**Sumter High School’s**

**International Baccalaureate Diploma Program Handbook for Students and Parents**

**11th and 12th Grade Guide**

**for the 2023-2024 School Year**



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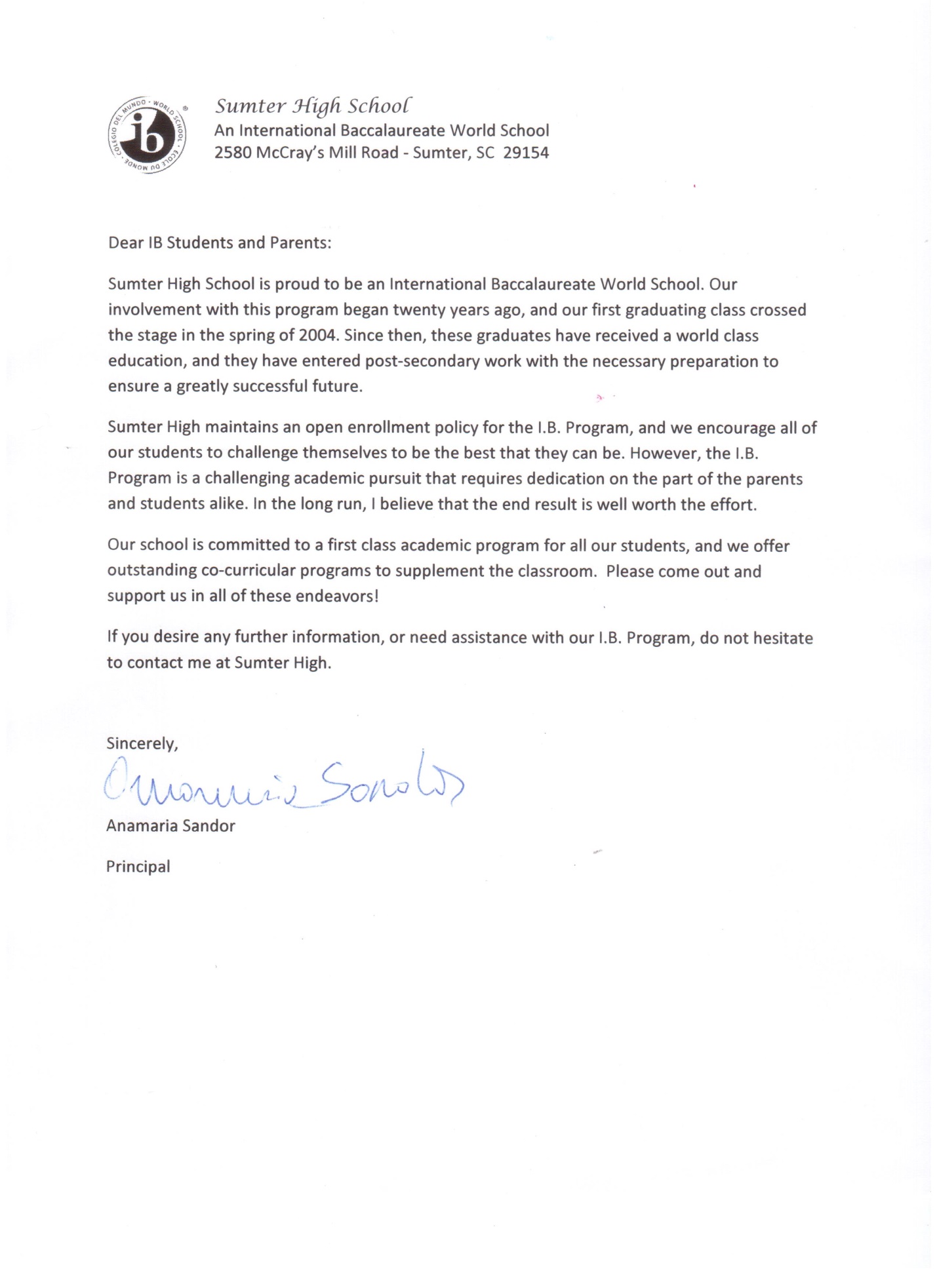
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**IBO Mission Statement**

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.  
  
Sumter High School is committed to the International Baccalaureate Program.



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This handbook contains information for IB students and their parents. In addition to reading this handbook, students and their parents are encouraged to also familiarize themselves with the information and resources available on the school’s IB website at shsib.weebly.com.

The IB Diploma Program is a challenging two-year curriculum, primarily aimed at students aged 16 to 19. It leads to a qualification that is widely recognized by the world’s leading universities. Students learn more than a body of knowledge. The Diploma Program prepares students for university and encourages them to:

• ask challenging questions

• learn how to learn

• develop a strong sense of their own identity and culture

• develop the ability to communicate with and understand people from other countries and cultures.

The curriculum contains six subject groups together with a core made up of three separate parts. This is illustrated by the diagram below with the three parts of the core near its centre.



Candidates for the diploma study six subjects selected from the subject groups. Normally three subjects are studied at higher level (courses representing 240 teaching hours), and the remaining three subjects are studied at standard level (courses representing 150 teaching hours). All three parts of the core—extended essay, theory of knowledge and creativity, action, service—are compulsory for Diploma Candidates and are central to the philosophy of the Diploma Program.

• The **extended essay** has a prescribed limit of 4,000 words. It offers the opportunity to investigate a topic of individual interest, and acquaints students with the independent research and writing skills expected at university. The essay should represent 50 hours of work by the student.

• The interdisciplinary **theory of knowledge** (TOK) course is designed to provide coherence by exploring the nature of knowledge across disciplines, encouraging an appreciation of other cultural perspectives and meets for a minimum of 100 hours over two years.

• Participation in the school’s **creativity, activity, service** (CAS) program encourages candidates to be involved in artistic pursuits, sports, and community service work. The program fosters students’ awareness and appreciation of life outside the academic arena.

At the end of the two-year program, candidates are assessed both internally and externally in ways that measure individual performance against stated objectives for each subject. In nearly all subjects at least some of the assessment is carried out internally by teachers, who mark individual pieces of work produced as part of a course of study. Examples include oral exercises in language subjects, projects, student portfolios, class presentations, practical laboratory work, mathematical investigations and artistic performances.

Some assessment tasks are conducted and overseen by teachers without the restrictions of examination conditions, but are then marked externally by examiners. Examples include a world literature assignment for language A1, written tasks for language A2, the essay for theory of knowledge and the extended essay.

Because of the greater degree of objectivity and reliability provided by the standard examination environment, externally marked examinations form the larger share of the assessment for most subjects. The grading system is criterion-related (results are determined by performance against set standards, and not in relation to the performance of other students); validity, reliability and fairness are the watchwords of the Diploma Program’s assessment strategy.

In addition to completing the assessment requirements of six subjects, in order to be eligible for the award of the diploma a candidate must also meet the following requirements.

\*follow a **theory of knowledge** (TOK) course. The IB recommends at least 100 teaching hours over the two-year period of study, and the course must meet the theory of knowledge assessment requirements that include giving a presentation and submitting an essay on one of the ten prescribed titles for the examination session.

\*complete and submit an **extended essay**, which is a substantial piece of independent research of up to 4,000 words. Work on the extended essay is expected to occupy approximately 50 hours. The work for an extended essay must be done under the direct supervision of an appropriate teacher at the IB World School that is registering the candidate for the examination session.

\*engage in a program of extra-curricular activities known as **creativity, activity, service**. Schools entering candidates for the diploma undertake to ensure that three to four hours each week are available to all candidates for CAS activities. In essence representing around 150 hours during the two years of the Diploma Program is required.

**The IB Learner Profile**

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

**Inquirers** We nurture our curiosity, developing skills for inquiry and research. We know how to

learn independently and with others. We learn with enthusiasm and sustain our love of

learning throughout our lives.

**Knowledgeable** We develop and use conceptual understanding, exploring knowledge across a

range of disciplines. We engage with issues and ideas that have local and global

significance.

**Thinkers** We use critical and creative thinking skills to analyze and take responsible action on

complex problems. We exercise initiative in making reasoned, ethical decisions.

**Communicators** We express ourselves confidently and creatively in more than one language

and in many ways. We collaborate effectively, listening carefully to the perspectives of

other individuals and groups.

**Principled** We act with integrity and honesty, with a strong sense of fairness and justice, and

with respect for the dignity and rights of people everywhere. We take responsibility for

our actions and their consequences.

**Open-minded** We critically appreciate our own cultures and personal histories, as well as the

values and traditions of others. We seek and evaluate a range of points of view, and we

are willing to grow from the experience.

**Caring** We show empathy, compassion and respect. We have a commitment to service, and we

act to make a positive difference in the lives of others and in the world around us.

**Risk-takers** We approach uncertainty with forethought and determination; we work

independently and cooperatively to explore new ideas and innovative strategies. We are

resourceful and resilient in the face of challenges and change.

**Balanced** We understand the importance of balancing different aspects of our lives—intellectual,

physical, and emotional—to achieve well-being for ourselves and others. We recognize

our interdependence with other people and with the world in which we live.

**Reflective** We thoughtfully consider the world and our own ideas and experience. We work to

understand our strengths and weaknesses in order to support our learning and personal

development.

The IB public website at **http://www.ibo.org** provides detailed information about the IB and its three programs and is of interest to IB World Schools, candidates, parents, educational authorities and others interested in the IB and its work. Features on the website include:

• customized home pages containing information and links for coordinators, educators, candidates, parents, journalists and our other main stakeholder groups

• an online store where publications, merchandise and gift items can be purchased

• a “Find an IB World School” function, to enable quick and easy searching for IB World Schools

• IB HeadNet, a password-protected section containing information for heads of schools

• a workshops and conferences calendar, showing details of professional development workshops and other events around the world

• a schools’ jobs service advertising available teaching posts worldwide

• regional sections maintained by the three IB regional offices.

