

# INTERNATIONAL ACADEMY EAST

1291 TORPEY DRIVE, TROY, MICHIGAN 48083

Phone: 248.823.8300 Fax: 248.823.8313

www.iatoday.org



## STUDENT GUIDEBOOK 2024 - 2025

This book belongs to \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ Zip \_\_\_\_\_

Telephone \_\_\_\_\_ Student ID # \_\_\_\_\_





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## THE INCEPTION OF THE INTERNATIONAL ACADEMY

The International Academy (IA) opened its doors in August of 1996 to 135 freshmen. The process to create the school, however, began with an idea in the fall of 1992. The IA was envisioned as a school that would provide a world-class secondary educational experience utilizing the International Baccalaureate curriculum. From that early concept the International Academy gradually took shape over the intervening four years. Focus groups provided community input and eventually lead to the creation of an 80 member advisory board. Links to the local business community were formed, leading to the pledge of \$600,000 for start-up costs. With the passage of Proposal A in 1994 the organizational pace accelerated. Proposal A changed the funding support for public schools from local property assessments to a statewide per pupil foundation grant. The community's support for our mission was now supported by corporate pledges for start-up costs and a per pupil revenue stream to support on-going operations. To provide focus and direction, a comprehensive school organizational plan was adopted in the spring of 1994.

Four major organizational tasks remained. First of all, an agreement binding 11 Oakland County Districts together as co-owners was achieved in the fall of 1995. Second, the IA received the commitment of Oakland Schools, the intermediate school district, to assist the lower funded consortium districts meet the International Academy's per student cost. Concurrently, all parties signed a "Letter of Understanding" governing teaching conditions at the IA. Thirdly, a planning team of ten teachers was established. Ultimately eight of these teachers became first year staff. The acquisition of a suitable site was the fourth major step. This was accomplished when the Bloomfield Hills Board of Education approved the use of an elementary school building leased by a private school.

With the necessary organizational steps, curriculum plan and site in place, student recruitment meetings were conducted in the consortium district middle schools during the winter of 1996. Since opening the Okma Campus in August 1996, the International Academy has grown into a four-year high school with approximately 1500 enrolled students across 3 campuses. The IA is proud to be the first International Baccalaureate diploma public high school in North America and the third largest IB school in the world. The IA leads the state in M-STEP, ACT and SAT scores and is consistently ranked by multiple sources including Washington Post, US News and World Report and Newsweek as one of the top high schools in the United States. Additionally, the IA exceeds national and international norms in IB diploma acquisition rates. Over 90% of our students regularly earn the full IB diploma, while the world average is 79%. IA students matriculate to the world's most selective universities and experience a successful transition to their university expectations.

## IMPORTANT THOUGHTS TO REMEMBER

The beginning of each school year represents an opportunity to reflect upon personal goals and expectations. Take the time to chart academic strategies, co-curricular involvement and growth opportunities that will enhance your high school experience. It is the IA's goal to support you as you work to achieve your highest potential.

### *Keys to success at the IA:*

- **We are what we repeatedly do. Success, therefore, is not an act but a habit.** It is the result of high intention, sincere effort, intelligent direction and skillful execution; it represents the wise choice of many alternatives. Through constant attention to academic preparation, co-curricular involvement and personal development, you can repeat success over the course of the year.
- **Successful preparation for life is a significant challenge, and demands a well-developed capacity to be self-directed, self-motivated and possess the ability to negotiate obstacles.** Learn to plan your time effectively. Accept responsibility for your learning, your decisions, and your actions.

- **Great works are performed not by strength, but by perseverance.** Establish goals and commit yourself to them with the strength to test your limits and the courage to succeed.
- **A positive school spirit is not determined by what the school gives to you, but by what you give back.** Show your enthusiasm and support for projects that enhance the quality of life for other members of the school community. Give with no strings attached, and you will receive in the same manner.
- **The International Academy is a diverse community. Celebrate what makes us unique.** Students represent many cultures, races, nationalities, ethnicities, and religions. In addition, students choose to express themselves in different ways; perhaps by the groups that they associate with, the type of clothes that they wear, the type of music they listen to, or the clubs and activities that they participate in. Who students are or how they choose to express themselves should not subject them to ridicule or rejection from others. We expect that you will be tolerant of others who are different than you and be accepting of others within our diverse school community. Our diversity unites us; it brings us together and makes us stronger. We have much to learn from each other. Please help us keep the International Academy a welcome place for all students and a safe place for all to learn and grow.

