



Bay Port High School

**IB Policy Handbook
2019-2020**

Admissions Policy

The staff at Bay Port High School believes that students should be encouraged to take the most challenging program of courses available to them that will meet their academic needs and interests. Therefore, the International Baccalaureate Program at Bay Port High School will employ an open-admissions policy for all eligible students at Bay Port. To participate, students must be either juniors or seniors and must meet the academic prerequisites for any individual courses within the program.

Policy Review and Communication:

This policy will be reviewed by the IB team at the beginning of each school year, and the IB Coordinator will provide training to new IB teachers concerning elements of the policy.

This policy will be communicated to parents and students in the fall of each school year:

- Through posting it visibly on the Bay Port IB website
- During the Theory of Knowledge (ToK) course as part of new student orientation
- During IB informational meetings with prospective IB students and parents/guardians

Sources:

- IB Handbook of procedures, 2016
- Shanghai American School, 2016

Student Inclusion Policy

Purpose:

The purpose of the IB Student Inclusion Policy is to ensure that students with identified learning needs are supported in ways that allow for student success both at Bay Port High School and within the IB program. Barriers to learning can come in many forms, including the learning environment, the approaches to teaching and learning, the physical aspects of the school, the organization of the school, and the way in which individuals within the school interact with each other. Bay Port High School and the Howard-Suamico School District are committed to making our classrooms inclusive environments in which every student has an opportunity to learn, to grow, and to realize their full potential. It is therefore the responsibility of the school to work together as a team to remove barriers that may interfere with learning in a way that creates rigor for all students, regardless of individual abilities and needs.

Principles:

1. The IB DP Program is committed to every student regardless of specialized learning needs. This Inclusion Policy is designed to ensure that the needs of every student are met within this context.
2. All students can learn and have a right to a caring and stimulating educational environment providing all students with academic rigor and supportive teachers.
3. The IB Learner Profile provides a foundation for the success of all students within the IB program. The Learner Profile will serve as the foundation for inclusiveness decisions made by teachers and other staff.

4. Students with special educational needs are identified and accommodations are made to ensure equal access to all instructional and assessment needs. These students can be supported by learning support teachers and/or aids as identified by their IEP or other accepted learning plans in addition to their regular classroom teacher.
5. Teachers will offer a wide-range of learning support strategies, including classroom accommodations, collaborative planning, enrichment activities, small-group instruction, and one-on-one support to ensure student success within the IB program.
6. Classroom teachers will utilize technology appropriate for individual learning situations and in ways that are accessible to all students.
7. The emotional well-being of each student is important for student success. Within the IB program, IB counselors and classroom teachers will provide students with mindfulness strategies to help create an emotional and social balance that will help students succeed.
8. All students are ultimately responsible for their own learning by becoming engaged in the educational process, including identifying, monitoring, and advocating for their own learning needs and abilities.

Definitions:

1. Inclusion: an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers to learning.
2. Individualized Education Plan (IEP): a formal plan developed for each student with a legally identified disability
3. Inclusive Classrooms: a classroom that includes students with a variety of learning needs
4. Accommodations: changes to instruction or assessment that allows an individual student to learn and demonstrate that learning
5. Differentiated Instruction: instruction in an inclusive setting that is personalized to the individual needs of the learner

Inclusive Assessment Arrangements:

All teachers will utilize a variety of formative and summative assessments to determine individual student needs and abilities and to tailor instruction to those needs. These assessments may include, but are not limited to, written work, the use of graphic organizers, document/data-based questions, labs, presentations, quizzes, tests, practice IB assessments, and formal IB internal assessment tasks. When appropriate, students will be able to choose the assessment that best demonstrates their learning.

For the formal end-of-course IB exams, students “must be allowed to take their examinations under conditions that are as fair as possible. Where standard examination conditions and assessment procedures would put candidates at a disadvantage and prevent them from being able to demonstrate their skills and knowledge adequately, reasonable forms of access arrangements may be authorized.

Candidates eligible for inclusive assessment arrangements are those with individual needs such as:

- Learning disabilities
- Specific learning difficulties
- Communication and speech difficulties
- Autism spectrum disorders
- Social, emotional, and behavior challenges
- Multiple disabilities and/or physical, sensory, medical, or mental health issues

Any reasonable adjustments for a particular candidate pertaining to his or her unique needs will be considered.” (Handbook of procedures for the Diploma Programme A7.1, 2016).

When necessary, the IB Coordinator, in conjunction with the student/family, counselor, and specialist teachers, will complete and submit requests to IB for inclusive assessment conditions following the guidelines established by IB.

Professional Development and the DP Inclusion Policy

- All IB teachers and counselors will receive yearly training and review on differentiated instruction and other resources available to ensure equal access to all students. This will include ongoing professional development on personalized learning, competency-based learning, mindfulness strategies, and assessment strategies.

Policy Review and Communication:

This policy will be reviewed by the IB team at the beginning of each school year.

This policy will be communicated to parents and students in the fall of each school year:

- Through posting it visibly on the Bay Port IB website
- During the Theory of Knowledge (ToK) course as part of new student orientation
- During IB informational meetings with prospective IB students and parents/guardians

Howard-Suamico School District Board Policies Supporting Inclusive Education:

2260 - NONDISCRIMINATION AND ACCESS TO EQUAL EDUCATIONAL OPPORTUNITY

- The District is committed to providing an equal educational opportunity for all students in the District.
- The District does not discriminate on the basis of race, color, religion, national origin, ancestry, creed, pregnancy, marital status, parental status, sexual orientation, sex, (including transgender status, change of sex or gender identity), or physical, mental, emotional, or learning disability ("Protected Classes") in any of its student program and activities.
- The District is also committed to equal employment opportunity in its employment policies and practices as they relate to students.
- The District's policies pertaining to employment practices can be found in Policy **1422**, Policy **3122**, and Policy **4122** – Nondiscrimination and Equal Employment Opportunity.

2260.01 - SECTION 504/ADA PROHIBITION AGAINST DISCRIMINATION BASED ON DISABILITY

- Pursuant to Section 504 of the Rehabilitation Act of 1973 ("Section 504"), the Americans with Disabilities Act of 1990, as amended ("ADA"), and the implementing regulations (collectively "Section 504/ADA"), no otherwise qualified individual with a disability shall, solely by reason of his/her disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance. The District does not discriminate in admission or access to, participation or treatment, in its programs or activities. As such, the District's policies and practices will not discriminate against students with disabilities, and will make accessible to qualified individuals with disabilities its facilities, programs, and activities. No discrimination will be knowingly permitted against any individual with a disability on the sole basis of that disability in any of the programs, activities, policies, and/or practices in the District.

- An individual with a disability" means a person who has a record of, or is regarded as having, a physical or mental impairment that substantially limits one or more major life activities. Major life activities are functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, eating, sleeping, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working.
- Major life activities also include the operation of a major bodily function, including, but not limited to, functions of the immune system, special sense organs and skin, normal cell growth, and digestive, genitourinary, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, hemic, lymphatic, musculoskeletal and reproductive functions. The operation of a major bodily function includes the operation of an individual organ within a body system.
- An impairment that is episodic in nature or in remission is considered a disability if it would substantially limit a major life activity when active.
- The determination of whether an impairment substantially interferes with a major life activity must be made without regard to the ameliorative effects of mitigating measures such as medication, medical supplies, equipment or appliances, low-vision devices (not including ordinary eyeglasses or contact lenses), prosthetics (including limbs and devices), hearing aids and cochlear implants or other implantable hearing devices, mobility devices, oxygen therapy equipment or supplies, assistive technology, reasonable accommodations or auxiliary aids or services, or learned behavior or adaptive neurological modifications.