Universities around the world welcome the unique characteristics of the IB Diploma Program and recognize the way in which the program helps to prepare students for university-level education. IB students routinely gain admission to some of the best-known universities in the world. Most of these institutions have established recognition policies for the IB diploma. Please be advised that the recognition of an IB diploma, certificate, or courses by a specific university cannot be guaranteed.

The IB maintains information about university recognition on its public website. Please visit <https://www.ibo.org/university-admission/>

**RESULTS**

A service by which candidates can obtain examination results through the internet is available to all schools. Coordinators can obtain a unique alphanumeric user name and personal identification number (PIN) for each candidate from IBIS. At the discretion of coordinators, the PINs may then be issued to candidates, enabling them to access their results over the internet. For security reasons it is not possible to reissue personal identification numbers.

The results are available at http://candidates.ibo.org from 1200 hours GMT on **6 July**. This is one day later than the issue of results to schools, which gives coordinators advance notice of the results in order to prepare for counseling their candidates.

To access his or her results, a candidate must enter their alphanumeric personal code and their PIN. The personal code (for example, cbh768) is case sensitive but the PIN (for example, TH34MPC4) is not case sensitive. If a candidate enters the wrong personal code and/or PIN, his or her attempts to access the site will be blocked after **five** attempts.

The candidate results service has been developed for candidate use only. Under no circumstances should candidates reveal their PIN to universities or admission centers.

**THE DIPLOMA PROGRAM CORE**

The three elements of the core, theory of knowledge (TOK), creativity, activity, service (CAS) and the extended essay, are an integral part of the Diploma Programme (DP) experience. The academic disciplines, while separate to the core, are nonetheless linked to it. The core relies on the disciplines to provide enrichment, and individual subjects should be nourished by the core. Teachers in each of the three elements of the core need to think about, and plan carefully, how TOK, CAS and the extended essay can feed into a deeper understanding of the subject matter studied by DP students. This might include, for example:

• transferring the critical-thinking process developed in TOK to the study of academic disciplines

• developing service learning opportunities in CAS that will build on a student’s existing subject knowledge and contribute to the construction of new and deeper knowledge in that subject area

• exploring a topic or issue of interest that has global significance in an extended essay through one or more disciplinary lenses.

Theory of knowledge

DP subject guides help teachers to identify meaningful links between specific disciplines and elements of the core, and teachers should provide opportunities to allow for these links to be explored. TOK is a course that is fundamentally about critical thinking and inquiry into the process of knowing rather than about learning a specific body of knowledge. The TOK course examines the nature of knowledge and how we know what we claim to know. It does this by encouraging students to analyse knowledge claims and explore questions about the construction of knowledge. The task of TOK is to emphasize connections between areas of shared knowledge and link them to personal knowledge in such a way that an individual becomes more aware of his or her own perspectives and how they might differ from others.

Creativity, activity, service

The emphasis in CAS is on helping students to develop their own identities, in accordance with the ethical principles embodied in the IB mission statement and the IB learner profile. CAS complements a challenging academic programme in a holistic way, providing opportunities for self-determination, collaboration, accomplishment and enjoyment. It involves students in a range of activities alongside their academic studies throughout the DP. The three strands of CAS are creativity (exploring and extending ideas leading to an original or interpretive product or performance), activity (physical exertion contributing to a healthy lifestyle) and service (collaborative and reciprocal engagement with the community in response to an authentic need). CAS contributes to the IB’s mission to create a better and more peaceful world through intercultural understanding and respect.

Extended essay

The extended essay offers the opportunity for DP students to investigate a topic of special interest, in the form of a 4,000-word piece of independent research. The area of research undertaken is chosen from one of the DP subjects—or in the case of the interdisciplinary world studies extended essay, two subjects—and acquaints them with the independent research and writing skills expected at university. This leads to a major piece of formally presented, structured writing, in which ideas and findings are communicated in a reasoned and coherent manner, appropriate to the subject or subjects chosen. It is intended to promote high-level research and writing skills, intellectual discovery and creativity. As an authentic learning experience it provides students with an opportunity to engage in personal research on a topic of choice, under the guidance of a supervisor.

**COMMAND TERMS**

Students should be familiar with the following key terms and phrases used in examination questions, which are to be understood as described below. Although these terms will be used frequently in examination questions, other terms may be used to direct students to present an argument in a specific way. The following list is not exhaustive of all command terms.

**Analyse** Break down in order to bring out the essential elements or structure.

**Annotate** Add brief notes to a diagram or graph.

**Apply** Use an idea, equation, principle, theory or law in relation to a given problem or issue.

**Calculate** Obtain a numerical answer showing the relevant stages in the working.

**Classify** Arrange or order by class or category.

**Comment** Give a judgment based on a given statement or result of a calculation.

**Compare** Give an account of the similarities between two (or more) items or situations, referring to both (all) of them throughout.

**Compare and contrast** Give an account of similarities and differences between two (or more) items or situations, referring to both (all) of them throughout.

**Construct** Display information in a diagrammatic or logical form.

**Contrast** Give an account of the differences between two (or more) items or situations, referring to both (all) of them throughout.

**Deduce** Reach a conclusion from the information given.

**Define** Give the precise meaning of a word, phrase, concept or physical quantity.

**Demonstrate** Make clear by reasoning or evidence, illustrating with examples or practical application.

**Derive** Manipulate a mathematical relationship to give a new equation or relationship.

**Describe** Give a detailed account.

**Design** Produce a plan, simulation or model.

**Determine** Obtain the only possible answer.

**Differentiate** Obtain the derivative of a function.

**Discuss** Offer a considered and balanced review that includes a range of arguments, factors or hypotheses. Opinions or conclusions should be presented clearly and supported by appropriate evidence.

**Distinguish** Make clear the differences between two or more concepts or items.

**Draw** Represent by means of a labeled, accurate diagram or graph, using a pencil. A ruler (straight edge) should be used for straight lines. Diagrams should be drawn to scale. Graphs should have points correctly plotted (if appropriate) and joined in a straight line or smooth curve.

**Estimate** Obtain an approximate value.

**Evaluate** Make an appraisal by weighing up the strengths and limitations.

**Examine** Consider an argument or concept in a way that uncovers the assumptions and interrelationships of the issue.

**Explain** Give a detailed account including reasons or causes.

**Explore** Undertake a systematic process of discovery.

**Find** Obtain an answer showing relevant stages in the working.

**Formulate** Express precisely and systematically the relevant concept(s) or argument(s).

**Hence** Use the preceding work to obtain the required result.

**Hence or otherwise** It is suggested that the preceding work is used, but other methods could also receive credit.

**Identify** Provide an answer from a number of possibilities.

**Integrate** Obtain the integral of a function.

**Interpret**  Use knowledge and understanding to recognize trends and draw conclusions from given information.

**Investigate** Observe, study, or make a detailed and systematic examination, in order to establish facts and reach new conclusions.

**Justify** Give valid reasons or evidence to support an answer or conclusion.

**Label** Add labels to a diagram.

**List** Give a sequence of brief answers with no explanation.

**Measure** Obtain a value for a quantity.

**Outline** Give a brief account or summary.

**Plot** Mark the position of points on a diagram.

**Predict** Give an expected result.

**Present** Offer for display, observation, examination or consideration.

**Prove** Use a sequence of logical steps to obtain the required result in a formal way.

**Show** Give the steps in a calculation or derivation.

**Show that** Obtain the required result (possibly using information given) without the formality of proof. “Show that” questions do not generally require the use of a calculator.

**Sketch** Represent by means of a diagram or graph (labeled as appropriate). The sketch should give a general idea of the required shape or relationship, and should include relevant features.

**Solve** Obtain the answer(s) using algebraic and/or numerical and/or graphical methods.

**State** Give a specific name, value or other brief answer without explanation or calculation.

**Suggest** Propose a solution, hypothesis or other possible answer.

**To what extent** Consider the merits or otherwise of an argument or concept. Opinions and conclusions should be presented clearly and supported with appropriate evidence and sound argument.

**Trace** Follow and record the action of an algorithm.

**Verify** Provide evidence that validates the result.

**Write down** Obtain the answer(s), usually by extracting information. Little or no calculation is required. Working does not need to be shown.

General regulations: Diploma Programme

(from *Diploma Programme Assessment procedures 2023)*

Article 1: Scope

1.1 The International Baccalaureate Organization (hereinafter, together with its affiliated entities, the “IB”) is a foundation that has developed and offers four programmes of international education: the Primary Years Programme (hereinafter “PYP”), the Middle Years Programme (hereinafter “MYP”), the Diploma Programme (hereinafter “DP”) and the Career-related Programme (hereinafter “CP”). It authorizes schools (known as IB World Schools and hereinafter “schools”) to offer one or more of these programmes to their students (hereinafter “candidates”).

1.2 This document describes the regulations that apply to those schools that have been authorized as IB World Schools to offer the DP, and is intended for schools, candidates and their legal guardians. When used herein the term “legal guardians” encompasses parents and individuals with legal guardianship of any candidate enrolled in the DP. If a candidate is of legal age, the school’s duties towards legal guardians specified herein also apply towards the candidate.

1.3 The IB has developed the DP as a pre-college/pre-university programme aimed at candidates in the 16– 19 age range. It is implemented in the last two years of secondary education. The DP is designed to lead to “the Diploma of the International Baccalaureate” (hereinafter “*IB Diploma*”) or “Diploma Programme Course Results” (hereinafter “*DP Course Results*”) for subjects/elements forming part of the DP.

1.4 These regulations are intended as guidance for schools about their roles and responsibilities, and as information for candidates and legal guardians about the IB and the DP.

Article 2: Role and responsibilities of schools

2.1 In addition to articles in these “General regulations: Diploma Programme” (hereinafter “general regulations”) schools must comply with the *Rules for IB World Schools*, available in a separate document, as well as with the administrative requirements detailed elsewhere in this *Diploma Programme Assessment procedures*, which contains detailed information on assessment procedures for DP coordinators and teachers and is made available to schools by the IB.

