

# All About IB



## Guide to Henrico County Public Schools International Baccalaureate Programs 2021-2022

### IB World School Sites

Fairfield Middle School  
George H. Moody Middle School  
Tuckahoe Middle School  
Henrico High School  
J. R. Tucker High School

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## **History and Background of Our Program**

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In 1995, the International Baccalaureate Organization (IBO) authorized Henrico County Public Schools to initiate a Middle Years Program (MYP) in grades 6-10 and a Diploma Program (DP) in grades 11-12. G. H. Moody Middle School and Henrico High School partnered as IB World Schools to offer this rigorous continuum of programs to county students. The Henrico High School Class of 2022 will be the twenty-first class to complete all seven years of our combined programs.

In 2008, the county initiated an expansion into three additional schools that resulted in the 2011 IBO designation of Fairfield Middle School, Tuckahoe Middle School, and J.R. Tucker High School as IB World Schools for their Middle Years Programs. Additionally, J.R. Tucker High School received authorization for its Diploma Program, where the Class of 2022 will be its ninth to earn the IB Diploma.

All five sites are members of the Mid-Atlantic Regional Conference of IB World Schools (IBMA) and continue to participate in regional, national, and international exchange, sharing, and training.

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## **Program Maintenance**

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In order to achieve and maintain the status of IB World School, HCPS IB sites must uphold the Standards and Practices as well as philosophy, organization and curriculum as outlined by IBO. These standards include IBO teacher training on multiple and continuing levels, review of curriculum, and teacher review of and reflection on results. Our teachers have served as trainers, subject scorers, and program evaluators on the local, national and international level. The programs are required to have formal assessment, honesty, inclusion, and language policies to ensure that all students are treated fairly and ethically. These documents can be found in this publication. The schools must also foster an international atmosphere of tolerance and global awareness. All schools must successfully complete a self-study and undergo reauthorization every five years.

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## **IBO Mission Statement**

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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.

# 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. As IB learners, we strive to be:*

**Inquirers** We nurture our curiosity, developing skills inquiry and research and show independence in learning. We learn with enthusiasm and sustain our love of learning throughout life.

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

**Thinkers** We use critical and creative thinking skills to 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 perspective of other individuals and groups.

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

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

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

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

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

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

*The IB Learner Profile represents ten attributes valued by IB world schools. We believe these attributes, and others like them, can help people become responsible members of local, national, and global communities.*

# The Middle Years Program Curriculum



The MYP aims to develop active and internationally-minded learners, ages 11-16, who can empathize with others and pursue lives of purpose and meaning. Through its curriculum design, the program empowers students to inquire into a wide range of issues and ideas of significance locally, nationally, and globally. The result is young people who are creative, critical, and reflective citizens.

*The MYP program model (left) places the student and the way the student learns at its center, as the child's development is the basis of the whole educational process.*

## Contextual Lenses: Global Contexts

MYP global contexts provide shared starting points for inquiry into what it means to be internationally-minded, framing a curriculum that promotes multilingualism, intercultural understanding, and global engagement. They are:

<p><b>Identities and Relationships</b> Who am I? Who are we?</p> <p>Students will explore identity; beliefs and values; personal, physical, mental, social, and spiritual health; human relationships including families, friends, communities, and cultures; what it means to be human.</p>	<p><b>Personal and Cultural Expression</b> What is the nature and purpose of creative expression?</p> <p>Students will explore the ways in which we discover and express ideas, feelings, nature, culture, beliefs, and values; the ways in which we reflect on, extend, and enjoy our creativity; our appreciation of the aesthetic.</p>
<p><b>Globalization and Sustainability</b> How is everything connected?</p> <p>Students will explore the interconnectedness of human-made systems and communities; the relationship between local and global processes; how local experiences mediate the global; the opportunities and tensions provided by world-interconnectedness; the impact of decision-making on humankind and the environment.</p>	<p><b>Scientific and Technical Innovation</b> How do we understand the world in which we live?</p> <p>Students will explore the natural world and its laws; the interaction between people and the natural world; how humans use their understanding of scientific principles; the impact of scientific and technological advances on communities and environments; the impact of environments on human activity; how humans adapt environments to their needs.</p>

<p><b>Fairness and Development</b> What are the consequences of our common humanity?</p> <p>Students will explore rights and responsibilities; the relationship between communities; sharing finite resources with other people and with other living things; access to equal opportunities; peace and conflict resolution.</p>	<p><b>Orientation in Space and Time</b> What is the meaning of “where” and “when”?</p> <p>Students will explore personal histories; homes and journeys; turning points in humankind; discoveries; explorations and migrations of humankind; the relationships between, and the interconnectedness of, individuals and civilizations, from personal, local, and global perspectives.</p>
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These (and other) contexts for teaching and learning inspire explorations of our common humanity and shared guardianship of the planet. They invite reflection on what it means to be members of local, national, and global communities, and they reflect the real-life issues and concerns of adolescent learners.

## Key Concepts:

Key concepts are broad, organizing powerful ideas that have relevance within the subject group but also transcend it, having relevance in other subject groups. These concepts are timeless, universal, and abstract, represented by one or two words. The concepts are used in all subject groups in order to develop **depth of understanding** and promote disciplinary and interdisciplinary learning. The sixteen prescribed key concepts, each contributed by one or more subject groups, are listed below.

Aesthetics	Connections	Form	Perspective
Change	Creativity	Global Interactions	Relationships
Communication	Culture	Identity	Time, Place, and Space
Communities	Development	Logic	Systems

## Approaches to Learning (ATL)

Through Approaches to Learning in IB programs, students develop skills that have relevance across the curriculum that help them “learn how to learn.” They provide a solid foundation for learning independently and with others. ATL skills help students prepare for, and demonstrate learning through, meaningful assessment. They provide a common language that students and teachers can use to reflect on and articulate on the process of learning. The five ATL Skill Categories are:

- Communication
- Social
- Self-Management
- Research
- Thinking

## **MYP Subject Groups**

The eight MYP subjects are closely aligned in the continuum of learning from the Primary Years Program through the Diploma Program. Each has equal importance in a balanced education.

- Arts
- Design
- Individuals and Societies
- Language Acquisition
- Language and Literature
- Mathematics
- Physical and Health Education
- Sciences

# IBMYP Curriculum: Course Sequence

## Middle School - Grades 6-8

*This model represents the ideal. We acknowledge that all students develop at different rates. The math track allows for differentiation for the need of the student. Admission to the high school IB programs, however, requires that students have completed Year One of Language Acquisition (World Language) and Algebra 1. Students are also strongly encouraged to have had World History and Geography I and Earth Science before high school in order to be eligible for the Advanced Studies Diploma awarded by the Commonwealth of Virginia.*

<b>Grade 6 MYP Level 1</b>	<b>Grade 7, MYP Level 2</b>	<b>Grade 8, MYP Level 3</b>
IBMYP Language and Literature English, Level 1	IBMYP Language and Literature English, Level 2	IBMYP Language and Literature English, Level 3
IBMYP Language Acquisition French or Spanish IA	IBMYP Language Acquisition French or Spanish IB OR French or Spanish IA	IBMYP Language Acquisition French or Spanish II OR French or Spanish IB
IBMYP Individuals and Societies, Level 1 (US History I)	IBMYP Individuals and Societies, Level 2 (US History II)	IBMYP Individuals and Societies, Level 3 (World History and Geography I)
IBMYP Sciences, Level 1 (Life Science)	IBMYP Sciences, Level 2 (Physical Science)	IBMYP Science, Level 3 (Earth Science)
IBMYP Mathematics Course 1 OR IBMYP Mathematics 6/7 OR IBMYP Algebra 1	IBMYP Mathematics Course 2 OR IBMYP Mathematics 7/8 OR IBMYP Algebra 1 OR IBMYP Geometry	IBMYP Algebra 1 OR IBMYP Geometry OR IBMYP Algebra 2
IBMYP Physical and Health Education, Level 1	IBMYP Physical and Health Education, Level 2	IBMYP Physical and Health Education, Level 3
Electives*, including IB Arts and IB Design	Electives*, including IB Arts and IB Design	Electives*, including IB Arts and IB Design

***\* Depending on the middle school site, IBMYP electives may include band, strings, chorus, visual art, drama, creative writing workshop, journalism, family and consumer sciences, business, technology/synergistics, or gifted enrichment.***



# Service As Action

Service as Action (SAA) is one of the many exciting components of the IB Middle Years Program. As students support their communities in meaningful ways, they also build relationships, feel the satisfaction of helping others, gain new perspectives, and develop new skills. Rather than emphasizing the quantity of hours, it is the quality of the service being provided and its impact on our students and communities that matter most.

## GUIDELINES

With learning outcomes taking precedence over counting hours, our middle schools support our students by infusing SAA into the curriculum at each grade level. Students will document their service activities by setting goals and reflecting on the learning outcomes through their classes.

We recognize the impact IB student volunteers have made in our community over the past 26 years and know many of you are passionate about serving in familiar ways. Some may have continued to find or are seeking ways to serve safely and in accordance with local, state, and national guidelines. Structures are in place to help our students with this process, and these experiences can be included alongside their independent volunteer activities. They will need to complete at least 15 hours of qualifying service as action activities throughout the year and record them on the SAA log available through their IB coordinator on the school's website. (Min. 5 hours take place during the school year.)

All SAA hours must be digitally submitted by the early May deadline.

### 7 Outcomes

There are seven learning outcomes for service as action. With appropriate guidance and support, MYP students should, through their engagement with service is action:

01

become aware of their own strengths and areas of growth



02

undertake challenges that develop new skills



03

discuss, evaluate, and plan student-initiated activities



04

persevere in action



05

work collaboratively with others



06

develop international-mindedness through global engagement, multilingualism, and intercultural understanding



07

consider the ethical implications of their actions



What Qualifies for SAA?	What Does Not Qualify for SAA?
<ul style="list-style-type: none"> <li>Activities that build authentic connections between classroom learning and community needs</li> <li>Activities that serve an educational institution and are not tied to a grade or other compensation</li> <li>Activities for non- profit organizations</li> <li>Activities that serve an individual in need who cannot otherwise provide for themselves.</li> </ul>	<ul style="list-style-type: none"> <li>Activities for school sports and clubs, with the exception of service clubs</li> <li>Religious activities involving education, evangelism, or worship</li> <li>Activities for organization that are not identified as non-profit, unless the activity is education related</li> <li>Services that directly benefit a member of your family</li> <li>Court ordered service to the community</li> </ul>

# IBMYP Curriculum: Course Sequence

## High School – Grades 9-10

*Incoming freshmen are required to have successfully completed Algebra I and either French I or Spanish I. In addition, completion of World History I and Earth Science is strongly recommended. Many students have found that having more language and/or math in middle school gives them more options their senior year. Students who do not have these courses may be accepted provisionally until they take the required course in summer school or from other pre-arranged and accepted providers. In grades 9 and 10, students will complete six SOL exams, marked with an \* below.*

<b>9<sup>th</sup> Grade MYP Level 4</b>	<b>10<sup>th</sup> Grade MYP Level 5</b>
IBMYP Language and Literature (English 9)	IBMYP Language and Literature (English 10)*
IBMYP Language Acquisition (French or Spanish II or III)	IBMYP Language Acquisition (French or Spanish III or IV)
IBMYP Individuals and Societies (World History and Geography 2)*	IBMYP Individuals and Societies (VA/US/Comparative Governments)
IBMYP Sciences (Biology)*	IBMYP Sciences (Chemistry)*
IBMYP Mathematics (IBMYP Geometry* or IBMYP Algebra 2* or AP Statistics**)	IBMYP Mathematics (IBMYP Algebra 2*, IBMYP Standard Math, or IBMYP Extended Math)
IBMYP Physical and Health Education 9***	IBMYP Physical and Health Education 10***
IBMYP Visual Art or Dramatic Art~	IBMYP Visual Art or Dramatic Art~

\*Students may also participate in music classes outside of the IB curriculum. Marching band, strings, or chorus may be offered as ‘early bird’ classes or after-school programs. Marching band earns ½ honors credit. Chorus may earn honors credit in grades 11 and 12 upon completion of the honors curriculum. These courses are from the comprehensive curriculum, are subject to availability and are not IBMYP classes.

\*\*AP Statistics is subject to availability for students who have taken the Algebra I – Geometry - Algebra 2 sequence of courses prior to entering ninth grade and is not an IBMYP class.

\*\*\*IBMYP students are allowed to take PE during the summer to provide greater scheduling flexibility. This summer course, from the comprehensive curriculum, is subject to availability and is not an IBMYP class.

Virginia requires students to complete *Personal Finance and Economics* in order to graduate. This course, from the comprehensive curriculum, is available online during the school year or the summer and is not an IBMYP class.

# The Personal Project: Curriculum Culmination

## Role of the Personal Project

The personal project is a significant body of work produced over an extended period. It is a product of each students' own initiative and should reflect their experience of the MYP. The personal project holds a very important place in the program. It provides an excellent opportunity for students to produce a truly creative piece of work of their choice and to demonstrate the skills they have developed in Approaches to Learning. As shown in the MYP curriculum model, the Global Contexts and Approaches to Learning form the core of the program: they are addressed through the subjects; they bind various disciplines together; they are the basis of varied learning experiences through project work, interdisciplinary activities, and real-life community involvement. Although the Global Contexts and Approaches to Learning are not awarded individual grades, they are central to the experience of the personal project, which is intended to be the culmination of the student's involvement with all of the aspects of the MYP. The project is therefore normally completed during the **last year (10<sup>th</sup> grade)** of the student's participation in the MYP.

## The aims of the MYP projects are to encourage and enable students to:

- participate in a sustained, self-directed inquiry within a Global Context
- generate creative new insights and develop deeper understandings through in-depth investigation
- demonstrate the skills, attitudes, and knowledge required to complete a project over an extended period of time
- communicate effectively in a variety of situations
- demonstrate responsible action through, or as a result of, learning
- appreciate the process of learning and take pride in their accomplishments.

