

INTERNATIONAL BACCALAUREATE

POLICY MANUAL

2024



**SHANGHAI
AMERICAN
SCHOOL**

TABLE OF CONTENTS

SAS IB DIPLOMA PROGRAMME ADMISSION POLICY	1
SAS IB LANGUAGE POLICY	3
SAS IB SPECIAL EDUCATIONAL NEEDS	12
SAS IB ASSESSMENT POLICY	14
SAS IB ACADEMIC INTEGRITY POLICY	22

SAS IB ADMISSION POLICY

SAS MISSION

Shanghai American School inspires in all students:

- A lifelong passion for learning;
- A commitment to act with integrity and compassion;
- The courage to live their dreams.

SAS VALUES

Shanghai American School believes that:

- Embracing diversity enriches individuals and communities;
- Acts of compassion and generosity of spirit create a better world;
- When individuals take responsibility for their own decisions, they are empowered to make positive impact
- Each individual has intrinsic value and the potential to contribute to society;
- Collaboration is key to overcoming complex challenges and achieving common goals;
- Integrity is the foundation of enduring relationships, quality institutions and well-functioning communities
- As global citizens we have a duty to care for the earth and its inhabitants to ensure the well-being of humankind;
- Creativity, critical thinking and a lifelong passion for learning are essential to personal fulfillment and to meet the challenges of the future.

IB MISSION

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.

(<https://www.ibo.org/about-the-ib/mission/>)

INTRODUCTION AND PURPOSE OF THIS POLICY

The Shanghai American School (SAS) IB Diploma Program values students that bring an array of talents to the school. As such, the SAS IB program is inclusive and is available to all students. There are no additional admission requirements to participate in the IB Diploma Program. To participate, students must be in Grade 11 or 12 and must have met specific course prerequisites or the equivalent. Students that have not met course prerequisites may petition for access via a course waiver process.

At Shanghai American School, we strive to identify students who embody our school's core values and have the potential to thrive in our rigorous academic program. Our IB admission policy seeks to attract students passionate about academic excellence, personal growth, community involvement, and ethical leadership. We value diversity and welcome students from all backgrounds willing to embrace our school's inclusivity, respect, and compassion culture. Our goal is to provide a challenging and supportive learning environment where students can develop their full potential and become global citizens who positively impact their communities and the world.

ADMISSION AND INCLUSION

The Shanghai American School (SAS) IB Diploma Program recognizes that students come from a variety of cultures, backgrounds, and that they have their own learning styles, strengths and challenges. It is the responsibility of the school to work together as a team to remove barriers that may interfere with learning.

The SAS IB Program implements the program using inclusive teaching strategies so that all DP students can engage in meaningful learning experiences. Teachers use differentiated instructional strategies to support student-learning styles and to further enhance student potential. Students with special educational needs are supported by teachers and support staff. Learning experiences are designed to allow all students, including those with special needs, to experience the Diploma Program according to the philosophy of the IB Program.

PROCEDURES

APPLICATION

The application process for our IB program commences in February of the academic year preceding the student's enrollment. Prior to this process, we ensure that parents and students are well-informed about the nature, philosophy, and content of the IB Diploma Programme through a range of formal and informal events such as parent-teacher conferences, informational sessions, and interviews.

Once the students and their families have a clear understanding of the IB program, the students are required to complete a form indicating their six mandatory subjects, along with a second option for each subject. To apply for a specific subject, students must formally meet with the teacher in charge of that subject and obtain a signed confirmation and validation.

To ensure that students are on track to achieve their college aspirations, it is highly recommended for them to schedule regular meetings with their counselors. These meetings can help narrow down their course selection and ensure that their academic choices align with their future college plans and applications.

The IB DP coordinator needs to be closely involved in developing and administering the processes for student admission into the DP; this may take the form of student interviews, testing or evaluation of teacher recommendations. For schools with open enrollment policies, the role of the coordinator is to develop processes for widely informing potential students and their parents about the programme so that they can make appropriate choices about whether to enroll and what options within the programme to select. In many school contexts the DP coordinator may work alongside an admissions director. (DP: From principles into practice, 2015)

PARTICIPANTS OF THE PROGRAMME

At SAS there are two kinds of participants in the IB Diploma programme, Full Diploma students and Certificate students.

- Full Diploma students must take six (6) subjects, ideally one from any of the six diploma groups subjects, and the three elements of the DP core: theory of knowledge; extended essay; and creativity, activity, service (CAS). Full diploma students take no less than three, no more than four High Level (HL) subjects, the rest of the subjects being Standard Level (SL). Guidance counsellors and university careers counsellors (UCC) can help students make course selection decisions. They know what universities in different countries will look for and what combination of standard level (SL) and higher level (HL) courses students should take to be eligible for admission to university. Students are also encouraged to check admission requirements with individual universities. (<https://www.ibo.org/university-admission/support-students-transition-to-higher-education/course-selection-guidance/>)
- It is also possible to achieve a bilingual IB diploma. In this case, students must enroll in two different languages A and receive a minimum of three points for each subject. The languages A offered by SAS are English A, Language and Literature; English A, Literature; and Chinese A, Language and Literature.

- Certificate students are those students participating in at least one IB Diploma Programme subject, in combination with other educational frames offered by SAS. For Certificate students the three elements of the DP core are not mandatory.

ENROLLMENT AND ACCEPTANCE

After the course selection process concludes, the schedule committee commences its task of creating the calendar for the upcoming academic year. The committee considers the various course selections made by students while aiming to minimize any adverse effects on their academic pursuits. Despite their best efforts, a few conflicts inevitably arise each year due to the many possible combinations. However, these conflicts are addressed on a case-by-case basis, with the involvement of parents, students, counselors, and the IB coordinator, to ensure that the best possible solution is found for each student.

CONCLUSION

Our IB admission policy is tailored to recognize students who align with our values and demonstrate the capacity to excel in our challenging academic program. Should you have any inquiries or apprehensions about our admission process, we encourage you to reach out to our admissions office for further details and clarification.

REFERENCES

International Baccalaureate Policy Manual. Shanghai American School. 2016-2017
DP: From principles into practice, 2015

IB LANGUAGE POLICY

Language is integral to exploring and sustaining personal development, cultural identity and intercultural understanding. As well as being the major medium of social communication, it is tightly linked to cognitive growth because it is the process by which meaning and knowledge is negotiated and constructed. It is the main tool for building our knowledge of the universe and our place in it. Language then, is central to learning, as well as to literacy, and is thus closely related to success in school.

— Learning in a language other than mother tongue in IB programmes, 2008

We hold the belief that language is not only a means of communication, but also a powerful tool for unlocking the world and discovering ourselves. With this language policy we want to share how we view language, what we think matters most when learning a language and how this shapes our teaching. This document will help us to:

- Create a common understanding and approach among our teachers and across our subjects and grades;
- Inform our parents about our beliefs and practices and help them support their children's learning;
- Guide our teachers in designing, delivering and evaluating their lessons;
- Encourage our teachers to reflect on their own use of language and seek opportunities for growth and feedback.

We believe that our passion for education and our commitment to excellence are what drive us to be the best that we can be. This document represents our ongoing commitment to align our actions with our values, to strive for excellence in language education, and to empower our students to succeed in a diverse and rapidly changing world.

PHILOSOPHY

At SAS, we honor and respect language as an inherent part of culture. We foster a multi-lingual learning environment that provides an open window to cultural understandings. Through language learning, our students strive to make meaning in a global context and our host culture.

Language is foundational to all learning. Therefore, we view teachers across all subject areas and contexts as teachers of language and parents as vital contributors to the language learning process. We recognize that ideal language learning is anchored in mastery of student’s mother tongue.

SAS “is committed to supporting multilingualism as fundamental to increasing intercultural understanding and international-mindedness, and is equally committed to extending access to an IB education for students from a variety of cultural and linguistic backgrounds.” (International Baccalaureate Language Policy, 2014)

LANGUAGE OF INSTRUCTION

The primary language of instruction at Shanghai American School is English. Within the Global Languages Department, we have adopted agreements that the primary language of additional language instruction will be in the target language at a developmentally appropriate level.

LANGUAGE LEARNING

Language is a fundamental element of identity and culture. As students learn languages, students develop a deeper understanding of themselves and others as well as the world around them. Language learning allows students to be more engaged in life and helps them to appreciate the nature and value of a diverse, multicultural society. As members of the global society, they can communicate effectively with confidence, make meaningful connections, evaluate language, appreciate culture, and use language to interact and connect with individuals and communities, for personal growth, and for active participation as world citizens. With all skills attained, they will be life-long learners making positive contributions to the world around them. The role of language is valued as central to developing critical thinking, which is essential for the cultivation of intercultural awareness, international mindedness, and global citizenship.