2260.02 - ENGLISH LANGUAGE LEARNERS

- The District recognizes that there may be students whose primary language is not English residing within the District. With that in mind, the District shall provide appropriate identification and transition services for District students who possess limited command of the English language. The purpose of these services is to develop English language skills that will enable the students to function successfully in an all English classroom and complete the District's required curriculum.
- These services shall include the identification of students who are English language learners (ELL), the implementation of curricular and instructional modifications, and the assessment of the ELL student's academic progress, identification of ELL students that achieve English Language Proficiency (ELP), and continued monitoring of ELP students. The degree of modification, the duration and the type of services shall be determined individually and shall be based on the needs of each student.
- If a sufficient number of students identified with limited English proficiency are of the same language group to meet statutory requirements; the District shall establish and implement a bilingual-bicultural education program as required by the law.
- The parent(s) of ELL students shall be notified of student testing arrangements and of educational programs and services available to help their children improve their English language skills and academic achievement. The notifications shall be consistent with legal requirements and presented in such a manner as to ensure that the student's parent(s) understands them.
- The District shall assess the English proficiency and academic progress of ELL students in accordance with legal requirements. Decisions regarding the administration of State-required tests to ELL students shall be made on a case-by-case basis. Testing accommodations may be made based on student needs, provided the validity of the test is maintained. The District shall administer State-required tests to an ELL student unless a determination has been made that the results of the test, with allowable accommodations made for the student as needed, will not be a valid and reliable indicator of the student's academic knowledge and skills. Any ELL student exempted from taking a State-required test shall be administered an alternative assessment approved by the Department of Public Instruction.
- The results of both State-required tests and alternate assessments shall be consistent with District policies in making instructional, promotion, and graduation decisions. Test results may not be used as

the sole criterion in re-classifying an ELL student from a bilingual-bicultural education program or in determining grade promotion, eligibility for courses or programs, eligibility for graduation or eligibility for postsecondary education opportunities.

- ELL students will no longer be considered limited-English proficient when they have the language skills necessary to compete with mainstream English speakers.

2460 - EXCEPTIONAL EDUCATION NEEDS

- The District shall provide a free, appropriate public education to all eligible disabled persons ages three (3) through twenty-one (21) which complies with Federal and State laws and guidelines.
- The District provides a continuum of special education services. The determination of the need and extent of the services provided shall be subject to the Individual Educational Program (IEP) developed for the child. A special education handbook shall meet legal requirements and outline specific policies and procedures relative to the implementation of programming for students with disabilities.
- The District and Administration supports the requirements of State and Federal law that students with disabilities be educated, to the maximum extent appropriate, with children who are nondisabled. The District further supports the State and Federal requirement that a continuum of alternative placements is available to meet the needs of students with disabilities eligible for special education services under the Individuals with Disabilities Education Act (IDEA).
- The District identifies, locates and evaluates all children with disabilities, regardless of the severity of the disability, who are in need of special education and related services. This includes children attending private schools, who are not yet three (3) years of age, highly mobile children such as migrant children and children and youth in transition, and children who are suspected of being a student with a disability even though they are advancing from grade to grade.
- Students with disabilities will take state required tests unless otherwise prescribed in their IEP. Test administration procedures may be modified as indicated in a student's IEP.

66.30, 115.78 et seq., Wis. Stats.

P.I. 11, Wis. Adm. Code

IDEA, 20 U.S.C. 1400 et seq.

Revised 10/16

2464 - PROGRAMS FOR GIFTED AND TALENTED STUDENTS

- The District requires that appropriate instructional programs be conducted to meet the needs of gifted and talented students.
- Gifted and talented students are those who give evidence, through valid assessment, of high performance capability in intellectual, creative, artistic, leadership, and/or other academic areas and who need services or activities not ordinarily provided in the regular District program in order to develop such capabilities.
- The learning outcomes of a program for gifted and talented students shall be related to:
 - A. expansion of academic attainments and intellectual skills;
 - B. stimulation of intellectual curiosity, independence, and responsibility;
 - C. development of originality and creativity;
 - D. development of positive attitude toward self and others;

E. development of desirable social and leadership skills;

F. career exploration and awareness.

The Superintendent shall develop administrative guidelines which shall include those for valid identification, curriculum development and implementation, and assessment of the learning outcomes.

118.35, Wis. Stats.

5780 - STUDENT/PARENT RIGHTS

- The District recognizes that students possess not only the right to an education but the rights of citizenship as well.
- In providing students the opportunity for an education to which they are entitled, the District shall attempt to offer nurture, counsel, and custodial care appropriate to their age and maturity. At the same time the District recognizes that no student may be deprived of the basic right to equal access to the educational program and his/her constitutional right to due process and free expression and association as appropriate for the school environment.
- Attendant to the rights afforded to each student, however, are certain responsibilities, which include respect for the rights of others, obedience to properly constituted school authority, and compliance with the guidelines and rules of the District.
- The District realizes that as students differ in age and maturity, so they differ in ability to handle both the rights of citizens and the concomitant responsibilities. The exercise of each right shall be granted, therefore, with due regard for the degree of responsibility possessed by the student and the student's need for the continuing guidance and control of those responsible for his/her education.
- Since a student who has reached the age of majority possesses the full rights of an adult, s/he may authorize those school matters previously handled by his/her parents, but s/he also assumes the responsibility for his/her performance in school, attendance, and compliance with the guidelines and District rules.
- Administrators, counselors, and teachers shall not provide a supporting affidavit for students who have petitioned the court to grant them the status of emancipated minors unless prior approval has been obtained from the Superintendent.
- Parents also have rights in the school system to know about their student's educational experience. Specific rights are listed in topic areas of these policies.
- In addition, parents have the right to inspect any instructional materials used as part of the educational curriculum for their students. Instructional materials means instructional content, regardless of format, that is provided to the student, including printed or representational materials, audio-visual materials, and materials available in electronic or digital formats (such as materials accessible through the Internet). Instructional material does not include academic tests or academic assessments.
- The Superintendent shall develop a guideline addressing the rights of parents and procedures to assure timely response to parental requests to review instructional material. The guideline shall also address reasonable notification to parents and students of their rights to review these materials. See AG **9130A** and Form 9130 F3.
- This policy shall not supercede any rights under the Family Education Rights and Privacy Act.

20 U.S.C. 1232h

Sources:

- Franklin Middle School, Green Bay Area School District, MYP Special Educational Needs/Inclusion Policy 2016-2017
- IB Handbook of procedures, 2016
- What is inclusion? IB Community Blog August 26, 2016

Assessment Policy

Purpose:

The purpose of the IB Assessment Policy is to articulate and communicate the underlying beliefs about assessment in the IB Program at Bay Port High School and to ensure that all assessment practices align with the standards and practices of the IB Program as well as the Howard-Suamico School District. Furthermore, this policy will help to ensure consistency of assessment in all areas of Bay Port's IB Program and will serve as a guide for assessment practices for students, parents, and teachers.