The student and the supervisor must agree that, whatever form the personal project takes, the finished product allows the student to **investigate and focus** on a theme, topic and/or issue closely connected to one MYP Global Context.

The student needs to choose carefully the type and goal of their project in terms of the skills and techniques that are required to bring it to a successful conclusion. Some projects may be too ambitious, require overly complex procedures, or require a lengthier process of learning than the timeline allows.

## Requirements of the Personal Project

The personal project must not form part of the coursework for any subject; it must provide an opportunity for students to select a topic or theme about which they are enthusiastic, and to show commitment to the completion of their own project. The personal project encourages students to use a combination of the skills developed in a variety of subjects and through Approaches to Learning. It must not be limited to one specific discipline but must be inspired by, and focused on, topics and issues related to the Global Contexts to show the student's understanding of the chosen context. Most of the work involved in the personal project will be done outside of class time. However, at different moments during the year, many schools schedule some time for students to receive training, conduct research, meet their supervisor, or present their project to others.

## Award of Grades

Grades are awarded for the personal project in the same way as for the subject groups of the MYP curriculum. There are four criteria, with eight possible levels of achievement for each criterion.

## Supervision

The Program will ensure that each student engaged in a personal project receives direct supervision from a qualified person in the school who can provide appropriate guidance and confirm the authenticity of the work submitted. This teacher or other professional within the school is the supervisor. Although the supervisor does not need any specialized knowledge in the area selected by the student, outside help may be requested in some instances. Parents also play an important role in supervision and are encouraged to learn about the project as well. We will provide training for parents to prepare for this.

## Planning

In all cases, students will be guided in the planning, research, and completion of their projects. They will receive formative feedback on their work and will be encouraged to test and develop their own ideas and to respect established deadlines.

## Assessment

The personal project should be assessed according to the criteria stated in the Personal Project Guide. Internal standardization of assessment among the assessors is essential to ensure comparable and fair application of the criteria to the individual projects.

## Structure of the Personal Project

The written report of all types of personal projects will follow the same general structure and will include the following elements: title page, table of contents, body of the report, bibliography, and appendices. The report is structured around the objectives and criteria: **Investigating** (setting the goal and demonstrating research skills/selecting sources), **Planning** (developing criteria for the outcome, planning the development process of the project, demonstrating self-management skills), **Taking Action** (creating an outcome in response to the goal, demonstrating thinking, communication, and social skills), and **Reflecting** (evaluating the quality of the outcome, reflecting on how the project extended their knowledge, and reflecting on their development as an IB learner).

# Diploma Program Curriculum

## Organizing Elements: Theory of Knowledge and CAS

The curriculum model of the Diploma Program (DP) places the student and the way the student learns at its center, as the child's development is the basis of the whole educational process. Building on the MYP's Global Contexts, the DP continues to provide framework for learning within and across the subject groups through the Theory of Knowledge (TOK) Course and Creativity, Activity, Service (CAS) activities. They allow connections among the subjects themselves, and between the subjects and real-life issues. All six subject area curricula reflect and consider TOK and CAS issues.

### Theory of Knowledge

It is commonplace to say that the world has experienced a digital revolution and that we are now part of a global information economy. The extent and impact of the changes signaled by such grand phrases vary greatly in different parts of the world, but their implications for knowledge are profound. Reflection on such huge cultural shifts is one part of what the TOK course is about. Its context is a world immeasurably different from that inhabited by "renaissance man." Knowledge may indeed be said to have exploded: it has not only expanded massively but also become increasingly specialized, or fragmented. At the same time, discoveries in the 20th century (quantum mechanics, chaos theory) have demonstrated that there are things that are impossible for us to know or predict. The TOK course, a flagship element in the Diploma Program, encourages critical thinking about knowledge itself, to try to help young people make sense of what they encounter. Its core content is questions like these: What counts as knowledge? How does it grow? What are its limits? Who owns knowledge? What is the value of knowledge? What are the implications of having, or not having, knowledge?

What makes TOK unique compared to standard academic disciplines is its process. At the center of the course is the student as **knower**. Students entering the Diploma Program typically have 16 years of life experience and more than 10 years of formal education behind them. They have accumulated a vast amount of knowledge, beliefs, and opinions from academic disciplines and their lives outside the classroom. In TOK they have the opportunity to step back from this relentless acquisition of new knowledge in order to consider knowledge issues. These include the questions already mentioned, viewed from the perspective of the student, but often begin from more basic ones, like: What do I claim to know [about X]? Am I justified in doing so [how]? Such questions may initially seem abstract or theoretical, but TOK teachers bring them into closer focus by taking into account their students' interests, circumstances, and outlooks in planning the course. TOK activities and discussions aim to help students discover and express their views.

The TOK course provides students with an opportunity to **explore and reflect on the nature of knowledge and the process of knowing**. It is a core element of the DP to which schools are required to devote at least 100 hours of class time. In TOK, students reflect on the knowledge, beliefs and opinions that they have built up from their years of academic studies and their lives outside the classroom. The course is intended to be challenging and thought-provoking—as well as empowering—for students.

The course centers on the **exploration of knowledge questions**, which are a key tool for both teachers and students. These are contestable questions about knowledge itself, such as: "What counts as good evidence for a claim?", "Are some types of knowledge less open to interpretation than others?", or "What constraints should there be on the pursuit of knowledge?". While these questions may initially seem slightly intimidating, they become much more accessible when considered with reference to specific examples within the TOK course.

The TOK curriculum is made up of three deeply interconnected parts.

- **The core theme—Knowledge and the knower:** This theme encourages students to reflect on themselves as knowers and thinkers, and to consider the different communities of knowers to which we belong.
- **Optional themes:** This element provides an opportunity to take a more in-depth look at two themes of particular interest to teachers and students. The given themes all have a significant impact on the world today and play a key role in shaping people's perspectives and identities. Teachers select two optional themes from a choice of five: knowledge and technology; knowledge and language; knowledge and politics; knowledge and religion; and knowledge and indigenous societies.
- **Areas of knowledge:** The areas of knowledge (AOK) are specific branches of knowledge, each of which can be seen to have a distinct nature and sometimes use different methods of gaining knowledge. In TOK, students explore five compulsory areas of knowledge: history; the human sciences; the natural sciences; mathematics; and the arts.

To help teachers and students explore these three parts of the TOK curriculum, guidance and suggested knowledge questions are provided. These suggested knowledge questions are organized into a **framework of four elements: scope, perspectives, methods and tools, and ethics**. This "knowledge framework" encourages a deep exploration of each theme and AOK. Having these common elements run throughout the different parts of the curriculum also helps to unify the course and helps students to make effective connections and comparisons across the different themes and areas of knowledge.

There are **two assessment tasks** in the TOK course.

- **The TOK exhibition** assesses the ability of the student to show how TOK manifests in the world around us. The exhibition is an internal assessment component; it is marked by the teacher and is externally moderated by the IB.
- **The TOK essay** engages students in a more formal and sustained piece of writing in response to a title focused on the areas of knowledge. The essay is an external assessment component; it is marked by IB examiners. The essay must be a maximum of 1,600 words and must be on one of the six prescribed titles issued by the IB for each examination session.

The TOK course **can be structured in a variety of ways** and can start from a variety of different entry points. Teachers are encouraged to exercise flexibility, creativity and innovation in the design and delivery of their TOK course, and to provide a diverse range of examples that meet the specific needs and interests of their own students.

## Aims

The aims of the TOK course are:

- to encourage students to reflect on the central question, "How do we know that?", and to recognize the value of asking that question
- to expose students to ambiguity, uncertainty and questions with multiple plausible answers
- to equip students to effectively navigate and make sense of the world, and help prepare them to encounter novel and complex situations
- to encourage students to be more aware of their own perspectives and to reflect critically on their own beliefs and assumptions

- to engage students with multiple perspectives, foster open-mindedness and develop intercultural understanding
- to encourage students to make connections between academic disciplines by exploring underlying concepts and by identifying similarities and differences in the methods of inquiry used in different areas of knowledge
- to prompt students to consider the importance of values, responsibilities and ethical concerns relating to the production, acquisition, application and communication of knowledge.

## **Objectives**

Having completed the TOK course, students should be able to:

- demonstrate TOK thinking through the critical examination of knowledge questions
- identify and explore links between knowledge questions and the world around us
- identify and explore links between knowledge questions and areas of knowledge
- develop relevant, clear and coherent arguments
- use examples and evidence effectively to support a discussion
- demonstrate awareness and evaluation of different points of view
- consider the implications of arguments and conclusions.

## Creativity, Activity, Service

Creativity, Activity, Service (CAS) is at the heart of the Diploma Program. Although grades 9 and 10 are the culmination of the Middle Years Program, they are also the transition to the Diploma Program; therefore, Service as Action becomes CAS in high school. It is one of the three essential elements in every student's high school IB experience, and it is required for the IBMYP Certificate as well as the IB Diploma. It involves students in a range of activities alongside their academic studies throughout the Middle Years and Diploma Programs. The three strands of CAS, which are often interwoven with particular activities, are characterized as follows:

**Creativity:** Exploring and extending ideas leading to an original or interpretive product or performance

**Activity:** Physical exertion contributing to a healthy lifestyle

**Service:** Collaborative and reciprocal engagement with the community in response to an authentic need

CAS enables students to enhance their personal and interpersonal development through experiential learning. At the same time, it provides an important counterbalance to the academic pressures of the rest of the Diploma Program. A good CAS program should be both challenging and enjoyable - a personal journey of self-discovery. Each individual student has a different starting point, and therefore different goals and needs, but for many, their CAS activities included experiences that are profound and life-changing.

For student development to occur, CAS should involve the following:

- real, purposeful activities, with significant outcomes
- personal challenge—tasks must extend the student and be achievable in scope
- thoughtful consideration, such as planning, reviewing progress, reporting
- reflection on outcomes and personal learning

All proposed CAS activities need to meet these four criteria. It is also essential that they do not replicate other parts of the student's Middle Years or Diploma Program work. Concurrency of learning is important in both the Middle Years and Diploma Programs. Therefore, CAS activities should continue on a regular basis for as long as possible throughout the program, and for at least eighteen months in grades nine and ten and at least eighteen months in grades eleven and twelve. Successful completion of CAS is a requirement for the award of the IB Diploma. CAS is not formally assessed, but students need to document their activities and provide evidence that they have achieved seven key learning outcomes. A school's CAS program is regularly monitored by the relevant regional office.

## International Dimensions

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. Creating "a better and more peaceful world" is a large aim, and working towards it should be seen as involving many small steps, which may be taken locally, nationally, or internationally. It is important to see activities in a broader context, bearing in mind the maxim "Think globally, act locally." Working with people from different social or cultural backgrounds in the vicinity of the school can do as much to increase mutual understanding as large international projects.



## CAS and Ethical Education

There are many definitions of ethical education. The more interesting ones acknowledge that it involves more than simply “learning about ethics.” Meaningful ethical education—the development of ethical beings—happens only when people’s feelings and behavior change, as well as their ideas.

Because it involves real activities with significant outcomes, CAS provides a major opportunity for ethical education, understood as involving principles, attitudes, and behavior. The emphasis in CAS is on helping students develop their own identities, in accordance with the ethical principles embodied in the IB mission statement and the IB Learner Profile. Various ethical issues will arise naturally in the course of CAS activities and may be experienced as challenges to a student’s ideas, instinctive responses, or ways of behaving (for example, towards other people). In the context of CAS, schools have a specific responsibility to support students’ personal growth as they think, feel, and act their way through ethical issues.

## Aims

Within the Diploma Program (and by extension, grades 9 and 10 of the Middle Years Program), CAS provides the main opportunity to develop many of the attributes described in the IB Learner Profile. For this reason, the aims of CAS have been written in a form that highlights their connections with the IB Learner Profile.

The CAS program aims to develop students who:

- enjoy and find significance in a range of CAS experiences
- purposefully reflect upon their experiences
- identify goals, develop strategies and determine further actions for personal growth
- explore new possibilities, embrace new challenges and adapt to new roles
- actively participate in planned, sustained, and collaborative CAS projects
- understand they are members of local and global communities with responsibilities towards each other and the environment

## Learning Outcomes

Learning outcomes are differentiated from assessment objectives because they are not rated on a scale. The completion decision for the school in relation to each student is, simply, “Have these outcomes been achieved?” As a result of their CAS experience as a whole, including their reflections, there should be evidence that students have:

- **identified their own strengths and developed areas for growth**  
They are able to see themselves as individuals with various skills and abilities, some more developed than others, and understand that they can make choices about how they wish to move forward.
- **undertaken new challenges, developing new skills in the process**  
A new challenge may be an unfamiliar activity, or an extension to an existing one. The newly acquired or developed skills may be shown through experiences undertaken, or through increased expertise in an established area.
- **initiated and planned a CAS experience**  
Articulating the stages from conceiving an idea to executing a plan for a CAS experience(s) may be accomplished in collaboration with other participants. Students may show their knowledge and awareness by building on a previous experience, or by launching a new idea or process.

- **worked collaboratively with others**  
Collaboration can be shown in many different activities, such as team sports, playing music in a band, or helping in a kindergarten class. At least one project, involving collaboration and the integration of at least two aspects of creativity, activity, service, is required.
- **shown perseverance and commitment in their activities**  
At a minimum, this implies attending regularly and accepting a share of the responsibility for dealing with problems that arise in the course of activities.
- **engaged with issues of global importance**  
Students may be involved in international projects but there are many global issues that can be acted upon locally or nationally (for example, environmental concerns or caring for the elderly).
- **considered the ethical implications of their actions**  
Ethical decisions arise in almost any CAS activity (for example, on the sports field, in musical composition or, in relationships with others involved in service activities). Evidence of thinking about ethical issues can be shown in various ways, including journal entries and conversations with CAS advisers.

Service as Action activities begin in middle school, where students have options to participate in and grow through school-sponsored service activities as well as individualized events. They maintain logs to document their participation and personal growth. Regular reflection activities concentrate on the learning outcomes described above.

