subject area courses where teachers create their own assessments to measure students’ progress in addition to those required by IB.

It is our belief that our students are ultimately responsible for their own learning. They meet this responsibility by working diligently to complete assignments on time and in an ethical and appropriate manner. Students are expected to monitor their progress in their classes, to inquire about ways to improve if necessary, and to prepare well for all forms of assessment. Students are responsible for being aware of the goals and standards of their coursework and for asking for clarification when needed. In addition to the stated objectives of each class, students are expected to set goals for their personal growth as life-long learners, to reflect on progress in meeting these goals, and to assess their achievement of them.

It is the belief in our school that teachers are responsible for supporting and facilitating students’ learning. They meet this responsibility first by working diligently to understand intimately their subject matter and the standards of achievement for the courses they teach. Teachers are expected to communicate clearly with students and their parents exactly what goals need to be accomplished in their subject areas. Teachers are responsible for providing precise instructions where assignments are concerned, guidance when needed, and timely feedback to aid improvement. Teachers are expected to analyze assessment data to determine strengths, deficiencies, and student needs. Teachers are aware that assessments can be biased and use many types of assessment to evaluate their students’ progress. In this vein, teachers also use assessment to evaluate the effectiveness of their own instruction, reflecting on their own practices to improve where needed. Teachers are expected to use to their full advantage tools available through technology and other venues to enhance their instruction and further support their students with their progress.

It is the belief in our school that the coordinator and administration are responsible for supporting teachers and students in their efforts to meet the goals in their coursework. They meet this responsibility first by providing the necessary training for teachers to become knowledgeable of the needs for their subject areas. The coordinator is responsible for providing student data in a timely manner and for providing opportunities to analyze and reflect upon that data. The coordinator provides time for teachers to reflect on their practices and plan, individually and collaboratively to enhance instruction. The coordinator and administration provide training on data interpretation and use, as well as, using multiple assessment strategies. They work together to analyze student performance, to set achievement goals for the school, and to plan goals for the future. The coordinator and administration are committed to providing the necessary materials and tools to best achieve the goals of the IB Diploma Program at Sumter High School.

**2. Practices**

**Grading/Marking**

**Grading Scale (as determined by the South Carolina Department of Education)**

Sumter High School Report Card grades are based on a scale of A(100-90), B(89-80), C(79-70), D(69-60). Anything below 60 is an F (failing condition). All grading will be based on evidence and will not be subject to any form of bias. In determining a final average, teachers consider students’ improvement over time and students’ best level of performance and therefore have discretion to allow the reflection of this in a student’s grade (*Diploma Programme Assessment: Principles and Practice*, 2010). At the teacher’s discretion, students may be allowed to increase their score on a certain assignment if the material has not been mastered.

The IB Diploma Program uses a scale from 7(excellent) to 1(minimal), with a score of 4 as worthy of recognition by most colleges and universities. Due to multiple factors, a student may perform better according to the IB grading scale than the high schools or the opposite may occur.

Teachers use a range of assessment techniques that support the aims of their IB courses. While there exists a district grading policy prescribing the number, types, and frequency of assessments for each grade level, the school system allows for IB teachers to establish assessments, weights, etc. to more closely align with course guidelines established by the IBO. This practice makes it possible for the teacher to design day to day coursework and assessments that make use of the IB subject assessment criteria and demonstrate value for the most accurate demonstration of performance rather than relying on a calculated average of performances. This allows teachers of the IB to meet the expectations regarding criterion-related assessment, formative and summative assessments, internationalism, emphasis on higher-order thinking skills, and support for second language learners which are valued in the IB community (*International Baccalaureate Diploma Programme: A Guide To Assessment*, 2014). Teachers have the discretion to determine the frequency of formative and summative assessments based on their course requirements and the particular needs of their IB students.

Teachers of the IB analyze assessment data to inform their teaching and support student learning. Teachers adjust their practice informed by the analysis of assessment data. Teachers confer with and collaborate with one another in the process of adjusting their practice in order to best support student learning in the IB classroom and beyond.

Teachers provide opportunities for students to participate in and reflect on the assessment of their work through such practices as self-evaluation, peer-evaluation and journaling. The aim of these practices is to support the student in making them better judges of their own performance and thereby further developing as an independent and lifelong learner (*Guidelines for Developing a School Assessment Policy in the Diploma Programme*, 2010).

**Formative Assessment**

Teachers use their knowledge of IB summative assessment expectations and practices to support students in improving their performance in a formative way. A key function of assessment in our DP is that of providing valuable feedback. Teachers distinguish between formal IB assessment and school assessment and provide students with frameworks of supporting formative processes (scaffolding) to prepare students to meet those expectations. (For example: opportunities for classroom presentations and feedback while leading up to the Individual Oral Presentation in English A HL). Teachers value formative assessment for providing feedback on the nature of students’ strengths and limitations, as well as, strategies for improvement. Teachers provide opportunities and instruments to support the learning process such as student self-evaluation, rubrics, matrices, peer evaluation, and appropriately adapted formal assessments (*Teaching Informed by Assessment*, 2015).

It is implied with all assessments that the work be the authentic work of the individual student unless the teacher explicitly states that collaboration is allowed or expected. With regard to collaborative student work, teachers clearly articulate the degree of assistance they can give, the extent to which students may use external sources, and the amount of re-drafting that will be allowed.

**Summative Assessment**

Teachers use their best professional judgment to determine the type and timing of summative assessments such as tests, projects, essays, etc. which are designed to help the teacher determine the degree of understanding a student has gained over particular portions of the IB curriculum for a given course. Teachers make these determinations based on the feedback from multiple formative assessments of a given topic or unit of instruction.

**State Assessment Requirements**

At the time of the publication of this document, there are three state mandated assessments required for IB students in the DP. Students taking the course IB US History (History HL 1), must take the state end-of-course exam for US History. All IB juniors (year 1 DP) must take the either the ACT or the SAT and the WIN Learning Career Readiness Assessment.

**IB Required Assessments**

Teachers introduce IB assessment expectations, standards, and practices early in their instruction of IB courses. Some of the assessment required by the IBO is carried out internally by classroom teachers who score students’ individual work. When possible, internal assessment tasks will be a part of normal classroom instruction. These include oral presentations, commentaries, laboratory work, investigations, and performances. Teachers receive training to use the rubrics provided by IB and their scores are moderated outside of the school to assure reliability and equity. Teachers are knowledgeable about course objectives and requirements and provide effective instruction that ensures students have the opportunity to develop the skills and content knowledge necessary for IB’s formal assessment requirements.