### **MISSION OF THE INTERNATIONAL ACADEMY**

**The International Academy Community, through the International Baccalaureate program, instills cultural appreciation and global citizenship while promoting personal development and a passion for learning.**

### *Instruction Vision Statement*

The instruction of the International Academy will be engaging, innovative, student-centered, and inquiry based. IA staff will demonstrate their enthusiasm for and knowledge of the subject matter, fostering creativity and confidence in a supportive and challenging environment so that each student can make meaningful connections across the curriculum.

### *Curriculum Vision Statement*

The curriculum of the International Academy will be in full alignment with the standards of the International Baccalaureate Middle Years and Diploma Programs, in addition to state standards. IA staff will embrace a rigorous curriculum with a central philosophy of making interdisciplinary and global connections while encouraging individual initiatives and multiple perspectives.

### *Culture Vision Statement*

The culture of the International Academy will balance the social, emotional, and physical health of our community. We will embrace and value commonalities and individuality. Through creativity and intellectualism, we will encourage holistic growth within a comfortable, safe learning environment.

### *Assessment Vision Statement*

Assessments will fairly evaluate the unique and diverse abilities and knowledge base of all students. Formative assessments will be used to strengthen skills and provide practice and feedback to students during the learning process. Summative assessments will emphasize mastery of the skills and content knowledge that students have had an opportunity to learn.

Teachers will validly, reliably and consistently assess student work in accordance with the IB grading criteria and practices. Evaluation criteria will be reflective of curricular goals, supported by professional, scientific and ethical standards and developmentally appropriate. Students will also be engaged in the assessment process through reflection and self-evaluation that leads to goals for learning.

# INTERNATIONAL BACCALAUREATE

The International Baccalaureate curriculum serves as the cornerstone of the International Academy's demanding academic program. Upon entering the IA, students will be fully immersed in the International Baccalaureate philosophy and curriculum.

**The IB Middle Years Program (MYP)** in ninth and tenth grades provides a framework of academic challenge that encourages students to embrace and understand the connections between traditional subjects and the real world, and become critical and reflective thinkers. The overall philosophy of the Program is expressed through three fundamental concepts that support and strengthen all areas of the curriculum. These concepts are based on:

- intercultural awareness
- holistic learning
- communication

The Program consists of eight subject groups integrated through six global contexts that provide a framework for learning within and across the subjects. Students are required to study English literature, an additional world language, humanities, sciences, mathematics, arts, physical education and design. In the final year of the Program, students also engage in a personal project, which allows them to demonstrate the understandings and skills they have developed throughout the program.

MYP curriculum provides a balanced education that will equip students for the rigors of the Diploma Program.



## MYP Assessment

**Teachers organize continuous assessment over the course of the program in ninth and tenth grades taking account of specified criteria that correspond to the objectives for each subject.** The MYP offers a criterion-related model of assessment. This means that students' results are determined by performance against set standards as defined by IB. Teachers utilize varied and valid assessment tasks that allow students to demonstrate achievement according to the required objectives within each subject group. These may include:

- open-ended, problem-solving activities and investigations
- organized debates
- hands-on experimentation
- analysis
- reflection

Assessment strategies, both quantitative and qualitative, provide feedback on the thinking processes as well as the finished piece of work. There is also an emphasis on self-assessment and peer-assessment within the program.

## *MYP Assessment at the IA*

A dual reporting system is used at the IA. Students and families will receive reports for both traditional letter grades and MYP achievement levels.

A traditional letter grade:

- indicates how correct an assignment is [percentage];
- compares students to others [below average, average, above average, etc.] and,
- provides conversion value for GPA and college admissions.

An MYP score is like a growth chart. It is a tool to measure each individual student's progress against the objectives. It is not intended to offer a comparison to other students. When assigning each student's achievement level, teachers

report on the highest, most frequent level of achievement, not an average of achievement scores. MYP report cards will be compiled each semester. Not all criteria will be marked each semester depending upon the course and assessment tasks.

*Please note that the IB does not define a correlation between an IB achievement level and a letter grade, which means that your child's traditional average may be either higher or lower than the MYP score.*

Source: IB and Carrollwood Day School

The IB Diploma Program (DP) for all juniors and seniors is an integrated liberal arts course of study requiring classes and assessments in six subject areas, a theory of knowledge course, the writing of an extended research essay, and participation in active, creative, and community service endeavors. The IB diploma is widely accepted by universities and colleges around the world as evidence of superior achievement. It is the International Academy's goal that every student receives an IB diploma and the benefits of a challenging liberal arts education.