At the high school level, the emphasis shifts toward a continuing, self-developed project that engages the student in all seven outcomes. Some may be demonstrated many times, in a variety of activities, but completion requires only that there is **some** evidence for every outcome.

This focus on learning outcomes emphasizes that it is the quality of a CAS activity (its contribution to the student's development) that is of most importance. The guideline for the minimum amount of CAS activity is approximately the equivalent of half a day per school week (three to four hours per week), or approximately 150 hours in total, with a reasonable balance between elements of creativity, activity, service. "Hour counting," however, is not encouraged. In grades nine and ten, students form two goals which embrace the Learner Outcomes. They work toward these goals and add subsequent reflections. In grades eleven and twelve, students graduate to four goals yearly with a group project that spans the two years. In grades nine through twelve, students will document their growth and reflection using the online service ManageBac.com, and their progress will be checked at quarterly intervals.

# IBDP Curriculum: Course Sequence

The Diploma Program curriculum pursues six areas which rotate on the axis of Theory of Knowledge and Creativity, Activity, Service. Courses may be offered at the Standard Level (SL), the Higher Level (HL), or both depending on the \*high school site. Some courses are mandatory for two years, where others may be completed in one. This enables students to fulfill the DP requirement of taking 3 Higher Level courses. Students may sit for two exams their junior year unless they are scheduled to take their diploma level math course as a senior.

Grade 11	Grade 12
IB Language and Literature English 11	IB Language and Literature English 12 HL
IB Language Acquisition French or Spanish IV or V	IB Language Acquisition French or Spanish V or VI SL/HL
IB Individuals and Societies History of the Americas	IB Individuals and Societies World Topics SL/HL
IB Sciences Biology or Chemistry	IB Sciences Biology SL/HL or Chemistry SL/HL
IB Mathematics IBMYP Standard Math or Extended Math OR IB Mathematics SL or IB Math Studies SL	IB Mathematics IB Math Studies SL OR IB Mathematics SL
IB Electives may include: IB Theatre Arts IB Visual Arts IB Psychology SL IB Biology or Chemistry	IB Electives may include: IB Theatre Arts SL/HL IB Visual Arts HL IB Psychology SL/HL IB Biology or Chemistry SL/HL
Theory of Knowledge	Theory of Knowledge

Students may take courses from the school's comprehensive curriculum to complete their schedule.

\*IB-examined courses and levels available per IB World School are listed in *IB Exam Planning* found on page 22.



# IBDP Explanation of the Curriculum and Exams

IB has created a curriculum model based on the European liberal arts model, creating a student who is well-rounded in all subject areas. The model contains six subject areas as well as the Theory of Knowledge course. In addition to the course work, students must complete the Extended Essay and CAS requirements for the IB Diploma. Courses may be offered at the Standard Level (SL), the Higher Level (HL), or both depending on the high school site.

## **Group 1 - Language and Literature**

English (HL) 11 and 12

***This is a two-year course of study and a mandatory HL course.***

## **Group 2 - Language Acquisition**

French or Spanish IV 11

French or Spanish V (SL) 11 or 12

French or Spanish VI (SL/HL) 12

***IB requires students have at least 5 years of language study before they sit for the exam senior year. Language Acquisition is a mandatory two-year course in the Diploma Program. Seniors in year V will take the SL exam; seniors in year VI may sit for either the SL or the HL exam as needed to fulfill their Diploma requirements.***

## **Group 3 - Individuals and Societies**

History of the Americas 11

World Topics (SL/HL) 12

***This is a required two-year course of study. Seniors may sit for either the SL or the HL exam as needed to fulfill their Diploma requirements.***

## **Group 4 - Experimental Sciences**

Biology 11

Biology (SL/HL) 12

Chemistry 11

Chemistry (SL/HL) 12

***Students must choose between Biology or Chemistry. Each of these sciences is a two-year course with the SL or the HL exam at the end of the senior year. Students may also take a second IB science, IB Biology or IB Chemistry, as their IB elective (if it aligns with their schedule). See next page for more information on IB electives.***

### **Group 5 - Mathematics**

Standard Math\* (11)

Extended Math\* (11)

Mathematics: analysis and approaches (SL) 11 or 12

Mathematics: applications and interpretation (SL) 11 or 12

***Our math courses are only offered at the SL level. Students who take Math A&A or Math A&I as juniors are required to take the SL exam at the end of their junior year. Students who take their math course as a senior may only take one IB exam as a junior.***

***\*These junior-year courses do not qualify for IB exams but are designed to strengthen mathematical foundations for students to take Math A&A or Math A&I as their Group 5 exam during their senior year. Standard math is offered only at Henrico High School while Extended Math is available at both sites.***

### **Group 6 - The Arts and IB Electives**

Psychology (SL) 11

Psychology (SL/HL\*\*) 12

Theatre Arts (SL/HL) 11 and 12

Visual Arts (HL) 11 and 12

***Juniors enrolled in Psychology at Henrico may sit for the SL exam at the end of that year OR may choose to take the second year and opt for either the HL or SL exam, depending on their Diploma requirement needs. At Tucker, students must sit for the SL exam at the end of the junior year. \*\*HL Psychology is not available at Tucker.***

***Theatre Arts is a two-year course offered at either the SL or HL level.***

***Visual Arts is a two-year course offered at the HL level.***

***Students may take an additional IB science, either IB Biology or IB Chemistry, as their Group 6 elective in lieu of an IB arts course or IB Psychology.***

### **Theory of Knowledge (TOK)**

***TOK is a mandatory two-year course.***

## IB Exam Planning: Your Options

*Students must have 3 HL and 3 SL exams. Circle the exams you intend to take and the level you intend to take, as appropriate. Only two SL exams may be taken junior year. Students taking their math course in the junior year MUST take the exam. Students taking their math course as a senior may only take one exam as a junior.*

Circle the exam and the year you intend to take:

<b>English:</b>	HL	Taken senior year (HHS/JRT)
<b>Lang Acq:</b>	Year V SL	Taken senior year (HHS/JRT)
	Year VI SL or HL	Taken senior year (HHS/JRT)
<b>History:</b>	SL or HL	Taken senior year (HHS/JRT)
<b>Science:</b>	Bio SL or HL	Taken senior year (HHS/JRT)
	Chemistry SL or HL	Taken senior year (HHS/JRT)
<b>Math:</b>	Mathematics: Applications & Interpretations SL	Taken junior or senior year (HHS/JRT)
	Mathematics: Analysis & Approaches SL	Taken junior or senior year (HHS/JRT)
<b>Electives:</b>	Psychology SL	Taken junior year (HHS/JRT)
	Psychology SL or HL	Taken senior year (HHS)
	Theatre Arts SL or HL	Taken senior year (HHS/JRT)
	Visual Arts HL	Taken senior year (HHS/JRT)

Exam/Course	Level	Year Taken
English	HL	senior
Language Acquisition _____		senior
History		senior

Exam/Course	Level	Year Taken
Science _____		
Math _____	SL	
Elective _____		

# IBDP Extended Essay: Curriculum Culmination

The extended essay is an in-depth study of a focused topic chosen from the list of approved Diploma Program subjects—normally one of the student’s six chosen subjects for the IB diploma. It is intended to promote high-level research and writing skills, intellectual discovery, and creativity. It provides students with an opportunity to engage in personal research in a topic of their own choice, under the guidance of a supervisor (a teacher in the school). 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 chosen. It is mandatory that all students undertake the reflection sessions with their supervisors, which includes following the completion of the written essay.

The extended essay is:

- compulsory for all Diploma Program students
- a piece of independent research on a topic chosen by the student in cooperation with a supervisor in the school
- chosen from the list of approved Diploma Program subjects, published in the *Handbook of Procedures for the Diploma Program*
- presented as a formal piece of scholarship containing no more than 4,000 words, accompanied by a 500 word reflection form
- the result of approximately 40 hours of work by the student
- concluded with a mandatory short interview, or *viva voce*, with the supervising teacher
- externally assessed against common criteria and, in combination with the grade for Theory of Knowledge, contributes up to three points to the total score for the IB diploma

In the Diploma Program, the extended essay is the prime example of a piece of work where the student has the opportunity to show knowledge, understanding, and enthusiasm about a topic of his or her choice. In those countries where it is the norm for interviews to be required prior to acceptance for employment or for a place at university, the extended essay has often proved to be a valuable stimulus for discussion.

## The Extended Essay and the IB Learner Profile

The learning involved in researching and writing the extended essay is closely aligned with the development of many of the characteristics described in the IB Learner Profile. Students are, to a large extent, responsible for their own independent learning, through which they acquire and communicate in-depth knowledge and understanding. The research process necessarily involves intellectual risk-taking and extensive reflection; open-mindedness, balance, and fairness are key prerequisites for a good extended essay. As well, students demonstrate their principles in the appropriate documentation and attribution of sources in their work. Students and teachers familiar with MYP will find that the extended essay is a natural progression from the MYP personal project.

## Relationship to Theory of Knowledge

Whichever subject is chosen, the extended essay shares with the Theory of Knowledge (TOK) course a concern with interpreting and evaluating evidence, and constructing reasoned arguments. Where the two differ is in the emphasis placed on the research process and its formal outcomes. These aspects are of primary importance in the extended essay but are given much less weight in TOK.

## **International Dimensions**

The extended essay provides students with the opportunity to become more internationally-minded by engaging with the local and global communities on topics of personal inquiry. Some extended essay subjects include cross-cultural questions within them. Others invite such an approach. Whatever the subject, the extended essay student should strive to find relevant information from a diverse range of sources.

## **Aims**

The aims of the extended essay are for students to:

- engage in independent research with intellectual initiative and rigor
- develop research, thinking, self-management and communication skills
- reflect on what has been learned throughout the research and writing process.

## **Assessment Objectives**

In the completion of the extended essay, students are expected to:

- demonstrate knowledge and understanding of the topic chosen and the research question posed; subject specific terminology and/or concepts; and relevant and/or appropriate research sources and/or methods used to gather information.
- select and apply research that is relevant and appropriate to the research question and to analyze the research effectively and focus on the research question.
- discuss the research in terms of a clear and coherent reasoned argument in relation to the research question; critically evaluate the arguments presented in the essay; and reflect on and evaluate the research process.
- discuss the research in terms of a clear and coherent reasoned argument in relation to the research question; critically evaluate the arguments presented in the essay; and reflect on and evaluate the research process.
- present information in an appropriate academic format and demonstrate academic integrity.



# College Recognition of IB

In 2009 the Virginia General Assembly passed Code of Virginia § 23-9.2:3.8 (also known as SB 209), which required public colleges and universities in Virginia to fulfill the following obligations by May 31, 2011:

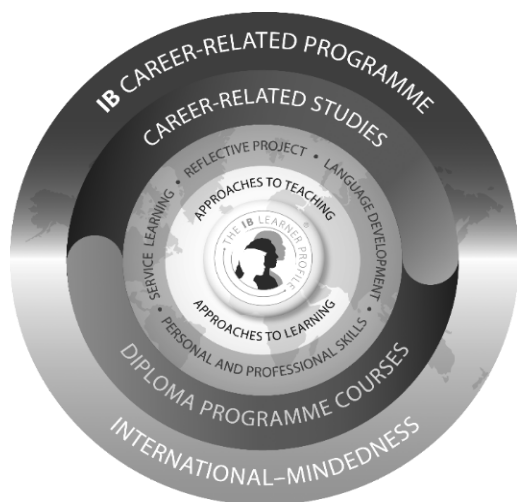
- outline conditions necessary to grant International Baccalaureate (IB) and Advanced Placement (AP) credit, including minimum required scores on examinations for courses
- identify the specific course credit or other academic requirements a student satisfies by successfully completing an IB Diploma
- make policies for granting credit for standard and higher level IB courses comparable to those for AP courses
- report adopted policies to the State Council of Higher of Education and publicize such policies on the institution's website

As students consider their postsecondary options, we strongly encourage them and their parents to ask Virginia public institutions about credit for success on IB exams and for the IB Diploma in order to make informed decisions. Henrico County's IB Diploma Program leadership team provides a set of talking points for families to negotiate credit with colleges and universities as exam scores become available each July.

For more information on college credit in various states' university systems and comparisons between IB and AP, please visit [www.blogs.henrico.k12.va.us/henricoib](http://www.blogs.henrico.k12.va.us/henricoib) or <http://blogs.henrico.k12.va.us/emharper>.

To learn more about how IB is recognized by colleges and universities worldwide, please visit <https://www.ibo.org/university-admission/recognition-of-the-ib-diploma-by-countries-and-universities/>

# New to our Programs: IB Career-Related Program



The IBCP is a framework of international education that incorporates the values of the IB into a unique program addressing the needs of students engaged in career-related education. The program leads to further/higher education, apprenticeships or employment. It is IB's newest program and is offered at 214 different schools in 23 countries. Students enter the Career Program in grade 11.

*The model, left, like its MYP and DP counterparts, organizes around holistic and inquiry-based learning, character development, and real-world application.*

## CP Core: Organizing Elements

The IBCP offers students a hybrid of an IB education joined with professional/career education. To be eligible to receive the Certificate, students must

- Be enrolled in **career or technical education courses** in marketing or the NJROTC program and pass the professional certification tests that follow those programs.
- Take at least **two IB Diploma level courses**. One course may be a one-year course. The other must be a two-year course.
- Take the **IBCP Personal and Professional Skills course** in junior and senior year
- Complete a **Service Learning Portfolio**, with activities related to their chosen career path.
- Complete a **Language Portfolio**, with skills built around their chosen career path. Students may continue with a language for which they have taken courses or pursue a different language altogether.
- Complete a **Reflective Project** which focuses on a real-life, ethical issue that people in the chosen career path might encounter and how that issue can be successfully resolved.