Where two or more teachers are responsible for the instruction of the same course, they collaborate and calibrate the marking of internal assessment components. Teachers collaborate with one another to design a calendar of internal deadlines for IB assessments in order to support teachers and students in planning their work in manageable loads. Teachers seek input from students and their needs when setting the internal IB assessment deadlines. Teachers share their course requirements with one another in order to foster an understanding of the demands on students and teachers and to promote a culture of collaboration.

Some of the assessment is overseen by teachers as students produce the work, but it is scored by external examiners selected by the IBO outside of the school. These include the extended essay, essays for Theory of Knowledge, and others.

The annual May examinations are externally scored with no input from teachers aside from a teacher generated report to IB based on student feedback after the test on topics such as the level of fairness and difficulty of the assessment. The May examinations include multiple choice and open-ended or essay questions. Because of the greater degree of objectivity and reliability provided by the standard examination environment, externally marked examinations form the greatest portion of the assessment score for each subject. The student’s scoring of 1-7 has no bearing on the student’s final SHS grade in the course.

**Earning the International Baccalaureate Diploma**

The IBO uses criterion-referenced assessments to confer points leading to an IB Diploma. Each of six examined subjects is graded on a scale of 1 to 7 points. A student who scores a minimum of 24 points on 3 Higher Level and 3 Standard Level (or 4 HL and 2 SL) subjects, completes both the Theory of Knowledge class and the extended essay with at least a D grade, and satisfactorily presents evidence of personal growth in each of the eight CAS Learning Outcomes can be awarded an IB Diploma provided none of the following failing conditions exist:

  · A grade of 2 in any HL subject

· Each grade 3 in an HL subject not compensated by a grade 5 or above in another HL subject

   · A grade 1 in any SL subject

  · Two or more grade 2 in SL subjects

 · Two or more grade 3 in HL with a grade of 2 at SL

  · Four or more grade 3 subjects

Excellent performance in the 6 subject areas results in a grade 7 for each, or a total of 42 points. The maximum diploma point score is 45. Theory of Knowledge and the extended essay contribute to the overall score through a matrix system, which awards up to 3 bonus points based on the candidate’s combined performance.

Those students who do not satisfy the entire set of requirements for an IB Diploma or who elect to take fewer than six subjects are awarded a certificate for examinations completed.

**Data Collection and Analysis**

At least annually, the IB teachers meet with the teachers of “feeder” courses to analyze the previous year’s examination results and any feedback provided by the IBO. This allows for vertical alignment of content as well as assessment. These teachers analyze the data for strengths and weaknesses within the courses and any patterns that may emerge from the data. They discuss instructional practices and make informed adjustments to the vertical delivery of coursework at all levels according to the students’ needs.

**Recording and Reporting**

**IB Marks**

The IB Coordinator provides Teacher Marksheets to IB Teachers in February for teachers to use for recording IB Assessment marks and Predicted Grades. IB Assessment marks and Predicted Grades are not shared with students as it is not desired to have that information effect student performance in any way. Teachers turn in Marksheets to the IB Coordinator within two weeks of marking deadlines so that she may verify marks on IBIS. Teachers are responsible for recording IB Marks on IBIS for the courses they teach. The IB Coordinator verifies these marks. Official IB Marks do not impact students’ course scores/grades (do not become a part of the student’s average for the course). Teachers may choose to give a grade which counts toward a student’s average based on whether or not an official IB Assessment was turned in and whether or not it was turned in on time.

**School Marks**

Teachers are encouraged to provide progress reports every two weeks to keep parents and students apprised of students’ grades. Parents are encouraged to register for Parent Portal which allows them to see in real time all grades for their students.

Report cards a issued once per nine weeks (per quarter). IB courses are yearlong, and credit is not earned until the end of the school year. A student’s GPA and class rank will not change to reflect yearlong IB coursework until the end of the school year.

**Sumter High School’s IB Diploma Program Homework Policy**

Sumter High School’s IB Diploma Program Homework Policy aims to help students establish a healthy balance between commitments in school, after school and at home. The policy also aims to aid students in planning their work time more effectively.

Expectations of Sumter High School **IB teachers**:

a) Plan the activities of their classes effectively  
 b) Remember that students have other classes, which make demands upon their time and mental resources.  
 c) Avoid concentrating assignments, projects, or other work at the end of a grading period.   
 d) Avoid homework practices that are punitive, unreasonable, and/or futile.

Homework encompasses a range of activities to be completed outside of class, activities such as students’ reviewing their notes after each class, study time for reviews, quizzes, tests etc. Students should be aware that activities that have been assigned well in advance (an essay for example) may require some additional preparation time in addition to regular homework time. Studies have examined the causal relationship between homework and student achievement by comparing experimental (homework) and control (no homework) groups. The research suggests that the relationship between the amount of student homework and achievement is positive and statistically significant.   
  
One of the bigger issues in the homework debate is the amount of time students should spend on homework. It is reasonable to support the common "10-minute rule" which states that all daily homework assignments combined should take about as long to complete as 10 minutes multiplied by the student's grade level. For a 12th grade student, this would mean about two hours per night. When required reading is included as a type of homework, the 10-minute rule may increase to 15 minutes. Teachers of advanced courses should plan their coverage of curriculum in such a way as to minimize demands upon students' time outside of school.

The suggested homework guideline for IB HL subjects is three hours a week while IB SL subject teachers should expect their students to complete two hours of homework per week. Based on a full diploma loading this would mean that students would average around three hours a night Monday to Friday.

With rare exceptions, IB homework tasks are long-range in nature with assignments rarely being made one day and due the next. That said, **students must learn to plan ahead and plot out their after school time so that enough time is set aside to work on assignments over time rather than waiting until the night before an assignment is due to take care of it.** When a long-range assignment is given (test prep, essay, project, reading, etc.), students need to break the assignment down into smaller manageable segments or goals and work on meeting those each day. Parents are urged to assist with this concept and help students at home with mastering this valuable life skill. Additionally, it is preferred that procrastination not lead to potential academic dishonor/dishonesty.