LANGUAGE AND LEARNING IN THE IB PROGRAMME

Language is more than a means of communication. It is also a way of thinking, feeling and being. Language plays various roles in learning and teaching, such as:

- **Communication:** Language enables learners to interact with others, exchange ideas, express opinions, ask questions and seek clarification. It also allows learners to access information from various sources and media.
- **Identity formation:** Language helps learners to construct and express their sense of self, their personal histories, their values and beliefs. It also influences how they perceive themselves and others in relation to the world.
- **Cultural expression:** Language reflects and shapes the cultures and contexts that learners belong to or encounter. It also enables learners to appreciate and respect the diversity and richness of human cultures and languages.
- **Cognitive development:** Language supports learners’ thinking processes, such as reasoning, problem-solving, creativity and critical thinking. It also helps learners to acquire new knowledge and skills across different disciplines and domains.
- **Intercultural understanding:** Language fosters learners’ awareness and appreciation of their own and others’ perspectives, experiences and worldviews. It also empowers learners to communicate effectively and appropriately in various situations and contexts.

Language is central to our IB programme because it underpins the IB mission and philosophy. Language supports inquiry-based learning by enabling learners to explore topics of interest, formulate questions, conduct research, communicate findings, and reflect on their learning. Language supports international mindedness by enabling learners to develop intercultural competence, global citizenship, and multilingualism. Language supports learner agency by enabling learners to take ownership of their learning, make choices, take action and make a difference.

FROM BICS TO CALPS

In IB programmes, language learning is not limited to language classes or subjects. Rather, it is integrated across the curriculum as a transdisciplinary skill that enhances learning in all areas. All teachers are language teachers who model effective language use, provide language support, and create language-rich environments for their students. All students are language learners who develop their communicative competence in different languages for different purposes and audiences.

BICS (Basic Interpersonal Communication Skills) are the language skills that enable students to communicate effectively in social situations. They include listening, speaking, reading, and writing skills that are used for everyday purposes. BICS are influenced by the context and supported by non-verbal cues. BICS develop rapidly and naturally through exposure and interaction with others. However, BICS alone do not guarantee academic achievement. Students also need to develop CALP (Cognitive Academic Language Proficiency), which are the language skills required for learning across different subjects and disciplines.

At SAS students are exposed to the experience of language and learning following closely the 3 distinctions: “learning language, learning through language and learning about language” (Halliday, 1985). These three elements operate in most cases simultaneously in the student’s process of learning. (Learning in a language other than mother tongue in IB programmes, 2008)

LEARNING THROUGH LANGUAGE

At some point, a child has enough language so that in addition to it being a communicative tool, it is also a flexible resource for further learning and cognitive growth. Rather than direct concrete experience, language can be used to negotiate new meanings and construct knowledge about the world. Literacy becomes increasingly important as more abstract learning occurs through dense academic texts in school. The ability to access the language of these texts is referred to as cognitive academic language proficiency or CALP by Cummins (1979). (Learning in a language other than mother tongue in IB programmes, 2008)

At the Shanghai American School (SAS), English is the primary language used for instruction and communication among teachers and students in the Diploma Programme. However, SAS recognizes that the demographic of its student body has changed over the years, and an increasing number of students do not have English as their first language.

In light of this reality, SAS believes that “all teachers are teachers of language,” meaning that every teacher is responsible for helping students develop their language skills, regardless of the subject they teach. This statement highlights the importance of language learning and the role that all educators play in supporting students’ linguistic growth. SAS is committed to creating a supportive learning environment where students of all language backgrounds can thrive and succeed.

LEARNING LANGUAGE

At SAS, students learn languages other than the language of instruction or the mother tongue in the IB Diploma Programme. These languages belong to Group 2, and we list them as follows:

- Mandarin Language B, Standard and High levels
- Mandarin Ab Initio, Standard level
- French Language B, Standard and High levels
- French Ab Initio, Standard level
- Spanish Language B, Standard and High levels
- Spanish Ab Initio, Standard level

The students participating in these courses actively develop their discrete skills (receptive and productive skills), the Basic Interpersonal Communicative Skills or BICS, and, in the High levels of the language, the study of literacy and language arts.

LEARNING ABOUT LANGUAGE

Metalinguistics refers to the study of the underlying mechanisms that drive language development and evolution, encompassing both the historical and contemporary perspectives. It can be approached from various angles - scientific or aesthetic, synchronous or asynchronous - to gain a comprehensive understanding of how language structures generate meaning. By grasping the intricacies of language, learners can unleash the limitless potential of words to shape and transform the world around them, leading to enhanced communication and creative expression.

At SAS, the subjects in which students learn about language are:

- English Language A, language and literature, Standard and High levels
- English Language A, literature, Standard and High levels
- Chinese Language A, language and literature, Standard and High levels
- Language A Literature SSST: Spanish A, Dutch A, Swedish A, in recent years

ADDITIONAL LANGUAGES

The Global Languages Department at SAS is devoted to preparing students to meet the challenges of living in multicultural and multilingual societies, as well as to succeed in the global work environment. To learn other languages and to appreciate other cultures helps students communicate more effectively in an increasingly globalized world. Critical thinking, creativity and the essential skills of language learning will be cultivated in students through learning Global Languages.

From grade 6 to 12, French and Spanish courses are offered to students from beginner level to IB language B Higher Level. At the end of middle school each students' placement will be determined by teacher recommendation gathered from assessments, moderated portfolio evaluation and anecdotal notes. Additionally, if a student is new to SAS, a placement test will be given to determine the appropriate level of placement as a part of the admissions process.

In order for students to be able to capitalize on their language experiences, the target language is the primary language of instruction within the Global Languages Department. In the beginner level classes some English is used to clarify meaning and increase comprehension. In intermediate and advanced language courses, the target language is the sole language of instruction. Students receive an authentic sampling of the language and cultures studied, through materials such as magazines, newspapers, novels, radio clips and songs from one or more of the cultures that primarily utilize the target language. To reinforce the immersion of the language culture there are middle and high school trips to a country where the target language is predominant.

In order to enhance student learning, language classes incorporate a variety of technological resources. Student and teacher laptops, iPads, and other tools are used in conjunction with online materials that demonstrate conversations among mother-tongue language users in support and extension of hard copy and online textbooks and workbooks.

HOST COUNTRY CULTURE AND LANGUAGE SUPPORT

To further student appreciation and understanding of our host country, the school believes that the study of the Chinese language in Mandarin is important, especially for Shanghai Elementary School students. "To the degree that use of resources for Chinese language do not interfere with the goals of English language development, the Chinese program will promote a continuing level of sophistication in all aspects of Chinese language instruction' (2001, SAS Policy 7.5021). Although the instructional language is English, it is the objective of the school to enrich

the educational experiences of its students by including the study of Chinese language as an important supplement to the language curriculum. Instruction in Mandarin is therefore mandatory for kindergarten through 5th grade students except those students receiving English as Additional Language (EAL) instruction. Chinese language instruction will be an elective available to students through 12th grade.

Beginning Chinese language instruction at SAS will focus primarily on proficiency in conversational Chinese. Once fluency is achieved, the program will introduce reading and writing of host country (simplified) characters. For students already fluent in spoken Chinese, instruction will focus primarily on reading and writing skills in host country (simplified) characters.

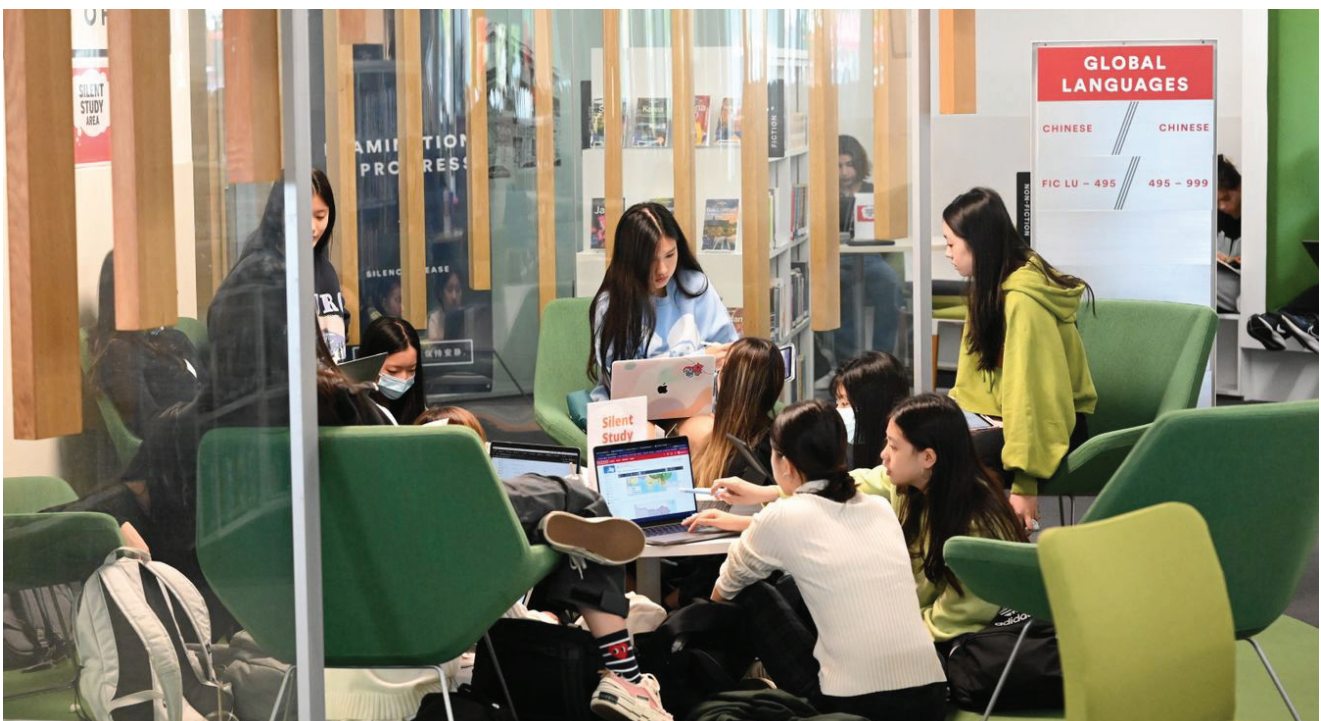
MOTHER TONGUE SUPPORT

Shanghai American School Mother Tongue programs offered on-site include English and Chinese, both extending from kindergarten through IB Standard Level A in Language and Literature. We offer Chinese language in all levels.