The IB Diploma Program curriculum is displayed in the shape of a circle with six academic areas surrounding the core. Subjects are studied concurrently and students are exposed to the great tradition of learning: the humanities and the sciences.



All students are required to select one subject from each of the six subject groups. At least three and not more than four are taken at Higher Level (HL), the others at Standard Level (SL). Distribution requirements ensure that the science-orientated student is challenged to learn a world language and that the natural linguist becomes familiar with laboratory procedures. While overall balance is maintained, flexibility in choosing HL concentrations allows the student to pursue areas of personal interest and to meet special requirements for university entrance.

All students are required to meet three core DP requirements in addition to the six subjects. The interdisciplinary Theory of Knowledge (TOK) coursework is designed to develop a coherent approach to learning that transcends and unifies the academic areas and encourages appreciation of other cultural perspectives. The Extended Essay of some 4000 words offers the opportunity to investigate a topic of special interest and acquaints candidates with the independent research and writing skills expected at university. Participation in the Creativity, Activity, and Service (CAS) program encourages candidates to be involved in artistic pursuits, sports, and community service work.

## DP Assessment

During each two-year Diploma (DP) course, students will complete both internal and external IB assessments. These assessment tasks are created by the International Baccalaureate and designed to capture student application of the knowledge and skills obtained in the DP course. A final IB score (1 to 7) is a combination of internal and external assessments for each course.

*Internal Assessments:* Internal assessment tasks indicate that the task is completed within the course of study and during the school year. These tasks are created to be open and allow for student choice. Students will complete internal assessments in either junior or senior year depending upon the course. The IA works to create a schedule so that students are not overwhelmed by the internal assessments. Internal assessments provide students an opportunity to submit a polished piece of work. Teacher direction and critique is minimized as students take the initiative to complete the task to the specifics of each course.



*External Assessments:* External assessments are graded by an IB examiner and are completed independently of the teacher. External tasks include the written assignments for Literature and World Language classes, as well as all the DP exams in May of senior year. These assessments are scored based upon an international standard and comprise the majority of the final IB score in most subjects.

The weight and length of internal and external assessments vary in Standard Level (SL) and Higher Level (HL) courses. The chart below highlights the differences:

Course	Level	Internal Assessment (s)	% of score	External Assessment(s)	% of score
Literature	HL	Oral Presentation and Commentary	30	Written Assignment and Papers 1 & 2 (length and questions differ for HL/SL)	70
	SL		30		70
Literature and Performance	SL	Transformation performance (5 minutes) and individual Oral (15 minutes)	40	Written Assignment and Papers 1 & 2	60
Language Acquisition (French, Spanish)	HL	Oral Commentary and Interactive Oral Activity	30	Written Assignment and Papers 1 & 2 (length and questions differ for HL/SL)	70
	SL		30		70
	AB.	Interactive Oral Activity	25	Written Assignment and Ab Initio Papers 1 & 2	75
Global Politics	SL	Engagement Project	30	Papers 1 and 2	70
	HL		20	Papers 1, 2, and 3	80
History	HL	Historical Investigation	20	Papers 1 and 2 and HL Paper 3	80
	SL		25		Papers 1 and 2
Psychology	HL	Experimental Study	20	Papers 1, 2, and 3	80
	SL		25		75
Economics	HL	Commentaries (3)	20	HL Papers 1, 2 and 3	80
	SL		20	SL Papers 1 and 2	80
Sciences (Bio., Chem., Phys.)	HL	Scientific Investigation	20	Papers 1, 2 and 3 (questions, length and weighing varies for HL/SL)	80
	SL		20		80
Math Studies	SL	Project	20	Papers 1 and 2	80
Math	HL	Mathematical Exploration	20	HL Papers 1, 2 and 3	80
	SL	Mathematical Exploration	20	SL Papers 1 and 2	80
Music	HL	Creating, Solo or Group Performance	50	Paper 1 and Musical Links Investigation	50
	SL		50		50
Visual Arts	HL & SL	Exhibition	40	Comparative Study	20
	HL & SL			Process Portfolio	40

## NOTICES

The International Academy complies with the regulations of Title IX of the Education Act Amendments of 1972. No student will be discriminated against on the basis of sex in any school-sponsored program offering as stipulated in Title IX. All student grievances filed in relation to this policy will follow the appeal approach as outlined in the *Code of Conduct*.