To make sure that homework is appropriate, **teachers** should follow these guidelines in relation to the homework they assign:

1. Homework should have a clear academic purpose. Homework should be used not for new learning; rather, it should enhance classroom learning. The student should easily understand the ultimate goal of the assignment - pre-learning, checking for understanding, practice, or processing, and the teacher should communicate the goal to the students. The important roles of homework are to practice skills and reinforce content taught in class. Typically, new material should not be given as homework except where the goal is pre-learning. Additionally, assigned readings as part of a unit that is first being introduced may involve the discovery of new material that a teacher may have not yet covered in class. Teachers should use a balanced approach between these priorities when planning assignments.

2. Homework should focus on high quality tasks that are doable. Teachers are encouraged to complete the tasks themselves to gain a real understanding of the time and skill demands of the task. Modeling is important and expected. If a student cannot complete a homework assignment independently, such an assignment can undermine student motivation. In terms of difficulty, all homework should be within the developmental/intellectual/skill capabilities of the students, for whom it is assigned. At the high school level, parental or tutorial assistance should be virtually unnecessary.

3. Homework should be personally relevant. If teachers want students to take responsibility for homework, students must have a good deal of control over what they learn, how they learn it, and how they show that they have learned it. Teachers should design homework assignments, which provide students with ample opportunities to personalize their work. Teachers are encouraged to differentiate tasks by length, by difficulty, or by which concepts specific students need help understanding whenever possible.

**IB Junior and Senior Course Guidelines**  
The policy recognizes that senior and junior level IB courses require more time during the week and a greater amount of weekend homework than Honors and CP level courses. It is recognized that during times such as IB internal assessment deadlines that students will be required to exceed the recommended homework time. In particular all the homework/journal work the students do for IB Visual Art SL is work that they are supposed to be experiencing on their own.

IB students need to understand that homework, following the above guidelines, may be checked for accuracy.  As long as homework does not involve a new topic the students discover on their own, but enhances the knowledge acquired in class, accuracy is important. With exceptions, if students are to explore something new and give their opinion, there will be less expectation with regard to accuracy.

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

**Assessment and Inclusive Education**

Students participating in the IB DP of Sumter High School who receive classroom learning support through a 504 Plan or IEP will receive those same learning support services within the IB coursework and assessments as authorized by the IBO. Students, their parents, and their inclusive education teachers are responsible for informing the IB classroom teachers and coordinator of all requirements. Teachers differentiate their assessments to support students with particular inclusive education needs.

**Assessment and Additional Language Learners**

Students identified as language learners of English in our school are encouraged to participate in our IB DP. Students, their parents, and language support teachers are responsible for informing the IB classroom teachers and coordinator of the enrollment of language learners in the DP. Teachers differentiate their assessments to accommodate students with language learner needs.

**Assessment 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.

**Policy on Plagiarism**

Students are given a copy of our school’s IB Honor Code at the beginning of their junior and again at the beginning of their senior years. They are asked to review it with their parents, sign it, and return it to the IB Coordinator. Copies of the code are posted in each subject area classroom and in the IB Office as well.

Depending upon the severity of the incident, violations of the code are generally handled in the following manner:

1st Offense: Parent Conference and a “zero” for the assignment

2nd Offense: Written reprimand and a “zero” for the assignment and may result in possible

exclusion from the IB Exam in the specified subject

3rd Offense: Recommendation for dismissal from the IB Diploma Program

**Assessment and Admissions**

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 Assessment 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 with the IB Faculty.

**Communication and Review of the Assessment Policy**

Annually, the IB Faculty and administration will receive the latest draft from the IB Coordinator for their review. They may email their questions and concerns to the coordinator for discussion at 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.

*Diploma Programme Assessment Principles and Practice*. Online Curriculum Centre. International

Baccalaureate Organization, 2010.

*Guidelines for Developing a School Assessment Policy in the Diploma Programme*. Programme Resource

Centre. International Baccalaureate Organization, 2010.

*International Baccalaureate Diploma Programme: A Guide to Assessment*. Global Assets: Publications.

International Baccalaureate Organization, 2014.

“Teaching Informed by Assessment.” *Approaches to Teaching*. Approaches to Teaching and Learning.

International Baccalaureate Organization, 2015.

**SHS IB Inclusive/Special Education Policy**

**The purpose of this policy is to describe the principles and practices for achieving the educational goals of all stakeholders, to make clear to the whole IB community the expectations and practices with regard to all aspects of Inclusive Education for the Sumter High School International Baccalaureate Diploma Program, and to ensure that procedures and provisions remain consistent.**

**1. Philosophy**

The mission of Sumter High School, the hallmark in academics, arts, and athletics, is to provide exemplary learning experiences in order to ensure that **each** student has the skills to compete in our global society. We envision a society that is educated, just, and sustainable. As an IB World School, our IB Diploma Program is a portion of the larger entity, Sumter High School and the IB World community. The faculty and staff of the Sumter High School International Baccalaureate Diploma Program believe that inclusive education is a matter of human rights and social justice; we recognize that all of us experience dependence upon others at certain times in our lives. All students may experience barriers to learning at some point in their school career. Learner variability and diversity is valued in our IB classrooms. Therefore, we strive to build a community that is supportive and inclusive of all persons who choose to participate in the IB DP. In the publication, *Learning Diversity in the International Baccalaureate Programmes* (2010), the IB states, “Inclusion is the learner profile in action, an outcome of dynamic learning communities.” In our school setting, “inclusion” refers to a broad understanding that embraces the diversity of all learners and all minority groups (whether by language, ethnicity, gender, sexuality, learning support requirements, medical, or other challenges). This means that IB students who may experience educational barriers will find a culture of collaboration, shared responsibility, mutual respect, and support in our IB and Sumter High School community. Working together, we strive to identify and remove those barriers such that access and engagement in learning are increased for all students, and a sense of belonging, safety and self-worth are promoted. To that end, we make reasonable adjustments for students who have learning support requirements, including those of additional language learners. Additional language learners are students “whose current course of study and assessment is delivered in a language that is not their first, best, or native language and whose language is below the level that is deemed proficient” (*Candidates with Assessment Access Requirements*, 2017). We acknowledge the idea that every teacher is a language teacher.

The IBO and we also believe “all candidates must be allowed to take their examinations under conditions that are as fair as possible. Where normal examination conditions and assessment procedures would put candidates at a disadvantage and prevent them from being able to demonstrate their skills and knowledge adequately, reasonable forms of accommodation may be authorized” (Handbook of Procedures for the Diploma Programme, 2017). These individual needs may include but are not limited to learning disabilities; autism spectrum disorders; and/or physical, sensory, medical or mental health issues. In support of and in cooperation with Sumter School District’s policies and national, state, and local legislation, The Sumter High IB Diploma Program does not “discriminate on the basis of race, color, religion, national origin, sex, disability, or age in admission to, treatment in its program and activities. We believe in supporting all of our students, including those with learning support requirements, so that conditions for the program are as fair and equitable as possible, thereby empowering all IB students to have meaningful access to the IB curriculum and its assessments.