Philosophy of Assessment:

At Bay Port High School, we believe that assessment is central to the learning process and should be used by both students and teachers to provide information to support, enhance, and communicate student learning. As such, we believe that:

1. All students can learn.
2. Assessment methods should be varied, valid, reliable, consistent, and meaningful.
3. Assessments in any form should be indicators for and of learning objectives for each subject.
4. Assessment is a collaborative effort in which students, parents, and teachers are committed to the development of reflective, lifelong learners.
5. Assessments are critical tools used to develop effective teaching and should provide students, parents, and teachers with information needed to support student learning and meet student needs.
6. A variety of assessments should be used to accurately assess student growth and to encourage the development of critical thinking skills.
7. Assessments should support curricular goals and be closely aligned with the standards, practices, and philosophy of the IB Program.
8. Assessments should be criterion-based.
9. Student achievement should be judged in relation to identified levels rather than compared to the works of others.
10. Assessments should be clearly constructed with easily identifiable criteria and timely feedback based on IB established criteria.
11. Students should be given the opportunity to self-assess their work and set goals for improvement.

Assessment, then, is the process used to support student learning prior to, during, and after engagement with course materials. It is important to provide balanced and varied assessments, with clear and detailed feedback, to adequately determine attainment of necessary knowledge and skills and to plan for future growth. As such, assessments should include formative assessments, summative assessments, and formal program assessments and should be clearly articulated to students, parents, and school leaders during the course of study. This includes a written overview of grading in the course syllabus to be discussed on the first day of school and then reviewed on the first day of second semester, maintaining clear learning targets and criteria that is clearly communicated to students and parents prior to the assessment, and using assessment data to

monitor student growth and to plan additional lessons and assessments to help students attain their learning objectives.

Definitions:

1. *Formative Assessment:* assessments used by students and teachers to provide detailed feedback about the knowledge, skills, and understanding that students should be developing during a course of study on a daily basis. This information is then used by the student and teacher to shape continued instruction. Formative assessment can take the form of, but are not limited to, observations, discussions, pre-tests, student reflections, responses to literature, and performances and other homework assignments.
2. *Summative Assessment:* assessments that occur at the end of a unit of study for the purpose of evaluating mastery of skills and content. Summative assessments can take the form of exams, final drafts of essays or research papers, lab reports, or semester exams.
3. *Formal Program Assessment:* mandatory assessments required by the IB Program that focus on skills as well as subject content. These assessments include Internal Assessments, which are assigned and graded by the classroom teaching using criteria published by the IB, and External Assessments, which are end-of-course exams completed during the May testing session that are sent directly to IB for evaluation. While Internal Assessments may also be scored using the Howard-Suamico grading scale, and can then be included in the student's course grade, the formal IB Program external assessment scores are separate from class grades.

Responsibilities for Learning:

- Responsibilities of the student include:
 - Completing all assessments by the established deadline
 - Producing work of a high quality that meets established criteria
 - Striving to achieve the characteristics indicated on the Learner Profile
 - Abiding by the requirements of the Academic Honesty Policy
 - Developing study and time management skills
 - Adopting a proactive approach in seeking help, monitoring progress, and reflecting on areas for improvement
 - Working with teachers to revise any assessment, including retaking exams, that do not demonstrate proficiency on the standards that were assessed
- Responsibilities of the parent include:
 - Monitoring student progress on Powerschool and engage with their student on their progress
 - Discussing assignments and assessments with students to show support and encourage student achievement
 - Contacting the teacher if questions or conflicts arise so that an appropriate support plan can be established
- Responsibilities of the teacher include:
 - Ensuring that all assessments are meaningful and support curricular goals and minimize sources of bias that can lead to inaccurate attainment information
 - Familiarizing themselves with required subject material and assessments; reviewing DP guides, sample exams, and subject reports; attending IB training and IB roundtables; and by participating in My IB forums

- Using a variety of assessment strategies to differentiate instruction, including the use of authentic DP subject area questions, prompts, problems, and/or papers
 - Creating detailed assessment criteria tied to the aims and objectives of the subject area and providing detailed feedback to students on these criteria in a timely manner
 - Using the results of formative, summative, and formal program assessment to inform instruction to better meet student needs
 - Understanding the invigilation process for IB exams
 - Maintaining appropriate communication with students, parents, and the IB Coordinator concerning student progress on IB standards
- Responsibilities of the IB Coordinator include:
 - Distributing IB assessment materials to teachers
 - Training teachers new to the IB program on all relevant policies and procedures
 - Registering students for IB exams
 - Reviewing invigilation procedures with all IB teachers prior to exams
 - Supervising and monitoring the proctoring of IB exams during the May testing session
 - Developing the IB assessment calendar to ensure that all IB deadlines are met

Frequency of Formative and Summative Assessment

By their nature, formative assessments will occur frequently during the course of a unit of instruction since their purpose is to gauge student growth toward learning objectives. Formative assessments should be varied to provide students with multiple ways to show their learning such as, but not limited to, discussion questions, conferences, skills practice, quizzes, media albums, writing of thesis statements, initial lab reports or presentations. These formative assessments will provide detailed feedback to students on their attainment of these learning objectives and will inform and guide teacher instruction as the unit progresses. Students will also be encouraged on formative assessments to self-assess and reflect on their own learning in order to create a plan that will allow them to achieve their learning goals.

Summative assessments will happen at the end of a unit of instruction and should be aligned to both Howard-Suamico and IB standards and objectives. These assessments, such as unit exams, essays, final lab reports, or investigations, should clearly demonstrate student attainment of the stated learning objectives. According to Bay Port policy, all students should have the opportunity to retake and revise any summative assessment in order to show further attainment of the material.

Additionally, all IB teachers must check the Assessment Calendar to ensure that they are not scheduling summative assessments at the same time as teachers in other IB classes. This will allow students to focus on one summative assessment at a time to reduce stress and anxiety and to better reflect student learning.

IB Diploma Assessment Criteria and Bay Port Grading:

Awarding the IB Diploma:

Full diploma students must complete all requirements set by the IB Program to earn an IB Diploma. These requirements include:

- Earning at least 24 points from their combined grades issued in the six subject areas
- Earn passing marks for Theory of Knowledge and Extended Essay
- Completing CAS requirements

Students who do not meet all requirements for the IB Diploma are awarded certificates for the individual IB courses that were completed.

Standardization of Student Work

IB Internal Assessments are graded by Bay Port teachers. This work includes oral presentations and commentaries as well as written investigations and assignments. All Bay Port IB teachers have received formal IB training on how to use IB criteria and markbands to accurately assess student performance on these required tasks. IB internally assessed work is then moderated by IB to assure reliability. Externally assessed work, comprising written tasks in English and World Language, extended essays, the Theory of Knowledge essays, visual arts work, and external exams, is overseen by Bay Port staff but is assessed directly by IB.

Students in IB classes are assessed, and given feedback, using both the IB criteria and markbands as well as the grading policy of the Howard-Suamico School District. Teachers use the following scale to convert between IB scores and HSSD grades:

IB Grade	HSSD Grade	HSSD Percentage
7	A	93%-100%
6	A-	90%-92%
5	B+	87%-89%
4	B	83%-86%
4	B-	80%-82%
3	C+	77%-79%
3	C	73%-76%
3	C-	70%-72%
2	D+	67%-69%
2	D	63%-66%
1	D-	60%-62%
1	F	0%-59%

Students are provided with both the IB score as well as the converted Bay Port grade on each assessment. However, only the Bay Port grade is recorded in PowerSchool, Howard-Suamico's online gradebook.

All IB courses will be weighted on a 5.0 to calculate GPA, whereas traditional courses are weighted on a 4.0 scale. This reflects the high rigor of courses in the IB program.