The International Academy also complies with the regulations of Title VI, Section 504. In accordance with Title VI, Section 504, no student will be discriminated against on the basis of race, sexual orientation, gender identity, or handicap in any school-sponsored program. All student grievances filed in relation to this policy will follow the appeal approach as outlined in the *Code of Conduct*.

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### SAFE SCHOOL POLICY

The International Academy is a diverse community, and we celebrate that which makes us unique. Our students represent many cultures, races, religions, nationalities, ethnicities, gender identities, and sexual orientations. Who students are or how they choose to express themselves should not subject them to ridicule or rejection from others. Language or actions that are negative or offensive toward others is not acceptable school behavior. We expect that you will be tolerant of others who are different from you in order to help make our school a safe learning community.



## IB learner profile

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

As IB learners we strive to be:

### INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

### KNOWLEDGEABLE

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

### THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

### COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

### PRINCIPLED

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

### OPEN-MINDED

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

### CARING

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

### RISK-TAKERS

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

### BALANCED

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

### REFLECTIVE

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

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.



## GRADUATION REQUIREMENTS

### Curriculum Requirements

IA Units	
4.5	Language and Literature including Language and Culture class (9)
5.0	Language Acquisition including Language and Culture classes (9 and 11)
5.5	Individuals and Societies including Microeconomics/Personal Finance (9) and Government (11)
5.0	Sciences
4.0	Mathematics
2.0	Music or Art during grades 9 and 10
1.0	Physical Education / Health in grades 9 and 10
0.5	MYP Personal Project Product Team (10)
2.0	Sixth DP course (Music, Art, Language Acquisition, Economics, or Sciences) (11 and 12)
1.5	DP Core 1, 2, and 3 (11 and 12)
1.5	Product Teams or Fine Arts elective (11 and 12)
<b>32.50</b>	<b>IA Units needed to Graduate</b>

### *Additional general requirements of all graduates:*

- Successful Completion of the MYP Personal Project
- Successful Completion of the Extended Essay
- Successful Completion of CAS (Creativity, Activity, and Service)
- Participation in four Enrichment Activities including a career internship (see below).

## ENRICHMENT PROGRAM

### Graduation requirement

Students are required to participate in four enrichment opportunities. Enrichment experiences are scheduled outside the normal school calendar. These opportunities include **school-organized experiences** such as activities at the school, domestic trips and international trips; or **independent experiences** offered by organizations recognized by the IA, or **alternative experiences** set up by the individual student and approved by the IA. Students make their selections at the beginning of each school year.

The enrichment program is an integral part of the IA curriculum. It allows students to pursue special interests without having to be concerned with academic requirements from other classes. Students are encouraged to participate in a language immersion experience in either grade ten or eleven. The emphasis of enrichment is on experiential and exploratory learning. Documentation of six enrichment experiences is required to receive an IA high school diploma.

*Students have the opportunity to use their enrichment experience documentation, internship documentation, and product team documentation to create an impressive resume of activities and achievements. These experiences can also be used for CAS portfolio in grades eleven and twelve.*

## GRADUATION DIPLOMAS

A student may earn two diplomas.

**The International Academy requires all students to complete all DP internal and external assessments, the core DP requirements (CAS, TOK and EE) and be eligible to earn the IB Diploma.**

The International Baccalaureate Diploma is awarded by the International Baccalaureate Organization to all students who meet the IB requirements and earn the needed scores on the examinations. Attainment of this diploma is independent from the diploma awarded by the International Academy. The requirements to earn the IB Diploma are listed below from Article 13 of the *General Regulations: Diploma Program* published by the International Baccalaureate Organization.

### Article 13: Award of the IB Diploma - Requirements

13.1 All assessment components for each of the six subjects and the additional Diploma requirements must be completed in order to qualify for the award of the IB Diploma.

13.2 The IB Diploma will be awarded to a candidate provided all the following requirements have been met:

- a. CAS requirements have been met.
- b. The candidate's total points are 24 or more.
- c. There is no "N" awarded for Theory of Knowledge, the Extended Essay or for a contributing subject.
- d. There is no grade E awarded for Theory of Knowledge and/or the Extended Essay.
- e. There is no grade 1 awarded in a subject/level.
- f. There are no more than two grade 2s awarded (HL or SL).
- g. There are no more than three grade 3s or below awarded (HL or SL).
- h. The candidate has gained 12 points or more on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
- i. The candidate has gained 9 points or more on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).