2.2 Schools are responsible for informing candidates and legal guardians about the general characteristics of the DP and how the school implements it. Additionally, schools must inform candidates and legal guardians of the assessment services offered by the IB and any restrictions or prohibitions that apply to the DP.

2.3 To qualify for the award of the *IB Diploma*, a candidate must follow the course of study and undertake assessment for the DP at a school authorized to offer the DP or via an IB-approved online course provider. In addition to subject requirements, the IB Diploma has three further requirements (collectively known as the “core”): an extended essay (hereinafter “EE”) and theory of knowledge (hereinafter “TOK”), which are both assessed, as well as creativity, activity, service (hereinafter “CAS”), a programme of activities that must be successfully completed.

2.4 A candidate will be awarded *DP Course Results* if they follow the course of study and assessment for the selected subject(s) and/or one or more core elements. Subjects of the DP normally include both internal and external assessment.

2.5 Schools are responsible for the secure storage of IB examination stationery and examination papers for a forthcoming examination session and for the conduct of the examinations according to the procedures described in *Secure storage of confidential IB examinations material booklet 2023.* The school must immediately notify the IB via IB Answers of any breach in the procedure for the secure storage of such material. The school must provide the IB with statements and other relevant information concerning the breach, and reasonably cooperate with the IB in investigating and addressing such a breach.

2.6 The IB may request, gather and use candidate work and information for the following non-commercial reasons: educational research, training and support for IBEN, investigations into possible academic misconduct or maladministration, quality controls of IB processes and decision-making, and to allow it to perform its core educational duties. Therefore, schools are responsible for the secure storage of all work submitted by their candidates (externally and internally assessed) up to the close of the examination session concerned.

2.7 Schools are expected to uphold the principle of academic integrity and not to engage in any form of maladministration. The publication *Academic integrity policy* provides examples of forms of maladministration and subsequent possible consequences for schools.

Article 3: Candidates and their legal guardian(s)

3.1 Except where provided otherwise in these general regulations or the *Diploma Programme Assessment procedures*, candidates and their legal guardian(s) must use the school’s DP coordinator as the intermediary for any communication with the IB. If either a candidate or their legal guardian(s) has a question about the general characteristics of the DP, its administration or how the school implements it, they must raise the matter with the school’s DP coordinator.

3.2 Candidates, whether studying for the *IB Diploma* or *DP Course Results*, must complete all requirements within the two-year period of the programme or within an extended period of study if a candidate retakes one or more subjects.

3.3 Candidates are required to act in a responsible and ethical manner throughout their participation in the DP, as determined by the IB at its sole discretion, which includes not engaging in academic misconduct (as defined in article 16) and must be in good standing at the school at the time of the examinations.

3.4 The IB is entitled to refuse to mark or moderate assessment submissions if a candidate has acted in an irresponsible or unethical manner in connection with that part of the assessment, or if a candidate submits inappropriate material that is unrelated to the content of the assessment. In such cases the Final Award Committee (defined in article 13) is entitled to take action.

Article 4: Equal opportunities statement

4.1 It is the practice of the IB to make its programmes available to all students from IB World Schools. No student will be excluded by the IB on the grounds of race, nationality or national origin, ethnicity, culture, gender, age, sexual orientation, religious affiliation, political beliefs, disability or any other personal characteristic, as prohibited by law. Schools must implement their duties under these rules in a manner that enables this practice to be upheld.

4.2 It is the practice of the IB to make its assessments available to all candidates from IB World Schools who have fulfilled the school’s and the IB’s academic requirements and paid the required fees to register for an IB examination session. No candidate will be excluded by the IB on the grounds of race, nationality or national origin, ethnicity, culture, gender, age, sexual orientation, religious affiliation, political beliefs, disability or any other personal characteristic, as prohibited by law. Schools must implement their duties under these rules in a manner that enables this practice to be upheld. The IB will make all reasonable efforts and/or accommodations, or as may otherwise be required by law, to enable candidates to participate in its assessments.

Article 5: Recognition of the *IB Diploma*

The IB actively promotes wide recognition and acceptance of the *IB Diploma* as a basis for the exit from secondary/high school education and/or entry to courses at universities and other institutions of further or higher education. However, the requirements of individual institutions and the relevant authorities of a country are beyond the control of the IB and are subject to change. The IB, therefore, does not guarantee recognition of the *IB Diploma* or *DP Course Results*, and does not accept responsibility for the consequences of any change in recognition practice by a university or other institution or relevant authorities in a country. Consequently, candidates and legal guardians bear the sole responsibility for verifying the entry requirements of the universities and other institutions of further or higher education to which they are interested in applying.

Article 6: Property and copyright in materials produced by candidates

6.1 Candidates produce materials in a variety of forms that are submitted to the IB as part of the assessment requirements. These assessment materials (hereinafter “materials”) include all forms of written work, audio and visual materials, computer programs and data and, in certain cases, may contain images or voices of the candidates.

6.2 Candidates retain copyright in all materials submitted for assessment purposes, but by submitting those materials, subject to article 6.4, candidates and their legal guardians thereby grant the IB a non-exclusive, charge-free, worldwide licence, for the duration of the applicable jurisdiction’s copyright protection, to reproduce submitted materials, to use the image and voice of the candidate where they appear on audio or video materials and to reproduce any musical performances in any medium for assessment, educational, training, commercial and/or promotional purposes relating to the IB’s activities, or to related activities of which it approves. Such licences become effective from the date of submission to the IB.

6.3 Where the IB uses these materials for purposes other than assessment, it may modify, translate or otherwise change them to meet particular needs and will, in most cases, anonymize them before publication in print or in electronic form. If the purpose of the publication is to focus on work of a particularly high standard, then the candidate and school may be identified. In such cases, the IB will inform the school beforehand and the school will inform the candidate.

6.4 Under exceptional circumstances, a candidate and/or a candidate’s legal guardian may withdraw the aspects of the licence relating to use of a candidate’s work outside an assessment context, as referred to in article 6.2, for a specific piece of work. In such cases, the IB must be notified in accordance with the procedure described in the *Diploma Programme Assessment procedures*. The candidate must submit a written notification to the school’s DP coordinator, who has the duty to inform the IB by the due date set forth in the *Diploma Programme Assessment procedures*. In these cases, the IB will use the material only for assessment purposes, as defined in article 6.5.

6.5 Under the licence granted upon submission for assessment purposes, the IB can electronically scan, store or reproduce submitted materials in any medium in order to allow the materials to be communicated to examiners, moderators and any other persons involved in the assessment process or any subsequent appeals (including third-party vendors and/or services providers). The materials may also be used in the training of examiners. Materials for which a candidate has withdrawn the aspects of the licence relating to use of candidate work outside an assessment context will not be placed in any IB publications or used for any commercial or promotional purposes.

6.6 Materials submitted for assessment, or reproductions of them, are either internally assessed by teachers in the schools (whose marks are moderated) or externally assessed by IB examiners. Wherever the materials or reproductions are held during their assessment, for example, by the school or a third party, they are always held on behalf of the IB and in a manner that is compliant with applicable privacy regulations.

6.7 All materials submitted to the IB for assessment, and reproductions of such materials, become the property of the IB. Once the materials have been assessed, the IB is entitled to retain the materials for record-keeping purposes or to eventually destroy them according to its needs and legal obligations.

6.8 Candidates are entitled to request the return of a copy of their externally assessed work, provided such application is made for a May session by 15 September in the same year and for a November session by 15 March of the following year. In all cases, to be valid, the application must be submitted to the IB by the school’s DP coordinator according to the procedures stated in the *Diploma Programme Assessment procedures*.

Article 7: Use of candidate data

Candidate data, including data relating to assessment, may be used:

a. to register candidates in the DP and administer the DP and its requirements for the candidate and school, including sensitive personal data if making determinations about assessment accommodations

b. to provide DP support and services for the candidate and school, including website services and online forums, assessment services and accommodations, delivery of courses online to the candidate and assisting candidates and their school with providing information to institutions of higher education (such as universities and colleges or governmental authorities related to admission to institutions of higher education)

c. for use in research and statistical analysis related to the IB’s mission, including research on assessments and results, and the effectiveness of the DP

d. for advertising and promotional purposes for the IB (such as student and/or alumni networks and social media platforms)

e. for educational, training, commercial and other compatible purposes

f. to engage in, and process, transactions with the candidate or school

g. to fulfil statutory, regulatory, reporting and/or legal obligations.

Article 8: Content and requirements of the *IB Diploma*

Candidates for the *IB Diploma* must satisfy assessment requirements in six subjects and the core. All higher level (hereinafter “HL”) subjects, the core and at least one standard level (hereinafter “SL”) subject must be taught over the two years of the programme. Should circumstances demand it, up to two SL subjects may be taught during the first year and assessed at the end of that first year as anticipated subjects. It is also permissible, should circumstances require it, to teach one SL subject during the first year and one SL subject during the second year, with assessment requirements met at the end of each corresponding year. Language ab initio and pilot subjects must always be taught throughout the two years of the programme.

Article 9: Response language

9.1 For subjects in the studies in language and literature, and language acquisition groups, candidates must complete their examinations and other forms of assessment in the target language. For subjects in the remaining four groups (individuals and societies, sciences, mathematics, the arts), and TOK, candidates must use English, French or Spanish as their response language. Candidates are not permitted to write in their first or best language and then translate their work, be that using digital translation tools or the services of translators, before submission to the IB for assessment. Other response languages (including Chinese, German and Japanese) are also available for certain subjects, as stated in the *Diploma Programme Assessment procedures*. An EE in subjects in the studies in language and literature, and language acquisition groups must be written in the language of the subject chosen. For subjects in the remaining four groups (individuals and societies, sciences, mathematics, the arts), an EE must be presented in English, French or Spanish. Other available response languages for an EE, and exceptions to the above, are specified in the *Diploma Programme Assessment procedures*.