Reporting and Recording of DP Assessment

Evidence of learning is recorded using PowerSchool, an online gradebook and student management system, accessible to students and parents from both school and home. Additional feedback is provided to students through Turnitin (plagiarism check and grading tool for essays and projects) and Schoology (learning management system and used for formative assessment checks). It is the responsibility of each subject teacher to maintain accurate records and to record scores in the gradebook in a timely manner.

Parent-Teacher Conferences are held each semester in October and February. These conferences enable the student, parent, and teacher to discuss student progress and to develop plans, as appropriate for additional student support. Parents are encouraged to contact teachers at any time to schedule additional conferences and teachers are encouraged to email or telephone parents to apprise them of student progress in class as needed.

Formal report cards are distributed to parents by email at the end of the first semester (January of each school year) and second semester (June of each school year). These formal report cards are supplemental to the detailed information available to parents in PowerSchool and Schoology and are used as a 'snapshot' of student learning. These report cards also become part of the student's final transcript, which is released to employers and universities upon request.

Overall student attainment of educational objectives is also reported to the community with the State of Wisconsin School Report Card for each public school in the state. These School Report Cards are available on the Wisconsin Department of Public Instruction Website, the Howard-Suamico School District Website, and are reported by the local news media. These overall scores are also published in the Howard-Suamico School District newsletter sent out to community residents quarterly.

DP scores are released in July on the IB candidate website (candidates.ibo.org). Overall scores are reported on the Bay Port IB website and in the Howard-Suamico School District Newsletter. Additionally, a Diploma Awarding Reception is held the following May to celebrate the attainment of the IB Diploma for the previous year's graduates as well as to award completion medals to the current DP seniors.

IB exams do not take the place of State of Wisconsin required standardized exams (ACT, Forward, ACT Work Keys, and ACT Aspire). However, all assessments in IB classes are aligned to Wisconsin educational standards as well as to the Howard-Suamico School District Graduate Profile.

Assessment and the HSSD Graduate Profile/IB Learner Profile

In 2019 the Howard-Suamico School District adopted the HSSD Graduate Profile consisting of character traits that a committee of students, parents, teachers, community leaders, and university officials believed are important for success after completing secondary education:

- Self-Starter
- Critical Thinker
- Collaborator
- Communicator
- Adaptable
- Responsible
- Solutionist

The IB team at Bay Port has linked these character traits to the IB Learner Profile and works to actively integrate them within formative and summative assessments within IB courses. While not calculated within the

final grade, teachers provide feedback to students on one or more of these traits that is being focused on during the unit of instruction.

Policy Review and Communication:

This policy will be reviewed by the IB team at the beginning of each school year and the IB Coordinator will provide training to new IB teachers concerning elements of the policy.

This policy will be communicated to parents and students in the fall of each school year:

- Through posting it visibly on the Bay Port IB website
- By posting it on IB course pages in Schoology as well as linking it in each course syllabus
- During first day activities within each individual IB course
- During the Theory of Knowledge (ToK) course as part of new student orientation
- During IB informational meetings with prospective IB students and parents/guardians

The following policies should also be consulted for additional information concerning IB assessment at Bay Port High School:

- IB Academic Honesty Policy
- IB Language Policy
- IB Inclusion Policy

Howard-Suamico School District Board Policies Supporting Assessment:

5420 - REPORTING STUDENT PROGRESS

The District believes that the cooperation of school and home is a vital ingredient to the growth and education of the whole child. It recognizes its responsibility to keep parents informed of student welfare and progress in school.

The District directs the establishment of a system of reporting student progress which may include written and/or electronic reports, parent conferences with teachers, and shall require all appropriate staff members to comply with such a system as part of their professional responsibility.

The Superintendent, in conjunction with appropriate staff members, shall develop procedures for reporting student progress to parents which:

- A. use various methods of reporting appropriate to grade level and curriculum content;
- B. ensure that both student and parent receive ample warning of a pending grade of "failure" or one that would adversely affect the student's status;
- C. enable the scheduling of parent-teacher conferences at such times and in such places as will ensure the greatest degree of participation by parents;
- D. ensure a continual review and improvement of methods of reporting student progress to parents.

5421 - GRADING

The District recognizes its responsibility for providing a system of grading student achievement that can help the student, teachers, and parents judge how well the student is achieving the goals of the District's program. The District's grading system should be a reliable system and one that ensures each student's grades signify

accurately his/her degree of accomplishment of those expected learning outcomes which are to be stated for each program at every grade level, K - 12.

5430 - CLASS RANK

The District acknowledges the usefulness of a system of computing grade point averages and class ranking for high school students, both to inform students of their relative academic placement among their peers and to provide students, prospective employers, and institutions of higher learning with a predictive device so that each student is more likely to be placed in an environment conducive to success. The District authorizes a system of class ranking, by grade point average, for students in grades 9 - 12. The Superintendent shall develop procedures for the computation of grade point averages and the assignment of class rank to implement this policy which shall include:

- A. a provision for students completing graduation requirements before their class;
- B. a system for fairly averaging makeup courses;
- C. a statement of the methods for such computation and assignment to be made available for those to whom a student's grade point average or rank in class is released;
- D. recognition of the heavier burden of certain work, classes, courses, etc.
- E. how pass/fail grades are calculated in the GPA;
- F. how grades from study abroad, alternative and home schools are calculated in the GPA;
- G. how grades from another country earned by students are calculated in the GPA.

5451.02 - RECOGNITION OF HONOR STUDENTS

Recognition will be given to those students who possess a grade point average of 4.0 or higher. They will not be recognized in any order except that the valedictorian and salutatorian shall be designated and recognized. The valedictorian shall be the student with the highest grade point at the end of seven (7) high school semesters. The salutatorian will be the second ranked. Awards and scholarships determined by School District personnel are not available to students who have not attended high school in the District for a minimum of four (4) full semesters, two (2) of which must be during the senior year. The Howard-Suamico School District shall not discriminate in the methods, practices and materials used for evaluating students on the basis of sex, race, color, national origin, ancestry, creed, religion, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability or impairment.

Sources:

- Assessment Policy, Vanguard High School
- Diploma Programme Assessment Policy, International School Nadi
- Guidelines for developing a school assessment policy in the Diploma Programme
- IB Handbook of procedures, 2016
- International Baccalaureate Policy Manual, Shanghai American School

Academic Honesty Policy

Purpose:

The purpose of the IB Assessment Policy is to articulate and communicate the underlying beliefs about academic honesty in the IB Program at Bay Port High School and to ensure that all assessment practices align with the standards and practices of the IB Program.

Principles:

Bay Port High School believes that integrity and honesty are two important characteristics for students to develop while in school. A key component of this is Academic Honesty because it promotes integrity, ethical decision-making, respect for others, and principled actions. Therefore, it is incumbent upon teachers in the IB program at Bay Port to teach, model, and expect ethical behavior from all students. Therefore, teachers at Bay Port believe:

1. Academic honesty and integrity are the foundations for supporting our work around the IB Learner Profile and the IB Mission Statement as well as the Howard-Suamico School District's Graduate Profile.
2. All teachers are responsible for fostering academic honesty among students to establish an engaging and rigorous academic setting in which students accept academic honesty as an integral part of learning and assessment.
3. An integral part of the educational process is to educate responsible, productive citizens and to develop within students an understanding of the importance of being a principled learner.
4. Academic honesty is an important part of ethical behavior that should be promoted as part of lifelong learning.

These principles are also reflected in the IB Learner Profile and in the Howard-Suamico School District Graduate Profile and therefore will be the focus of each IB formative and summative assessment.