Additional Bonus Points awarded for Core Diploma Requirements: Extended Essay and Theory of Knowledge

TOK/EE	A	B	C	D	E
A	+3	+3	+2	+2	Failing Condition
B	+3	+2	+2	+1	
C	+2	+2	+1	+0	
D	+2	+1	+0	+0	
E	Failing Condition				

Any Academic Misconduct on any Diploma Program component (internal assessment or external assessment) or Core requirement (CAS, EE or TOK) may result in the loss of the IB Diploma. This applies to rough drafts as well as final submissions. The student will not be eligible to take the IB exam for that subject/course. Additional consequences may also be imposed that could affect grades and/or include suspension from school.

The International Academy Diploma is awarded to all IA students who fulfill the graduation requirements.

## TYPICAL FOUR-YEAR COURSE OF STUDY

### Grade Nine

<u>Group</u>	<u>Course</u>	<u>Length</u>
Literature and Language	MYP Honors World Literature	1.0 year
	MYP Language and Culture	0.5 year
Language Acquisition	MYP Honors French or Spanish 9	1.0 year
	MYP Language and Culture (French or Spanish)	0.5 year
Individuals and Societies	MYP Honors World History	1.0 year
	MYP Honors Microeconomics 9 (Personal Finance)	0.5 year
Sciences	MYP Honors Biology 9	1.0 year
Mathematics	MYP Honors Integrated Math 2 or MYP Honors Integrated Math 3	1.0 year
The Arts	MYP Visual Arts I, MYP Concert Band, MYP Singers or MYP Strings Orchestra	1.0 year
Physical and Health Education	MYP Physical Education/Health	0.5 year

### Grade Ten

<u>Group</u>	<u>Course</u>	<u>Length</u>
Literature and Language	MYP Honors American Literature	1.0 year
Language Acquisition	MYP Honors French or Spanish 10	1.0 year
Individuals and Societies	MYP Honors American History	1.0 year
Sciences	MYP Honors Chemistry 10	1.0 year
	MYP Honors Physics 10	1.0 year
Mathematics	MYP Honors Integrated Math 3, DP1 Analysis SL or DP1 Applications SL	1.0 year
The Arts	MYP Visual Arts II, MYP Concert Band, MYP Singers or MYP Strings Orchestra or other music ensemble placement based upon tryout	1.0 year
Physical and Health Education	MYP Physical Education/Health	0.5 year

### Grades Eleven and Twelve

<u>Group</u>	<u>Course</u>	<u>Length</u>
Literature and Language	DP1 and DP2 Literature, DP2 Literature & Performance	2.0 years
Language Acquisition	DP1 and DP2 French or Spanish	2.0 years
Individuals and Societies	DP1 and DP2 History of Europe, Economics, or Global Politics	2.0 years
Sciences	DP1 and DP2 Biology, Chemistry, Physics, or ESS	2.0 years
Mathematics	DP1 and DP2 Applications SL, Analysis SL, or Analysis HL	2.0 years
DP 1 Arts or Optional DP course	DP1 and DP2 Visual Arts, Music, Ab initio language, Economics, Global Politics, Psychology, or additional DP science	2.0 years
Other required courses:	DP Core 1, 2, and 3	1.5 years
	IB Language and Culture (11)	0.5 year
	US Government (11)	0.5 year
	Product Team or Music Ensemble	1.5 years

## INDIVIDUAL FOUR-YEAR EDUCATIONAL WORKSHEET

Each student should fill in the blank boxes to create a four-year program of study.

### Grade Nine

<u>Course</u>	<u>Student Selection</u>	<u>Length</u>
MYP Honors World Literature		1.0 year
MYP Language and Culture		0.5 year
MYP Honors French or Spanish 9		1.0 year
MYP Language and Culture (French or Spanish)		0.5 year
MYP Honors World History		1.0 year
MYP Honors Microeconomics 9 (personal finance)		0.5 year
MYP Honors Biology 9		1.0 year
MYP Honors Integrated Math 2 or MYP Honors Integrated Math 3 Honors		1.0 year
MYP Visual Arts I, MYP Concert Band, MYP Singers or MYP Strings		1.0 year
MYP Physical Education/Health		0.5 year