## Personal and Professional Skills: Capstone Course

### Aims

The overall aims of personal and professional skills are for the students to:

- develop as reflective and lifelong learners who can adapt to diverse situations
- recognize personal strengths and identify ways to overcome challenges
- be aware of and respond effectively to ethical dilemmas
- value diversity of cultures and perspectives
- demonstrate the ten attributes of the **IB learner profile**

## **Five central themes**

There are five themes in personal and professional skills:

- Personal development.
- Intercultural understanding.
- Effective communication.
- Thinking processes.
- Applied ethics.

## **Learning outcomes**

These learning outcomes articulate what an IBCP student is able to do at some point during his or her personal and professional skills course. Through meaningful and purposeful engagement with all elements of the course, students develop the necessary skills, attributes and understandings to achieve the five learning outcomes. The focus on learning outcomes emphasizes that it is the quality of the course and its contribution to the student's development that is of most importance.

By the end of the course, students will be able to:

- identify their own strengths and develop areas for growth
- demonstrate the ability to apply thinking processes to personal and professional situations
- recognize and be able to articulate the value of cultural understanding and appreciation for diversity
- demonstrate the skills and recognize the benefits of communicating effectively and working collaboratively
- recognize and consider the ethics of choices and actions.

## **CP Core Projects and Portfolios Service Learning**

CP's Service Learning is slightly different from MYP or DP. Students work collaboratively to create projects that follow in their chosen career path. They may stage events, mount philanthropic campaigns, or serve the school or community.

## **Aims**

The aims of service learning are for students to:

- develop and apply knowledge and skills towards meeting an authentic community need
- develop as leaders who take initiative, solve problems and work collaboratively with others
- enjoy the experiences of both learning and service
- develop a sense of caring about, and a responsibility for, others
- gain a deeper understanding of themselves, their community and society through meaningful reflection
- enhance and strengthen their experience with the existing school curriculum.

## **Learning outcomes**

The five learning outcomes articulate what IBCP students are able to do at some point during their service learning program. Through meaningful and purposeful service learning experiences, students develop the necessary skills, attributes and understandings to achieve the five service learning outcomes.

The five service learning outcomes are:

- **Identify own strengths and develop areas for growth**

Students are able to see themselves as individuals with various abilities and skills, of which some are more developed than others.

- **Demonstrate participation with service learning experiences**

Students can articulate the five stages from investigating and conceiving an idea to executing a plan for a service learning experience or series of service learning experiences. Students may show their knowledge and awareness by building on a previous service learning experience, or by launching a new idea or process, or by advancing the work of others. This may be accomplished in collaboration with other participants.

- **Demonstrate the skills and recognize the benefits of working collaboratively**

Students are able to identify and critically discuss the benefits and challenges of collaboration gained through service learning experiences.

- **Demonstrate engagement with issues of global significance**

Students are able to identify and demonstrate their understanding of global issues, make responsible decisions and take appropriate action in response to the issue either locally, nationally or internationally.

- **Recognize and consider the ethics of choices and actions**

Students show awareness of the consequences of choices and actions in planning and carrying out service learning experiences.

## **Language Portfolio**

### **Language Development Objectives**

In language development, objectives are organized into four communicative processes.

- Oral communication
- Visual interpretation
- Reading comprehension
- Writing

These four objectives are skills-based. The cognitive, linguistic and sociocultural aspects of communication are intertwined in each of the four objectives. Students are expected to learn how to communicate appropriately, accurately and effectively in an increasing range of social, cultural and academic contexts, and for a variety of purposes.

### **Sections of the Portfolio**

#### **Section 1: Profile**

Students about to engage with language development are encouraged to construct a personal language and cultural profile. To do this, students should:

- complete a language and culture questionnaire
- use the self-assessment language proficiency table to identify in which language phase they will begin language development

- identify their goals in language development using the objectives of the identified language phase.

## **Section 2: Experiences**

In this section of the language portfolio, students compile a journal of reflections on the work completed, including tasks and assessments. Students should also engage in reflection on the target language and cultural aspects of societies where the language is spoken.

## **Section 3: Evidence**

In this section of the language portfolio, students document their achievements in language development using examples of activities and any other forms of evidence that show how they have developed their language skills.

# **Culminating Project: Reflective Project**

## **Aims**

The reflective project aims to give students the opportunity to:

- produce an extended piece of work
- engage in personal inquiry, action and reflection on a specific ethical dilemma
- present a structured and coherent argument
- engage with local and/or global communities
- develop research and communication skills
- develop the skills of critical and creative thinking.

The reflective project is an in-depth body of work produced over an extended period of time and submitted towards the end of the CP. It is the product of the students' own initiative and should reflect their personal experience of the CP. The reflective project is intended to promote high-level research, writing and extended communication skills, intellectual discovery and creativity through a variety of different approaches.

**The reflective project focuses on an ethical dilemma of an issue directly linked to the student's career-related study.**

In addition to a written essay (see Options), students keep a record of their reflections on the process of undertaking and completing the reflective project using the *Reflections on planning and progress form* (RPPF). This record forms part of the final reflective project assessment.

### **Option 1**

A written essay (maximum 3,000 words). This should cover all the reflective project's requirements except reflection, which forms the content of the RPPF.

### **Option 2**

A written essay (1,500–2,000 words) accompanied by an additional format (film, oral presentation, interview, play or display). Together, the written essay and additional format should cover all the reflective project's requirements except reflection.

## IBCP Curriculum: What Courses You Can Take

<b>Subject</b>	<b>11</b>	<b>12</b>
English	DP English 11 or AP English 11 or English 11	DP English 12* or AP English 12 or English 12
World Language	MYP French or Spanish 3 or 4 or DP French or Spanish 5	DP Psych SL* or DP French or Spanish 4, 5 or 6*
History	DP History of the Americas, AP US History or US History H	DP World History Topics* or Government (AP)
Science	DP Science 11 (Bio or Chem) or another science	DP Science 12* (Bio or Chem) or another science or DP Psych SL*
Math	MYP Extended or Standard Math, or DP Maths* (Applications or Analysis)	DP Maths* (Applications or Analysis), AP Maths or CTE
CTE#	CTE/NJROTC	CTE/NJROTC
CP Core#	PPS/LP/SL	PPS/LP/SL

\*Indicates an IB exam

#Required for CP

## CTE Course Sequence

<b>Year One</b>	<b>Year Two</b>	<b>Certifying Test</b>	<b>Provider</b>
9033 Entrepreneurship	6621 Office Administration	NOCTI Administrative Assisting	NOCTI
9033 Entrepreneurship	8120 Marketing or 8140 Fashion Marketing or 8145 Internet Marketing or 8175 Sports Marketing	Customer Service	NRF
8120 Marketing	8140 Fashion Marketing or 8145 Internet Marketing or 8175 Sports Marketing	Customer Service	NRF
7918 Military Science 1, 2, 3	7919 Military Science 2, 3, or 4	Workplace Readiness or ASVAB	CTECS US Armed Services

# Assessment Policy: 2021-2022

## Introduction and Purpose:

The purpose of this document is to

- Communicate to all stakeholders in our IB community – administrators, teachers, students, and parents – the expectations for creating a program of academic rigor with appropriate support as required by IBO.
- Provide clear guidelines to all stakeholders by defining assessment expectations in the context of the Middle Years and Diploma Programs within Henrico County Public Schools.
- Establish clear responsibilities of all stakeholders.

This document draws its authority from the IBO *MYP Coordinator's Handbook*, the *Handbook of Procedures* for the Diploma Program, *Programme Standards and Practices*, *Candidates with Special Assessment Needs*, *The Middle Years Program: A Basis for Practice*, *The Diploma Program: A Basis for Practice*, *The Middle Years Program: From Principles to Practice*, *The Diploma Program: From Principles to Practice*, the subject guides for each MYP and DP subject, and the HCPS curriculum guides. It was created originally in collaboration by teachers, administrators, and parents from our IB sites in 2009.

## Program Philosophy:

IB stresses that the aim of assessment within the programs is that it should support curricular goals and encourage student learning. Learning is seen in the larger picture through the Learner Profile - building those characteristics that make good leaders, hard workers, great thinkers, and caring citizens. IB utilizes a broad spectrum of assessments to provide students with the opportunity to demonstrate their capabilities.

The Middle Years and Diploma Programs have formal assessments, which contribute to final qualification for the Middle Years Certificate or the IB Diploma. The most formal variety of assessment is the external exam, which is sent to an external examiner to be marked and scored. The IB exams given in May of the junior and senior year, the TOK essay, the Literature essay, the Theatre Research Investigation, and the Extended Essay are examples of this sort of assessment.

For the Diploma, the external examinations provide the greatest structure and direction for each subject. There is a greater degree of reliability provided by a standardized examination environment and external marking. The nature of the examination questions varies from paper to paper, from subject to subject. Objective tests comprised of sets of multiple choice questions are employed in the sciences. Short answer questions, structured and extended responses, essay questions, data-analysis questions, text-analysis questions, and case-study questions are all used where appropriate.

The next level is the internal assessment, which is judged by the teacher. The Middle Years Program's assessments are all internal. These activities may be projects, tests, essays, presentations, portfolios, group projects, demonstrations, or practical exercises. Teachers design these tasks in order to elicit maximum performance in each student. The most structured and standardized of these MYP assessments is the Personal Project. It is completed over multiple months, scored by a team of teachers, and moderated by IBO through school-selected samples. All of the Diploma Program

subjects have internal assessments as well, which may be oral exercises, projects, portfolios, class presentations, practical laboratory work in the sciences, mathematical investigations, and artistic performances. These tasks are more prescribed than those of MYP, giving the student some choice in subject and treatment but not in scope. Internal assessments are important because they allow the teacher to evaluate the student in ways that a formal examination cannot. Diploma level Internal Assessments are marked by the teacher, and a randomly selected sample is moderated by external examiners. This moderation determines the IA score for all the school's students in that subject.

Thus, because these summative instruments are the means by which students will be judged, it is the aim of our program to prepare our students for success in these summative tasks. Teachers have the responsibility to design and provide formative assessment structures and practices that break down the various assessments into skills, and to help students improve their understanding of what constitutes excellence and where their work stands in relation to this. The emphasis here, a key component of learning how to learn, is improving students' judgment of their own strengths and weaknesses and then helping them develop strategies to improve.

## Program Practice:

IB courses are designed to encourage synthesis among subject areas rather than specialization of specific subject content. That is, they are created to foster higher level thinking and application of skills rather than merely recall large quantities of knowledge. Students are required to recall, adapt, and apply knowledge and skills to new situations. **The implications of what is taught in each course are therefore significant in the following ways:**

- Every course has a knowledge component, an understanding component, and an application component, all of which, if they are done well, fit seamlessly together.
- Skill development is to be constantly reinforced in a learning spiral. Once a skill is learned it must be reinforced by applications to new situations or material.
- Since the syllabus content of each course is substantial, it is vital that each course develop and reinforce excellent time management and study habits.

## Awarding of IB Grades: Middle Years Program

Teachers in IB World Schools develop formative and summative assessments that meet program requirements and allow a measurement of student performance against global subject-area objectives. These provide the teachers and students with insight into student learning and growth. Teachers adhere to IB requirements to determine student growth in the four objectives of each MYP subject area. These objectives must be assessed at least twice per year of the program. Therefore, IB has developed the corresponding criteria and rubrics with clear descriptors on a scale of 0-8 (0 as poorest, 8 as best) for each criterion. Below are the objectives/criteria for each subject area.

	LANGUAGE & LITERATURE	LANGUAGE ACQUISITION	INDIVIDUALS & SOCIETIES	SCIENCES
A	Analyzing	Comprehending Spoken & Visual Text	Knowing & Understanding	Knowing & Understanding
B	Organizing	Comprehending Written & Visual Text	Investigating	Inquiring & Designing
C	Producing Text	Communicating In Response To Text	Communicating	Processing & Evaluating



D	Using Language	Using Language In Spoken Or Written Form	Thinking Critically	Reflecting On The Impact Of Science
	<b>MATHEMATICS</b>	<b>PHYSICAL &amp; HEALTH ED</b>	<b>ARTS (VISUAL &amp; PERFORMING)</b>	<b>DESIGN</b>
A	Knowing & Understanding	Knowing & Understanding	Knowing & Understanding	Inquiring & Analyzing
B	Investigating Patterns	Planning For Performance	Developing Skills	Developing Ideas
C	Communicating	Applying & Performing	Thinking Creatively	Creating The Solution
D	Applying Math In Real-Life Contexts	Reflecting & Improving Performance	Responding	Evaluating

Students will complete at least one IB assessment per unit of instruction in each subject. Teachers will provide and review the rubric(s) for each task as it is assigned, and they will be available in the students' notebook and/or in Schoology. In PowerSchool, alongside assignments scored on the HCPS grading scaled, IB summative assessments will be listed as "IB Assess Criterion (A, B, C, or D)", might be entered multiple times for the different criteria assessed, and will have scores ranging from 0 to 8 rather than 0 to 100. These IB scores represent current performance levels and, if viewed over the course of the year, are a gauge each learner's development of subject-based skills, concepts, and content per criterion. As IB scores, these entries into PowerSchool do not factor into the student's average (an asterisk notes this next to each IB score). However, the same task may be entered as a Henrico County grade out of 100% that averages into their quarterly grades. Families are encouraged to talk with about the student's performance and development in the IB subject areas, using the rubrics and assessment directions to guide the conversations.

HCPS IB World Schools are committed to ensuring all students can demonstrate a consolidation of their learning through the completion of the Personal Project, which is the culminating assessment task of the entire Middle Years Program. It is completed between spring of freshman year and fall of sophomore year. Teaching teams use rubrics specific to the Personal Project to score students on four objectives, then IB validates student achievement through external moderation. The four objectives are listed below.

<b>THE PERSONAL PROJECT</b>			
A Investigating	B Planning	C Taking Action	D Reflecting

## Awarding of IB Grades: Diploma Program

IB awards grades in each subject in which a student sits for IB exams or has work submitted for moderation. These grades are based on the subject-specific rubrics and grading criteria, which are available from subject area teachers. The final grades are numeric (1 as poorest and 7 as best) rather than letters as our school system uses. In the awarding of the IB Diploma or certification in Diploma level courses, students are assigned grades that reflect the following descriptors:

#### Grade 1

**Minimal** achievement in terms of the objectives.

#### Grade 2

**Very limited** achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills and is **unable** to apply them fully in normal situations, **even with support**.