9.2 Candidates may be permitted to write their examinations and other forms of assessment in languages other than English, French or Spanish for certain IB projects in the individuals and societies, and sciences groups, TOK, and the EE. The IB reserves the right to make such languages for such projects mainstream from time to time and therefore available to all candidates as response languages upon notice by the IB.

9.3 The same response language must be used for all components of a subject. However, if a subject is being retaken and the desired response language is not available in the target session for the subject concerned, internal assessment (hereinafter “IA”) can be carried over from a previous session resulting in more than one response language for the same subject.

Article 10: Candidate registration

10.1 Candidate registration is an application by a candidate to take DP assessments. The registration process is conducted using the IB information system (IBIS), a secure web-based service used by DP coordinators. Registration must be undertaken by the school’s DP coordinator. No other method is available to register candidates. Candidates cannot register themselves for an examination session or make amendments to an existing registration. This cannot be done on their behalf by their legal guardian(s) either.

10.2 A candidate for the *IB Diploma* or *DP Course Results* must be registered by a school for each intended examination session, and must take the requisite courses and assessments at that school. The school must complete the registration requirements on behalf of the candidate and pay the related fees by the relevant deadlines. It is the sole responsibility of the school to ensure that candidates are registered correctly for an examination session.

10.3 A school may accept an external candidate from another IB World School authorized to offer the DP if the school the candidate normally attends does not offer a particular IB subject. However, all academic and administrative responsibility for that candidate will remain with the school that has registered, or will register, that candidate for a DP examination session. The candidate must not be registered by both schools, unless advised to do so by the IB. Similarly, in the case of a retake candidate, the school at which they are registered must accept all academic and administrative responsibility for that candidate, and responsibility cannot be delegated elsewhere. Candidates taking online courses with an IB-approved online provider are subject to the conditions specified in the current version of the *Diploma Programme Assessment procedures*.

10.4 If a DP candidate retakes a subject to improve their results, the highest grade for the subject/core requirement will contribute to the award of the *IB Diploma*. Similarly, if an anticipated candidate retakes a subject in their IB diploma session, the highest grade will normally contribute to the award of the *IB Diploma*.

Article 11: Form of the results

Successful IB diploma candidates will receive an *IB Diploma* and a document titled *Diploma Programme Results* listing the total IB diploma points score, the subject grades, confirmation of the completion of all CAS requirements and any points awarded and individual grades for the combination of TOK and the EE. An IB diploma candidate will receive a bilingual version of the *IB Diploma* if they meet the requirements as given in the *Diploma Programme Assessment procedures*.

An IB diploma candidate who fails to satisfy the requirements for the award of an *IB Diploma* will receive *DP Course Results* indicating the grades obtained in individual subjects, together with results in TOK and the EE, and confirmation of the completion of all CAS requirements, as appropriate.

DP course candidates receive *DP Course Results* indicating the results obtained in individual subjects and the core requirements, as appropriate.

Article 12: Enquiry upon results

12.1 A candidate’s assessment material may be re-marked, returned to the school (in electronic format or as a photocopy) and/or subject to remoderation (for IA) as part of the enquiry upon results service, the details and fees for which are specified in the *Diploma Programme Assessment procedures\**. The categories and conditions of this service are subject to change and, therefore, are in accordance with the details given in the *Diploma Programme Assessment procedures* for the examination session concerned. All enquiries upon results must be submitted by the school on behalf of the candidate.

12.2 Re-marking a candidate’s assessment material may lead to a higher or a lower grade for the subject. Therefore, before submitting a request for an enquiry upon results service that may result in a change of grade, the school must obtain the written consent of the candidate or their legal guardian(s) ensuring that the candidate and/or the legal guardian(s) are aware that the grade may go up or down.

12.3 If the school’s DP coordinator believes the process leading to the grade upon re-marking or

remoderation did not respect the procedures defined in these general regulations and/or the *Diploma Programme Assessment procedures*, the DP coordinator may request, on behalf of the candidate, a report on the re-mark. Before requesting a report the school must obtain the consent of the candidate(s) or their legal guardian(s).

12.4 Beyond the enquiry upon results service, the DP coordinator may not request a subsequent re-marking of assessment material or a further moderation of marks for IA. However, the candidate is entitled to submit an appeal under the conditions defined in article 17.

(\*The student and the student’s legal guardian(s) are responsible for any fees associated with any enquiry submitted by the school on behalf of the student. The fee will be paid in advance of the enquiry being submitted.)

Article 13: IB DP/CP Final Award Committee

13.1 The IB DP/CP Final Award Committee is the body that formally awards the *IB Diploma*, *IB CP Certificate*, *DP Course Results* and *CP Course Results* on the basis of the grades determined by grade award procedures. The award is made by the committee on behalf of the IB Board of Governors.

13.2 The Final Award Committee consists of representatives of the IB Board of Governors, of the Examining Board and senior IB assessment staff, and is chaired by the chair of the Examining Board. The IB Board of Governors established the Examining Board, which comprises senior IB examiners, with the principal aim of safeguarding and enhancing the academic standards of the DP/CP.

13.3 The Final Award Committee may delegate decisions on cases of alleged academic misconduct to a sub-committee, but the Final Award Committee is the body that has authority to make the final decision in all special cases with respect to the award of the *IB Diploma*, *IB CP Certificate*, *DP Course Results* and *CP Course Results.*

Article 14: Candidates with access requirements

Inclusion is defined as an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers. Access arrangements do not change what the student is expected to learn and do not lower expectations, but instead provide the optimal support to address challenges and to enable the student to work around them. At a fundamental level, they address equal access and fairness to learning and teaching and, in addition, validity and meaningfulness to assessment. A candidate with access requirements is one who requires access arrangements in teaching, learning and assessment.

The IB approach to access and inclusion is articulated in the *Access and inclusion policy* with details on the access arrangements that are available for IB assessments if they are used as part of teaching and learning. The procedure to request authorization from the IB for access arrangements for IB assessments is set out in section “C6”.

Article 15: Candidates affected by adverse circumstances

Adverse circumstances are situations that have their onset or occurrence during the examinations or up to three months before the examinations in May/November, which are beyond the control of a candidate and/or the school, which affect candidates and have a bearing on their performance in IB assessments. They may impact an individual candidate, or multiple candidates where the same circumstance may affect a group of candidates or the entire cohort.

The IB approach to adverse circumstances is set out elsewhere in section “C7”. It details what is included and not included as an adverse circumstance and the possible actions that the IB is able to apply in such situations.

Article 16: Candidates suspected of academic misconduct

The IB approach to academic misconduct is set out in the publication *Academic integrity policy.*

The IB defines academic misconduct as behaviour (whether deliberate or inadvertent) that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more components of assessment. Behaviour that may disadvantage another candidate is also regarded as academic misconduct.

For further information on investigation procedures and outcomes, please refer to the publication *Academic integrity policy.*

Article 17: Admissibility of an appeal

17.1 The IB accepts appeals in relation to five areas of decision-making during an examination session.

Appeals are possible against:

a. results—when a school has reason to believe that a candidate’s result(s) are inaccurate after all appropriate enquiry upon results procedures have been completed

b. a decision upholding academic misconduct, but not against the severity of a penalty

c. a decision in respect of special consideration—following a decision not to give special consideration to a candidate as a consequence of alleged adverse circumstances

d. a decision in respect of inclusive assessment arrangements

e. an administrative decision not covered by one or more of the foregoing circumstances that affects the results of one or more candidates.

17.2 The appeals process is divided into two stages. Each stage will usually require the payment of a fee.

The fee will be refunded if the decision being appealed changes.

For further information on the appeals process, please refer to the document *Diploma Programme assessment appeals procedure.*

**Award of the diploma**

**Core requirements**

* DP category candidates must study six subjects, plus the three core subjects—EE, TOK and CAS. They must accumulate no fewer than 24 points from assessment in these subjects, in addition to grade stipulations.
* They must meet all of the additional requirements—see below\*.
* They must meet all of the requirements within a maximum of three examination sessions.
* Candidates who successfully meet these conditions will be awarded the diploma.
* Candidates who take the diploma in multiple languages may be eligible for a bilingual diploma.

The IB diploma is awarded based on performance across all parts of the DP.

* Each subject is graded 1–7, with 7 being the highest grade.
* These grades are also used as points (that is, 7 points for a grade 7, 6 points for a grade 6, and so on) in determining if the diploma can be awarded.
* TOK and the EE are graded A–E, with A being the highest grade. These two grades are then combined in the diploma points matrix to contribute between 0 and 3 points to the total.
* CAS is not assessed but must be completed in order to pass the diploma. See below\*.
* The overall maximum points from subject grades, TOK and the EE is 45: ((6 × 7) + 3).
* The minimum threshold for the award of the diploma is 24 points. If a candidate scores less than 24 points, the diploma is not awarded.

**\*Additional requirements**

There are a number of additional requirements for the award of the diploma.

* CAS requirements have been met.
* There is no “N” awarded for TOK, the EE or for a contributing subject.
* There is no grade E awarded for TOK and/or the EE.
* There is no grade 1 awarded in a subject/level.
* There are no more than two grade 2s awarded (SL or HL).
* There are no more than three grade 3s or below awarded (SL or HL).
* The candidate has gained 12 points or more on HL subjects. (For candidates who register for four HL subjects, the three highest grades count.)
* The candidate has gained 9 points or more on SL subjects. (Candidates who register for two SL subjects must gain at least 5 points at SL.)
* The candidate has not received a penalty for academic misconduct from the Final Award Committee.