**Federal Legal Requirements:**

The *Rehabilitation Act of 1973* and the Americans with Disabilities Act of 1990 forbid discrimination in schools based on disability. Section 504 is in this act. Section 504 defines “disability” in very broad terms. Section 504 defines a person with a disability as someone who: has a physical or mental impairment that “substantially” limits one or more major life activity (such as reading or concentrating); has a record of the impairment; an is regarded as having an impairment, or a significant difficulty that isn’t temporary.

The *Education for All Handicapped Children Act*, passed by Congress in 1975, was the first special education law directed at students with physical and mental disabilities. The law stated that public schools must provide children with special needs with the same opportunities for education as other children.

The *Individuals with Disabilities Education Act*, or IDEA, was created in 1990 and is a modification of the Education for All Handicapped Children Act. This law ensures that special needs students receive appropriate free public education in the least restrictive environment necessary to meet those students’ needs. It helps students receive the extra assistance they need but allows them to participate in the same activities as children without special needs whenever possible.

In 2001, the *Elementary and Secondary Education Act*, commonly known as the No Child Left Behind Act, called for schools to be accountable for academic performance of all students, whether or not they had disabilities.

**IB Requirements**:

As articulated in the *Programme standards and practices*, the following practices require schools to demonstrate their support for learning diversity.

* A9. The school supports access for students to the IB programme and philosophy.
* B1:5. The school develops and implements policies and procedures that support the programmes.
* B2:8. The school provides support for its students with learning and/or special educational needs and support for their teachers.
* C1:6. Collaborative planning and reflection incorporates differentiation for students’ learning needs and styles.
* C2:8. The written curriculum provides opportunities for reflection on human commonality, diversity, and multiple perspectives.
* C3:6. Teaching and learning addresses human commonality, diversity, and multiple perspectives.
* C3:10. Teaching and learning differentiates instruction to meet students’ learning needs and styles.
* C3:14. Teaching and learning fosters a stimulating learning environment based on understanding and respect.
* C3:15. Teaching and learning encourages students to demonstrate their learning in a variety of ways.

(from the IB Website The IB guide to inclusive education: a resource for whole school development).

**2. Practices**

**Identification**:

When students begin their junior year of the IB program, the IB Coordinator generates a roster of students and submits it to the 504/IEP Administrator in the building. The 504/IEP Administrator reviews the list and informs the IB Coordinator of any students who have a 504 plan/IEP in place at the school. Teachers of IB students who have 504 plans/IEPs are given a copy of those plans and are required to make the reasonable adjustments listed therein. Additionally, the IB Coordinator uses the school’s student information database (PowerSchool) to see if a student has an IEP in place. If the database indicates that a student has an IEP, then the IB Coordinator contacts the Special Education Administrator to confirm that the information in the student’s IEP has been shared with the teachers of the IB student, and all involved collaborate to assist the student with his or her learning support requirements and to engage in problem-solving strategies when needed. It is important that parents are forthcoming concerning a student’s learning support requirements and cooperative concerning professional documentation. In selecting courses for students, the guidance counselor, parents, students, and coordinator work together to choose subjects which will allow them to demonstrate their strengths and empower them as learners.

**Addressing Learning Support Requirements within the School and IB Classroom**:

Teaching and Learning in the IB classroom addresses human commonality, diversity, and multiple perspectives. Reasonable adjustments for learning and assessment are made based on student needs. The school facilities are accessible to all members of the community (wheelchair ramps, elevators, assistive technology, bilingual signage, etc.) The IB Coordinator meets with the student, parents, and teachers to discuss any needed learning provisions. Teachers are encouraged to use creativity with regard to physical spaces when needed. The teachers collaborate with the student and parents, as well as other teachers and staff, concerning how the student’s needs will best be met in their individual classrooms and to decide on the best routes of communication for monitoring the student’s progress. Teachers are expected to inform the IB Coordinator if problems or concerns arise. The Special Education Administrator is responsible for training IB Teachers concerning all legal requirements as they pertain to SEN (Special Educational Needs) students. Teachers are aware that student records are confidential in nature, are informed of policies regarding confidentiality, and are expected to adhere to those policies. All IB DP teachers are expected to be familiar with the IB publication, *Meeting Student Learning Diversity in the Classroom*, 2013 and are expected to refer to it as a tool in removing educational barriers for students who have educational support needs. In the case of internally assessed work for the IB, teachers must not make any adjustments when marking a student’s work.

**Principles of Teaching for Learning Diversity**

“The four principles of good practice identified by the IB as promoting equal access to the curriculum for all learners are: affirming identity and building self-esteem, valuing prior knowledge, scaffolding and extending learning” (*Learning diversity in the International Baccalaureate programmes,* 2016).

* **Showing Value for Prior Knowledge**
  + Assess existing knowledge, strengths, and interests
  + Recognize there may be gaps or overlaps in learning
  + Account prior learning when designing, differentiating, and planning new learning
* **Scaffolding learning**
  + Smaller steps incorporated into the learning process
  + Students working towards mastery
  + Teachers providing constructive learning feedback at all stages
  + Teachers using tools and strategies such as re-teaching, demonstrations, experiential learning, chunking information, visual aids, templates and graphic organizers
* **Extending Learning for All**
  + Creating Optimal Learning Environments
    - Students are accepted for who they are.
    - Students are valued for their strengths.
    - Expectations for students are high but realistic.
    - Students are listened to, have their opinions sought, and are provided with opportunities to succeed.
    - Students have opportunities to develop the attributes of the Learner Profile
  + Technology
    - Evident but seamless in the curriculum
    - Accessible to all learners, used to facilitate classroom environments that are inclusive and diverse by design, and useful in enhancing curriculum design and lesson planning
    - adaptive to many contexts: cultural, physical, and educational
    - supportive of intercultural understanding, global engagement and multilingualism
    - helps to foster collecting, creating, designing, and analyzing significant content
  + Collaboration
    - Group research projects
    - Debates
    - Role-play
    - Collaborative planning
    - Collaborative teaching

**Addressing Learning Support Requirements with IB Assessments**:

For students who have assessment access requirements, the IB Coordinator informs the IBO using the appropriate forms and providing the necessary documentation of the learning support requirements of students requiring inclusive assessment arrangements that require authorization such as extended time on modified examination papers. Consent of the parent is required before the documentation can be submitted. Individuals who give consent need to be aware that if a student transfers to another school, the coordinator of the new school will be able to see the request and supporting documents. Once the IB Coordinator learns of the decision of the IB, the student, parents, and teachers involved will be informed. Inclusive assessment arrangements are planned in advance to give the student time to learn to use them effectively in the classroom in preparation for IB assessments. The school is responsible for making all arrangements and for providing assistive technology if needed.