#### Grade 3

**Limited** achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a **limited understanding** of the required knowledge and skills and is **only able to apply** them fully in normal situations **with support**.

#### Grade 4

A **good general understanding** of the required knowledge and skills, and the ability to apply them effectively in **normal** situations. There is **occasional** evidence of the skills of analysis, synthesis and evaluation.

#### Grade 5

A **consistent and thorough understanding** of the required knowledge and skills, and the ability to apply them in a **variety** of situations. The student **generally** shows evidence of analysis, synthesis and evaluation where appropriate and **occasionally** demonstrates originality and insight.

#### Grade 6

A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a **wide variety** of situations. **Consistent** evidence of analysis, synthesis and evaluation is shown where appropriate. The student **generally** demonstrates originality and insight.

#### Grade 7

A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them **almost faultlessly** in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student **consistently** demonstrates originality and insight and **always** produces **work of high quality**.

The IB Diploma offers a possibility of 42 points, with 24 points sufficing for the award of the diploma, with other specific provisions not detailed here.

## Diploma Program Internal Assessment Tasks, External Assessments, and Exams:

### Language and Literature: English SL/HL

- External Assessments:
  - Written Examination, Paper 1 (*amended for 2022 only - removal of paper 2*)
  - Essay (HL only --on two works studied during the course)
- Internal Assessments:
  - Individual Oral

### Language Acquisition: French or Spanish SL/HL

- External Assessments:
  - Written Examination, Papers 1 and 2
- Internal Assessment:
  - Individual Oral

### **Individuals and Societies: History SL/HL**

- External Assessments:
  - Written Examination, Papers 1 and 2\* with an additional Paper 3\*\* for HL -  
*(\*amended for 2022 only—students answer one question)*  
*(\*\*amended for 2022 only—students answer two essays)*
- Internal Assessment
  - Historical Investigation

### **Experimental Sciences: Biology SL/HL or Chemistry SL/HL**

- External Assessments:
  - Written Examinations, Papers 1 and 2 *(amended for 2022 only - removal of paper 3)*
- Internal Assessments:
  - Individual Investigation and Write-up - *(amended for 2022 only - of group 4 project)*

### **Math A&A or Math A&I SL**

- External Assessments:
  - Written Examinations, Papers 1 and 2
- Internal Assessment:
  - Exploration

### **Arts or Electives:**

- **Psychology SL/HL**
  - External Assessments: Written Examinations, Papers 1 and 2\*  
*(\*amended 2022 only—SL paper 2 removed)*  
*(\*amended 2022 only—HL paper 2 only answer one question)*
  - Internal Assessment: Experimental Study
- **Theatre Arts SL/HL**
  - External Assessments: Director's Notebook, Research Presentation, with an additional Solo Theatre Piece for HL - *(amended for 2022 only - removal of collaborative project)*
- **Visual Arts HL**
  - External Assessment: Comparative Study and Process Portfolio -  
*(amended 2022 only—removal of art-making forms table requirements and penalties)*
  - Internal Assessment: Exhibition -  
*(amended 2022 only - students complete 7-10 resolved works)*

### **Theory of Knowledge:**

- External Assessment: TOK Essay with yearly prescribed titles
- Internal Assessment: TOK Exhibition

### **The Extended Essay**

## Vertical Articulation

Since the HCPS IB continuum spans grades 6-12, each year students participate in formative assessments that support student growth and achievement of the subject areas' aims and objectives. These assessment tasks are modified to be age- and skill-appropriate to provide the developing learner with an appropriate sequence of instruction. These tasks are shared with all teachers in each subject area. Middle Years teachers have access to Diploma exams to see the ultimate skills required to finish the program, and Diploma teachers have firsthand knowledge of Middle Years curriculum and assessments in order to build student success.

## Roles and Responsibilities:

*It is the responsibility of administrators, counselors, and coordinators to:*

- communicate with students and parents the expectations of the program
- provide supporting information about the nature of subject assessments to parents and students
- provide a calendar of assessment due dates and the exam schedule at the Diploma level
- monitor teacher-designed instruction, pacing, and assessment to ensure it is in line with IB and HCPS curriculum outcomes
- monitor the workload in each grade level to ensure that students have ample notification and time to excel
- monitor and provide instruction for purposes of revision of major assessments prior to their submission such as, but not limited to, MYP summative assessments and the Personal Project, the DP Extended Essay, and the TOK, World Literature, and Theatre essays
- collect data from each teacher as to how students are progressing, and assist teachers in interpreting that data to inform instructional practices
- provide guidance in the selection of course alternatives as well as DP level (HL or SL) in order to meet students' program needs.

*It is the responsibility of the teacher to provide students, at the beginning of each course, with a course overview which may contain the following:*

- the course content as dictated by IB
- the nature of the summative assessments required by IB
- the relative weight of these assessments for the student's achievement of the aims of the course
- a breakdown of the skills and a direction of the sequence of instruction required to be successful as well as the progression in which they will be taught and reinforced
- the nature of the formative assessment tasks that will provide skill growth
- the rubrics by which all summative assessments are judged by IB and by the teacher
- an explanation of how IB scores and HCPS grades are determined and communicated
- a large-scale calendar that shows when major skills will be assessed and when IB assessments are due in the course of the year
- teacher expectations as to deadlines, due dates, make up, assignment format, assignment turn-in procedures, academic honesty, and treatment of late work.

*Teachers will cooperate in the maintenance of an assessment calendar with the following conditions to moderate student workload:*

- It will be the responsibility of each teacher to post ALL tests and major assignments. Teachers maintain an online calendar through Schoology
- No more than two major assignments, assessments, or tests can be due on any given day.
- Faculty designees will be responsible for monitoring grade level calendars to ensure compliance.
- Minor assignments such as quizzes and homework are not subject to regulation on the calendar.
- If a student has a test scheduled that is not on the calendar and that puts the test/major assignment load over two, the student may opt to take the test or turn in the assignment at a later date, determined in conjunction with the teacher, student, and coordinator.
- Circumstances beyond the control of the faculty, such as unannounced assemblies or snow days, may force changes without sufficient advance notice for re-planning. If that circumstance means that a student has an overload, the student, teacher, and coordinator will work out a reasonable plan.
- Because our program is in the context of a public school, occasions may arise, particularly at the end of the nine weeks marking period, in which students may also have county-mandated SOL preparatory tests. We cannot regulate these tests and their scheduling.
- For the purposes of this regulation, tests and major assignments are defined and clarified as follows:
  - A test is an evaluative instrument which is summative rather than formative. It is an instrument that requires the student to revisit material covered over a number of weeks and review it for the production of an end product that emulates in some way the IB assessment/exam.
  - A major assignment for the purposes of this policy will be considered any assignment that is summative rather than formative such as an essay, project, oral presentation, or other vehicle by which the student demonstrates an end product.
  - A quiz is an instrument intended to evaluate whether a student has done adequate preparation over a short period of time in the course of regular study. It allows a teacher to determine whether students are grasping the material as it progresses in order to re-teach or reinforce concepts.
  - Examples of the difference between a test and a quiz:
    - A vocabulary quiz may be used to determine whether students have learned the words' definitions from a week's word list. A test may require that those words be used correctly in context and applied to new situations.
    - A reading quiz over content of ten chapters in a novel, for example, is a minor assignment if the reading has been assigned over several class periods and the quiz follows the completion of the last chapter or two.
  - Example of the difference between homework and a project:
    - 10 math problems assigned to practice a skill is homework and is not subject to regulation.
    - An oral presentation designed to show the relationships between three previously taught math concepts is a project and is regulated.

*Teachers will also be expected to collect, report, and utilize data in the following manner:*

- report to students and parents on student progress using Schoology, PowerSchool, as well as modes of personal communication
- post grades in a timely manner on PowerSchool

- design instruction to review, remediate, or differentiate for additional assistance
- reflect on the effectiveness of instruction and on assessment instruments.

*It is the responsibility of the student to:*

- observe all regulations and criteria in the production of assessments or the taking of examinations and behave ethically as outlined in the Code of Academic Honesty
- participate in the formative assessments to grow in concept, skill, and knowledge strength
- reflect on progress for improvement
- meet all internal deadlines as prescribed by the teacher and the school
- seek help when they do not understand a concept, skill, or background knowledge
- attend class regularly to receive the benefit of instruction and practice
- be organized with materials and assignments ready for class and keep an assignment calendar by monitoring their teachers' assignment calendars
- bring into the classroom a willingness to grow in the Learner Profile

## **Program Review**

This policy is reviewed with input from teachers, parents, students, and administrators (the HCPS IB Advisory Council) with the incorporation of school needs and all new HCPS or IB revisions as they occur, or at least every five years.

# Code of Academic Honesty: 2021-2022

## Introduction and Purpose

The purpose of this document is to:

- communicate to all stakeholders in our IB community – administrators, teachers, students, and parents – the programmatic expectations for creating and maintaining a culture of ethical behavior required by IBO
- provide clear guidelines to all stakeholders by defining academic honesty and malpractice in the context of the Middle Years and Diploma Programs within Henrico County Public Schools
- establish clear responsibilities of all stakeholders
- prevent, by communicating expectations and consequences, malpractice and other unethical behavior from occurring
- establish clear consequences for malpractice.

This document draws its authority from the IBO 2007 *Academic Honesty Statement* (which is noted by Article in excerpts and quotations), the 2011 update to the 2009 Diploma Program Academic Honesty publication, the IBO 2014 *Academic Honesty in the Educational Context* publication, and the HCPS *Code of Conduct*. It was originally created in collaboration by a 2009 Academic Honesty Committee, comprised of teachers, administrators, and parents from our IB sites and is reviewed for updates with input from teachers, parents, students, and administrators (the HCPS IB Advisory Council) with the incorporation of school needs, all new HCPS and IB revisions as they occur, or at least every five years. All of the policies elaborated here apply to student work and behavior in all classrooms and for all teacher-generated class work and tests, state and local standardized tests, as well as for IB internal assessments and examinations. IBO maintains some stricter policies for the actual examinations, and those policies are available at the schools or online.

## Academic Honesty Concepts and Terminology

### Academic honesty

#### *Basis for the Policies:*

The IB Learner Profile states that students will “act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere.” They are also to “take responsibility for their actions and the consequences.”

To that end, students should respect intellectual property (such as works of literature, art, music, scholarly research, speeches, designs, trademarks, copyrights) as it is protected by national and international law. Failure to adhere to these policies and laws can “result in legal proceedings” (Article 1.3).

#### *Authentic Work:*

“An authentic piece of work is one that is based on the candidate’s individual and original ideas with the ideas and work of others fully acknowledged. Therefore, all assignments, written or oral, completed by ‘our students’ must wholly and authentically use that student’s own language or expression. Where sources are referred to, whether in the form of direct quotation or paraphrase, such sources must be fully and appropriately acknowledged” using legitimate forms of academic documentation such as MLA, APA, Chicago Style, or Terrabian as directed by the teacher for the assignment (Article 1.4).

Students are expected to paraphrase appropriately, not simply copy a passage and change a few words, in order to regard the work as authentically their own. Standard practice dictates that if a student uses **more than three consecutive words** from another, those words must be in quotation marks, indented or given some other clear and standardized way to indicate the wording is not their own. In addition, the “source of the direct quotation or paraphrase must be clearly identified with internal citations, footnotes or endnotes.” A bibliography alone does not provide suitable documentation (Article 1.5).

Students and parents will submit a signed agreement after reading this document, indicating that students understand and agree to abide by these policies. As well, on all work, large or small, it is implicit with this signed agreement that students will abide by the honor pledge listed below. Teachers may require this or a similar pledge to be written and signed on assignments.

**Honor Pledge:** “On my honor, I certify that I \_\_\_\_\_, have neither given nor received inappropriate assistance on this assignment. I certify that this work is authentically my own.”

## Malpractice

IBO Regulations define malpractice as behavior that results in, or may result in, the student or students gaining an unfair advantage in an assignment, quiz, test, assessment, or examination. The concept of malpractice is broader than cheating or plagiarism. Both of those activities are done intentionally. IBO is not concerned, however, whether an action is intentional or inadvertent if words, ideas, and intellectual property of another are represented as the student’s own. Thus, the terminology of malpractice encompasses accidental academic infringement by negligence, sloppiness, rushed work, as well as cheating and plagiarism.