### Grade Ten

<u>Course</u>	<u>Student Selection</u>	<u>Length</u>
MYP Honors American Literature		1.0 year
MYP Honors French or Spanish 10		1.0 year
MYP Honors American History		1.0 year
MYP Honors Chemistry 10		1.0 year
MYP Honors Physics 10		1.0 year
MYP Honors Integrated Math 3, DP1 Analysis SL or DP1 Applications SL		1.0 year
MYP Visual Arts II, MYP Concert Band, MYP Singers or MYP Strings or placement in music ensemble by tryout		1.0 year
MYP Physical Education/Health		0.5 year
MYP Personal Project		0.5 year

### Grades Eleven and Twelve

<u>Course</u>	<u>Student Selection</u>	<u>Length</u>
DP 1 and DP 2 Literature		2.0 years
DP 1 and DP 2 French or Spanish		2.0 years
DP 1 and DP 2 History of Europe, Economics, or Global Politics		2.0 years
DP 1 and DP 2 Biology, Chemistry, Physics, or ESS		2.0 years
DP 1 and DP 2 Applications SL, Analysis SL, or Analysis HL		2.0 years
DP 1 and DP 2 Visual Arts, Music, Ab initio language, Economics, or additional DP science		2.0 years
DP Core 1, 2, and 3		1.5 years
IB Language and Culture (11)		0.5 year
US Government* (11) *DP Global Politics double counts for this requirement		0.5 year
Product Team or Music Ensemble		1.5 years

## YEARLY CALENDAR

*The school's yearly calendar is established with teachers and all sending districts on a periodic basis. Thus, the following information is meant to provide only a general picture of past practice.*

**START OF SCHOOL YEAR:** The International Academy starts in late-August. Freshmen receive a one-day orientation prior to the first day of school.

**END OF SCHOOL YEAR:** For freshmen, sophomore and juniors, the school year ends in mid-June. Regular classes for seniors conclude at the end of April. Seniors sit for their DP examinations during the first three weeks in May.

### **PARENT/GUARDIAN MEETINGS:**

- **PTIA** – This Parent/Guardian/Teacher organization meets throughout the year on pre-arranged dates and times;
- **Coffee with the Counselors** – These discussion groups are typically held monthly at 7:45 a.m.

### **STUDENT ACTIVITIES:**

- **Dances** - Student dances are sponsored by various student groups as fundraisers;
- **IA Olympics** – This competitive and fun event is held in early fall
- **Tea House** – These open-mike student performance nights are produced by student council and held in the evenings during the school year; **Dramatic Performance** – Students produce theatrical performances during the school year;
- **Musical Concerts** – Students perform in numerous concerts throughout the year as well as participating in state competitions;
- **Athletics** – Informal campus created club teams participate in tournaments in activities such as basketball, volleyball, and badminton. Many students also participate in formal athletic competition at their sending high schools. IA East students can participate in Troy High or Athens High athletics.
- **Clubs** - Students participate in a variety of service orientated, competitive, or support clubs.

## BLOCK SCHEDULE

All classes meet every-other-day. Students will have four of eight classes on one day and then the remaining four classes the next. The alternating day schedule provides students the opportunity to meet with teachers about concerns before the next class, as well as learn how to prioritize their time to include all activities. All classes are 90 minutes in length. This extended class period allows for more interaction and inquiry-based instruction. Students may find it helpful to have a designated backpack for each day.

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# YEARLY CALENDAR

## International Academy 2024-2025 Tri-Campus Calendar

August						
Su	M	Tu	W	Th	F	S
				4	5	6
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	<sup>19</sup> PD	<sup>20</sup> TW	21	22	23	24
25	26	27	28	29	30	31

September						
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	<sup>25</sup> ER-PD	26	27	28
29	30					

October						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	<sup>18</sup> ★ ER-TW	19
20	21	22	23	<sup>24</sup> ER-CF	25	26
27	28	29	30	31		

November						
Su	M	Tu	W	Th	F	S
					1	2
3	4	<sup>5</sup> PD	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December						
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	<sup>17</sup> M	<sup>18</sup> M	<sup>19</sup> ER-TW	<sup>20</sup> ER-TW	21
22	23	24	25	26	27	28
29	30	31				

January						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	<sup>17</sup> ★ ER-TW	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February						
Su	M	Tu	W	Th	F	S
						1
2	3	4	<sup>5</sup> ER-PD	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