Shanghai American School encourages students to develop their mother tongue through the IB self-taught Language A (SL) program. The mother tongue coordinator works to provide a teacher/tutor with the required credentials and training to teach literature and/or language and literature at the IB level. The tutoring agreement is between the family and the tutor.

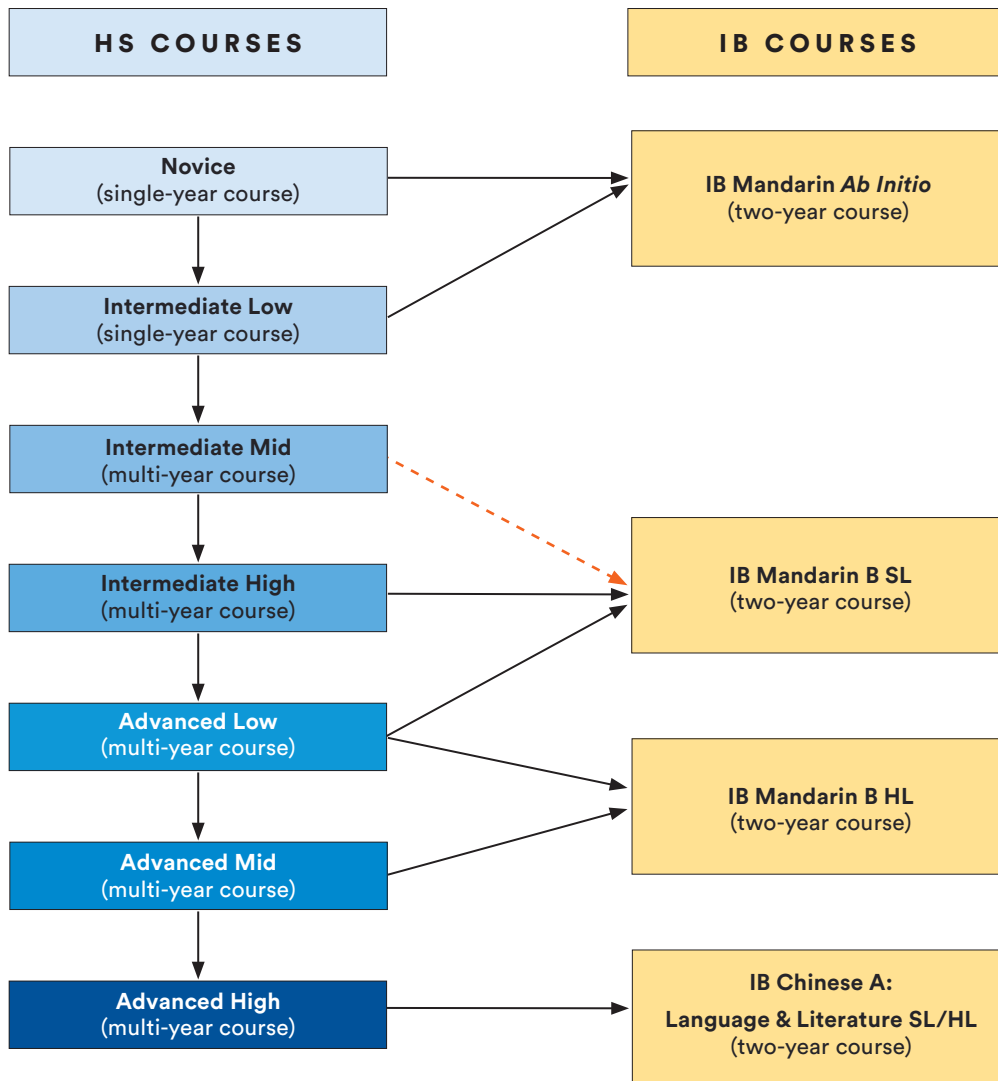
According to Learning in a language other than mother tongue in IB programmes (2008), using the mother tongue in the classroom activates prior knowledge in those students who don't have the language of instruction as their first language. The mother tongue can be used as one of the scaffolding tools when introducing new and challenging knowledge to the students.

Another crucial point to keeping the presence of the mother tongue in the classroom is to affirm the student's identity. According to the same source, the contact between a language of instruction other than the mother tongue with the student's first language could produce two kinds of bilingualism, additive bilingualism, in which there is no replacement of languages, and subtractive bilingualism, in which one language, usually the language of instruction, replace the other, usually the mother tongue. At SAS we strive to avoid the latter.



SAS HIGH SCHOOL CHINESE LANGUAGE COURSES

Chinese Department Flow Chart



Note:

Full IB Diploma students will be recommended for placement into Mandarin B or Chinese A depending on their proficiency level. Students may then choose between taking their recommended course at the standard or higher level.



May require support and/or summer work

Legend

- IB course
- SAS course

(For further information, see HSPX and HSPD Course Catalogue)

SUPPORT PROGRAMS AND RESOURCES

SPECIAL EDUCATION NEEDS

The Shanghai American School IB Diploma Programme recognizes that students come from a variety of cultures, backgrounds, and that they have their own learning styles, strengths and challenges. It is the responsibility of the school to work together as a team to remove barriers that may interfere with learning.

At SAS, the IB Programme is implemented using inclusive teaching strategies so that all DP students can engage in meaningful learning experiences. Teachers use differentiated instructional strategies to support student learning styles and to further enhance student potential. Students with special educational needs are supported by teachers and support staff. Learning experiences are designed to allow students, including those with special needs, to experience the Diploma Programme according to the philosophy of the IB Programme. SAS uses Response to Intervention to support all learners in attaining curricular expectations. In our tiered intervention model, all students are eligible for classroom level accommodations to support high levels of learning. The classroom teacher(s) and school counsellor utilize a tiered intervention process to identify students who require additional support beyond the classroom.

Students that are identified with clinical learning needs are provided additional support and accommodations. The Learning Support team will develop a Learning Support Plan (LSP), which is specifically tailored to the unique needs of each student.

Students eligible to apply for IB accommodation will be identified at the start of the program and informed about the options made available for them by the IB.

PREPARATION TO IB LANGUAGE COURSES — ENGLISH AS AN ADDITIONAL LANGUAGE SUPPORT

At our school, all students participating in the IB Diploma Programme are fully prepared for success at the end of the two-year cycle, regardless of their mother tongue or the language of instruction. We believe in providing language assistance to those students who need it before they enter the IBDP, so we offer English as an Additional Language support from the early years.

To articulate this support, we provide the following strategies.

- Emphasizing the importance of linguistic diversity and cultural exchange in the IB program;
- Providing more information on the specific types of language support available to students (e.g., one-on-one tutoring, group classes, online resources).

All applicants to SAS whose mother tongue is not English are given an English Language assessment prior to acceptance to SAS to determine their eligibility to be enrolled in our EAL program. We offer EAL support for grades 1 through 10.

Shanghai American School's English as an Additional Language (EAL) program assists students in the development of English skills necessary for academic success. Our EAL program operates in both pull-out and push-in models to support mastery of core content and the development of academic speaking, listening, reading, and writing skills. Students gain English language proficiency and confidence through instruction, activities, and reinforcements that build academic vocabulary, developing traits of writing, improving reading comprehension, and speaking fluency. They are also asked to reflect on their own language learning.

Certified EAL teachers provide EAL instruction to those students who are identified as requiring support for strengthening English skills. In order to provide students with the most effective language learning environment,

our EAL teachers use a sheltered immersion model that includes scaffolded instruction of core content information, differentiation based on proficiency levels and other EAL best practices.