IBO provides the following definitions:

- Plagiarism: “the representation of the ideas or work of another person as the student’s own” (Article 2.1)
- Collusion: “supporting malpractice by another student, as in allowing one’s work to be copied or submitted by another” (Article 2.1)
- Duplication of work: “presentation of the same work for different” assignment requirements without express permission from the teacher. IBO forbids the use of the same work or works in assessment components or diploma requirements. Similarly, students may not use a paper written in one teacher’s class for another without documented approval (Article 2.1)
- Unfair advantage: any behavior that affects the results of that student or another student, such as but not limited to “taking unauthorized materials, electronics, and/or calculators into testing situations, misconduct during a testing situation that distracts others, or falsifying CAS records” (Article 2.1)
- Academic infringement: unintentional misrepresentation (sloppy or inadequate citation) that results in a failure to document information appropriately

In addition, the following list provides further examples for clarification purposes, but is not exhaustive:

***In Language and Literature, Language Acquisition, and all other subjects, malpractice occurs when a student:***

- Paraphrases another’s work without acknowledging the source correctly
- Fails to document resources from electronic resources such as internet, CD-Roms, DVD, films, and email messages by providing in the appropriate format the site name, URL, and date accessed
- Uses or attempts to use unauthorized material on a test or assignment
- Asks for, exchanges, or passes information related to the content of quizzes, tests, or examinations
- Procures or shares another person’s password(s)



- Uses or attempts to use another person's password(s) to gain or attempt to gain access to personal information and materials
- Shares another person's private information, such as passwords or grades, with other students
- Impersonates another student in electronic testing
- Uses another student's completed work by putting their name on it
- Includes offensive material for reasons other than analysis or intellectual inquiry
- Steals or illegally obtains tests or examinations
- Copies homework and passes it off as their own
- Purchases any quantity of materials, including commercial sources of essays and internet sites, to be submitted as their own
- Communicates improperly during a test
- Possesses of any communication device (for example - cell phone, smart watch, iPhone, laptop) during official testing
- Uses, regardless of whether it pertains to the test or not, any electronic communication during a test (examples include but are not limited to Instagram, IM, email, text messaging, and Twitter)
- Collaborates on an assignment unless expressly instructed to do so
- Provides another student with an assignment they have completed, for any reason
- Fails to submit an assignment to Turnitin.com, or other required plagiarism prevention service, when required, or provide satisfactory evidence of work in progress such as drafts, when electronic submission is not required, to authenticate that the work is the student's own

***In history or the social sciences, malpractice also occurs when a student:***

- Fails to document the source of maps, photographs, data, and graphs
- Participates in or executing experimentation that is in conflict with the IBO ethical stance

***In the physical sciences, malpractice also occurs when a student:***

- Fabricates data for an assignment
- In cases where collaboration is required (group 4 project, for example), the final work must be produced independently even though data may be shared. "This means the abstract, introduction, content and conclusion or summary must be the student's own words" (Article 2.5).
- Participates in or executes experimentation that is in conflict with the IBO ethical stance

***In mathematics, malpractice also occurs when a student:***

- Uses calculators not approved by the teacher or by testing circumstance
- Does not clear stored information in a programmable calculator

***In the arts, malpractice also occurs when a student:***

- Does not appropriately acknowledge film clips, dance choreography, stage blocking, sets and costumes, as well as visual art.

***In physical and health education, malpractice also occurs when a student:***

- Falsifies time spent on physical activity completed outside of class time
- Does not appropriately acknowledge movement/dance choreography

***With electronics:***

- Purposeful misuse of electronics for cheating, plagiarizing, or bullying is considered an egregious offense. Taking possession of or another person's electronic device without their permission, hacking into another person's electronic device or social media accounts, and/or posing as another person through electronics and social media are serious offenses.

# Roles and Responsibilities

*IBO, the Coordinators, and School Administrators are to:*

- Provide a safe environment in which academic honesty is the norm.
- Communicate expectations and consequences to teachers, students, and parents through seminars, publications, and electronic platforms.
- Offer guidance to students and parents in how malpractice can be avoided, including the importance of time management and strategies to do so.
- Educate parents on the limits of assistance on schoolwork to prevent inappropriate collaboration.
- Maintain fairness and consistency in matters of academic integrity.
- Provide professional development for teachers on how to foster a culture of academic integrity.
- Carry out the regulations concerning how assessments and exams are administered.
- Review, investigate, and decide on all cases of alleged malpractice.

*Teachers are to:*

- Offer instruction on what plagiarism is and how to avoid it by utilizing documentation styles and procedures for that discipline.
- Model the appropriate attribution of sources in lectures and presentations.
- Introduce students to school resources so that students can better understand the research process.
- Guide students toward appropriate resources and in time management through the course of a project.
- Collaborate within grade levels to maintain an appropriate work load for students with joint posting of major assignments electronically.
- Express and post clear expectations, deadlines, and requirements for each assignment, including homework, with adequate notification provided to students for unit tests and major assignments.
- Authenticate the students' work via anecdotal, empirical, or electronic platforms. Teachers may require the inclusion of pre-writing, research notes, and drafts with final work.
- Require all major assignments completed outside of class to be submitted through Turnitin.com with the feedback feature enabled for the students.
- Monitor students closely during tests.
- Provide explicit instructions to substitute teachers on precise testing expectations and requirements if the teacher must be absent on a testing day.
- Report to the IB coordinator, parents, and administration all instances of malpractice so ongoing records can be kept.
- To attempt to prevent malpractice on an IB assessment, the following will occur:
  - In the case of drafts, the teacher "must draw the student's attention to the risk and the student's duty to respect the policy and requirements of academic honesty" (Article 6.2). Students are responsible for viewing their work on Turnitin.com to determine what parts of their work may be in violation.
  - Students will be educated in the use of electronic platforms that assist them in appropriate documentation styles, formatting, and attribution.
  - Students are required to sign a coversheet confirming that their work is authentic and to confirm that work being submitted constitutes the final form of the work.
  - Once that form is signed, the paper cannot be retracted. IB's procedure for investigation must then occur.

*Students are to:*

- Ensure that all work submitted for completion, approval, credit, grade, or assessment is authentic, with the work of others fully and correctly acknowledged.

- Report instances of academic malpractice by their peers to the teacher or IB coordinator.
- Meet all school deadlines for assignments.
  - IBO and Henrico County Public Schools provide the following reasons for missing school and thus having incomplete assignments, missed tests, or deadlines. These all require parent, court, or medical documentation. IBO clarifies that these are events out of the reasonable control of the student.
    - Illness or injury of the student
    - Death or funeral of a close relative (IBO defines this as a parent, guardian, or sibling. HCPS, however, acknowledges the impact of extended family.)
    - Unavoidable attendance at a court of law
    - Serious illness of a close relative that necessitates the student's presence
    - Fire or natural disaster in which the student's home is partially or completely destroyed
    - Religious observance of recognized holidays (although IBO does not specifically make allowances for national or religious holidays)
    - Doctor's appointment (although these are highly discouraged during school hours and IBO does not recognize this for examinations)
  - Unacceptable reasons for incomplete assignments, missed deadlines or tests, noting circumstances reasonably within the control of the student, include:
    - Misreading or misunderstanding the directions, due date, exam time table
    - Oversleeping
    - Family vacations (school assignments may be made up with prior administrative approval – see HCPS guidelines)
    - Moving the family residence
    - Social or sporting commitments (HCPS does recognize sports commitments that are arranged and approved in advance or that are sponsored by the school)
    - Missing school to complete assignments in another class
    - Attendance at interviews for college or work (HCPS does allow for seniors to attend college tours and interviews arranged in advance)
    - Computer failure
    - Inability to print at school
  - In the event of an excused absence in which a student has work due or a test scheduled the following must take place:
    - The parent or student contacts the teacher directly via email to notify them of the absence, acknowledge the missed test or deadline, and communicate plans to make up the test and turn in the work if it cannot possibly be brought in on the due date.
    - The student must see the teacher immediately upon return, whether or not that teacher's class meets that day, to turn in work due if assigned prior to the absence, to finalize arrangements for making up the missed test, and to get any new assignments made in the student's absence.
    - A teacher may require work assigned prior to the absence be turned in immediately or a test be taken in class upon return.
    - A teacher may accept a handwritten copy of the assignment or alternative turn-in arrangements such as email or drop box, but this is solely within the discretion of the individual teacher and not a presumed right.
    - The student must make up all work assigned during the absence in the regulated time allotted unless prior arrangements are made.
    - All work not turned in on time or work not made up within the time allotted may receive a zero or partial credit, according to the teacher's published policies.

## Consequences of Malpractice:

Although it is hoped that we can prevent malpractice through communication of shared expectations, vigilance on the part of students and teachers, and support throughout the program in pursuing ethical behavior in all areas, we also must provide for those occasions where it does occur with clear consequences and/or penalties.

IBO has a “zero tolerance” for malpractice. “Plagiarism must be viewed as going well beyond the mere breaking of rules and into an area of far greater seriousness. Plagiarism must not be seen as simply an item in a long list of school rules in a handbook. It must be viewed as a serious academic **offence** with a community attitude that shows no tolerance and imposes severe penalties when it is discovered” (Article 4.7).

Consequences will vary according to the nature of the assignment and the frequency of infraction. A test, project, or paper will necessitate a stronger consequence than a homework paper. A second offense will be treated more severely than a first one.

Consequences for documentable malpractice on a teacher-generated assignment or test:

- Student conference with teacher
- Zero on the test or assignment with no allowable make up for their HCPS grade
- Parent contact from teacher
- Notification of the coordinator
- Conference with parents, teacher, and student
- Referral to the administration who may then decide on additional consequences, depending on the severity of the malpractice and whether it is a repeat offense, such as
  - Parent conference with administrators
  - Recommendation for removal from Honor Societies
  - Having to take final exams regardless of academic exemption
  - Removal from the class or from the IB program
  - In-school suspension
  - Suspension
  - Referral to law enforcement in cases of theft of tests, hacking, or forgery.

In the case of suspected but unprovable malpractice— student reported cheating, for example – or in the case of academic infringement, the following will happen:

- Student conference with teacher.
- Parents contact from teacher.
- Notification of the coordinator. A conference with parents, teacher, and student may be held.
- Subsequent incidents of suspected malpractice will necessitate a conference with administrators to determine an action plan to ensure the student knows what appropriate behavior is.
- The teacher may require the student to do the assignment or take the test again, with a failing grade entered in the grade book until completion of the second attempt.

If malpractice is suspected after an assessment has been submitted as final or has been sent for examination or moderation, then the coordinator must inform IB Cardiff who will then initiate an investigation, notifying the parties and gathering evidence. For all cases of malpractice, the following must be submitted to IB Cardiff:

- A statement from the teacher of the subject concerned or the supervisor of the Personal Project or Extended Essay
- A statement from the coordinator
- A statement from the student that directly addresses the allegation that their work is not authentic
  - The student should make this statement after conferring with counsel, parents, or guardian.
- A summary of the interview with the student by the coordinator about the allegation of plagiarism
  - The interview should be held in the presence of the student’s parents or guardian or other designated representative.

If an incident occurs in the context of the school year, school consequences as listed above may apply.

**Depending on the disposition of the Final Award Committee, the student may suffer any of the following penalties:**

- **In the case of academic infringement, marks will be withheld for that part or component. The student may still be eligible for a grade in the subject and a certificate or diploma.**
- **In the case of academic malpractice, no grade will be awarded for the subject. No MYP Certificate or IB Diploma will be awarded. The student is still eligible to receive scores, and in the case of the Diploma Program, a certificate for each subject completed. The student may schedule retake exams one year after the session in which the malpractice occurred.**
- **“If the case of malpractice is very serious, either because of its nature or because the student has already been found guilty of malpractice in a previous session, the committee may decide that the student will not be eligible to register for future exams” (Article 12.7).**

Students will be notified of the committee’s decision through the coordinator. Reconsideration is open only if the student establishes the existence of facts previously unknown to the committee. Appeals and arbitration are possible only on the grounds that procedure has not been followed.

## **Program Review**

This policy was created and reviewed as a cooperative effort by teachers, administrators, parents, and students. It is reviewed as necessitated by IB or HCPS policy revisions, or at least every five years.

# Language Policy: 2021-2022

## Introduction and Purpose:

The purpose of this document is to:

- Communicate to all stakeholders in our IB community – administrators, teachers, students, and parents – the programmatic expectations for fostering language growth as required by IBO
- Provide clear guidelines to all stakeholders by defining language instruction and services offered in the context of the Middle Years and Diploma Programs within Henrico County Public Schools
- Establish clear responsibilities of all stakeholders.

This document draws its authority from the IBO 2007 *Guidelines for Developing a School Language Policy*, the 2014 *MYP From Principles into Practice* (updated 2017), IBMYP and IBDP subject guides, *Language and Learning in IB Programmes* (2011) and the HCPS and Commonwealth of Virginia curriculum guidelines. It was created in 2009 in collaboration with administration and faculty from our IB sites and is reviewed with input from teachers, parents, students, and administrators (the HCPS IB Advisory Council) with the incorporation of all new IB revisions as they occur, or at least every five years.

## Philosophy:

Since language is a major vehicle of inquiry, instruction, and expression, it is fundamental to any educational program. Because of this, **all teachers in the program, regardless of discipline, are language teachers**. Language education is more than learning to speak and write in another language. In our program, language education includes how our students must be careful “consumers” of language with an awareness of the subtleties of rhetoric and reasoning as well as how language use may differ in each academic discipline. Our students receive instruction and experience in all disciplines in the art and science of written and oral communication. Finally, our program emphasizes the social and cultural uses of language to establish identity and build relationships.

Since our programs are housed in American public schools, the language of instruction as well as the language of the larger culture is English. Yet, because IB’s mission is to promote a more peaceful world through intercultural awareness, it is the goal of our program that all students are proficient in English, the language of instruction, and another language, at this time French or Spanish. With second language proficiency, students may begin to assert their membership in the global community.

## Our Language Profile:

The language profile of our student population breaks down in the following ways:

- The majority of our students are native English speakers with an English-only background who then go on to achieve at least Standard Level proficiency in second language acquisition by their senior year.
- A growing number of our students are bilingual, having acquired both English and another language since birth. These students add French or Spanish in addition to their home languages.
- Some of our students are bilingual with parents of limited English proficiency who have acquired English as a result of attending school in America.
- A few of our students are English background speakers who have a significant proficiency in another world language due to participation in an immersion program in grades K-8 or through exchange study abroad.
- A few of our students have studied a language other than French or Spanish – such as German, Italian, Latin or Slavic languages – prior to their admission to our program. While we cannot nurture the growth of proficiency in these languages at this time, we do seek to give them opportunities to use this skill through the Personal Project or Extended Essay.

## **Second Language Acquisition:**

Second language acquisition begins in middle school. Our students have three “tracks” they may pursue, depending on how rapidly they want to progress or how adept they are in the process. To promote the highest degree of excellence for each student, our program requires that each entering ninth grader have had at least a year of French or Spanish before entering high school. Students coming from our IB middle schools are well into their IB second language process, but we also have students from non-IB middle schools enter at the high school level. It has been our experience that students with at least five years of language instruction have a higher degree of success in their IB Language Acquisition exams. For students who come into our program from outside our district or state, we have made some allowances for this sequence, supplementing our language instruction program with summer study through other institutions, so that students may have adequate instruction for the rigor required. This procedure is not preferable since a summer’s study can never equal a year’s instruction and experience, but it is our goal to not exclude worthy students who are otherwise in all ways qualified to participate in our program.