**April/May 2024 Examination Information\***

|  |  |  |
| --- | --- | --- |
| DATE | MORNING | AFTERNOON |
| Friday  26 April |  | Psychology SL Paper 1 |
|  |  |  |
| Wednesday  1 May | Psychology SL Paper 2 | Math Apps Paper 1 |
| Thursday  2 May | Math Apps Paper 2 |  |
|  |  |  |
| Tuesday  7 May |  | History HL Paper 1  History HL Paper 2 |
| Wednesday  8 May | History HL Paper 3 | Chemistry SL Paper 1  Chemistry SL Paper 3 |
| Thursday  9 May | Chemistry SL Paper 2 | English HL Paper 1 |
| Friday  10 May | English HL Paper 2 |  |
|  |  |  |
| Monday  13 May |  | Biology HL Paper 1  Biology HL Paper 3 |
| Tuesday  14 May | Biology HL Paper 2 | Spanish ab initio SL Paper 1  Spanish ab initio SL Paper 2: Reading |
| Wednesday  15 May | Spanish ab initio SL  Paper 2: Listening |  |
| Thursday  16 May |  | French ab initio SL Paper 1  French ab initio SL Paper 2: Reading |
| Friday  17 May | French ab initio SL  Paper 2: Listening |  |

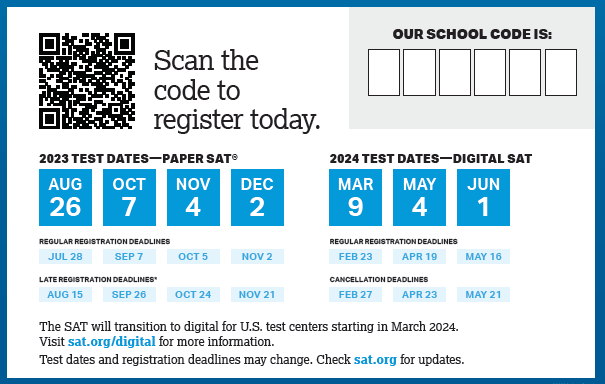
\*Please note: Due to potential examination conflicts, the schedule above **is tentative**. A finalized version will be provided at a later date.

Students taking IB classes can take the corresponding Advanced Placement exam if they pay for the cost of the exam and if the exam time does not conflict with an IB exam.

AP Exam Schedule 2024

|  |  |  |
| --- | --- | --- |
|  | Morning 8 a.m. | Afternoon 12 noon |
| Wednesday,  May 8 | English Literature and Composition |  |
| Thursday, May 9 |  | **Psychology** |
| Friday,  May 10 | United States History  European History |  |
| Monday, May 13 | **Calculus AB** |  |
| Wednesday,  May 15 |  | Music Theory |

SAT Test Dates 2023-24 (Not all Dates Available for SHS testing location)



411931

Seniors are **strongly urged** to take the **SAT** at the **October** test administration. This will give potential colleges and universities a baseline SAT score for initial applications. Of course, a student may take the test as often as desired. Many colleges require an SAT Subject Test as well. Research this requirement and consider our faculty recommendations.

Which SAT Subject Test(s) Should an IB Student Take?

If a student is taking \_\_\_\_\_\_\_\_\_\_\_, then a student should take \_\_\_\_\_\_\_\_\_\_\_\_\_\_.

IB History with Mr. Hoshour/Wilt SAT Subject test U.S. History

IB Biology II with Mr. Smith SAT Subject test Biology M

IB Math with Mrs. Burns/Arnemann SAT Mathematics Level 1 (IC)

IB English with Ms. Anderson/Barnett SAT Literature (Take a practice test)

IB French /IB Spanish SAT French or Spanish

(Ask your teacher to be sure.)

IB Chemistry II with Mr. Privett SAT Chemistry

--There are practice tests for the SAT Subject Tests available online.

Juniors are required to take the **PSAT** when it is offered by the school in October. There will be a small cost, usually less than $20. This test will determine **National Merit Scholars** and is VERY IMPORTANT for juniors. They are encouraged to take the **SAT** at least once during their junior year, preferably in the late spring.

ACT National Test Dates for Sumter High School 2023-24

Center Code: 184300



Some students perform better on the **ACT** than they do on the **SAT**. For this reason, it is recommended that **seniors** take each test.

**IB Regular Juniors ONLY--SHS/IB Bell Schedule 2023-24**

**Monday, Tuesday and Wednesday**

|  |  |  |  |
| --- | --- | --- | --- |
| **SHS** | | IB | |
| 1st Block | 8:40-10:15 | **Block A – Biology** | **8:40-9:41** (61 min.) |
| 2nd Block | 10:21-11:51 | **B History** | **9:45-10:46** (61 min.) |
|  |  | **C English** | **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** | **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)/CAS** | **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 | **1st Block - IB History**  **2nd Block - IB English** | **8:40-10:15** (71 min.)  **10:21-11:57** (71 min.) |
| 2nd Block | 10:21-11:57 |
| 3rd Block | 11:57-2:07 | **3rd Block Elective** | **11:57-2:07** |
| 4th Block | 2:13—3:45 | **4th Block FRIDAY ONLY –**  **Alternates between math and foreign language**      **Extended Essay (Diplomas Only. 2nd sem. Only)** | **First semester**  **2:13-3:45** (92 min.) math or for. lang.  **Second semester**  **2:46—3:15** (60 min.) EE  **3:15** Early Dismissal |

**Early Bird IB Juniors ONLY--SHS/IB Bell Schedule 2023-24**

**Monday/Tuesday/Wednesday**

|  |  |  |  |
| --- | --- | --- | --- |
| **SHS** | | **IB Early Bird English** | **7:30—8:40** (70 min.) |
| 1st Block | 8:40-10:15 | **Block A – Biology** | **8:40-9:41** (61 min.) |
| 2nd Block | 10:21-11:51 | **B History** | **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** |

**Thursday**

|  |  |  |  |
| --- | --- | --- | --- |
| **SHS** | | IB **(No IB Early Bird English/No History)**  **Science Lab (3 hrs.) Biology** | **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)/CAS** | **11:57-2:07** |
| 4th Block | 2:13-3:45 | **4th Block French/Spanish** | **2:13-3:45** |

**Friday**

|  |  |  |  |
| --- | --- | --- | --- |
| **SHS** | | **IB Early Bird English** | **7:30—8:40** (70 min.) |
| 1st Block | 8:40-10:15 | **1st Block – History**  **2nd Block – Fine Art Specialization** | **8:40-10:15**  **10:21—11:57** |
| 2nd Block | 10:21-11:57 |
| 3rd Block | 11:57-2:07 | **3rd Block Elective** | **12:19-2:07** |
| 4th Block | 2:13—3:45 | **4th Block FRIDAY ONLY –**  **Alternates between math and foreign language**      **Extended Essay (Diplomas Only. 2nd sem. Only)** | **First semester**  **2:13-3:45** (92 min.) math or for. lang.  **Second semester**  **2:46—3:16** (60 min.) EE  **3:16** Early Dismissal |

SEE NEXT PAGE FOR SENIOR IB SCHEDULES

**IB Seniors ONLY SHS/IB Bell Schedule 2023-24**

**Monday, Tuesday, and Wednesday**

|  |  |  |  |
| --- | --- | --- | --- |
| **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 English** | **9:45-10:46** (61 min.) |
|  |  | **Block C Biology** | **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** |

**Thursday**

|  |  |  |  |
| --- | --- | --- | --- |
| SHS | | IB | |
| 1st Block | 8:40-10:15 | **Block A History** | **8:40-10:15** |
| 2nd Block | 10:21-11:51 | **Block B English** | **10:21-11:51** |
| 3rd Block | 11:57-2:07 | **TOK/CAS** | **11:57-2:07** |
| 4th Block | 2:13-3:45 | **Math** | **2:13-3:45** |

**Friday**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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 FRIDAY ONLY –**  **Extended Essay (Diplomas Only, 1st sem. Only)**  **Early Dismissal** | **2:45-3:15 (30 min) EE**  **3:15 Early Dismissal** | |

**Early Bird IB Seniors ONLY--SHS/IB Bell Schedule 2023-24**

**Monday/Tuesday/Wednesday**

|  |  |  |  |
| --- | --- | --- | --- |
| **SHS** | | **IB Early Bird Biology** | **7:30—8:40** (70 min.) |
| 1st Block | 8:40-10:15 | **Block A History** | **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/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** |

**Thursday**

|  |  |  |  |
| --- | --- | --- | --- |
| **SHS** | | **IB Early Bird Biology** | **7:30—8:40** (70min) |
| 1st Block | 8:40-10:15 | **Block A History** | **8:40—10:15** |
| 2nd Block | 10:21—11:51 | **Block B English** | **10:21-11:51** |
| 3rd Block | 11:57-2:07 | **3rd TOK/CAS** | **11:57-2:07** |
| 4th Block | 2:13-3:45 | **4th Block Math** | **2:13-3:45** |

**Friday**

|  |  |  |  |
| --- | --- | --- | --- |
| **SHS** | | **IB** |  |
| 1st Block | 8:40-10:15 | **Science Lab/Science Flex Time** | **8:40—11:51** |
| 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 FRIDAY ONLY –**    **Extended Essay (Diplomas Only. 1st sem. Only)** | **2:45—3:15** (60 min.) EE  **3:15** Early Dismissal |

College Application Process

BEFORE any IB senior may request the counselor’s portion of a college/scholarship application and or letter of recommendation, the student must turn in a complete resume including a statement of intent. The resume is required for teachers’ letters of recommendation for students as well. **No resume=no letter**.

1. Students are urged to apply online. Some colleges only allow online applications.

2. When you apply online, please notify Ms. Armstrong that there are portions that need to be completed by the counselor (counselor page and any attachments). Be sure to inform Ms. Armstrong at least **two weeks** before they are due.

3. Ms. Armstrong will check for a signed transcript release form and log the application into the application record book. To send transcripts, log on to [www.parchment.com](http://www.parchment.com) and create an account. Follow the steps request a transcript to be sent electronically. A link can be found on the school’s website.