Definitions:

1. Malpractice: any behavior that results in, or may result in, a student or group of students gaining an unfair advantage in academic work.
2. Plagiarism: the representation of the ideas or work of another person as one's own.
Examples include:
 - a. Submitting as one's own work an exam, paper, homework assignment, or other project
 - b. Failure to use quotation marks to signify that one is using another person's precise words
 - c. Failure to cite appropriately the source of quotations and sources for work.
3. Collusion: supporting the malpractice of another student or assisting another student's academic dishonesty. Examples include:
 - a. Writing a paper or completing a project for another student
 - b. Allowing another student to copy from an exam, paper, homework, or project
 - c. Sharing information regarding assessment content and questions with other students
4. Cheating: the use or attempted use of unauthorized assistance during an examination, on a writing assignment, homework assignments, or other project. Examples include:
 - a. Copying answers from another student without that person's consent
 - b. Communicating with another student or a third party during an exam
5. Duplication of Work: using the same work for more than one course without clear permission of the instructor.

Responsibilities:

- Responsibilities of the student include:
 - Demonstrating personal honesty and integrity
 - Completing all assessments by the established deadline
 - Producing work of a high quality that meets established criteria
 - Striving to achieve the characteristics indicated on the Learner Profile
 - Ensuring that all work is authentic and that the ideas and work of others is fully and correctly acknowledged
 - Understanding the proper way of citing original authorship of works or ideas of others

- Responsibilities of the parent include:
 - Monitoring student progress on PowerSchool (Bay Port's online gradebook) and Schoology (Bay Port's learning management system)
 - Discussing assignments and assessments with students and encouraging student achievement within academic honesty
 - Contacting the teacher if questions or conflicts arise so that an appropriate support plan can be established

- Responsibilities of the teacher include:
 - Reviewing the Academic Honesty Policy with students and posting the IB Academic Honesty Policy in Schoology, Bay Port's Learning Management System
 - Confirming, to the best of his/her knowledge, that all work submitted for assessment is the work of the students
 - Instructing students on proper citation methods, paraphrasing/summarizing information, peer editing, and other strategies to avoid academic malpractice
 - Using Turnitin.com, a plagiarism-prevention electronic platform, when appropriate to collect and assess student work and to utilize the originality reports to detect plagiarism
 - Demonstrating and modeling academic honesty in all presentations and projects and reinforcing best practices in research skills
 - Maintaining appropriate communication with students, parents, and the IB Coordinator concerning student progress on IB standards

- Responsibilities of the Library Media Specialist include:
 - Co-teaching lessons with teachers centered on research methodology, proper citation methods, curating materials, use of databases, information literacy
 - Maintaining Turnitin.com and Noodletools.com and providing support to students and teachers for these services
 - Working with students during the research process and modeling academically ethical behavior

- Responsibilities of the IB Coordinator include:
 - Distributing IB Academic Policy materials to teachers and students and ensure that all stakeholders understand the policy and effects
 - Educating parents and other stakeholders of the importance of Academic Honesty and the consequences for violating it
 - Training teachers new to the IB program on all relevant policies and procedures
 - Providing support and intervention for students who may violate the Academic Honesty Policy
 - Planning and monitoring IB examination sessions
 - Documenting and reporting academic dishonesty and malpractice to IBO as necessary

Monitoring Students to Prevent Academic Malpractice

An important part of fostering Academic Honesty in students is explaining and modeling expectations of honesty behavior. To that end, all teachers are responsible for supporting students to make honest and ethical decisions as they complete all work for their IB classes. Additionally, subject teachers co-teach lessons with the Librarian throughout the IB program concerning specific issues of academic honesty, such as research, citation, curation of material, use of materials, and information literacy. These lessons utilize IB publications such as *Effective Citing and Referencing* (2014) and *Academic Honesty in the IB Context* (2016) as the basis of these instructional lessons. Further, each student is provided with the IB brochure *Academic Honesty in the Diploma Program* at the beginning of each academic semester which is reviewed with students by their subject teacher and then is brought home to be shared with the students' parents/guardians. Finally, special IB Academic Honesty seminars are held periodically during the Wednesday activity period to focus on the key qualities of Academic Honesty.

Bay Port High School Academic Honesty Guidelines:

Academic theft is taken seriously in schools, colleges, and professional settings. Therefore it is essential for students to complete their own work at all times. Plagiarism is the deliberate or unintentional use of another person's words or ideas without giving proper credit.

The following circumstances are considered acts of cheating:

- Copying information or answers from another student
- Allowing another student to copy work
- Excessive collaboration on an assignment meant to be done individually
- Sharing test/quiz questions/answers with students who have not yet taken the test/quiz

The following circumstances are considered acts of plagiarism:

- Using another author's words or ideas and passing them off as one's own
- Copying some portion of a print or electronic text without properly citing it
- Allowing someone else to edit or revise one's writing rather than accepting suggestions for improvement
- Submitting an essay, project, or portions thereof created by another student or a print or online essay service

First Offense

- Student must conference with teacher; teacher will contact parents; student will retake or take alternative assessment. An average of letter grades will be used to determine the final grade.
- Referral recorded in the student discipline file.

Second Offense

- Parents and students will appear in front of the Academic Integrity Board.
- Board will determine consequence.
- Appropriate activity code violation will also be enforced.

Additional Offenses

- Students will appear in front of the Academic Integrity Board.

Policy Review and Communication:

This policy will be reviewed by the IB team at the beginning of each school year and the IB Coordinator will provide training to new IB teachers concerning elements of the policy.

This policy will be communicated to parents, students, and other stakeholders in the fall of each school year:

- Through posting it visibly on the Bay Port IB website
- By posting it on IB course pages in Schoology as well as linking it in each course syllabus
- During first day activities within each individual IB course
- During the Theory of Knowledge (ToK) course as part of new student orientation
- During IB informational meetings with prospective IB students and parents/guardians

Sources:

- Academic Honesty in the Diploma Programme, IBO
- Academic Honesty and Integrity Policy, Vanguard High School
- Academic Honesty in the IB educational context, 2014
- Effective Citing and Referencing, 2014
- IB Handbook of procedures, 2016
- International Baccalaureate Policy Manual, Shanghai American School
- Loveland High School Academic Honesty Policy, 2014

IB Language Policy

Purpose:

The purpose of this document is to communicate the expectations for fostering language growth within the IB Program at Bay Port High School and to provide clear guidelines for all stakeholders by defining language instruction and services offered to students within the IB Program at Bay Port.

Principles:

1. Language is the key to all learning and therefore all subject teachers are language teachers.
2. Language is taught through context and through building relationships between new information and existing concepts.
3. Language development helps create lifelong learners. Critical thinking, creativity, and communication are essential to lifelong learning.
4. Specific language skills--reading, writing, speaking and listening, and language development-- are developed and taught in each IB course through a variety of formative and summative assessments.
5. Language acquisition promotes cultural understanding and sensitivity and fosters international mindedness.
6. The Library Media Center will maintain resources in both English as well as French, German, and Spanish to provide opportunities to expand language acquisition.

Language Profile:

Bay Port High School is located in the Howard-Suamico School District serving the communities of Howard and Suamico, suburbs of Green Bay, Wisconsin. The majority of the students served are native English speakers, but approximately 165 students qualify as English Language Learners (ELL). These ELL students speak 24 different mother tongues including Spanish, Hmong, Somali, Russian, Mandarin Chinese, Mongolian, Arabic, Vietnamese, Ukrainian, and Swedish.