March						
Su	M	Tu	W	Th	F	S
						1
2	<sup>3</sup> ER-MD	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

April						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	<sup>10</sup> ER-TW	11★	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	<sup>28</sup> ER-MD	29	30			

May						
Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	<sup>7</sup> ER-PD	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

June						
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	<sup>13</sup> ER-TW	14
15	<sup>16</sup> ER-TW	<sup>17</sup> ER-TW	<sup>18</sup> ER-TW	<sup>19</sup> CC	20	21
22	23	24	25	26	27	28
29	30					

	No School
# ER	Early Release - 11am Dismissal
	A Day
	B Day
★	End of Quarter
	Seniors Last Day
	PD: Professional Development TW: Teacher Workday MD: Management Day
	CF: Conferences
	No School for students

## Daily Schedules

### Regular Daily Schedule

First Lunch		
	Start	End
1 <sup>st</sup> Block	7:45	9:15
Passing	9:15	9:20
2 <sup>nd</sup> Block	9:20	10:50
Lunch	10:50	11:20
Passing	11:20	11:25
3 <sup>rd</sup> Block	11:25	12:55
Passing	12:55	1:05
4 <sup>th</sup> Block	1:05	2:35

Second Lunch		
	Start	End
1 <sup>st</sup> Block	7:45	9:15
Passing	9:15	9:20
2 <sup>nd</sup> Block	9:20	10:50
Passing	10:50	10:55
3 <sup>rd</sup> Block	10:55	11:40
Lunch	11:40	12:10
Passing	12:10	12:15
3 <sup>rd</sup> Block	12:15	1:00
Passing	1:00	1:05
4 <sup>th</sup> Block	1:05	2:35

Third Lunch		
	Start	End
1 <sup>st</sup> Block	7:45	9:15
Passing	9:15	9:20
2 <sup>nd</sup> Block	9:20	10:50
Passing	10:50	10:55
3 <sup>rd</sup> Block	10:55	12:25
Lunch	12:25	12:55
Passing	12:55	1:05
4 <sup>th</sup> Block	1:05	2:35

### Early Release Schedule

11:00 a.m. Dismissal		
	Start	End
1 <sup>st</sup> Block	7:45	8:30
Passing	8:30	8:35
2 <sup>nd</sup> Block	8:35	9:20
Passing	9:20	9:25
3 <sup>rd</sup> Block	9:25	10:10
Passing	10:10	10:15
4 <sup>th</sup> Block	10:15	11:00

### Afternoon Seminar Schedule

First Lunch		
	Start	End
1 <sup>st</sup> Block	7:45	9:05
Passing	9:05	9:10
2 <sup>nd</sup> Block	9:10	10:30
Lunch	10:35	11:05
Passing	11:05	11:10
3 <sup>rd</sup> Block	11:10	12:30
Passing	12:30	12:35
4 <sup>th</sup> Block	12:35	1:55
Passing	1:55	2:00
Seminar	2:00	2:35

Second Lunch		
	Start	End
1 <sup>st</sup> Block	7:45	9:05
Passing	9:05	9:10
2 <sup>nd</sup> Block	9:10	10:30
Passing	10:30	10:35
3 <sup>rd</sup> Block	10:35	11:10
Lunch	11:15	11:45
Passing	11:45	11:50
3 <sup>rd</sup> Block	11:50	12:30
Passing	12:30	12:35
4 <sup>th</sup> Block	12:25	1:45
Passing	1:45	1:50
Seminar	1:50	2:35

Third Lunch		
	Start	End
1 <sup>st</sup> Block	7:45	9:05
Passing	9:05	9:10
2 <sup>nd</sup> Block	9:10	10:30
Passing	10:30	10:35
3 <sup>rd</sup> Block	10:35	11:55
Lunch	11:55	12:20
Passing	12:20	12:25
4 <sup>th</sup> Block	12:25	1:45
Passing	1:45	1:50
Seminar	1:50	2:35

## COURSE DESCRIPTIONS

The course descriptions are a guide to help students understand the content and expectations of the courses at the IA. Though choices in the ninth and tenth grade are limited, students are encouraged to explore as many options as they can before deciding on the six specific courses to study for the eleventh and twelfth grade International Baccalaureate Diploma Program.