**Current Learning Needs:**

When needs concerning inclusion arise, the aptitude of the individual student for IB coursework may place natural limitations for a particular student, and the best interest of the student must be of greatest importance. Currently, there are some students in our program who have academic 504 plans and/or students who have limited English proficiency.

**Documentation and Monitoring:**

The classroom teachers of IB courses and the IB Coordinator have copies of any IEP or 504 Plans for students requiring learning support. Teachers are expected to provide the support required. Teachers are expected to document provisions in support they provide. Meeting the needs of learning support requirements necessitates a collaborative team approach. Students and their parents have a responsibility to monitor the delivery of that support. The coordinator has a responsibility to monitor the delivery of that support. Building support personnel also monitor the delivery of and learning support requirements. Thus all stakeholders share in the responsibility of delivery and monitoring.

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

**Inclusion and Assessment**

Students participating in the IB DP of Sumter High School who receive classroom adjustments through a 504 Plan or IEP will receive those same learning provisions within the IB coursework and assessments as authorized by the IBO. Students, their parents, and their inclusive education teachers are responsible for informing the IB classroom teachers and coordinator of all reasonable adjustments required. Teachers differentiate their instruction and assessments to accommodate students with particular inclusive education needs. Assessment is to be accessible in terms of design, content, and medium to give every student the opportunity; ongoing, diverse, and relevant to the learner; flexible, not fixed, providing multiple opportunities for learners to demonstrate skills and express themselves. All students should be allowed to demonstrate their understandings under assessment conditions that are as fair as possible. Assessment is accessible and offers equal opportunity while safeguarding the integrity of assessment.

**Inclusion and Second/Additional Language Learners**

The link between inclusion and Additional Language Learners is inherent to being “inclusive.” Students identified as second/additional language learners of English in our school are encouraged to participate in our IB DP. Students, their parents, and second language support teachers are responsible for informing the IB classroom teachers and coordinator of the enrollment of second language learners in the DP. Teachers differentiate their assessments to provide learning support for students with second language learner needs.

**Inclusion and Academic Honesty**

Students with learning support requirements shall not receive support that would give them advantage over other students. The provision of learning support requirements shall be limited to those changes that serve to equalize opportunity. Expectations regarding academic integrity are clearly communicated and authentic student work is highly regarded. Consequences for misconduct are clearly communicated.

**Inclusion and Admissions**

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 his or her understanding of the whole course in question. Significant consideration will be given to a student’s aptitude in making a final decision.

**4. The Implementation, Evaluation, and Review of the Assessment 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. Additionally, teachers new to teaching in our IB program will receive training on the IBO document, *Meeting Student Learning Diversity in the Classroom*, 2013, as part of their orientation to the IB DP.

**Communication and Review of the Assessment Policy**

Annually, the IB Faculty and administration will receive the latest draft of the policy from the IB Coordinator for their review. They may email their questions and concerns to the coordinator for discussion at an IB Faculty meeting in the school year. Changes will be made by consensus of those present at that meeting. The document “Self Review Framework” for Inclusive Education available on the website The IB guide to inclusive education: a resource for whole school development is a tool that may be used in the review process.

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**

*“*Candidates with Assessment Access Requirements*.” Special educational needs/Inclusive education.*

Online Curriculum Centre.International Baccalaureate Organization, 2017.

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

Organization, 2015.

The IB guide to inclusive education: a resource for whole school development. Online. International

Baccalaureate Organization, 2017.

*Handbook of Procedures 2017.* Online Curriculum Centre*.* International Baccalaureate Organization, 2017.

*Learning Diversity and Inclusion in IB Programmes*. Online Curriculum Centre. International

Baccalaureate Organization. 2016.

*Meeting Student Learning Diversity in the Classroom*. Online Curriculum Centre. International

Baccalaureate Organization, 2013.

**SHS IB Language Policy**

**The purpose of this policy is to describe for all stakeholders the principles and practices for achieving our goals for language teaching and learning regarding all aspects of Language support for the Sumter High School International Baccalaureate Diploma Program.**

**1.Philosophy**

We view the on-going language development for our students as the shared responsibility of all teachers, parents, and students, understanding that all students progress at different rates. We acknowledge that the implementation of effective pedagogy depends on whole-school collaborative practices that support our principles and goals. We value learner diversity, and we recognize that language is a part of learner identity and can serve as a source of empowerment. We believe that the practices for language development are a part of inclusion and equity provision. All teachers are language teachers, facilitating communication. We all are responsible for supporting language acquisition, for ensuring that all students use language responsibly, and for teaching and learning in ways that promote literacy in the languages of the disciplines of the coursework of our International Baccalaureate Diploma Program (IB DP).

A student’s ability to communicate in a variety of ways in more than one language is essential, especially when encouraging students to develop the attributes of the IB Learner Profile. We agree with the IBO position: “multilingualism for all students is an essential characteristic of an IB education” (*Diploma Program: From Principles to Practice*, 2015). We believe that language is learned through a progression of understanding from infancy into adulthood. Initially, a child’s understanding may be symbolic in nature (learning language). In time the child uses his or her understanding to interact socially such as in a school setting. From this point the child will develop basic literacy skills. In time, the child will use language to further learning (learning through language), and eventually, will construct knowledge (learning about language) (*Learning in a Language other than Mother Tongue in IB Programmes*, 2008).

Further, we believe that all students should have the opportunity to experience learning additional languages, which provides significant experience in international education, enabling students to understand the thinking and culture of others. Through effective communication in another language, students are sensitized to cultural diversity and better able to understand the global world in which they live, preparing them to be active participants in multilingual communities at home and around the world. Furthermore, our IB DP community establishes an environment that values all languages and cultures and seeks to promote international-mindedness.