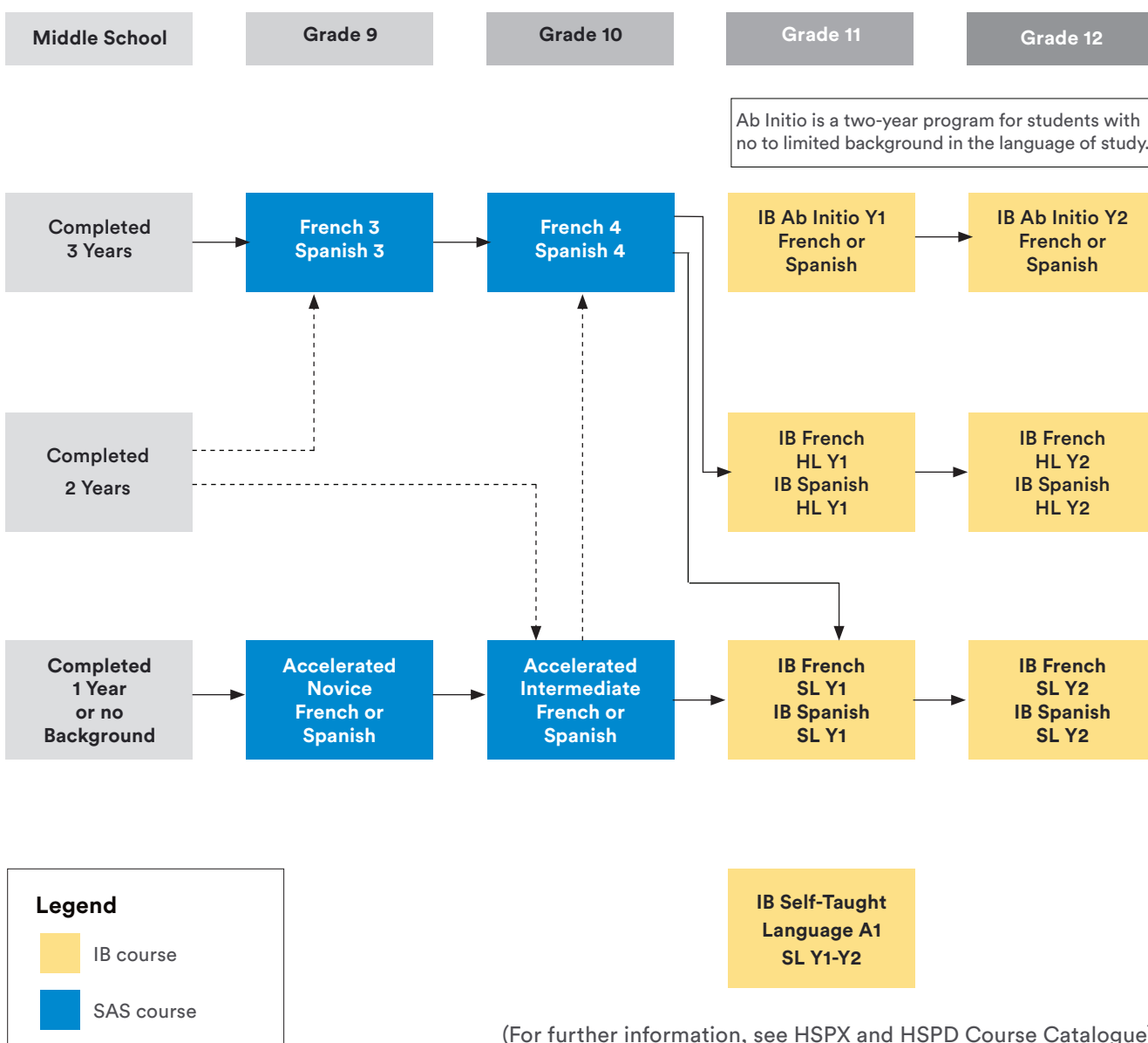
EAL students in grades 1 through 8 receive one of two levels of support: “EAL+” (pull out) in which certified EAL teachers provide intensive EAL instruction in small groups during the allocated English Language block, or “EAL” (push in) where certified EAL teachers and mainstream teachers work collaboratively co-planning, developing materials and co-teaching lessons in the core classroom.

At the high school level, EAL support is offered through our writing centers, operated by EAL certified faculty, as well as blended, English-language rich classes in the Humanities taught by certified EAL faculty.

RECOMMENDED PATHWAYS FOR GLOBAL LANGUAGES

GLOBAL LANGUAGES COURSES

Global Languages Department Flow Chart



(For further information, see HSPX and HSPD Course Catalogue)

DIGITAL AND MEDIA LITERACY

Contemporary communications require evolving competencies in digital, cultural, and multi-media competencies. Through our 1:1 laptop program, students receive spiralled and increasingly challenging guidance in information retrieval, critical evaluation of information-rich resources, forming and communicating perspectives regarding digital citizenship, and the representation, language, production, and audience considerations of digital storytelling. Digital and media literacy are integrated components across disciplines and contexts of the pre-kindergarten through grade 12 curriculum, supported by dedicated Technology Resource Facilitators.

Authentic language learning, including immersion in host culture language (mandarin) and required digital and media literacy is enhanced through students' micro-campus experiences.

LANGUAGE LEARNING AND TEACHING PROFESSIONAL DEVELOPMENT

SAS is dedicated to ensuring that our teachers can access all the necessary resources to teach language to our diverse student body effectively. To achieve this, our school provides a range of professional development opportunities on an annual basis. These programs are designed to enhance teachers' language proficiency in the language(s) they teach and improve their pedagogical skills. This includes differentiating instruction, assessing student learning, and effectively integrating technology into their classrooms.

Professional development also aims to keep teachers informed of the latest teaching methodologies and best practices in language instruction, ensuring they stay up to date with the latest developments in the field.

We particularly encourage teachers in groups 1 and 2 of the Diploma Programme to attend regular professional development sessions, especially when their curriculums undergo changes or updates. This helps to ensure that our students receive the highest quality language instruction possible and that our teachers are equipped with the skills and knowledge they need to provide it.

RESOURCES AND PRACTICES TO ENGAGE PARENTAL INVOLVEMENT IN LANGUAGE DEVELOPMENT

At our international school, we recognize parents' critical role in their child's language development. We are committed to engaging parents in meaningful ways to support their child's language learning journey.

To this end, we offer a range of resources and practices that encourage parental involvement. Cultural trips around Shanghai and abroad are organized to allow parents to participate in their child's language learning experience. These trips provide a unique opportunity for parents to immerse themselves in the target language and culture, which enhances their understanding and appreciation of their child's language learning journey.

In addition, we organize PTSA (Parent Teacher Student Association) events and theatre productions involving high school and IB students. These events are an excellent way for parents to get involved in their child's language learning and meet other parents and members of the school community.

We believe these resources and practices are essential to foster a strong partnership between the school and parents in supporting their child's language development. We are committed to exploring new and innovative ways to engage parents in their child's language learning journey, ensuring that our students receive the best possible language education.

POLICY UPDATE AND REVISION CYCLE: LANGUAGE POLICY AS A WORKING DOCUMENT

This language policy will be revised by a permanent committee in charge of assessing the level of implementation across the school, as well as identifying and incorporating any opportunities for improvement.

REFERENCES

- Shanghai American School Language Policy*
Shanghai American School, School Special Education Needs Policy
Shanghai Community International School. Language Policy.
IBO IB Handbook of Procedures, 2016
IBO. IB Language Policy, 2014
Dallas International School, IB Diploma Program, 2012
IBO. Learning in a language other than mother tongue in IB programmes, 2008
IBO. Language and learning in IB programmes, 2014
IBO. Guidelines for developing a school language policy, 2008

IB SPECIAL EDUCATIONAL NEEDS

The Shanghai American School IB Diploma Programme recognizes that students come from a variety of cultures, backgrounds, and that they have their own learning styles, strengths and challenges. It is the responsibility of the school to work together as a team to remove barriers that may interfere with learning. 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. It is the job of the Shanghai American School faculty to positively respond to and support each individual's unique needs.

There are students who may have recognized, special educational needs; other students may have special needs that have not yet been diagnosed. Examples of these special needs include:

- Specific learning disabilities (such as dyslexia and dyscalculia)
- Language and communication disorders
- Emotional and behavioral difficulties
- Physical difficulties affecting mobility
- Sensory impairments (such as visual or hearing difficulties)
- Medical conditions (such as asthma, epilepsy, and diabetes)
- Mental health conditions (such as attention deficit hyperactivity disorder, eating disorders, and anxiety)
- Gifted and talented students

The SAS IB Programme implements inclusive teaching strategies so that all Diploma Programme students can engage in meaningful learning experiences. Teachers use differentiated instructional strategies to support student-learning styles and to further enhance student potential. Students with special educational needs are supported by teachers and support staff. Learning experiences are designed to allow all students, including those with special needs, to experience the Diploma Programme according to the philosophy of the IB Programme. Students are not excluded from the program due to special needs.

SHANGHAI AMERICAN SCHOOL SPECIAL NEEDS POLICY

Shanghai American Board Policy and Procedure outlines the services for students with special needs. The policy states, "Academic support is offered to students in grades 1 – 12. Services will focus on meeting student needs within the context of the classroom. Services include, but may not be limited to: assisting students in content areas, teaching study and organizational skills and providing learning strategies to students having difficulties

with reading, writing, and mathematics. Classroom teachers and academic specialists will collaborate so that academic support will be integrated with the appropriate grade level content.”