In terms of instruction, our program follows the curricula outlined for the Middle Years Program as well as the Diploma Program. Our Language Acquisition students receive preparation for their MYP assessments in grades six through nine, bringing them to a high level of proficiency. In grade ten, students must pass MYP proficiencies towards the completion of their HCPS MYP Certificate. In their senior year, students will either be in their fifth year of instruction, taking the Standard Level exam, or in their sixth year, taking either the Higher Level or Standard Level exam, depending on the needs they have to fulfill the IB Diploma requirements.

Excellence in and pleasure with this second language is fostered outside the Language Acquisition classroom. Beginning in sixth grade, students are encouraged to explore ways to use the language with their families and in their communities. Our middle schools offer international travel opportunities in the summer. They are led to see how the language acquisition is not just a subject to study in school but is rather another way of expressing the ideas they are learning in their other classes and in life. In addition, middle school libraries offer support through purchase of books in the target languages and hosting events focused on language awareness.

Our high schools offer both French and Spanish National Honor Societies. These student organizations host events such as film festivals and cultural awareness celebrations for the benefit of the whole school. Language awareness is also fostered through the core attributes of the two programs. The Personal Project offers students an opportunity to acquire their families’ mother tongue in order to communicate in writing or conversation with grandparents back in the home country. Theory of Knowledge offers the study of language as a way of knowing. In investigating the history of language, students explore idiomatic expressions and etymology as it relates to the history of English as well as of other tongues. Additionally, international travel with connections to Service as Action and/or Activity, Creativity, Service may be available. Finally, at the high school level, through the vehicle of weekly seminars, students are exposed to speakers, films, and dialogs on the relationship of language to identity as well as personal and political relationships.

## **Mother Tongue Support:**

Our program recognizes the personal and cultural significance of a student’s mother tongue for, but not limited to, the following reasons:

- Preservation of a student’s native language and culture promotes diversity within our program, thus providing our school community with a greater global awareness.
- Acquisition and use of multiple languages, especially across language families, fosters high-order cognitive skills.
- Preservation of a student’s home language perpetuates relationships with family members who may still live in these countries and whom these students may visit. Maintained fluency enables these students to travel with ease in their countries of cultural origin, and they benefit from this “cross pollination” of American and their home culture.

- Maintenance of first languages enables students to preserve cultural identity of smaller subgroups within the larger community. This allows the student greater opportunity to absorb the religious and cultural values of their extended family.

For students with limited English proficiency in need of additional language services, we provide individual tutoring and curriculum differentiation in all of our classes. All of our teachers are trained in the pedagogical use of scaffolding, by which they can assist their students make connections between the more familiar first language and the language of instruction. All classes utilize visual aids, electronic media, graphic organizers, collaborative learning groups, and student demonstrations. Finally, in some cases, we also have contacts with other institutions where students may supplement their IB study with English language drill in summer courses.

## **Language Instruction in the Subject Areas:**

In all subjects, students are expected to “consume” information through reading textbooks and instructional materials, write responses to inquiry in that field, and participate in dialog in that subject. Teachers in the subject areas of history, science, mathematics, and the arts offer instruction in how each subject’s epistemology or logic may differ from the next and therefore how text information is organized and included. All teachers require written responses in informal practice as well as in formal examinations. Finally, all classes hold discussions, Socratic seminars, debates, and presentations that further develop oral language skills. All instruction is focused on raising student achievement to its highest level on the IB written and oral exams and assessments, as well as on fostering life-long learning skills that will nurture the student into adulthood.

Within each subject, reading language is targeted to explore the following:

- the purpose of the academic inquiry
- what basic assumptions might be inherent in our approach and whether those assumptions are justifiable
- from what point of view we collectively and individually approach a subject
- what sort of information the discipline produces and how to determine the accuracy, relevancy and sufficiency of those data
- key concepts and vocabulary, or the “language” of that discipline
- what sorts of claims are made in the subject and how they are supported
- what implications this knowledge has, and how it affects the student and the community.

Because there is an intimate relationship between clear writing and clear thinking, students are also instructed in the following ways:

- the appropriate approach to clear explanation in each subject area
- the appropriate and reliable sources of information within each discipline
- how to construct effective and persuasive arguments by making claims and supporting them
- how to write for differentiated purposes and audiences, especially in the area of use of colloquialisms or slang
- how to write observing appropriate conventions of English and of the discipline
- how to use reflection as a tool for self-growth
- how to appropriately cite or attribute the use of others’ ideas or words in the context of their written products

Since some classes consist largely of presentation and discussion, students are also guided in the oral use of language in the following ways:

- how to answer a question directly, the question that is asked rather than the one they think they heard
- how to carry on a discussion by adding their comments to build on what others have said
- how to pose thoughtful and significant questions
- how to present ideas verbally as differentiated from in a written product



- how to organize their thoughts and respond articulately
- how to make a formal presentation, considering audience and purpose
- how to respond respectfully even if the discussion is passionate, and the parties may hold opposing opinions or beliefs

## **Language Support in the Subject Areas:**

As students start middle and high school, teachers may solicit a writing sample that is then assessed. This allows teachers to diagnose strengths and challenges and craft instruction appropriately. If a student seems to be struggling, the teacher can refer to the data to analyze better how to remediate the student in reading comprehension skills as well as writing skills so that they can achieve at their highest level.

Regardless of grade level, just as with those who may have comprehension or expression struggles due to limited English proficiency, native speakers may also have varying degrees of ability, knowledge, and skill. Teachers offer individual tutoring for all students in reading comprehension, clear and critical thinking, effective writing, personal connections, and expression.

In our program, teachers communicate with parents concerning student achievement as well as challenges so that they may better engage in support in the home. Each teacher maintains an online platform, such as Schoology, through which to communicate class content, assignments, and ancillary support materials.

In addition, our librarians supplement the classroom with instruction on resource reliability and differentiation, research skills, argument building and documentation formatting styles as well as providing literature written in the target languages at varying levels. The librarians are available to our students in person before and after school, as well as during the daily enrichment period and online through the Schoology platform, which is available to parents as well as students.

## **Language Policy Review Process**

This policy is reviewed with input from teachers, parents, students, and administrators (the HCPS IB Advisory Council) to reflect school needs and reflect all new IB and HCPS revisions as they occur, or at least every five years.

# Inclusive Education Policy: 2021-2022

## Introduction and Purpose:

The purpose of this document is to:

- Communicate to all stakeholders in our IB community – administrators, teachers, students, and parents – the programmatic expectations for creating and maintaining an inclusive educational environment for all learners as required by IBO.
- Provide clear guidelines to all stakeholders by defining appropriate vision, goals, and practice in the context of the Middle Years and Diploma Programs within Henrico County Public Schools.
- Establish clear responsibilities of all stakeholders.

This document draws its authority from the IBO *MYP Coordinator's Handbook* (2009-10), the *Handbook of Procedures for the Diploma Program* (2009), *Programme Standards and Practices* (2014, updated 2016), *Candidates with Special Assessment Needs* (2007), *Special Educational Needs in the IB Programmes*, (2008), *The Diploma Program: A Basis for Practice* (2009), *The Diploma Program: From Principles to Practice* (2009, 2014 (updated 2016) ), *The IB Guide to Inclusive Education* (2014), IB's *Access and Inclusion Policy* publication (2018), the Programme Resource Center's online publications and resources, the curriculum guides for each MYP and DP subject, and the HCPS curriculum guides. It was created in collaboration by teachers, administrators, and parents from our IB sites.

## Program Philosophy:

It is the philosophy of both IB and Henrico County Public Schools that every child can learn and that every child should be provided with those creative thinking and learning skills that will carry them to success as adults, making them self-sufficient citizens, caring and reflective members of society, and productive contributors in the global market place. Therefore, it is our program's vision, in the context of the inclusive nature of MYP and the learner-centered nature of IB instruction, that all students receive the necessary resources, guidance, accommodations, and differentiation needed to attain their highest level of personal success.

This document echoes the policy of the International Baccalaureate (IB) for Middle Years, Diploma, and Course Work candidates with special assessment needs. "The IB believes that all candidates should be allowed to demonstrate their ability under assessment conditions that are as fair as possible. Where standard assessment conditions could put a candidate with special educational needs at a disadvantage by preventing him or her from demonstrating his or her level of attainment, special arrangements may be authorized" (*Candidates with Special Needs* 1). It is important to note that Henrico County Public Schools are not able to provide IB courses through homebound instruction due to the nature of the requirements and regulations set forth by the IBO.

The purpose of this document is to provide our programs' stakeholders "with information about the arrangements available for candidates with special needs **during their preparation of work for assessment and in their written examinations**. There is no intention to provide guidance on teaching methodology or resources. Procedures for requesting special arrangements are explained in the *Handbook of Procedures for the Diploma Programme* and the *Middle Years Program Coordinator's Handbook*, the procedures manual for coordinators and teachers" (2).

# Principles

All special arrangements that may be authorized by the IB are based on the following principles. These principles are taken verbatim from *Candidates with Special Needs*, pages 4-5.

- 1.1 The IB must ensure that a grade awarded to a candidate in any subject is not a misleading description of that candidate's level of attainment, so the same standards of assessment are applied to all candidates, regardless of whether or not they have special needs.
- 1.2 Special arrangements are intended to reduce the adverse effects of a candidate's special needs when demonstrating his or her level of attainment. The special arrangements requested for a candidate must not give that candidate an advantage in any assessment component.
- 1.3 The special arrangements described in this document are intended for candidates with the intellectual capacity to meet all assessment requirements leading to the award of the diploma or certificates.
- 1.4 The school, not the IB, is responsible for establishing whether the Diploma Programme can be taught and assessed. Advice may be sought from IB Cardiff ([sen@ibo.org](mailto:sen@ibo.org)) before a school accepts a student with special needs; however, this advice is restricted to the implications for internal and external assessment and does not extend to teaching methods and resources.
- 1.5 If it can be demonstrated that a candidate's lack of proficiency in his or her response language(s) (English, French, or Spanish) arises from a diagnosed need, special arrangements may be authorized. (For subjects in groups 3 to 6, all candidates are allowed to use a translating dictionary in the written examinations.)
- 1.6 The IB aims to authorize special arrangements that are compatible with those normally available to the candidate concerned. However, authorization will only be given for arrangements that are consistent with the policy and practice of the IB. It should not be assumed that the IB will necessarily agree to the arrangements requested by a school. Coordinators are required to provide information on both the candidate's usual method of working in the classroom and under assessment conditions.
- 1.7 The IB is committed to an educational philosophy based on international mindedness. Therefore, the special assessment needs policy of the IB may not reflect the standard practice of any one country. To achieve equity among candidates with special assessment needs, the policy represents the result of a consideration of accepted practice in different countries.
- 1.8 The IB will ensure that, wherever possible, arrangements for candidates with a similar type of need are the same. Given that cultural differences occur in the recognition of learning issues and the accommodations allowed, some compromise may be necessary to help ensure comparability between candidates in different countries.
- 1.9 If special assessment arrangements are necessary for a candidate, consultation with the IB is mandatory. Similarly, if a [Middle Years Program] or Diploma Programme candidate has difficulties meeting the requirements for Creativity, Activity, Service (CAS), the appropriate IB regional office must be consulted. Any exceptions are stated in this document. However, a school may provide any kind of special arrangement for a candidate during his or her study of the Middle Years Program assessments or Diploma Programme or trial (practice) examinations.
- 1.10 A school must not inform an examiner of a candidate's condition or adverse circumstance. Similarly, in the case of internally assessed work, teachers must not make any adjustments when marking a candidate's work. If appropriate, the IB will ensure that reasonable adjustments are considered.
- 1.11 The IB treats all information about a candidate as confidential. If required, information will only be shared with appropriate IB personnel and members of the final award committee, who will be instructed to treat such information as confidential.
- 1.12 If special arrangements are authorized for internal assessment, the IB may require the candidate's work to be submitted to IB Cardiff for scrutiny.
- 1.13 The list of special arrangements available is revised regularly. The IB will consider alternative arrangements proposed by a coordinator, provided those arrangements could be made available to all other similarly affected candidates.

## Terminology for Special Needs and Inclusion

**Accommodation:** A generic term comprising all forms of arrangement, compensation, or conditions that may be allowed for a candidate.

**Adverse circumstances:** Circumstances beyond the control of the candidate(s) that might be detrimental to the performance of the candidate(s) in one or more assessment component (for example, bereavement, natural disasters, civil unrest). “Adverse circumstances” do not include medical conditions or disability.

**Assessment component:** Each subject and level for the Middle Years and Diploma Programs are divided into assessment components, for example, paper 1, paper 2 and internal assessment. Some components comprise discrete tasks that are undertaken separately. These separate tasks within a component, such as the map work section for a geography examination paper, are referred to in this document as a “part” of an assessment component.

**Differentiation:** The process of identifying, with each learner, the most effective strategies for achieving agreed goals.

**Exceptional circumstances:** Circumstances that are not commonly within the experience of other candidates with special assessment needs. The IB reserves the right to determine which circumstances qualify as “exceptional” and therefore justify a particular special arrangement.

**Inclusion:** An ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers.

**Invigilator:** A person, or persons, responsible for supervising an examination (also referred to as a “proctor” or a “supervisor”); The invigilator of an IB examination may or may not be the coordinator. **Special arrangements:** Changed or additional conditions during the assessment process for a candidate with special educational needs. These enable the candidate to demonstrate his or her level of attainment more fairly and are not intended to compensate for any lack of ability.

**Special assessment needs:** A candidate with special assessment needs is one who requires special arrangements in assessment conditions to demonstrate his or her level of attainment.