**Language Profile**

In our context, (United States) the language of the host country is English. This is our language of teaching and learning in nearly all IB courses in our school’s IB Diploma Programme. The exceptions are our Group Two subjects wherein the languages of instruction will be the language being acquired and English. Our school is situated in a small city in the state of South Carolina. There are speakers of languages other than English in our community partly because there is a large air force base located here. As a result, Sumter High School currently has an enrollment whose language profile follows.

·    English only background students with no Language B proficiency

·    English only background students with minimal Language B exposure through limited

middle school experience

· Bi-lingual Hispanic and Asian students who have acquired both languages simultaneously

since birth

·    Bi-lingual Hispanic and Asian students whose parents speak no English but are English

proficient as a result of attending school

The IB Diploma program has the following language profile.

·    English only background students with no Language B proficiency

·    English only background students with minimal Language B exposure through limited

middle school experience

·    Bi-lingual Asian students whose parents speak no English but are English proficient as a result of

attending school

**2. Practices**

English is the **language of instruction** at Sumter High School and admissions requirements and assessments are conducted to ensure that students can access the curriculum delivered in English. To that end all students in the IB Diploma Program are required to take English A1 Higher Level as their Language A. Students are expected to produce their assessments in the working language of our IB DP (English). Language learning requires development of both receptive (listening and reading) and productive (speaking and writing) skills, which can be transferred from one language to another. The study of literature is widely recognized as a means to explore other cultures. Interpretation, multiple readings, and a consideration of cultural contexts require a study of word choice, symbolism, metaphoric imagery, and their associated values.

**Academic Literacy**

One of our goals in language development is for IB DP students must become fluent in the academic languages of several academic disciplines. The academic literacy skills students acquire will allow them to be part of interactive dialogs, actively decode academic texts, and write complex texts for a variety of academic purposes and audiences (for example, lab reports and Extended Essays). All teachers are responsible for the teaching and learning of the language necessary for understanding in their academic discourse (for example, the language of biology or mathematics), thereby learning to use language as a scientist or mathematician does. This is not limited to simple vocabulary development but expands to manipulation of that language and critical evaluation of the use of that language by others.

We teach language through context and relate new information to existing knowledge. Students learn and transfer the knowledge (often through their study of an additional language) that spelling matters. For example, a missing accent mark may make the difference between two completely different words in a language. Therefore, we emphasize the value of spelling in all IB coursework. Teachers have discretion in weighting spelling in the scheme of the overall marking of assessments for their coursework. Teachers instruct students in appropriate referencing protocols for resources, and students are expected to follow the protocols in place.

A student’s skills and knowledge in all their languages is recognized by teachers as a valuable resource and is used in teaching and learning new ways of thinking and knowing (for example, by analogy: *this* is like *that* in s science class.) Teachers activate students’ prior knowledge in order to build upon it. Our IB DP Teachers are aware of their students’ language abilities and scaffold instruction appropriately, using temporary strategies so that students may accomplish tasks that would otherwise be much more difficult (*Developing Academic Literacy in IB Programmes*, 2014). Teachers may use strategies such as visual aids, graphic organizers, demonstrations, and/or collaborative grouping in their efforts to scaffold teaching and learning.

In our IB DP, reading and writing matter. Students will need to read and understand sophisticated texts both inside and outside of the classroom. Students will need to write in a wide range of genres (narratives, reports, explanations, arguments, discussions, etc.). These skills will transcend traditional contexts into areas of media literacy, as well. The academic language of the texts students will encounter will show the complexity and abstraction of concepts students are required to understand. There will be an increase in the occurrence of low-frequency and technical vocabulary and likely more sophisticated grammatical constructions.

We strive towards critical literacy for our IB students. This requires their being able to critique all texts, whether written or oral, paying attention to the way in which language and its constructs is used to define truth, fact, and reality. Critical literacy is important in students’ developing intercultural awareness and international-mindedness is a part of all subject areas in our IB DP.

Professional development in linguistics is available such that our teachers may be trained in best practices for developing academic language and for supporting students whose mother tongue is not English. Professional development raises awareness of how language and thinking are interconnected.

**Acquiring an Additional Language**

**Languages B and Languages ab initio**

Beginning with the ninth grade year, students may choose to study an additional language, either Spanish or French. This decision is made collaboratively with the student, parents, and counselor. In the IB Diploma Program students must take one subject from Group Two, where we offer Language B Standard Level French or Spanish or a Language ab initio in French or Spanish. Typically those students who have taken a minimum of three courses prior to entering the IB will take the B level of the language. Those with fewer than three courses of experience will take the ab initio level. The teachers of these courses collaborate with the students and their parents in determining the level of acquisition and proficiency for their students and the appropriate course level. Both the Language B courses and the Language ab inito courses are taught over a two year period.

**Inclusion and Equity of Access for Students Whose Mother Tongue is Not English**

(Mother Tongue Development and Maintenance)

We acknowledge the importance of a student’s Mother Tongue in promoting personal identity and maintaining cultural heritage. We do not currently have in place formal support for the preservation and development of a person’s mother tongue if it is not English (other than in our Language B and ab initio courses). However, in the event that a student, whose mother tongue was not English, desired to participate in our IB DP we would collaborate with school personnel and the community to try to offer a school-supported self-taught option in Group 1. We may then offer English or another language ab inito or B as additional language learning options. At this time, no student has made this request. We offer support in our Language B and ab initio target languages through after school tutoring sessions on a drop-in basis. We provide culture-specific identity support in after school clubs such as Spanish Club, French Club, and the African-American Heritage Club. Further support for non-English proficient students is offered by the Sumter County School District as follows.

**District Policy**

Our IB DP falls under the authority of our school (Sumter High School), and our school falls under the authority of our school district (Sumter School District). Policies and guidelines designed to meet legal requirements are developed at the district level and are outside of the control of the IB DP and are included here.

Our district uses the acronym ESOL (English for Speakers of Other Languages) to refer to the program that identifies and serves the linguistic and academic needs of students who enter our schools with limited English proficiency. These students are protected by the Civil Rights Act of 1964. They are entitled to equal education regardless of their national origin, English proficiency or immigration status. Currently there are four students in our high school (with a total enrollment of more than 2300) who receive specific ESOL services.