Learning Support services are individualized to meet the unique needs of students with disabilities. Learning Support may include individual or small group instruction, inclusion, resources, self-contained, consulting and specialized contracted outside services such as physical, occupational, and speech therapy and mental health counseling.

IDENTIFICATION

SAS uses Response to Intervention to support all learners in attaining curricular expectations. In our tiered intervention model, all students are eligible for classroom level accommodations to support high levels of learning. The classroom teacher(s) and school counselor utilize a tiered intervention process identify students who require additional support beyond the classroom.

Once identified, the teaching team will engage in a student support team meeting to determine appropriate school-based services and the development of a Learning Intervention Plan (LIP) to facilitate attainment of the learning goals. Students with a LIP are considered to be operating at the second tier of support. If the LIP is not sufficient in meeting the needs of the student, the student may be referred to our school psychologist or outside support service providers for further evaluation. Students that are identified with clinical learning needs are provided additional support and accommodations. The Learning Support team will develop a Learning Support Plan (LSP), which is specifically tailored to the unique need of each student. The LSP then becomes the guide for classroom teachers noting appropriate supports to ensure the student is provided ample and equitable opportunities to succeed.

SAS offers a range of learning support strategies, including but not limited to, classroom accommodations, collaborative planning, enrichment activities, small group instruction, and one-on-one support. Other services can be provided outside the classroom such as pull-out services to meet academic, social or behavioral needs. Students with significant needs may also receive outside therapeutic counseling services.

INCLUSIVE ASSESSMENT ARRANGEMENTS

“The IB believes that all candidates must be allowed to take their examinations under conditions that are as fair as possible. Where standard examination conditions and assessment procedures would put candidates at a disadvantage and prevent them from being able to demonstrate their skills and knowledge adequately, reasonable forms of 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).

It is our responsibility to follow closely the specific requirements and comply with A7.1.2 and A7.1.3 of the Candidates with assessment access requirements document regarding arrangements for examinations. Some arrangements are permitted without authorization (A7.1.2) while other arrangements will require authorization prior to the examination (A7.1.3).

Examples will inclusive accommodations include, but are not limited to:

- Extra time
- Use of a calculator, spell check, or dictionary
- Readers and scribe
- Use of memory supports.

For arrangements requiring authorization, the IB Coordinator will complete and submit the Request for Inclusive Assessment Arrangement document on IBIS at least six months prior to the examination. Medical documentation from the family will be needed along with educational evidence. The IB Coordinator will work with the family to provide assistance in gathering the necessary documentation.

SPECIAL EDUCATIONAL NEEDS POLICY COMMUNICATION

The SAS IB Diploma Programme Special Educational Needs Policy has been distributed to all Diploma Programme Teachers and has been included in the IB Policy Manual for easy access for the school community. The policy has also been posted on the IB School website for parent and community access.

REFERENCES

Shanghai American School Policy

IB Handbook of Procedures, 2016

Special Needs Policy – Lee High School, Arlington, Virginia

Plester, Jayne. IB and Inclusion: An Update. Presentation-IB World Conference of the Americas 2014

SAS IB ASSESSMENT POLICY

IB EXPECTATIONS FOR ASSESSMENT

APPROACHES TO TEACHING (0403)

Standard

Learning, teaching, and assessment effectively inform and influence one another.

Practices

- Students and teachers use feedback to improve learning, teaching and assessment. (0404-01)
- Students and teachers use feedback to support stated outcomes and expectations, in accordance with IB philosophy and assessment documentation. (0404-01-0100)
- The school uses specific and constructive school-based reporting to provide students and teachers with information that can be used to improve learning, teaching and assessment. (0404-01-0200)
- The school uses assessment methods that are varied and fit-for-purpose for the curriculum and stated learning outcomes and objectives. (0404-02)
- Teachers use a variety of assessment methods that are connected to stated learning objectives and outcomes. (0404-02-0100)
- The school demonstrates that assessment practices are formed around conceptual learning. (0404-02-0200)
- The school ensures that from the time of enrolment students and legal guardians are aware of and have access to documentation describing the relevant programme regulations and requirements regarding assessment. (0404-02-0300)
- The school administrates assessment consistently, fairly, inclusively and transparently. (0404-03)
- The school administrates assessment in accordance with IB rules, regulations, and/or relevant programme documentation. (0404-03-0100)
- The school regularly reviews and ensures compliance with all access arrangements. (0404-03-0200)
- The school ensures that external reporting and/or predictions are as accurate as possible, and are appropriately designed for the contexts in which they are required. (0404-03-0300)

- The school implements, communicates and regularly reviews consistent and fair systems and processes for reporting student progress and handling appeals or challenges. (0404-03-0400)
- The school monitors and evaluates the delivery of assessments to ensure that they are as seamless as reasonable. (0404-03-0500)
- Students take opportunities to consolidate their learning through assessment. (0404-04)
- The school provides students with opportunities to consolidate their learning through a variety of assessments. (0404-04-0100)
- (Programme standards and practices, 2020)

PHILOSOPHY

Assessment is an integral component of the educational process, and the primary goal of a balanced and consistent assessment program is to support and enhance student learning. At SAS the development, selection, administration, use, and monitoring of assessments are guided by the following principles:

1. The primary purpose of assessment is to support, guide, improve, and motivate learning for all students.
2. Effective assessment measures the learner’s achievement of clearly articulated learning outcomes as outlined in the SAS curriculum.
3. Effective assessment is essential to high quality instruction.
4. Assessment should be designed to yield accurate information that clearly communicates student achievement.
5. Effective assessment recognizes and involves students as the primary users of assessment data.
6. Assessment methods should be varied, valid, reliable, and consistent, and yield meaningful results.

PURPOSE OF THIS POLICY

The purpose of this policy is to establish ground rules and recommendation for assessment, evaluation, and reporting within the IB program at Shanghai American School.

It is mandatory for all IB teachers to read the IB assessment policy and act accordingly. Individual syllabi and class policies referring to assessment, evaluation, and reporting must reflect the guidelines contained in this document.

DEFINING ASSESSMENT

At Shanghai American School, the term assessment is defined as a dynamic process of gathering, evaluating, reporting, and utilizing learning feedback.

Evaluation is defined as the act of critiquing a student’s performance on an assessment task.

Grading is defined as the act of considering an array of assessment data in order to make a professional judgment about a student’s level of achievement and assigning a mark, score, or other communicative representation.

PURPOSES OF ASSESSMENTS

At Shanghai American School, we believe that assessment is an integral component of the learning process. The primary purpose of a balanced assessment program is to provide valid and accurate information to support, enhance, and communicate student learning. With the aid of sound assessment practice and tools, various stakeholders will respond to assessment data and use it formatively to deepen and improve student learning.

The primary responses to assessment data are those made by the student and teacher. Feedback is at the heart of the learning process. However, assessment results and data are also important to other stakeholders within the school community.

EFFECTIVE ASSESSMENT

Allows Students to:

- Demonstrate what they know, understand, or can perform
- Measure their achievement of learning outcomes
- Build motivation, confidence, and self-efficacy
- Self-reflect and self-assess to understand their own learning and plan future learning goals
- Demonstrate their learning through a variety of assessment methods that recognize different learning styles

Allows Teachers to:

- Evaluate progress of learning and understanding
- Build a profile of the student's learning and understanding
- Summarize learning data as a report of student learning
- Evaluate learning data in order to inform and adapt instruction design
- Evaluate learning data to monitor curriculum and assessment practices
- Use assessment to increase student motivation to learn

Allows Parents and Community Members to:

- Engage as partners in supporting and encouraging the learning process
- Receive accurate information on a student's learning progress
- Obtain accurate information about their child's strengths and areas in need of support
- Use learning progress to assist in planning for their child's future, both immediate and long term (academic programs, enrollment, university, etc.)

Allows Curriculum Leaders to:

- Use data to evaluate the school's curricular, assessment, and instructional program
- Address professional development needs for teachers

Allows School Administration to:

- Evaluate data to make admissions placement decisions
- Make informed school programmatic and procedural decisions
- Assess areas of the school's strengths and/or weakness
- Make informed decisions regarding the allocation of funds and resources
- Use student achievement data to assist in the marketing of the school
- Reference baseline assessment data for comparisons to other benchmark schools

Provides Other Schools with:

- Data necessary for admissions and grade/course placement decisions
- The information to place students appropriately within a learning continuum
- Information for comparison

ASSESSMENT PRACTICES

ASSESSMENT PRACTICE AND SCHEDULE

Assessment involves the materials, practices, and procedures used to:

- Design and collect evidence of learning

- Evaluate learning and provide feedback to the learner
- Record, summarize and determine level of student achievement
- Report student achievement to various audiences

Summative Assessment, Grading, and Reporting Essential Practices

- Assessments will be aligned with SAS's standards and benchmarks. Evidence collected should reflect a student's mastery of each standard and benchmark.
- All assessments can be used as evidence of understanding when making decisions about unit grades. Since all work that students complete during a unit can be considered as evidence of their understanding, it is important that students have multiple opportunities to demonstrate their learning using a variety of assessments.
- Whole class feedback, peer feedback and student-to-teacher feedback are powerful learning experiences for students. Feedback from both teachers and students should be timely, specific, actionable, constructive, and related to a specific learning target. It should help students to understand their own learning and set goals as they progress throughout the semester.
- Feedback on culminating assessments should be given within a two-week time period.
- Students should receive frequent and ongoing feedback on assessment throughout the unit in order to set goals and guide instruction.
- In determining a student's final academic grade, teachers may use professional judgment based on all evidence collected during the semester, including minor assessments.
- Calculation of the mean may not be the most accurate reflection of learning; teachers are encouraged to use their evidence based, professional judgment. Teachers should consider the most recent and consistent evidence of learning when using their professional judgment to determine a student's grade.