Scholarship Process

1. Students may locate scholarship applications online or in some cases from the guidance secretary.

2. Information concerning various scholarships will be provided through posts so senior Schoology pages, on the school’s website and through the IB tab on the school’s website. The information is provided through school announcements, as well. It is the responsibility of the student to ask for scholarship information.

3. Students will complete the scholarship application and mail or email as directed on the application. Be sure to allow at least **two weeks** turn around. Do NOT wait until the last minute.

4. If transcripts or letters of recommendation need to accompany the application, please allow Mrs. Armstrong time (at least two weeks) to get those items to you to mail with your application.

When students **receive** letters of **acceptance** or **scholarship offers**, they are to bring (or forward) the original letters to Mrs. Armstrong or Ms. Broadway. We need this documentation. We will make **copies** and display these on our **college wall,** as well.

Please Note: *Letters of recommendation are to be turned in with the college application or the scholarship application if required. The exception is a letter from the counselor, which will be completed as the counselor reviews the application. Teachers may turn in letters of recommendation directly to Mrs. Armstrong. The following is a sample resume and statement of intent.*

**Stevie Wonderful**

**45 Miller Road wonderfuls2010@yahoo.com**

**Sumter, SC 29150** (803) 773-5975

**College Career Goal**

Wofford College Chemistry major/ Pre-Medical

Spartanburg, SC Studies program

Presbyterian College Chemistry major

Clinton, SC

Furman University Chemistry major

Greenville, SC

**Education**

August 2006-June 2010 Sumter High School Sumter, SC

**Coursework studied:** Honors Academy GPA = 4.81

International Baccalaureate GPA = 5.08

program

**Academic Awards/Achievements**

Sumter High School Academic Letter 2006, 2007, 2008

Sumter High School Principal's Award 2007, 2008

Cross Country Sports Letter/Bar 2006, 2007, 2008

Cross Country Most Improved 2006, 2007, 2008

**Extracurricular Activities**

Girls Cross Country Team Fall 2006-Fall 2009

National Honor Society 2008, 2009

Key Club 2008, 2009

Beta Club 2007, 2008, 2009

Spanish Club 2007

National Technical Honor Society 2007, 2008, 2009

Aldersgate UMC Youth Group 2003-2010

Rising Stars at Miss Libby's School of Dance 2005-2010

**Community/Volunteer Activities**

Key Club various activities, such as 2008, 2009

the Shrimp and Oyster Roast

BeadforLife sell beads to return profit to 2009

Uganda

Relay for Life participated and helped raise 2009

money for cancer research

Crosswell Children's Home organized visits to play with 2009

the children

Palms of Grace participated in sign language 2006-2008

group at church

Youth Representative youth representative for 2009-present

church council

AJdersgate UMC Sumter Area Missions 2005-2009

Statement of Intent

After graduating high school, I plan on studying Chemistry or some other science major.

Maybe I will minor in Spanish. After college, 1 plan on going to medical school to get my degree so I can become a pediatrician. I love kids and I love to help people; I would also like to help little kids feel better. Therefore, I came up with my future profession--a pediatrician. I hope to be a studious worker in college and medical school so that I may be the best pediatrician I can be. I will apply to Wofford College, Presbyterian College, and Furman University.

(Following is a sample IB Cover Letter for Universities/Colleges.)

The attached university application is submitted by a Diploma Programme candidate who is graduating in 2020

**International Baccalaureate Diploma Programme (DP)**

The IB Diploma Programme is designed as an academically challenging and balanced programme of education with final examinations and assessments that prepare students, normally aged 16 to 19, for success at university and life beyond. The programme is taught over two years and has gained recognition and respect from the world’s leading universities. Since 1968 the programme has:

• provided a package of education that balances subject breadth and depth, and considers the nature of knowledge across disciplines through the unique theory of knowledge course

• encouraged international-mindedness in IB students, starting with a foundation in their own language and culture

• developed a positive attitude to learning that prepares students for university education

• gained a reputation for its rigorous external assessment with published global standards, making this a qualification welcomed by universities worldwide

• emphasized the development of the whole student - physically, intellectually, emotionally and ethically.

**Authorization and recognition**

Only schools officially authorized by the IB may offer the Diploma Programme and register candidates for an IB examination session. There are over 3,300 IB World Schools offering the Diploma Programme in more than 150 countries.

• The IB has shown that students are well prepared for university work and the Diploma Programme

has earned a reputation for rigorous assessment, giving IB diploma holders access to the world’s leading universities. These include institutions such as Cambridge, Harvard, Heidelberg, McGill, MIT, Oxford, Princeton, Rotterdam Erasmus, Sorbonne, University of British Columbia, and Yale.

• Universities requiring additional information are invited to consult the IB web site for universities

[www.ibo.org/university-admission] or contact the IB.

• Contact details for the IB can be found on the IB public website [www.ibo.org]

**The curriculum: Diploma Programme**

Diploma Programme candidates are required to study six subjects and a programme core. One subject is chosen from each of groups 1 to 5 and the sixth subject from group 6 or, alternatively, the student can elect to study a second subject from groups 1 to 4, further mathematics Higher level (HL) from group 5 or an IB approved school based syllabus. The core of the Diploma Programme consists of the theory of knowledge (TOK), the extended essay (EE) and creativity, activity, service (CAS). Theory of knowledge provides a forum for discussion, reflection and instruction that considers the nature of human knowledge and supports the development of interdisciplinary understanding. The extended essay provides the opportunity to investigate an academic research question of individual interest and in the process to develop the independent research and writing skills expected for further education. Participation in the school’s CAS programme broadens the educational experience by expecting students to be involved in creative, physical and service activities.

Specialization is provided by requiring at least three, and no more than four, of the six subjects to be studied at HL. Breadth is provided by studying three subjects, or two if four HL subjects are taken, at Standard level (SL)

**Studies in language and literature (Group 1)**

Language A: literature A course in literary analysis.

Language A: language and literature A course in textual analysis, based on non-literary

and literary genres.

Literature and performance An interdisciplinary course that explores the relationship between literature and theatre.

**Language acquisition (Group 2)**

Language B A language-learning course for candidates with previous experience of the language.

Language ab initio A language-learning course for beginners.

Classical languages A course in Latin or Classical Greek language, literature and culture for candidates with previous experience of the language.

**Individuals and societies (Group 3)**

Business management, economics, geography, global politics, history, information technology in a global society (ITGS), philosophy, psychology, social and cultural anthropology, world religions, and environmental systems and societies.

**Sciences (Group 4)**

Biology, chemistry, physics, design technology, sports exercise and health science, computer science, environmental systems and societies, and a nature of science pilot.

**Mathematics (Group 5)**

Mathematics: analysis and approaches HL/SL and Mathematics: applications and interpretation HL/SL.

**The arts (Group 6)**

Visual arts, music, theatre, film, dance, and literature and performance

**Interdisciplinary**: Literature and performance: interdisciplinary between groups 1 and 6.

Environmental systems and societies: interdisciplinary between groups 3 and 4.

**Assessment: grading and results**

A candidate’s assessment performance in individual subjects is graded 1 (lowest grade) to 7 (highest grade). Theory of knowledge and the extended essay are graded from E (lowest grade) to A (highest grade). If an “N” appears in place of a grade then no grade has been awarded.

The Diploma Programme candidate’s six subjects can yield 42 points. Three further points are available for the combination of the extended essay and work in TOK. Therefore, the maximum possible score is 45 points. The award of the diploma requires candidates to score at least 24 points as well as meet other standards and conditions including the completion of a suitable CAS programme. Approximately 80% of candidates are awarded the diploma and the IB has maintained consistent standards, with no grade inflation, over the 50 years of its existence.

A bilingual diploma is awarded to a candidate who fulfils one or both of the following criteria:

• completion of two languages selected from group 1 with the award of a grade 3 or higher in both

• completion of one of the subjects from group 3 or group 4 in a language that is not the same as the

candidate's nominated group 1 language. The candidate must attain a grade 3 or higher in both the

group 1 language and the subject from group 3 or 4.

**IB course candidates**

A candidate who has elected to design their own programme of study and/or take less than six subjects or who does not satisfy the requirements of the full Diploma Programme is awarded a Diploma Programme Course Results document for the subjects they have completed. Diploma candidates who complete more than six subjects receive a Diploma Programme Course Results document for any additional subject[s].

**IB ALUMNI NETWORK**

To date, more than 1.2 million students worldwide have graduated from the Diploma Programme (DP). IB students reflect diverse experiences and perspectives, attend IB World Schools in 147 countries, and represent an even broader range of nationalities. The IB is extremely proud of its graduates, and the alumni network connects them with one another and with the IB community.

Members of the alumni network receive a quarterly newsletter, as well as opportunities to connect with graduates from all over the world. Students who will graduate in the next two years are encouraged to join now. Go to <http://www.ibo.org/ib-graduates/> and sign up today!! Join the IB’s global alumni network!!

**SOUTH CAROLINA ASSOCIATION OF IB WORLD SCHOOLS (SCIBS)**

Did you know there is a state organization looking out for the interests of parents, students, teachers, and schools that offer one or more of the International Baccalaureate programs (Primary Years, Middle Years, Diploma, and Career)? To learn more about it, visit their website:

[www.southcarolinaib.org/](http://www.southcarolinaib.org/)

How to write a Charming Thank-You Note

Any time someone does something special for you, an appropriate response is to thank the person. There are certain social situations that require a written response of appreciation such as for gifts. It is also appropriate and expected for someone to write a Thank-You Note for letters of recommendation or other special requests that you have made of someone.

There are several things to keep in mind when composing a Thank-You Note.

1) Start with the date and salutation: Send your note, hand-written in black ink, within a week of receiving a gift or other special kindness or generous act.

2) Say thanks right off the bat: Be specific about why you are writing the note. (Not because you have to) If you’re thanking someone for a monetary gift, refer to their “generosity” rather than mentioning the amount.