The language of instruction at Bay Port High School is English with the exception of the World Language classes in French, German, and Spanish. All assessments are conducted in English to ensure students can access the curriculum delivered in English.

Language Experiences Offered:

Bay Port High School offers Language A: Literature in English at the higher level. This course is the result of a progression that begins with the first year of high school. Every DP student is required to take this course.

Language B courses are offered in French, German, and Spanish at the standard and higher levels. These courses result from a progression that includes exploratory courses in French, German, and Spanish in the intermediate grades and then choosing a target language in middle school. Each DP student is required to take one of these courses.

World Language Sequence Grades 5-12:

- Grade 5: Exploratory French, German, Spanish
- Grade 7: 1A French, German, Spanish
- Grade 8: 1B French, German, Spanish
- Grade 9: French I, French II, or French III
German I, German II, or German III
Spanish I, Spanish II, Spanish III, or Accelerated Spanish III
- Grade 10: French II, French III, or French IV
German II, German III, or German IV
Spanish II, Spanish III, Accelerated Spanish III, Spanish IV, or Spanish V
- Grade 11: IB French SL or HL I
IB German SL or HL I
IB Spanish SL or HL I
- Grade 12: IB French SL or HL II
IB German SL or HL II
IB Spanish SL or HL II

The following clubs/experiences are available to all Bay Port students to enrich their language experiences with the aim of increasing cultural and international-mindedness:

- French Club
- German Club
- Spanish Club
- GAPP (German American Partnership Program)
- Argentine Exchange Program
- Summer home-stay trips to Costa Rica and Spain
- Hosting French students for winter and summer programs
- Exchange programs to France or other Francophone countries biannually

Additionally, language development takes place in all subject areas. Teachers use a variety of disciplinary literacy practices and tools to model, practice, and assess disciplinary literacy and language goals. These standards are reading, writing, speaking/listening, and language development. Teachers expose students to reading and writing in a variety of meaningful opportunities, and students will receive support from teachers and peers. Students will also be given an opportunity to develop oral language skills through presentations, debates, speeches, and dramatic readings.

Language Support:

We encourage students to continue their mother-tongue language skills because it allows them to embrace their personal identity, highlight their cultural heritage, and increase their ability to learn. Students are encouraged to speak their mother tongue in informal situations.

Students are provided with pull-out support in guided study, one-on-one support, in-class support with ELL teachers or aids, and additional content support including translation of materials.

Families are also provided support through our English Language Learners department, including providing translators at school functions, translation of school documents and messages.

Additionally, students with special education needs will be provided services for completing English A: Literature and Language B courses as indicated by their individualized education plan (IEP).

Policy Review and Communication:

This policy will be reviewed by the IB team at the beginning of each school year.

This policy will be communicated to parents and students in the fall of each school year:

- Through posting it visibly on the Bay Port IB website
- During the Theory of Knowledge (ToK) course as part of new student orientation
- During IB informational meetings with prospective IB students and parents/guardians

Howard-Suamico School District Board Policies Supporting Language Policy:

2260 - NONDISCRIMINATION AND ACCESS TO EQUAL EDUCATIONAL OPPORTUNITY

The District is committed to providing an equal educational opportunity for all students in the District.

The District does not discriminate on the basis of race, color, religion, national origin, ancestry, creed, pregnancy, marital status, parental status, sexual orientation, sex, (including transgender status, change of sex or gender identity), or physical, mental, emotional, or learning disability ("Protected Classes") in any of its student program and activities.

The District is also committed to equal employment opportunity in its employment policies and practices as they relate to students.

The District's policies pertaining to employment practices can be found in Policy **1422**, Policy **3122**, and Policy **4122** – Nondiscrimination and Equal Employment Opportunity.

In order to achieve the aforesaid goal, the Superintendent shall:

A. Curriculum Content

review current and proposed courses of study and textbooks to detect any bias based upon the Protected Classes ascertaining whether or not supplemental materials, singly or taken as a whole, fairly depict the contribution of both sexes, various races, ethnic groups, etc. toward the development of human society.

provide that necessary programs are available for students with limited use of the English language.

B. Staff Training

develop an ongoing program of staff training and in-service training for school personnel designed to identify and solve problems of bias based upon the Protected Classes in all aspects of the program.

C. **Student Access**

1. review current and proposed programs, activities, facilities, and practices to ensure that all students have equal access thereto and are not segregated on the basis of the Protected Classes, in any duty, work, play, classroom, or school practice, except as may be permitted under State regulations.
2. verify that facilities are made available, in a non-discriminatory fashion, in accordance with Administrative Policy [7510](#) – Use of District Facilities, for non-curricular student activities that are initiated by parents or other members of the community, including but not limited to any group officially affiliated with the Boy Scouts of America or any other youth group listed in Title 36 of the United States Code as patriotic society;

D. **District Support**

require that like aspects of the District program receive like support as to staff size and compensation, purchase and maintenance of facilities and equipment, access to such facilities and equipment, and related matters.

E. **Student Evaluation**

verify that tests, procedures, or guidance and counseling materials, which is/are designed to evaluate student progress, rate aptitudes, analyze personality, or in any manner establish or tend to establish a category by which a student may be judged, are not differentiated or stereotyped on the basis of the Protected Classes.

The Superintendent shall appoint and publicize the name of the compliance officer(s) who is/are responsible for coordinating the District's efforts to comply with the applicable Federal and State laws and regulations, including the District's duty to address in a prompt and equitable manner any inquiries or complaints regarding discrimination or equal access. The Compliance Officer(s) also verify that proper notice of nondiscrimination for Title II of the Americans with Disabilities Act (as amended), Title VI, and VII of the Civil Rights Act of 1964, Title IX of the Education Amendment Act of 1972, Section 504 of the Rehabilitation Act of 1973 (as amended), is provided to students, their parents, staff members, and the general public.

The Superintendent shall attempt annually to identify children with disabilities, ages 3-21, who reside in the District but do not receive public education. In addition, s/he shall establish procedures to identify students who are Limited English Proficient, including immigrant children and youth, to assess their ability to participate in District programs, and develop and administer a program that meets the English language and academic needs of these students. This program shall include procedures for student placement, services, evaluation, and exit guidelines and shall be designed to provide students with effective instruction that leads to academic achievement and timely acquisition of proficiency in English. As a part of this program, the District will evaluate the progress of students in achieving English language proficiency in the areas of listening, speaking, reading and writing, on an annual basis (see AG 2260.02).

Reporting Procedures

Students, parents and all other members of the School District community are encouraged to promptly report suspected violations of this policy to a teacher or administrator. Any teacher or administrator who receives such a complaint shall file it with the District's Compliance Officer at his/her first opportunity.

Students who believe they have been denied equal access to District educational opportunities, in a manner inconsistent with this policy may initiate a complaint and the investigation process that is set forth below. Initiating a complaint will not adversely affect the complaining individual's participation in educational or extracurricular programs unless the complaining individual makes the complaint maliciously or with knowledge that it is false.

District Compliance Officers

The District designates the following individuals to serve as the District's Compliance Officers.

Jennifer Garceau

Angela Buchenauer

Director of Student Services

Asst. Director of Student Services

2706 Lineville Road

2706 Lineville Road

Green Bay, WI 54313

Green Bay, WI 54313

920-662-7881

920-662-7791

jengarc@hssdschools.org

angebuch@hssdschools.org

The name(s), title(s), and contact information of this/these individual(s) will be published annually in the parent/student handbook and on the School District's website.