Assessment Schedule

The student bill of rights states that a student has the right to limit the number of major assessments in one day to two assessments. (As a general rule, major assessments are assessments at the end of a unit that would constitute more than 10% of the grade.) When a third assessment is assigned, it is the student's responsibility to immediately meet with the teacher who assigned the third assessment to discuss and agree on make-up details. If the assessment is hard to replicate outside of the classroom (example: discussion, Socratic Seminar, Group presentation) students should work with their teachers to prioritize which assessment should be delayed. Students may have to take three assessments in one day if one is a reassessment.

Self-advocacy skills such as asking questions, taking responsibility for one's actions, and being engaged in proactive problem-solving enable students to better communicate their learning needs. Counselors, teachers, and administrators can assist you in building skills in these areas or when you need assistance in navigating an assessment discussion.

Reassessment Policy

Students desiring a reassessment opportunity must approach learning with fidelity. Evidence of approaching learning with fidelity may include participating in classroom activities/discussions, asking clarifying questions, completing homework and class assignments designed to provide students with the opportunities to practice skills and develop a deeper understanding of concepts and ideas, and attending extended learning sessions.

Our school's goal is to support all students in demonstrating proficiency (92%) on the standards. If students have met the standard at the end of the unit, they will not be eligible for a retake. Students sitting a retake may not receive a grade higher than the percentage equated with mastery of the standard. Retakes must occur within two weeks of receiving feedback on the original assessment.

During a semester, grade 9 and 10 students may have two retake opportunities per course. Additional attempts may be granted at the discretion of each collaborative teaching team or a teacher if the course is a singleton course.

No retakes will be given the week before semester exams.

Exam Based Assessments

- Exam-based assessments are tests that occur at the end of a learning period.
- If a student is unable to sit an exam-based assessment, then the teacher will
- use their professional judgment in awarding a grade.

Non-Exam Based Assessments

- If a student fails to submit an assessment on the due date a mark will be awarded according to the evidence collected during the learning period.
- In the event that the student does not submit a final version or does not submit additional evidence, the mark that was awarded, based on the evidence of learning available to the teacher on the due date becomes the student's permanent mark for that assessment.

Semester Exams and Culminating Assessments

- Semester Exams and Culminating Assessments should be worth no more than 20% of the semester grade.
- If students will be sitting a semester exam, no summative assessments can occur in that course during the week prior to semester exams.
- Long term culminating assessments should include clear process deadlines and steps for intervention if students do not meet these deadlines.

Academic Reporting

- SAS reports student learning in the form of report cards, which are distributed electronically, through PowerSchool at the end of each semester.
- Report cards provide feedback to the student on both their academic knowledge in the course and their learning behaviors, called the Individual Learner Profile (ILP). Teachers also write an individualized comment on the report card, which describes the student's progress.
- Grades are live in schoology where parents and students can receive constant feedback. Grades serve as a benchmark by which SAS monitors students' academic standing and intervene if support is needed.
- To be in good academic standing, students must meet the school's minimum academic standards.
- Unsatisfactory academic standing is defined as one (1) F and/or two (2) D's in one or more subjects.
- Students who earn an incomplete (INC) at mid semester or on a semester report card will be monitored. If an incomplete is recorded on the report card, the student's parents will receive an email from the classroom teacher of notification stating that the teacher cannot assess the student's learning because of insufficient progress in the course. Once the teacher has enough evidence to assess the student's learning, the grade will be calculated. This letter grade will be used to determine if the student is in good academic standing.

Final Semester Report Card

At the end of each semester, all students will receive a Final Semester Report that can be accessed through PowerSchool. Only final semester grades are recorded on a students' academic transcript.

Grade Changes:

Grade changes after the fact to correct errors may be made by the teacher of the class in question with the approval of the administration. Grade changes after the fact will be considered to correct for clerical or procedural errors, however, it is not possible to reassess the quality of student work after the submission of final grades at the close of the semester. Requests for grade changes must be made within one week of report card publication.

Changes to SAS grades based on results of non-SAS Assessments are explicitly prohibited.

Academic Concern

- Students who earn one F or one incomplete (INC) and/or two Ds in one or more subjects at semester 1 report card may receive an official letter of Academic Concern.
- The counselor, teacher, parents and student work together to develop a plan of support.
- In cases where a student has been repeatedly placed on academic concern, the Vice Principal and/or the Principal may convene a meeting with the student's family to address this issue and determine the student's enrollment status.

Final Examinations

- At the end of each semester, some courses will conclude the period of learning with a summative assessment. It is expected that all students will participate in final academic assessment and testing. Students will not be permitted to postpone a summative semester assessment because of early departure for holiday purposes.
- If a student misses an examination due to illness or injury, the school needs to be notified as soon as possible. Upon presenting the administration with a doctor's medical certificate, the student will be permitted to rewrite the exam at a later date.
- If a student does not have an assessment on any day during the exam period then they are not required to be at school; they may, however, be at school studying for their exams, and rooms will be made available for them.

IB SPECIFIC ASSESSMENTS

Internally assessed IB work is graded internally and moderated by faculty. These include oral presentations, commentaries, laboratory work, investigations, and performances. All SAS teachers who teach an IB course receive IB training and specific training on how to use the IB rubrics. Internally assessed IB work is then moderated by IBO to assure reliability.

Teachers oversee some IB assessment as students produce the work, but external examiners, selected by the IBO outside of the school, assess it. These include, for example, the internal assessments (IAs), extended essays, and Theory of Knowledge essays.

The May examinations, for Year 2 IB students, are externally assessed and form the greatest portion of the assessment score for each subject.

MAJOR ASSESSMENTS

- All major summative IB assessments must be entered into the Schoology gradebook/calendar at least two calendar weeks prior to their due dates or the dates of occurrence.
- One exception is Science lab reports for which teachers will work with students to identify reasonable time- lines for completion.
- Students who identify an assessment which does not meet this standard may request a later date from the teacher with support from the IB Coordinator/Administration as necessary.

REPORTING

All grades for IB-style assessments will be recorded in the following way:

- Students will receive IB-style grades from 1-7.
- SAS grades (A-F) and percentages will be determined using the IB-SAS Grade Conversion Table.
- The SAS percentage will be entered into the Schoology Gradebook.
- The IB grade/mark will be entered into the comment box.

FREQUENCY OF IB GRADES

- IB grades must be given for all IB-style assessments.
- Teachers are encouraged to use IB assessment tools for all formative and summative assessments; this might not always be possible.
- Frequency depends on subject and level, but teachers should aim to give students IB grades at least once per month or at least once per unit, depending on the course.
- In IB classes, the minimum of three major assessments outlined above in “Major Assessments” must be marked using a rubric based on IB assessment tools (e.g. grade boundaries, grade descriptors, component mark bands) and recorded using a 1-7 scale.
- If an IB class contains an IA that requires more than 25 hours of class time (e.g. Computer Science), a minimum of two major assessments is permitted for that semester instead of three.
- IB predicted grades must be based on evidence that comes from IB-style assessments (i.e., grades on a 1-7 scale).

IB GRADING SYSTEM AND SAS GRADING SYSTEM

It is important to point out a very significant conceptual difference in terms of grades between the International Baccalaureate grading system and the U.S. educational systems. The IB grading scale in secondary education is different from the U.S. method because it ranges from 1-7 where the American system grade student for 0%-100%.

The following grade scale helps students, teachers and administrators “translate” IB grades into US grades and is developed on a mathematical scale. (See table below.)

SAS PERCENTAGE	SAS GRADE	IB GRADE
92.5 – 100	A	7
89.5 – 92.49	A-	6
86.5 – 89.49	B+	5
82.5 – 86.49	B	4
79.5 – 82.49	B-	4
76.5 – 79.49	C+	3
72.5 – 76.49	C	3
69.5 – 72.49	C-	3
66.5 – 69.49	D+	2
62.5 – 66.49	D	2
59.5 – 62.49	D-	1
<59.49	F	1

RECORDING AND REPORTING

REPORTING

- Students and parents have access to student grades through Schoology. Schoology information is given out during new student orientation and the first few weeks of school. Parents are responsible for periodically checking their student’s Schoology grades in order to ensure that they are progressing in a satisfactory manner.
- Report cards are issued to students once after the end of each semester. Letter grades for academic achievement are given in the High School. Only semester grades are recorded on students’ permanent records.