3) Compliment the kind gesture: Don’t be afraid to go over the top—everyone loves an effusive compliment, as long as it is heartfelt.

4) Allude to the future: Anticipate another get-together, or if you’re writing about a gift, be sure to tell them how you plan to use it.

5) Finish with sincere regards: Reiterate your gratitude; then close the letter on an intimate note, signing your first and last name. Don’t forget to proofread!

Sources: *Good Housekeeping* Magazine and Emily Post

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. More information will be forthcoming.

IB Graduation Ceremony

Each year we host a special IB Graduation Ceremony for our graduating IB Seniors. Senior girls are expected to wear white dresses and senior boys are to wear dark pants with a white button down shirt and necktie. IB Juniors are invited to attend and are expected to be there to support the seniors and to see what will be in store for them for their ceremony. Junior girls are to wear dresses/skirts (not white) and junior boys wear dark pants with color shirts (not white). Once the date, time, and location have been decided, further information will be provided. More information will be forthcoming.

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. Snacks need to be individually wrapped (prefer factory sealed packages to avoid critters and spoilage). These items may be delivered to the IB Office inside Sumter High School as early as February 2024. I thank you in advance for your provisions for our students who will be taking exams.

**SHS IB Academic Integrity 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. It is important to uphold high standards of academic integrity to maintain fairness, trust, and credibility and to develop respect for others (*Academic Integrity Policy,* 2023). The IB Organization defines misconduct 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 Diploma Programme*). 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: “the goal of academic integrity is to make knowledge, understanding, and thinking transparent” (*The IB and Artificial Intelligence*, 2023). 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 students about academic integrity, awareness of misconduct (especially with regard to Artificial Intelligence), 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, especially with regard to the use of Artificial Intelligence tools (AI). Teachers will clearly and explicitly state when the use of AI tools is allowable and when it is not. 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, including the use of Artificial Intelligence tools (AI) when a teacher has explicitly allowed its use. This requires the explicit learning of specific conventions, such as quotation marks, 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. Any work produced by AI must be clearly referenced in the body of the student’s work and in the bibliography/works cited. 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 may be asked to explain their work such that the teacher is confident the work was created by them. All coursework received by the IB is checked via text-matching software for possible collusion and plagiarism. Any potential breaches of regulations are investigated by the IB and the student may not receive a grade for the subject. 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. The student may be given the opportunity to re-*

*take or re-submit the assessment at the teacher’s discretion.*

*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. None of these are endorsed by the IB, and while some sources of support may be acting in good faith, they are nevertheless are offering a level of support and guidance that may not be permitted by the IB. 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. The school will make available for reference the IB publication: *Effective Citing and Referencing for students*. As part of virtual learning or hybrid learning, teachers may make use of Goguardian which allows teachers to monitor and view the history of websites visited by students during online lessons.

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. Teachers will verify that they have seen the student develop the assessment over a period of time and that the quality is aligned to what they would expect the student to produce.

**Assessment and Admissions**

Our Admissions Policy stipulates that students may provide Letters of Recommendation from teachers for admission. Teachers 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 express the importance of academic integrity in the IB DP.

**4. The Implementation, Evaluation, and Review of the Academic Integrity 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](file:///C:\Users\marie.broadway\Downloads\Effective%20Citing%20and%20Referencing%20Updated%20April%202022.pdf). For assistance with citing and acknowledging the use of AI tools using MLA format, check this website: <https://style.mla.org/citing-generative-ai/>

**References and Resources**

*Academic Honesty in the Diploma Programme*. (pdf) International Baccalaureate. Online. Programme

Resource Centre. International Baccalaureate Organization, n.d.

*Are You Completing Your IB Assignments Honestly?* International Baccalaureate. Online Curriculum

Centre. International Baccalaureate Organization, 2012.

*Diploma Programme: From Principles to Practice.* International Baccalaureate. Online. Programme

Resource Centre. International Baccalaureate Organization, 2015.

*Effective Citing and Referencing.* International Baccalaureate. Online. Programme Resource Centre.

International Baccalaureate Organization, 2022.

*Handbook of Procedures for the Diploma Programme, 2017.* International Baccalaureate Online

Curriculum Centre. International Baccalaureate Organization, 2017.

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

Organization, 2023.

*The IB and Artifical Intelligence (AI) Tools*. (pdf) International Baccalaureate Online. Programme

Resource Centre. International Baccalaureate Organization, 2023.

**SHS IB Admission 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, IB teachers, 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’s School 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 (or designee) school 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 and flexible scheduling 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 school counselors, students who show interest in the IB DP at our school meet with the IB Counselor and/or 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. At registration,

students will participate in an Orientation Interview. Students will need to register for at

least two compatible IB courses. (Teacher recommendations are strongly considered but

not required for admission.)

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” may be removed from the program and 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 may be removed from the program for the senior year.

Students must adhere to the regulations 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 has 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 shows 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*. Programme Resource Centre. International

Baccalaureate Organization, 2015.

*Guide to Programme Evaluation*. Programme Resouce Centre. International Baccalaureate Organization,

2022.

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

Organization, 2023.

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

Baccalaureate Organization, 2022.

**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. 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 integrate students’ prior knowledge and extend learning for all students while meeting 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 may use past examination papers and markschemes, as well as IB rubrics, moderation marks, scaled marks, and final course scores to assist them with assessing students in their coursework. When this occurs, teachers will take into consideration the progression of student learning, the difficulty of the assessment and the goals of the assessment. When converting an IB mark to a Sumter High School percentage or grade, teachers are to follow one of the guidelines below. Teachers have the discretion to be more generous than the ranges. Teachers have discretion within the ranges:

(7=100-96, 6=95-90, 5=89-83, 4=82-77, 3=76-65, 2=64-60, 1=59 and below) **OR**

(7=A, 6=A, 5=B, 4=B/C, 3=C/D, 2=D/F, 1=F).

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 in English A HL). Teachers value formative assessment for providing feedback on the nature of students’ strengths and challenges, as well as, strategies for growth and 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:

* No “N” awarded for TOK, EE, or for a contributing subject
* No grade “E” for TOK or EE
* No grade “1” for any subject
* No more than two grades of “2” for SL or HL
* No more than three grades of “3” or below for SL or HL
* Minimum of 12 points total for HL subjects
* Minimum of 9 points total for SL subjects
* No penalty for academic misconduct

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 and students are encouraged to register for Parent Portal/Student Portal through PowerSchool which will allow them to see in all grades in real time.

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 through 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 misconduct/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. Programme Resource Centre. International

Baccalaureate Organization, 2015.

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

Resource Centre. International Baccalaureate Organization, 2010.

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

International Baccalaureate Organization, 2014.

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

Organization, 2023.

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

Learning. International Baccalaureate Organization, 2023.

**SHS IB Inclusive 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 and a community that fosters a sense of belonging for all. In the publication, *Learning Diversity and Inclusion in the IB Programmes* (2020), the IB states, “Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers.” 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 standard 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, 2023). 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.

* Environment: Student Support
  + 2.1: The school implements and reviews systems and processes to identify the needs of students.
  + 2.2: The school supports the identified needs of students, and evidences this support through planning, policy, and practice.
  + 2.3: The school provides staff, facilities and resources as outlined in their inclusion policy.
  + 2.4: The school demonstrates a commitment to make the most effective use of learning spaces and learning environments in ways that meet the needs of all students.
* Culture
  + 2.1: The school implements and reviews an inclusion policy that meets IB guidelines.
  + 2.2: The school identifies in its inclusion policy all of its legal requirements and outlines the school’s structures and processes for compliance.
  + 2.3: The school describes in its inclusion policy the rights and responsibilities of all members of the school community and clearly states the school’s vision for implementing inclusive programmes.
* Learning: Approaches to Teaching
  + 5.1: Teachers consider learner variability when planning students’ personal learning goals.
* Learning: Approaches to Assessment
  + 3.2: The school regularly reviews and ensures compliance with all access arrangements.

(from *Programme Standards and Practices*, 2022).

**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 Administrators in the building. The 504/IEP Administrators review 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 school 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*, 2019 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).

* **Affirming Identity and Building Self-esteem**
  + Ensure that all students are visible and valued
  + Learners recognize that it is possible to make a difference in their own lives and society
  + Encourage the qualities identified in the IB Learner Profile
* **Showing Value for Prior Knowledge**
  + Meaningfully assess existing knowledge, strengths, and interests
  + Recognize that there may be gaps or overlaps in learning
  + Work with students to construct individual learning profiles to inform teaching and learning
  + Explicitly activate learners’ prior understanding to promote new learning
  + Take into account prior learning when designing, differentiating, and planning for 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 pre-teaching, demonstrations, experiential learning, chunking information, visual aids, templates and graphic organizers
* **Extending Learning for All**
  + Approaches to Teaching and Learning
  + Students considered in terms of their strengths
  + Strategies and resources to meet possible learning challenges
  + Differentiated instruction

**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.

**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. .

**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 shows 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 Inclusive Education 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*, 2019, 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. Programme Resource Centre.International Baccalaureate Organization, 2017.

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

Baccalaureate Organization, 2015.

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

Resource Center. International Baccalaureate Organization, 2019.

*Handbook of Procedures 2023.* Online. Programme Resource Centre*.* International Baccalaureate

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**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 little or no Language B proficiency.

- Bi-lingual students whose parents speak limited or no English but the students are English proficient as

a result in part 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 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 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 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. 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. 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 MLP (Multilingual Learner Program) 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.

**Identification**

The test we use to screen and identify students is the World-Class Instructional Design and Assessment (WIDA) screener. Students who have a composite score below 4.4 and do not obtain a 4 in each domain are eligible for MLP services and are placed in the program.

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 MLs. Grades should reflect these modifications.

MLs at Sumter High School are served through a pull-out model. Students with lower proficiency levels are seen 2-3 times a week. The class size is small which provides a comfortable and focused environment for MLs students to improve English proficiency. The MLP teacher incorporates activities weekly to improve each student’s reading, writing, speaking, and listening proficiencies.