A Compliance Officer will be available during regular school/work hours to discuss concerns related to student discrimination in educational opportunities under this policy.

Investigation and Complaint Procedure

The Compliance Officer shall investigate any complaints brought under this policy. Throughout the course of the process as described herein, the Compliance Officer should keep the parties informed of the status of the investigation and the decision making process.

All complaints must include the following information to the extent it is available: a description of the alleged violation, the identity of the individual(s) believed to have engaged in, or to be actively engaging in, conduct in violation of this policy, if any; a detailed description of the facts upon which the complaint is based; and a list of potential witnesses.

If the complainant is unwilling or unable to provide a written statement including the information set forth above, the Compliance Officer shall ask for such details in an oral interview. Thereafter the Compliance Officer will prepare a written summary of the oral interview, and the complainant will be asked to verify the accuracy of the report by signing the document.

Upon receiving a complaint, the Compliance Officer will consider whether any action should be taken during the investigatory phase to protect the Complainant from further loss of educational opportunity, including but not limited to a change of class schedule for the complainant, tentative enrollment in a program, or other appropriate action. In making such a determination, the Compliance Officer should consult the Superintendent

prior to any action being taken. The Complainant should be notified of any proposed action prior to such action being taken.

As soon as appropriate in the investigation process, the Compliance Officer will inform any individual named by the Complainant in connection with an alleged violation of this policy, that a complaint has been received. The person(s) must also be provided an opportunity to respond to the complaint.

Within five (5) business days of receiving the complaint, the Compliance Officer will initiate an investigation.

Although certain cases may require additional time, the Compliance Officer will attempt to complete an investigation into the allegations of harassment within fifteen (15) calendar days of receiving the formal complaint. The investigation will include:

- A. interviews with the complainant;
- B. interviews with any persons named in the complaint;
- C. interviews with any other witnesses who may reasonably be expected to have any information relevant to the allegations;
- D. consideration of any documentation or other evidence presented by the complainant, respondent, or any other witness which is reasonably believed to be relevant to the allegations

At the conclusion of the investigation, the Compliance Officer shall prepare and deliver a written report to the Superintendent which summarizes the evidence gathered during the investigation and provides recommendations based on the evidence and the definitions in this Policy, as well as in State and Federal law as to whether the complainant has been denied access to educational opportunities on the basis of one of the protected classifications, based on a preponderance of evidence standard. The Compliance Officer's recommendations must be based upon the totality of the circumstances, including the ages and maturity levels of those involved. The Compliance Officer may consult with the District Attorney before finalizing the report to the Superintendent.

Absent extenuating circumstances, within ten (10) business days of receiving the report of the Compliance Officer, the Superintendent must either issue a final decision or request the complaint be further investigated. A copy of the Superintendent's final decision will be delivered to the complainant.

If the Superintendent requests additional investigation, the Superintendent must specify the additional information that is to be gathered, and such additional investigation must be completed within ten (10) business days. At the conclusion of the additional investigation, the Superintendent must issue a final written decision as described above. The decision of the Superintendent shall be final.

If the complainant feels that the decision does not adequately address the complaint s/he may appeal the decision to the State Superintendent of Public Instruction.

The District reserves the right to investigate and resolve a complaint or report of regardless of whether the member of the School District community or third party chooses to pursue the complaint. The District also

reserves the right to have the complaint investigation conducted by an external person in accordance with this policy or in such other manner as deemed appropriate by the District.

Additional School District Action

If the evidence suggests that any conduct at issue violates any other policies of the District, is a crime, or requires mandatory reporting under the Children's Code (Sec. 48.981, Wis. Stat.), the Compliance Officer or Superintendent shall take such additional actions as necessary and appropriate under the circumstances, which may include a report to the appropriate social service and/or law enforcement agency charged with responsibility for handling such investigations.

Confidentiality

The District will make reasonable efforts to protect the privacy of any individuals involved in the investigation process. Confidentiality cannot be guaranteed however. All complainants proceeding through the investigation process should be advised that as a result of the investigation, allegations against individuals may become known to those individuals, including the complainant's identity.

During the course of an investigation, the Compliance Officer will instruct all members of the School District community and third parties who are interviewed about the importance of maintaining confidentiality. Any individual who is interviewed as part of an investigation is expected not to disclose any information that s/he learns or that s/he provides during the course of the investigation.

All public records created as a part of an investigation will be maintained by the Compliance Officer in accordance with the District's records retention policy. Any records which are considered student records in accordance with the state or Federal law will be maintained in a manner consistent with the provisions of the law.

118.13 Wis. Stats.

P.I. 9, 41, Wis. Adm. Code

Fourteenth Amendment, U.S. Constitution

20 U.S.C. Section 1681, Title IX of the Education Amendments Act

20 U.S.C. Section 1701 et seq., Equal Educational Opportunities Act of 1974

20 U.S.C. Section 7905, Boy Scouts of America Equal Access Act

29 U.S.C. Section 794, Rehabilitation Act of 1973, as amended

42 U.S.C. Section 2000 et seq., Civil Rights Act of 1964

42 U.S.C. Section 2000ff et seq., The Genetic Information Nondiscrimination Act

42 U.S.C. 6101 et seq., Age Discrimination Act of 1975

42 U.S.C. 12101 et seq., The Americans with Disabilities Act of 1990, as amended

Vocational Education Program Guidelines for Eliminating Discrimination and Denial of Services, Department of Education, Office of Civil Rights, 1979

Revised 8/7/09

Revised 12/17/09

Revised 3/8/13

Revised 7/31/14

Revised 9/30/16

2260.02 - ENGLISH LANGUAGE LEARNERS

The District recognizes that there may be students whose primary language is not English residing within the District. With that in mind, the District shall provide appropriate identification and transition services for District students who possess limited command of the English language. The purpose of these services is to develop

English language skills that will enable the students to function successfully in an all English classroom and complete the District's required curriculum.

These services shall include the identification of students who are English language learners (ELL), the implementation of curricular and instructional modifications, and the assessment of the ELL student's academic progress, identification of ELL students that achieve English Language Proficiency (ELP), and continued monitoring of ELP students. The degree of modification, the duration and the type of services shall be determined individually and shall be based on the needs of each student.

If a sufficient number of the students identified with limited English proficiency are of the same language group to meet statutory requirements; the District shall establish and implement a bilingual-bicultural education program as required by the law. The parent(s) of ELL students shall be notified of student testing arrangements and of educational programs and services available to help their children improve their English language skills and academic achievement. The notifications shall be consistent with legal requirements and presented in such manner as to ensure that the student's parent(s) understands them. The District shall assess the English proficiency and academic progress of ELL students in accordance with legal requirements.

Decisions regarding the administration of State-required tests to ELL students shall be made on a case-by-case basis. Testing accommodations may be made based on student needs, provided the validity of the test is maintained. The District shall administer State-required tests to an ELL student unless a determination has been made that the results of the test, with allowable accommodations made for the student as needed, will not be a valid and reliable indicator of the student's academic knowledge and skills. Any ELL student exempted from taking a State-required test shall be administered an alternative assessment approved by the Department of Public Instruction.

The results of both State-required tests and alternate assessments shall be consistent with District policies in making instructional, promotion, and graduation decisions. Test results may not be used as the sole criterion in re-classifying an ELL student from a bilingual-bicultural education program or in determining grade promotion, eligibility for courses or programs, eligibility for graduation or eligibility for postsecondary education opportunities.