- In general, grades on report cards and transcripts are based on an 80% weight for the entire semester of work (not divided into terms but rather as one continuous period) and a 20% weight for the semester final exams or their equivalent.

RECORDING

All grades for IB-style assessments will be recorded in the following way:

- Students will receive IB-style grades from 1-7.
- SAS grades (A-F) and percentages will be determined using the IB-SAS Grade Conversion Table.
- The SAS percentage will be entered into the Schoology Gradebook.
- The IB grade/mark will be entered into the comment box.

HOMWORK

SAS High School firmly believes in the value of homework. Homework that is relevant, meaningful, connected to classroom learning and receives timely feedback has a positive impact on student learning, habits of mind and attitudes toward learning.

PURPOSE OF HOMEWORK AT SAS:

- To reinforce, deepen and extend classroom learning
- To reinforce skills and concepts already taught
- To introduce new concepts or content
- To prepare for an assessment
- To develop in students the capacity and dispositions to work independently on their academic studies

OTHER EXPECTATIONS REGARDING HOMEWORK AT SAS

- Homework will not to be considered or used as a punishment.
- Extensions may be granted at the discretion of the teacher in advance of the due date. However, students who feel overloaded with assignments and activities are encouraged to be proactive and to communicate early with their teachers and possible negotiate extensions.
- Teachers will be considerate of disruptions to the normal school schedule such as holidays and exams when planning homework assignments for their classes. This includes sports, extra-curricular events, and SATs.
- Teachers will not assign homework, with the exception of exam review, the day before a vacation or long weekend and expect it to be due immediately upon return to school. There may be exceptions for certain IB/AP classes.
- In the case of an unplanned absence, a student is expected to see all of his or her teachers on the first day back to school – regardless if the class meets on that day or not – in order to confirm what work was missed or due. Students have the same number of school days to make up assignments as the number of days they were absent. For example, if a student is absent for only one day, for example on a Monday, and the next time that class meets is Wednesday, the due date for missed work is Thursday, not Friday. This means missed work may be due on a day that the class does not meet.
- It is the student's responsibility to ask for class notes immediately upon return from an absence.

LINK BETWEEN THIS AND OTHER POLICIES

It is important to ensure that all policies are aligned and interconnected, with a shared focus on promoting academic excellence and inclusivity. The assessment policy is a key component of this overall framework, and as such, it should be closely linked to other policies, such as language, admission, and inclusion policies.

Language policy is essential to the success of the IB programme, as it is designed to foster multilingualism and intercultural understanding. To ensure that students are able to fully engage with the assessment process, it is

important to ensure that language policies are fully integrated into the assessment policy. This includes ensuring that students are assessed in their primary language whenever possible and that accommodations are made for students who require additional language support.

Admission policies are also closely linked to the assessment policy, as they help to ensure that students are placed in the appropriate programme level based on their academic abilities. The assessment policy should clearly outline the criteria for admission, including the assessment methods that will be used to determine a student's readiness for the programme. This will help to ensure that students are able to fully engage with the assessment process and that they are placed in the appropriate programme level based on their abilities.

Inclusion policies are another important consideration, as they help to ensure that all students can participate in the IB programme regardless of their background or abilities. The assessment policy should take into account the needs of students with special needs and should provide accommodations and support to ensure that they are able to engage with the assessment process fully. This will help to ensure that all students are able to reach their full potential within the programme.

In summary, the assessment policy is closely linked to other policies such as the language, admission, and inclusion policies. By ensuring that these policies are fully integrated and aligned, we can help to create a supportive and inclusive learning environment that promotes academic excellence and intercultural understanding for all students.

REVIEW OF THIS POLICY

The IB assessment policy is crucial in maintaining high academic standards and supporting student success. Therefore, regular policy reviews are essential to ensure it remains up to date with the latest best practices in education, identify any shortcomings or inconsistencies, and maintain compliance with quality assurance standards. Ultimately, such reviews help ensure that students receive the best possible education.

It is recommended to review the IB assessment policy annually to ensure that it stays current with any changes in the educational landscape and continually improves the assessment process for students' benefit.

ACADEMIC INTEGRITY POLICY

DEFINITION OF ACADEMIC INTEGRITY

Academic Integrity is a fundamental principle underlying our understanding of education at SAS. It comes alive through the responsible and continued ethical choices made by individuals and related to all aspects of our school's academic life. Universal consistency in the individual expression of these choices leads to the common personal development of a principled and honest character that contributes to a nurturing culture of trust. At PXHS, academic integrity is expressed through the clear demonstration of analytical and critical thought processes by means of the construction and presentation of original ideas or building on the ideas of others with the use of appropriate citations to acknowledge intellectual ownership.

BEHAVIORS UNDERMINING OUR CULTURE OF ACADEMIC INTEGRITY

We identify several sources for academic dishonesty, recognizing that this list is not exhaustive:

- Plagiarism in research work:
 - Direct Plagiarism: Exact copying of pre-existing text without the use of quotation marks and without citing the source.
 - Self-Plagiarism or "double dipping": Using or copying text from previous assignments without acknowledgement.

- Paraphrasing with inadequate citation: Using without acknowledgment passages from another author’s work with occasional omissions or changes in wording.
- Accidental Plagiarism: Unintentionally neglecting to cite, quote, or paraphrase sources.
- Collusion: Using or copying another’s work, in whole or in part, and submitting it as your own, or allowing another to copy your work. This would include copying homework, taking answers off another student’s test, etc.
- Fabrication or alteration of data, for instance, in lab experiments.
- Use of a third party to create and submit content of your own work:
 - Uncited use of “ghost writers”, tutors, or paraphrasing websites.
 - Uncited use of AI technology.
- Dishonest conduct related to exams and exam procedures.

When in doubt, the student should acknowledge the source. If unsure, the student should always consult with the teacher.

SUPPORT FOR AND CONSEQUENCES OF ACADEMIC MISCONDUCT

At Shanghai American School, High School, we believe that acts of academic misconduct should be regarded primarily as learning opportunities through which teachers educate and support students. We acknowledge that acts of academic misconduct vary in nature and, therefore, in consequence. With this in mind, we offer the following inexhaustive sampling of scenarios and consequences.

Unintentional acts of academic misconduct in research papers and other written assignments:

- An informational email by the teacher must be sent to the support team (IBDP/AP Coordinator for students of those programmes together with School Counselors & Vice Principal).
- The support team and teacher meet with the student to offer guidance on how to avoid this act of academic misconduct in the future.
- A resubmission of the assignment is allowed, and a new grade is awarded.

Intentional acts of misconduct related to examinations and other assessments:

- First instance
 - The student will be required to complete an alternate assignment at the designation of the classroom teacher.
 - The Principal, Vice Principal, and the student’s counselor will be informed of the infraction.
 - The incident will be noted in the PowerSchool Log Entry System.
 - A conference with the student, teacher, parent, and administrator may be held.
- Second instance
 - The student will be required to complete an alternate assignment at the designation of the classroom teacher.
 - The Principal, Vice Principal, and the Assistant to the Principal, and student’s counselor will be informed of the infraction.
 - The incident will be noted in the PowerSchool Log Entry System.
 - A conference with the student, teacher, parent, and administrator will be held.
 - A contract signed by parents and administration expounding the consequences of the third instance will be recorded in the student’s school file.
- Third instance
 - As with any repeated breach of school regulations, a third offense will result in an out-of-school suspension. The student may lose the opportunity to complete and submit make-up work for credit. The student’s parents may be requested to withdraw the student from SAS.

Please note that in the event of universities or colleges asking SAS for information regarding suspensions or other disciplinary actions, SAS will inform the inquiring institution(s) of the violation. The student may also be suspended or removed from elected or appointed leadership positions for the current school year (NHS, Student Council, etc.).

- Suspected acts of academic misconduct in research papers and other written assignments:
 - If a student's assignment gives rise to suspicion of an act of misconduct, a panel of teachers (such as the Vice Principal, the librarian, and the IB Coordinator) may interview the student. If, at the end of the interview, evidence points towards an intentional act of misconduct, the student will be located at the first instance of intentional acts of misconduct related to examinations and other assessments.

During a student's academic career at SAS High School, offenses will be counted on a cumulative level, carrying forward the offence count to the subsequent years in High School.

STUDENT'S RESPONSIBILITIES

In order to maintain a learning environment that honors the intention of the IB and also promotes academic honesty we have asked each stakeholder to accept his or her role in building a culture of integrity.

- Submit original work that is your own intellectual property;
- Submit drafts at appropriate deadlines as evidence of authorship;
- Acknowledge the work and ideas of others through proper references and citations;
- Validate your work through submission to Turnitin.com;
- Keep good time management habits to help meet assessment deadlines;
- Support your classmates by reinforcing academic integrity within your cohort;
- If suspected of an academic integrity violation, provide support and evidence of your work's originality.