**Identification**

A home language survey MUST be administered to ALL students as they register. Based on the information in the survey, a standardized language assessment must be administered to potential English Language Learners (ELL)/immigrant students within ten days of enrollment to determine student needs and provide alternative language services if appropriate. The district uses the Tennessee English Language Placement Assessment (TELPA) and reading/reading comprehension section of a norm-referenced test (if necessary) to identify students. Those students, who score 25% or below, are eligible for ESOL services and are placed in the ESOL program. Each spring these students will be administered the English Language Development Assessment to re-establish eligibility or determine readiness to exit, as well as to measure progress.

Initial grade placement should be with the same age classmates. Classroom teachers should modify instruction and assignments to meet the academic and language needs of ELL students. Grades should reflect these modifications.

The district acknowledges that having an ESOL student in a class can provide an interesting multicultural learning environment in which all benefit. Teachers are reminded that ESOL students can and should be referred for Gifted and Talented as well as advanced courses. Language barriers should not prevent them from participating and succeeding in higher level programs.

**Goals**

The goal of Sumter School District’s ESOL Program is to provide equal educational opportunities to students who have a primary or home language other than English and who are Limited English Proficient (LEP) or Non-English Proficient (NEP). The primary focus is to provide an English-rich environment so those students will become proficient in English as soon as possible. The district strives to create a learning environment that encourages student pride in their cultural heritage and provides the cognitive and affective support to help students become contributing members of society. This program, beginning in kindergarten and continuing through high school, will provide these students the opportunity to be successful in academic areas and to develop listening, speaking, reading and writing proficiency in order to be successfully mainstreamed into all classes.

**Grades and Grading Systems**

Content area teachers should make accommodations in instruction and assignments based on student fluency levels, and assessments should be based on these accommodations. Grades should reflect students’ participation, effort, and progress. Teachers are encouraged to confer with ESOL teachers about specific students. Decisions such as grade retention or failure in classes should be made in conference with ESOL teachers, the building principal, guidance counselor, and other professionals. Whenever possible, students should be promoted along with age-level peers.

Traditional procedures for assigning grades to students may not be appropriate for ELL students. The same methods and criteria applied to their English-speaking age and /or grade peers cannot always be used to assess students who lack English language proficiency. Teachers should be encouraged to maintain high expectations for student learning and should accommodate and adapt lessons and assignments so that ELLs can progress. Likewise, assessments should be modified so that students can demonstrate their knowledge and skills. The LEA (Local Education Agency) must describe their grading policies and procedures in local ELL plans and should provide training for appropriate personnel so that the policies and procedures are implemented consistently and fairly. The key to appropriate grading of ELLs is appropriate instructional accommodations. Even non-English proficient students can learn content while acquiring English. If content teachers are unsure how to accommodate ELLs , they should seek inservice or other training. A student may not be assigned a failing grade in a content area on the basis of lack of English language proficiency.

**English Proficiency Levels**

1—Beginning

The student demonstrates few literacy functions, performs significantly below grade level,

and/or requires extended time at the beginning and intermediate levels.

2—Lower Intermediate

The student comprehends simple material written for informative or social purposes;

understands the essential content of short, general public statements, environmental

texts and formulaic messages; reads short texts or trade/pattern books independently;

and/or guesses the meaning of unfamiliar words through the use of cognates and text

context, though may be mislead by false cognates.

3—Upper Intermediate

The student understands more complex narrative and descriptive authentic materials and

edited texts with a familiar context; uses contextual and visual cues to derive meaning

from texts that contain unfamiliar words, expressions and structures; makes informed

guesses about meaning from context; and/or reads a broader range of genres.

4—Advanced

The student comprehends the content of most texts of interest to students at his/her grade

level and, with support, the majority of grade-level academic content area texts; under-

stands most factual information in non-technical prose; interprets texts more accurately

and utilizes more sophisticated cohesive devices; and/or reads excerpts from literature for

pleasure.

5—Fully Proficient

The student understands and obtains meaning from a wide range of texts available to

native English speakers; reads at the appropriate level extended academic texts that

contain multiple perspectives; reads and comprehends complex grammar and rhetorical

features, including the meaning of varied text structures; and/or visualizes meaning as

intended by the writer.

**Communicating with Parents**

The school district provides all schools an automatic translating service, Tele-interpret, by phone. Teachers are encouraged to use this program for parent-teacher conferences. If the family does not have an interpreter or translator, it is the responsibility of the student’s school staff and/or administration to secure one. Where applicable, teachers are to use translations of routine school-parent communication, such as report cards, health forms, interim reports, field trip permission forms, free lunch eligibility forms, etc. Academic Plan conferences are required for all students who score below basic on PASS (Palmetto Assessment of State Standards). If parents are non-English speaking, they may need an interpreter.

**IB Requirements**

As articulated in the *Programme standards and practices*, the following practices require schools to demonstrate their support of language and learning in the IB.

* A.7. The school places importance on language learning, including mother tongue, host country language, and other languages.
* C1.8. Collaborative planning and reflection recognizes that all teachers are responsible for language development in students.
* C3.7. Teaching and learning addresses the diversity of student language needs, including those for students learning in a language other than mother tongue.
* C3.8. Teaching and learning demonstrates that all teachers are responsible for language development of students.

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

**Language and Inclusive Education**

In the IB DP of Sumter High School students for whom English is not their native tongue or who require learning support may expect that teachers will use teaching and learning strategies designed best to accommodate students with particular inclusive education needs.

**Language and Assessment**

Students identified as additional language learners of English in our school are encouraged to participate in our IB DP. Students, their parents, and language support teachers are responsible for informing the IB classroom teachers and coordinator of the enrollment of additional language learners in the DP. Teachers differentiate their assessments to meet the needs of all language learners.

**Language and Academic Honesty**

Teachers stress the value of language and of ownership in language production. In support of this, they 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.

**Language and Admissions**

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. Language needs will in no way hinder a student’s admission into the IB DP of Sumter High School.

**4. The Implementation, Evaluation, and Review of the Language 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 with the IB Faculty.

**Communication and Review of the Assessment Policy**

Annually, the IB Faculty and administration will receive the latest draft from the IB Coordinator for their review. They may email their questions and concerns to the coordinator for discussion at 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 who will forward them to the Language Policy Committee, comprised of 2 Teachers, 1 Parent, 1 Student, Librarian, and the ESOL Teacher. Decisions and recommendations are based on criteria related to impact, access and quality, as well as, consideration on viability and sustainability (*Language and Learning in the IB Programmes*, 2014).

**References and Resources**

*Developing Academic Literacy in IB Programmes*. Online Curriculum Centre. International Baccalaureate

Organization, 2014.

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

Baccalaureate Organization, 2015.