ELL students will no longer be considered limited-English proficient when they have the language skills necessary to compete with mainstream English speakers. The District Administrator shall establish administrative guidelines that provide the:

- A. standards for reclassification/exit decisions;
- B. process for monitoring and maintaining documentation on the exiting student for two (2) years;
- C. access for students to re-enter a bilingual or ESL program if there is evidence that the reclassification decision was premature;
- D. opportunity for the parent(s) to participate in each entry, exit and re-entry decision;
- E. opportunity for the parent(s) to appeal the exit or re-entry decision.

The District will include in its annual report to the public information required by statute regarding the performance of ELL students.

P.I. 13 Wis. Admin Code

118.13, 118.30(2), 115 Wis. Stats.

Revised 8/29/08

Revised 8/7/09

Revised 6/22/10

2261 - TITLE I SERVICES

The District elects to augment the educational program of educationally disadvantaged students by the use of Federal funds and in accordance with Title I of the Amendments to the Elementary and Secondary School Improvement of 1965.

The Superintendent shall prepare and present to the Department of Public Instruction a plan for the delivery of services which meets the requirements of the law, including those described below. The plan shall be developed by appropriate staff members and parents of students who will be served by the plan.

A. Assessment

The District shall annually assess the educational needs of eligible children, as determined by Federal and State criteria. Such assessment shall include performance measures mandated by the Department of Public Instruction as well as those determined by the District professional staff, that will assist in the diagnosis, teaching, and learning of the participating students.

B. Scope

Each school shall determine whether the funds will be used to upgrade the educational program of an entire school and/or to establish or improve programs that provide services only for eligible students in greatest need of assistance. The program, for an entire school and/or a Targeted Assistance School shall include the components required by law as well as those agreed upon by participating staff and parents.

C. Participation

The Title I program shall be developed and evaluated in consultation with parents and professional staff members involved in its implementation. Appropriate training will be provided to staff members who provide Title I services. Parent participation shall be in accord with Administrative Policy 2261.01 and shall meet the requirements of Section 1118 of the Act.

D. Comparability of Services

Title I funds will be used only to augment, not to replace, State and local funds. The Superintendent shall use State and local funds to provide educational services in schools receiving Title I assistance that, taken as a whole, are at least comparable to services being provided in schools that are not receiving Title I assistance.

The determination of the comparability of services may exclude, in accordance with Federal regulations, State and local funds spent on compensatory education programs, bilingual education programs, and programs for educationally-disabled students. The determination of comparability will not take into account

unpredictable changes in student enrollments or personnel assignments.

In order to achieve comparability of services, the Superintendent shall assign teachers, administrators, and auxiliary personnel and provide curriculum materials and instructional supplies in such a manner as to ensure equivalence throughout the District.

E. Professional Development

The Superintendent shall develop administrative guidelines whereby members of the professional staff participate in the design and implementation of staff development activities that meet the requirements of Section 1119 of the Act.

F. Simultaneous Services

In accordance with law, a school offering Title I services may also serve other students with similar needs.

20 U.S.C. 2701 et seq., Elementary and Secondary Education Act of 1965

34 C.F.R. Part 200, et seq.

Revised 8/15

2460 - EXCEPTIONAL EDUCATION NEEDS

The District shall provide a free, appropriate public education to all eligible disabled persons ages three (3) through twenty-one (21) which complies with Federal and State laws and guidelines.

The District provides a continuum of special education services. The determination of the need and extent of services provided shall be subject to the Individual Educational Program (IEP) developed for the child. A special education handbook shall meet legal requirements and outline specific policies and procedures relative to the implementation of programming for students with disabilities.

The District and Administration supports the requirements of State and Federal law that students with disabilities be educated, to the maximum extent appropriate, with children who are nondisabled. The District further supports the State and Federal requirement that a continuum of alternative placements be available to meet the needs of students with disabilities eligible for special education services under the Individuals with Disabilities Education Act (IDEA).

The District identifies, locates and evaluates all children with disabilities, regardless of the severity of the disability, who are in need of special education and related services. This includes children attending private schools, who are not yet three (3) years of age, highly mobile children such as migrant children and children and youth in transition, and children who are suspected of being a student with a disability even though they are advancing from grade to grade.

Students with disabilities will take state required tests unless otherwise prescribed in their IEP. Test administration procedures may be modified as indicated in a student's IEP.

66.30, 115.78 et seq., Wis. Stats.

P.I. 11, Wis. Adm. Code

IDEA, 20 U.S.C. 1400 et seq.

Revised 10/16

2464 - PROGRAMS FOR GIFTED AND TALENTED STUDENTS

The District requires that appropriate instructional programs be conducted to meet the needs of gifted and talented students.

Gifted and talented students are those who give evidence, through valid assessment, of high performance capability in intellectual, creative, artistic, leadership, and/or other academic areas and who need services or activities not ordinarily provided in the regular District program in order to develop such capabilities.

The learning outcomes of a program for gifted and talented students shall be related to:

- A. expansion of academic attainments and intellectual skills;
- B. stimulation of intellectual curiosity, independence, and responsibility;
- C. development of originality and creativity;
- D. development of positive attitude toward self and others;
- E. development of desirable social and leadership skills;
- F. career exploration and awareness.

The Superintendent shall develop administrative guidelines which shall include those for valid identification, curriculum development and implementation, and assessment of the learning outcomes.

118.35, Wis. Stats.

5780 - STUDENT/PARENT RIGHTS

The District recognizes that students possess not only the right to an education but the rights of citizenship as well.

In providing students the opportunity for an education to which they are entitled, the District shall attempt to offer nurture, counsel, and custodial care appropriate to their age and maturity. At the same time the District recognizes that no student may be deprived of the basic right to equal access to the educational program and his/her constitutional right to due process and free expression and association as appropriate for the school environment.

Attendant to the rights afforded to each student, however, are certain responsibilities, which include respect for the rights of others, obedience to properly constituted school authority, and compliance with the guidelines and rules of the District.

The District realizes that as students differ in age and maturity, so they differ in ability to handle both the rights of citizens and the concomitant responsibilities. The exercise of each right shall be granted, therefore, with due regard for the degree of responsibility possessed by the student and the student's need for the continuing guidance and control of those responsible for his/her education.

Since a student who has reached the age of majority possesses the full rights of an adult, s/he may authorize those school matters previously handled by his/her parents, but s/he also assumes the responsibility for his/her performance in school, attendance, and compliance with the guidelines and District rules.

Administrators, counselors, and teachers shall not provide a supporting affidavit for students who have petitioned the court to grant them the status of emancipated minors unless prior approval has been obtained from the Superintendent.

Parents also have rights in the school system to know about their student's educational experience. Specific rights are listed in topic areas of these policies.

In addition, parents have the right to inspect any instructional materials used as part of the educational curriculum for their student. Instructional materials means instructional content, regardless of format, that is provided to the student, including printed or representational materials, audio-visual materials, and materials available in electronic or digital formats (such as materials accessible through the Internet). Instructional material does not include academic tests or academic assessments.

The Superintendent shall develop a guideline addressing the rights of parents and procedures to assure timely response to parental requests to review instructional material. The guideline shall also address reasonable notification to parents and students of their rights to review these materials. See AG [9130A](#) and Form 9130 F3. This policy shall not supercede any rights under the Family Education Rights and Privacy Act.

20 U.S.C. 1232h

Sources:

- IB Handbook of procedures, 2016
- IB Language Policy of Rufus King International School
- Guidelines for Developing a School Language Policy, IBO 2008
- Language Policy, Rio Mesa High School, September 2014