STAKEHOLDERS' RESPONSIBILITIES

Librarian:

- Provide support for research and information literacy skills;
- Support teachers in implementing the research skills curriculum;
- Support students in curating materials and databases;
- Reinforce the IB academic honesty expectations;
- Support proper reference and citation practices;
- Maintain the turnitin.com service and provide training for students and teachers.

Parents:

- Reinforce academic integrity at home by engaging your students in conversations about their work;
- Monitor the activities of supplemental education service providers contracted to support your child to ensure they are engaging ethically and in line with the PXHS Academic Integrity Policy.

Teachers:

- Clearly explain academic honesty and educate students about the specific details regarding academic honesty in the discipline;
- Provide regular feedback to students regarding their work and to ensure you are familiar with the quality of their original work;
- Structure assignments in a manner that promotes integrity and work originality;
- Be vigilant about providing original assessment tasks, monitoring student work on assessments, and also monitoring the conditions under which assessments are administered;
- Utilize turnitin.com on written tasks as both a deterrent and originality check for students;
- Report any suspected violations of academic honesty to the administration immediately.

Administration:

- Ensure that all members of the community are familiar with the HS academic integrity policy;
- Supervise teachers and ensure that students are informed about academic integrity and that teachers are engaging in classroom practices that promote integrity and work originality;
- Provide swift and immediate response in the event the academic integrity policy is violated.

IB Diploma Programme Coordinator (for IB students):

- Educate students about academic integrity and support the acquisition of skills in the IB Core course;
- Ensure that all faculty are informed of the IB Policy Manual including the specifics related to academic integrity;
- Educate parents about the IB Policy Manual including academic integrity;
- Provide support and intervention for students who may violate the academic integrity policy;
- Report any violations of the academic policy on IB assessments to the IB;
- Ensure that the IB Diploma Programme guidelines are included in the academic integrity policy.

AP Diploma Programme Coordinator (for AP students):

- Cases of dishonesty taking place in any of the AP courses will be directly handled by the AP Coordinator;
- These cases will also follow the procedures described in the AP program as well as in conjunction with this policy;
- The AP states that:” The use of media (e.g., video, images, sound), data, information, evidence, or program code created by someone else in the creation of a program and/or a program code segment(s), without appropriate acknowledgment (i.e., through citation, through attribution, and/or by reference), is considered plagiarism. A student who commits plagiarism will receive a score of 0 on the performance task. To the best of their ability, teachers will ensure that students understand how to ethically use and acknowledge the ideas and work of others, as well as the consequences of plagiarism. The student’s individual voice should be clearly evident, and the ideas of others must be acknowledged, attributed, and/or cited. During the final submission process in the AP Digital Portfolio, students will be asked to attest that they have followed the performance task guidelines and have not plagiarized their submission.”

College Counselors

- Inform/remind students that academic malpractice will be reported to colleges/universities.

School Counselors

- School Counselors are an important point of contact and source of positive advice to students. By building a safe environment where students can reach out about their academic and emotional problems, counselors actively contribute to the effective and proactive implementation of the policy.

FURTHER SUPPORT FOR STUDENTS

At Shanghai American School High School we take pride in educating our students on the importance of academic integrity. We employ multiple layers of reinforcements for our students throughout high school. We believe that all teachers should model the principle of academic integrity.

The SAS high school academic integrity education program aims:

- To explain to students that they have a central role in ensuring that their work is always academically honest;
- To position academic integrity as a larger set of values and skills that promote lifelong learning;
- To engage with other students, teachers, and librarians to promote academic integrity;
- To encourage good academic practice and a school philosophy that fosters academic integrity.

ADDENDA SCENARIOS AND POSSIBLE RESPONSES

SAS High School students will experience different scenarios in which academic malpractice could occur. SAS encourages teachers to respond with compassion and guidance.

The following are some possible situations for students' malpractice and possible responses:

Scenario 1. Culminating project – research paper – in English class

A student is writing an English research paper. He has a scheduled meeting with his teacher or supervisor on Monday, where he is meant to submit a draft. Having missed his last meeting because he was out of school ill, he is behind schedule and submits a draft consisting mainly of quotes hastily chosen from internet sites.

The teacher reminds the student of the importance of formulating his own ideas on the topic and plan for the essay before consulting other sources. Without this preparation, the research paper risks being simply a collection of other people's ideas on the topic, increasing the temptation for the student to pass off others' ideas as his own.

Scenario 2. Group work internal assessment in IB Psychology class

A DP student has been working in a group on her psychology internal assessment. A domineering member of the group is putting pressure on the student to write the reports of the experimental study for everyone in the group. The student being pressured understands this is inappropriate but wants to be popular with the group.

The teacher notices the group is being dominated by one member and has a quiet talk with the student, reminding her that, although the data collection was done as a group, each member must write up an individual report. The teacher offers support in communicating this message back to the group.

Scenario 3. Oral presentation

A student is planning a presentation. In researching the presentation, he uses a variety of sources, including books, websites, and newspaper articles. He is not sure how to reference these sources in an oral presentation, or even if he needs to do so since it is not a written task. He asks his teacher for advice.

The teacher advises the student that it is just as crucial to acknowledge sources in an oral presentation as it is in any other piece of work. The teacher suggests several ways in which the student may wish to do this, including verbal or written acknowledgments throughout the presentation, or with a bibliography on the last slide of the PowerPoint®.

Scenario 4. Creative studio work in Visual Arts class

An Art student is trying to work out if it is acceptable to do a variation on a famous painting as one of her pieces. She is not sure if that would be considered "copying". She asks her teacher for advice.

The teacher advises the student that this is acceptable as it is common practice for artists to be inspired by, or to adapt, other artists' ideas. However, the teacher emphasizes that she must explicitly acknowledge the original painting. The teacher suggests titling the piece, "After ...", so that it is very clearly attributed.

Scenario 5. Fabrication of data in a portfolio of evidence

A student is completing her reflections for a project experience. The task requires her to keep constantly updating her reflections and evidence of growth. When she begins writing her reflection, she realizes that she forgot to ask some questions that would have been helpful. She is tempted to fabricate some responses to these questions, as she feels it would make her reflection stronger and more credible.

The teacher initiates discussion with the class on the importance of reporting evidence accurately, and stresses that each student will be required to sign a coversheet confirming the authenticity of the work. The student realizes that fabricating evidence could have far-reaching consequences as a case of academic misconduct.

Scenario 6. Collusion on homework

A student is struggling while doing math homework and asks for help from a classmate to help her solve several math problems. Then she copies her friend's solutions and submits them as her own work.

The teacher asks the student about the help she received, how the process went, and who exactly reached the final solutions for the problems. She then explains to the student that her action is considered collusion, a malpractice in academic integrity. The teacher asks the student to go through the math problems again on her own.

Scenario 7. A student commits academic dishonesty during the official IB exam sessions.

This scenario does not provide an alternative to follow a staged approach as we have seen in previous cases. The IB policy states that the event must be communicated, followed by “an investigation and provide the IB with statements from all parties involved and any other relevant documentation pertinent to the case. If a school fails to support the investigation into possible academic misconduct, no grade will be awarded to the student in the subject(s) concerned.” (For more details refer to the matrix of penalties included in the IBO “Academic Integrity Policy”)

THE USE OF GENERATIVE AI (GenAI)

OWNERSHIP AND PLAGIARISM

We will engage community members in understanding their responsibility to keep the integrity of their work and not let GenAI stifle independent thinking.

Ownership of AI generated content does not necessarily belong to the user. Users are encouraged to read the user agreement of sites they use to best determine what is allowed with the content created.

- GenAI should be cited as any other resource. The GenAI Task Force will continue to develop and share expectations about citations. Below are two ways teachers might ask their students to cite their usage of GenAI; teachers might ask students to use citations and/or screenshots to show how they used GenAI in their work. Both can be seen below.

BIAS

We encourage users to:

- Be aware that GenAI contains bias and inaccuracies; we also believe that inaccuracies are the responsibility of the user to identify and correct;
- Be aware that AI may under-represent the viewpoints of marginalized groups;
- Employ critical thinking of information presented by GenAI to identify bias. Users should do further research, fact-check, and identify bias in AI-generated information;
- Ask probing and clarifying questions of the AI in order to train it to reduce bias and represent multiple points of view.

PRIVACY

As users of GenAI, we will not input sensitive data such as student names, grades, or other identifiable data.

The GenAI Task Force will curate resources that have been positively reviewed for their age-appropriateness and support of data privacy. This limited list will not be comprehensive, but rather a starting point for our community to use.

ETHICS

We expect users to:

- Use GenAI tools in ethical, appropriate, and lawful ways;
- Be critical thinkers and users of information by evaluating the credibility and trustworthiness of information they use;
- Be ethical global citizens by recognizing that any source has bias and we should be considerate of all information (especially on the internet);
- Have integrity and cite all sources of information.

POLICY REVIEW TIMELINE

The purpose of this policy is to keep alive the spirit of academic integrity, not only for the students, but for all the stakeholders of the SAS community. Academic integrity is an attribute that should be maintained beyond graduation from high school division. Thus, it is essential to review this policy annually to keep that spirit intact

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