The district acknowledges that having MLs in a class can provide an interesting multicultural learning environment in which all benefit. Teachers are reminded that MLs 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**

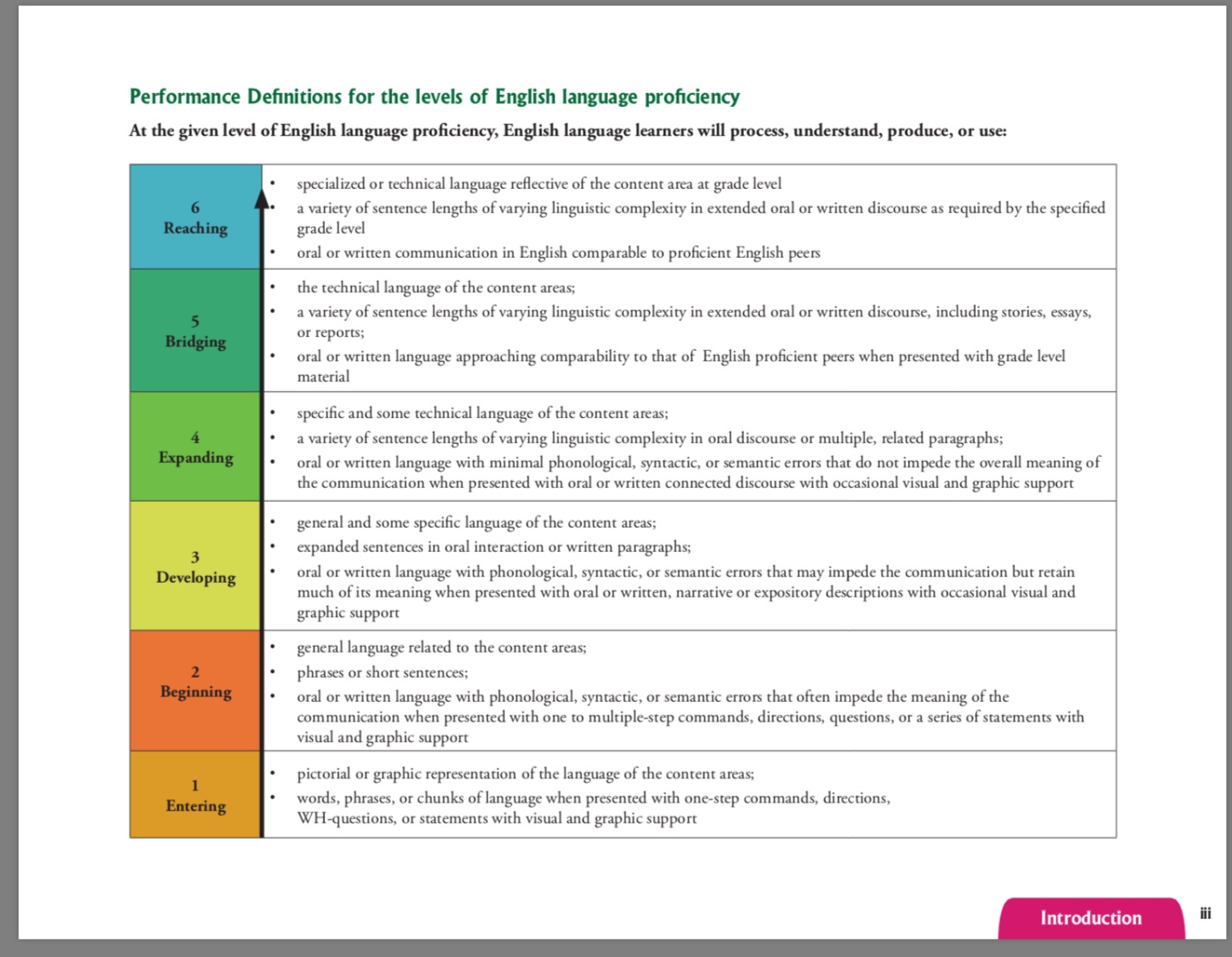
The goal of Sumter School District’s ML Program is to provide equal educational opportunities to students who have a primary or home language other than English and who are Limited English Proficient (LEP) or Non-English Proficient (NEP). The primary focus is to provide an English-rich environment so 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 MLs. 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 MLs 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 ML 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 MLs is appropriate instructional accommodations. Even non-English proficient students can learn content while acquiring English. If content teachers are unsure how to accommodate MLs, they should consult with the Multilingual Learner Program Specialist and may also seek additional in-service 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**



**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) and *SC Ready*. 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.

* Culture 4.1: The school implements and reviews a language policy that is aligned with IB language policy guidelines.
* Culture 4.2: The school describes in its language policy the way that the school recognizes multilingualism as a fact, a right, and a resource for learning.
* Culture 4.3: The school identifies in its language policy a variety of physical and virtual resources used to facilitate language development.
* Culture 4.4: The school clearly describes in its language policy the rights and responsibilities of all members of the school community and clearly states the school’s vision for implementing inclusive programmes.
* Lifelong learners 7.1: The school provides opportunities for students to explore and develop their personal and cultural identities.
* Lifelong learners 7.2: The school community affirms individual student identity through learning and teaching.
* Lifelong learners 7.3: Students take opportunities to develop their language profiles.
* Approaches to teaching 5.4: Teachers support language development with consideration for the language profiles 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 Language 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. Programme Resource Centre. International

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

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Internal Complaints Procedures

Complaints against School Level Decisions

When a decision is made at the school level regarding the IB Diploma Program of Sumter High School and a student, parent, or legal guardian desires to appeal the decision, the following procedures must be followed. The person making the complaint must submit to the DP Coordinator the complaint in writing within 10 business days of the date the decision was made. The Coordinator will inform the Head of School of the complaint. Within 5 business days, the Head of School or designee will address the complaint at a first hearing with the person(s) making the complaint. If the complaint is not resolved, a panel of not less than 2 representatives from the IB DP Program and not less than 2 representatives (teachers, administration, or staff) not directly involved with the IB DP Program and the Head of School (or designee) will hear the complaint within 10 business days and seek resolution. If the complaint is still not resolved, the Head of School and district administration will hear the complaint and seek resolution. The School Board of Trustees or their designee will have the final decision if all other appeals have been exhausted. The final decision will stand. Any decision made at any step in the process will be given in writing to the person(s) making the complaint and a copy will be retained for the school’s records.

Complaints against Marks (Scores) Awarded from the IBO – *Enquiry Upon Results Service*

A candidate’s assessment material may be re-marked, returned to the school (in electronic format or as a photocopy) and/or subject to re-moderation (for IA) as part of the enquiry upon results service. The student and the student’s legal guardian(s) are responsible for any fees associated with any enquiry submitted by the school on behalf of the student. The fee will be paid in advance of the enquiry being submitted. The categories and conditions of this service are subject to change and, therefore, are in accordance with the details given in the *Diploma Programme Assessment procedures* for the examination session concerned. All enquiries upon results must be submitted by the school on behalf of the candidate.

Re-marking a candidate’s assessment material may lead to a higher or a lower grade for the subject. Therefore, before submitting a request for an enquiry upon results service that may result in a change of grade, the parent or legal guardian must submit written consent to the Coordinator, ensuring that the candidate and/or the legal guardian(s) are aware that the grade may go up or down and the new mark will replace the old mark.

How to write an IB Paper in 25 Easy Steps ☺

1. Sit in a straight, comfortable chair in a well-lighted place with plenty of freshly sharpened pencils.  
2. Read over the assignment carefully, to make certain you understand it.  
3. Drive to the local Starbucks and buy some coffee to help you concentrate.  
4. Stop over at a friend's house on the way back and visit with them. If your friend hasn't started

the paper yet either, you can both drive to McDonalds and buy a hamburger to help you

concentrate. If your friend shows you their paper, typed, double-spaced, and bound in one of

those irritating plastic see-thru folders, drop them.  
5. When you get back, sit in a straight, comfortable chair in a well-lighted place with plenty of

freshly sharpened pencils.  
6. Read over the assignment again to make sure you absolutely understand it.  
7. You know, you haven't accepted that friend request sent from that kid you met at camp in

fourth grade. You'd better get on Facebook now and get it out of the way so you can

concentrate. *Like* several random organizations while you’re at it.  
8. Go look at your teeth in the bathroom mirror.  
9. Listen to your favorite tune, and that's it, I mean it, as soon as it's over you are

going to start the paper.  
10. Listen to another one.  
11. Text your friend and ask if they've started the paper yet. Exchange derogatory remarks

about your teacher, the course, the IB program, the world in general.  
12. Sit in a straight, comfortable chair in a well-lighted place with plenty of freshly sharpened

pencils.  
13. Read over the assignment again; roll the words across your tongue; savor its special flavor.  
14. Check out what’s new on Netflix/Hulu/Disney to make sure you aren't missing something

truly worthwhile. Note: when a paper is due in less than 12 hours, anything on Netflix from

Masterpiece Theater to Sgt. Preston of the Yukon is truly worthwhile, with these exceptions:

1) Pro-Bowler's Tour, 2) any movie starring Chevy Chase.  
15. Catch the last episode of *Cupcake Wars*.  
16. Text your friend again to see if they were watching. Discuss the finer points of the plot.  
17. Go look at your tongue in the bathroom mirror.  
18. Look through your yearbook from 5th grade. Try to remember who everyone is.  
19. Sit down and do some serious thinking about your future.  
20. Open your door and check to see if there are any IB coordinators lurking about.  
21. Sit in a straight, comfortable chair in a well-lighted place with plenty of freshly sharpened

pencils.  
22. Read over the assignment one more time, just for the heck of it.

23. Search YouTube for funny cat videos.  
24. Scoot your chair across the room to the window and watch the sunrise.  
25. Lie face down on the floor and moan.

☺Just Kidding!