**Special educational needs:** This refers to candidates with individual learning needs, who have the intellectual capacity to meet all curriculum and assessment requirements, and who require special arrangements to demonstrate their level of achievement. Candidates who require special assessment arrangements may display the characteristics of one or more of the following special educational needs: *Specific learning issues, language and communication disorders*

- Significant issues in reading, writing, spelling or manipulating numbers associated with issues in processing symbolic language (for example, problems interpreting music notation, dyslexia, dyscalculia).
- Speech and language issues characterized by communication problems (for example, aphasia, dysphasia, articulation problems).

### *Emotional and behavioral issues*

- Includes: attention deficit disorder (ADD)/attention deficit hyperactivity disorder (ADHD); [Note: HCPS categorizes ADD/ADHD as OHI, Other Health Impaired] withdrawn, depressive or suicidal attitudes; obsessive preoccupation with eating habits; school phobia; substance abuse; disruptive antisocial and uncooperative behavior; and anger, frustration and violence.

### *Physical and sensory conditions*

- Physical disabilities include a wide range of conditions that are not always immediately obvious, but affect mobility.
- Sensory issues: hearing—embraces an extensive range of hearing loss from mild to profound and can present communication difficulties; visual—includes difficulties with either the structure or function of the eye, affecting vision.

### *Medical conditions*

- The most common being: congenital heart disease, epilepsy, asthma, cystic fibrosis, hemophilia, sickle cell anemia, diabetes, renal failure, eczema, rheumatoid disorders, allergies, leukemia and other cancers.

### *Mental health issues*

- A wide range of conditions that can affect a person’s state of mind, ranging from psychotic conditions, such as schizophrenia and manic depression, to eating disorders, anxieties and emotional distress caused by circumstances in a candidate’s life.

**Technical language:** This refers to terminology specific to the subject being tested. It may be the target of the assessment and must be known by the candidate to understand fully the subject.

## **Roles and Responsibilities:**

### *Of the School:*

- The school will provide guidance and information so that students with special needs can make informed decisions concerning application to our IB programs.
- School counseling as well as Special Education specialists and site Special Education coordinators will provide the coordinator and teachers with all IEP and 504 plan documentation.
- Exceptional education case managers and/or school counselors will provide updates and host meetings for updates in IEP and 504 plans. Site IB coordinators will be invited to the meetings.
- Site coordinators and counselors will communicate vertically as students pass from middle to high school so that continuity may be maintained.
- Site IB coordinators will apply to IB in a timely manner for students' accommodations in assessment type as well as circumstances.
- Site IB coordinators will oversee and supervise classroom accommodations as well as provide examination accommodations as needed.
- Schools will facilitate the provision of appropriate accommodations such as but not limited to additional time, rest periods, separate testing space, technological aides, reading aids (readers, prompters, Braille), and assessment/assignments in special color or type size, audio recordings, assignment modification, extensions, and assistance or exemptions as specified by the student's IEP or 504 plan. Admission as well as instructional policies will reflect inclusion of students who are differently abled.

### *Of the Teacher:*

- The classroom teachers, in conjunction with the exceptional education case manager and/or teacher, will become familiar with the nature and needs of their students' special needs by utilizing school and OCC resources and will keep a copy of each student's 504 plan or IEP.
- The classroom teachers will provide differentiation and accommodation, in conjunction with the exceptional education case manager and/or teacher, as needed as required for student success and as outlined in the student's IEP or 504 plan.
- The teachers will maintain discretion and confidentiality in providing these services.
- The teachers will maintain "sensitivity to and flexibility in their thinking in crafting accommodations for those who may not perform in the generally accepted way" (Special educational needs 1).
- The teachers will maintain a classroom atmosphere which affirms identity and builds self-esteem, values prior knowledge, and provides scaffolding and extended learning opportunities for all students.

### *Of the Parent and Student:*

- Families will make requests for child studies or services from the school as they are needed and in a proactive manner.
- Families will provide documentation to school officials for IEP and 504 plans so that documentation can be provided to IBO for accommodation requests.
- Families will communicate with children's teachers and coordinators concerning their observations as to their child's needs to facilitate appropriate intervention strategies.
- Students will be proactive in seeking assistance from their teachers and the coordinator to meet their learning needs.

## **Curriculum:**

Students are admitted to the Program without reference to whether a child is documented as special needs, or has an IEP or 504 Plan. Therefore, curriculum, in general is the same for all students. Differentiation occurs at the classroom level with accommodations such as, but not limited to, classroom seating, electronic communications and dropboxes, extended deadlines, and extended time for test-taking.

## **Policy Review Process:**

This policy is reviewed and revised in accordance with policy changes in IB, the Americans with Disabilities Act requirements, and HCPS policy by the IB Advisory Council, or every five years.

# Maintaining Good Standing in HCPS IB Programs

**Fairfield Middle**

**G.H. Moody Middle**

**Tuckahoe Middle**

Academic and behavior expectations in the IBMYP are commensurate with a rigorous international program. Striving to understand and exhibit the Learner Profile Traits, students are expected to demonstrate good study habits, work ethic, advocacy, and self-discipline to improve their performance. Participation in the HCPS IB Program is a privilege. Removal from the program may occur if a student is no longer in good standing.

The challenging nature of the IBMYP program prepares students for advanced studies in high school, college, and beyond. As part of a challenging international program, parents and students should understand and promote the following Expectations and Guidelines for Success:

## **Parents Should:**

- Expect their child to focus on developing new skills that are personally and academically valuable.
- Acknowledge that high standards of a rigorous IB curriculum may have an impact on scores and ranking.
- Recognize that a partnership between parents/guardians and teachers is important to help students and maintain a consistent message.
- Monitor teachers' PowerSchool and Schoology boards to help students stay organized and meet deadlines.
- Provide a structured, distraction-free work environment.
- Nurture a good student work ethic.
- Support consistent class attendance.

## **Students Should:**

- Practice the values of the IBMYP learner profile in both academic and personal settings.
- Accept academic challenges in order to grow in concept, skill, and knowledge strength, including getting help when needed.
- Complete long-term assignments that demonstrate persistence and planning, while avoiding procrastination.
- Organize materials and assignments to meet deadlines by updating the agenda book or personal calendar and routinely checking the teachers' Schoology boards.
- Attend class and actively participate regularly.
- Reflect on progress for improvement.
- Make a personal commitment to Service as Action by participating in volunteer activities.

## **Academic Expectations to Remain in Good Standing:**

- Maintain an un-weighted, cumulative average of 2.0 or higher
- Maintain a C average or higher in all classes
- Attend school regularly and complete make-up work in an agreed upon time period
- Miss fewer than 20 days\* in each class

## **Academic Support and Intervention:**

With the release of grades at the end of each quarter, students whose grades have fallen below a C average in any course will have a 9-week period to improve their grade in the subject area(s) while maintaining a C average or higher in all courses. During this period, students should seek additional assistance to make progress with assignments, assessments, and remediation. Parents/guardians should check PowerSchool and Schoology regularly to monitor academic improvement and continue to provide support for their child.

# Maintaining Good Standing in HCPS IB Programs

Fairfield Middle

G.H. Moody Middle

Tuckahoe Middle

## **Behavior Expectations to Remain in Good Standing:**

- Exhibit proper conduct, promptness and appropriate study habits
- Practice cooperation and self-restraint with minimal disruptions while around others
- Respect others at all times and in any environment
- Come to class prepared with appropriate materials
- Follow through with activities, assignments, and commitments
- Prepare and organize work to meet deadlines for activities and assignments, including make-up work
- Seek and accept help from appropriate resources when needed
- Follow the HCPS Student Code of Conduct, the IB Code of Academic Honesty, and classroom procedures

## **Behavior Support and Intervention:**

All students have the right to learn in a safe and orderly environment. Therefore, appropriate behavior is expected of all students at all times. Multiple disciplinary referrals will result in loss of program participation. Students may enter a behavior support and intervention period in order to have an opportunity to demonstrate a commitment to good citizenship and to earn good standing in the program. Maintaining a commitment to appropriate behavior is expected beyond the intervention and support period.

An egregious infraction may result in immediate removal from the program. Such infractions include, but are not limited to, cheating that may involve organized, premeditated, networked, or other severe behavior using electronics, internet, social media, or other resources; any behavior that is felonious; and/or any action causing severe social, emotional, or physical harm.

***\*\*Home-based services cannot provide an IB education. If a student requires long-term homebound instruction, the student will be enrolled in their home school curriculum.***



# Maintaining Good Standing in HCPS IB Programs

Henrico High School

J. R. Tucker High School

Program expectations dictate that students remain in GOOD STANDING while in the program. In general, good standing is defined as

- **Maintaining a 73% C average or better overall**
- **Attending school regularly**
- **Abiding by all HCPS Code of Conduct policies as well as the IB Academic Honesty Policy**

Participating in the IB Program is a privilege, not a right. Removal from the program with subsequent return to the student's home school may occur under, but not limited to, the following conditions:

- **Multiple (in one year) or cumulative (grades 9-12) serious or habitual disciplinary infractions, and/or**
- **Multiple (in one year) or cumulative (grades 9-12) Academic Honesty Code violations, and/or**
- **Chronic absenteeism or having an extended illness that requires homebound instruction**
- **An egregious infraction such as, but not limited to, cheating that may involve organized, premeditated, networked, or other severe behavior using electronics, internet, social media, or other resources; any behavior that is felonious; and/or action causing severe social, emotional, or physical harm may result in immediate removal from the program.**

As well, certain academic issues may warrant a student being removed from the program in that student's academic best interests, particularly in **the Middle Years Program**. These situations include but are not limited to

- **Failure of a rising freshman to complete pre-requisite courses per a provisional admission contract**
- **Failure of a freshman to pass a course required to continue in the curriculum sequence of a subject/discipline**
- **Failure of a rising sophomore to be up to date with Action and Service**

In addition, rising or continuing **Diploma Program** students must maintain the following in order to progress into the Diploma Program and/or continue in their course sequence: *Decisions made based on these criteria are not subject to parent override.*

- **73% C average or better in each subject/discipline**
- **Students must be registered in two DP classes and sit for those exams and attend seminar to remain in the Diploma Program**
- **Completion of the internal assessments or work leading up to the internal assessment**
- **Completion of MYP 'Action and Service' and Personal Project requirements to be considered a Diploma Candidate as a junior**

**To be registered as a Diploma Candidate** in November, seniors must

- **Be up to date on Creativity, Activity, and Service (CAS) requirements**
- **Have turned in an Extended Essay**

**To sit for exams, Diploma Candidates, DP Course students, and Anticipated Candidates must**

- **Be passing the course with a cumulative 73% C average or better at the semester and continue to complete high quality work throughout the spring.**
- **Have completed the internal assessment or work leading up to the internal assessment**

*Students may be charged the \$119 subject fee per course and other costs accrued in accordance with the IBO scale of fees to drop them from IB exam registration. Failing DP students may be removed from the course and scheduled in either a comparable course from the comprehensive curriculum or a study hall, especially if that course is required for graduation. Students who are not eligible to sit for exams and/or are removed from a DP course will be considered Course Candidates for the IB classes in which they are demonstrating success and will not receive the IB Diploma.*

# Glossary

The following is a list of terms found in the course of this document which may not be familiar to all of our constituents.

## Abbreviations/Acronyms

- ATL: Approaches to Learning
- APA: American Psychiatric Association. A common documentation style, specialized for work in the social sciences, but not commonly used in our IB course work
- CAS: Creativity, Activity, Service. A cornerstone of the core of the Diploma Program and an outgrowth of Service as Action in the Middle Years Program
- DP: Diploma Program. A program of the highest rigor to prepare for university work and world leadership IB: International Baccalaureate
- EE: Extended Essay. The culminating project for the Diploma Program
- HL: Higher Level. In the DP, a course and its ensuing exam that requires two years of study. Students must have at least 3 HL courses/exams to pursue the IB diploma
- IA: Internal Assessment. IB required assessment graded by the teacher but moderated externally by IBO
- IEP: Individual Education Plan. Plan, created in accordance with federal guidelines and through the counseling department, which outlines accommodations and goals for students with special needs
- IBA: IB Americas. The regional office to which our programs answer
- IBMA: Mid-Atlantic Association of IB World Schools
- IBO: International Baccalaureate Organization. The “parent” organization charged with oversight of the IB programs
- MLA: Modern Languages Association. A common documentation style, specialized for use in the liberal arts, frequently used in secondary schools, and the one used for the PP and the EE in our programs
- MYP: Middle Years Program. A program of rigor and growth for students in grades 6-10
- PP: Personal Project. The culminating activity/project for the Middle Years Program
- TOK: Theory of Knowledge. The capstone course for the Diploma Program
- SL: Standard Level. In the DP, a course and its ensuing exam that requires at least one year or study but which may have two years of study
- 504 Plan: An accommodation plan, created in accordance with federal regulations and with the counseling department, for students with medical issues that impact school performance

## Terms

**Assessment:** Any test, assignment, activity or project graded on IB standards or rubrics is called an assessment. Some are practice; some are for moderation. Assessments may be formal (graded) or informal (ungraded). They may be formative (diagnostic for instruction or student growth) or summative (assessing totality of student knowledge and understanding in a unit of study). **Internal assessments** are graded by the teacher but sent off to IBO examiners who will then validate or revise the teacher's score.

**External assessments** are graded by external examiners. Teachers may give a predicted grade, but that grade is in no way binding.

**Invigilator:** Proctor for IB exams

**ManageBac:** The subscription online information management service designed by former IB students that enables CAS, Personal Project and other IB components to be managed.

**Moderation:** The process by which IBO maintains the academic integrity and quality control of its programs. Teachers grade IB required assessments and submit a sample of those assessments to IBO. IBO then judges the teachers' scoring as acceptable, too hard or too lax and revises the assigned student score accordingly.

**Turnitin:** A subscription online plagiarism detection service to which students submit their work and the system checks for originality.

**Vertical Articulation:** The process of communication between grade levels in the IB continuum.

**Viva Voce:** Final interview between supervisor and extended essay Diploma Candidate in which the supervisor judges student engagement and overall personal growth.