*Guidelines for Developing a School Language Policy*. Online Curriculum Centre. International

Baccalaureate Organization, 2008.

*Guidelines for School Self-reflection on its Language Policy*. Online Curriculum Centre. International

Baccalaureate Organization, 2012.

*Language and Learning in IB Programmes*. Online Curriculum Centre International Baccalaureate

Organization, 2014.

*Learning in a Language Other than Mother Tongue in IB Programmes*. Online Curriculum Centre.

International Baccalaureate Organization, 2008.

*Programme Standards and Practices*. Online Curriculum Centre. International Baccalaureate

Organization, 2014.

**Glossary of IB Lingo**

**Academic Honesty Policy** – An Academic Honesty Policy spells out the beliefs a school has regarding academic integrity for student work regardless of the task (homework, tests, etc.) and the procedures the school has in place to teach students when and how to credit sources in their work. The policy further defines consequences of misconduct.

**ATL** – Approaches to Teaching and Learning (**Approaches to Learning**) is the pedagogical umbrella under which the IB designates a set of skills for students that are essential to college and career readiness (thinking, communication, social, self-management, and research) and a set of best practices (inquiry, conceptual understanding, global context, collaboration, differentiation, and assessment) through which IB teachers help student to develop and fine tune their skills.

**CAS** – CAS is Creativity, Activity, and Service. Often thought of as the “community service” aspect of the International Baccalaureate Diploma Program, the goal is for students to grow in several specified areas called learning outcomes (for example, as part of their CAS experience, students should “consider the ethical implications of their actions”).

**CP** – Career Certificate Program (high school grades 11—12 with career certification component)

**DP** – Diploma Program (high school grades 11—12)

**Diploma Candidates** and **Course Candidates** – The Diploma Program offers the opportunity for students to earn an actual diploma from the International Baccalaureate Organization. So, in addition to earning a South Carolina high school diploma, our students can earn this second credential. Students who choose to try to earn this credential are called “Diploma Candidates.” We typically refer to them as “Full Diploma” or “full.” They must take Theory of Knowledge, Extended Essay, and CAS in addition to their other IB courses. Students may choose to be “Course Candidates” which means they receive a list of the IB courses they took and the IB grades they earned in them. We typically refer to them as “Partial.”

**EA** – External Assessment is the assessment component(s) that are graded by IB only and include the written assignment for English and foreign language; the essay for TOK; and the Extended Essay. There are also exams (papers) that fall into this category.

**EE** – Extended Essay (EE) is a mandatory part of the coursework for Diploma Candidates. For this component, students choose a subject area and topic of interest to them, research that topic and write a persuasive/argumentative essay of no more than 4,000 words over a two-year timespan. Students choose a supervisor who works with the student to refine the topic, assist with locating sources, and serve as an authority to authenticate the work of the student as their own.

**Examiner –** An expert in the IB coursework who grades work for the IB.

**Group 4 projects** – Students of IB Chemistry HL and IB Biology HL work collaboratively to design an experiment which explores a topic of global significance, carry out the experiment, collect data, analyze the data, and present it in an informative format. This component is part of the Internal Assessment for these science courses.

**HL** – Higher Level courses must be taught for at least a total of 240 hours over a two-year, continuous period. For these courses, universities tend to be more apt to award college credit (generously, in some cases). For us, English, History, Biology, and Chemistry are our HL course offerings. These courses are “morning courses” and constitute the classes for the “IB Morning.”

**IA** – Internal Assessment is the assessment component(s) that the teacher grades and the IB moderates.

**IB** – International Baccalaureate (The umbrella under which the Diploma Program falls) is an international education system which provides four programs for school implementation.

**IBO** – International Baccalaureate Organization is the governing agency for the fidelity of implementation of the various IB programs.

**IB Score --** The IB Diploma Program uses a scale from 7(excellent) to 1(minimal) point, with a score of 4 as worthy of recognition by most colleges and universities. The minimum number of points a Diploma Candidate must earn in total (all IB courses combined) is 24 points.

**IOC** – The Individual Oral Commentary is a component of the Internal Assessment for the English course we offer at Sumter High (English A: Literature HL). For this assessment, students are given a poem to analyze orally, and their analysis is recorded. They are also prompted in a discussion of a second text from Year 2 of the English course of study. This discussion is recorded, as well.

**IOP** – The Individual Oral Presentation is a component of the Internal Assessment for the English course we offer at Sumter High (English A: Literature HL). For this assessment, students present cultural and textual information relevant to a text studied in the First Year of the IB DP.

**Learner Profile** – The Leaner Profile is a list of attributes which the IB and our value (for example, principled, caring, and reflective). We believe these attributes exist in everyone to one degree or another and that they can be further developed through the experiences of the IB DP.

**Marks –** A mark is a grade or score out of a range. For example, an internal assessment may be worth 24 marks, and the teacher may “grade” or award the student 20 out of 24 marks. The same is true for examination papers.

**Markscheme** – A Markscheme is produced by the IB to show how marks out of a range convert to points towards the IB Diploma. From the example above, the “20” awarded by the teacher could be worth 6 or 7 points, depending on the course and the moderation of the component.

**Moderation** – IB examiners check behind IB teachers for appropriate application of assessment criteria. A sample of student work could be “moderated” and could possibly result in scores being increased or decreased for that component.

**MYP** – Middle Years Program (middle school grades 6—10)

**Paper (Paper One, Paper Two, etc.)** – A paper is part of the exam for a course. For example, students take (write) three papers for History of Americas HL.

**PYP** – Primary Years Program (primary and elementary grades)

**SL** – Standard Level courses must be taught for at least a total of 150 hours over a two-year, continuous period. For these courses, universities may be less likely to award college credit (or be less generous). For us, Math Studies, French ab initio, Spanish ab initio, Music, Psychology, Theatre, and Visual Arts are our SL course offerings. These courses are “afternoon courses” and constitute the classes for the “IB Afternoon.”

**TOK** – Theory of Knowledge is one of the mandatory parts of earning the full Diploma. Students gain understanding how knowledge is constructed and understanding of how and why knowledge changes. Students learn to identify, and understand, personal and social biases. They develop critical thinking skills which will someday help them to develop solutions to many of personal and global problems.

**Written Assignment** – The written assignment is an assessment that is a task that students write with minimal assistance from their teachers. For our school, the courses which require students to complete written assignments are English (Literature HL), French (ab initio SL), and Spanish (ab initio SL).