### LANGUAGE AND LITERATURE (Group 1)

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#### MYP HONORS WORLD LITERATURE

*(Grade 9, required)*

*Credits 1.0*

*Course Number 51100*

*Prerequisite: none*

*Duration: 1 Year*

This course will provide a comprehensive historical survey of world literature. Students will study literature of Asian, African, Pacific Rim, European, and Middle Eastern cultures. Students will examine the mythological, philosophical, and artistic elements of these literary traditions. Abundant practice in language arts skills including reading comprehension, literary analysis, and research will prepare the student for higher level work in language arts. The contents of the course will require extensive writing of various forms, including essays, dialogues, journals, and creative expressions. The curriculum of this course parallels that of World Studies, allowing students to examine the effects of political, geographical, economic and social systems on literary expressions from a variety of cultures and providing an interdisciplinary and humanities approach to literature.

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#### MYP LANGUAGE AND CULTURE

*(Grade 9, required)*

*Credits: 0.5*

*Course Number: 51300*

*Prerequisite: none*

*Duration: 1 Semester*

This one-semester course provides students with a solid foundation in verbal communication. Students will study speech concepts, theories and skills and apply them in their public speaking assignments throughout the course. Students will have opportunities to write and deliver various informative, persuasive and entertaining speeches. Students will plan and implement a PSA project based on the MYP technology cycle in conjunction with their health education class that encourages creative communication techniques.

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#### MYP HONORS AMERICAN LITERATURE

*(Grade 10, required)*

*Credits: 1.0*

*Course Number: 51200*

*Prerequisite: World Literature*

*Duration: 1 year*

This course provides a comprehensive survey of literature from the Americas. Students will examine the mythological, philosophical, historical, cultural, and artistic elements of North, Central, and South America from the 17th to the 21st centuries. Abundant practice in language arts skills including reading comprehension, literary analysis, and research will prepare the student for higher-level work in language arts. The course contents will require extensive writing of various forms, including essays, dialogues, speeches, journals, and creative expressions. In cooperation with American Studies, students will examine the effects of political, geographical, economic, and social systems on the literature of the Americas.

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## DP LITERATURE

*(Grades 11 and 12, required)*

*Credits 2.0 Course Numbers: 51501, 51511*

*Prerequisite: MYP 9 and MYP 10 Literature Courses*

*Duration: 2 years*

The International Baccalaureate course Literature introduces students to a range of texts from different periods, styles, and genres. Through these texts, students develop the ability to engage in close, detailed analysis through oral and written expression. Through the study of these texts, students develop an appreciation of the different perspectives of people from other cultures and how these perspectives construct meaning as well as the formal, stylistic and aesthetic qualities of texts. By understanding the techniques involved in literary criticism, students are able to form independent literary judgments and to support those ideas. Most important, the course will promote in students an enjoyment of, and lifelong interest in, language and literature. This diploma program course is split into two courses that span over the students' junior and senior years.

### **DP Assessments:**

**External** – *a written commentary, a written essay, a World Literature essay, and a three-hour written examination at the conclusion of the two years;*

**Internal** – *recorded oral commentary and presentation.*

## DP LITERATURE and PERFORMANCE

*(Grades 12)*

*Credits 1.0 Course Numbers: 51512*

*Prerequisite: MYP 9, MYP 10, and DP1 Literature*

*Duration: 1 year*

The literature and performance course aims to explore the relationship between literature and theatre. The main focus of the course is the interaction between the literary skills of close reading, critical writing and discussion and the practical, aesthetic and symbolic elements of performance.

The course is organized into three parts, each focused on a different aspect of literature and performance. Together, the three parts of the course cover the critical study of literary texts, the exploration of chosen approaches to a text, and the realization of texts in performance. Students engage with a wide variety of textual genres to explore the concept of transformation, examining the ways in which the contexts of production and reception shape meaning.

### **DP Assessments:**

**External** – *a written critical essay of play or playwright and reflection of the student's participation in a staged production of an extract of the work and a three-hour written examination after the two years;*

**Internal** – *Students present one performance during the course. This must be a transformation based on one or more of the poetry and prose texts studied in class. The second internal assessment is a 15 minute discussion of this performance with the instructor*

## LANGUAGE ACQUISITION (Group 2)

The IA language program is more aggressive than programs typically found in high school. It is more comparable to university programs.

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### MYP HONORS LANGUAGE ACQUISITION 9

#### FRENCH or SPANISH

*(Grade 9, required)*

*Credits 1.0*

*Course Numbers: 52101 or 52201*

*Prerequisite: none      Duration: 1 year*

This course is an introductory language program whose primary purpose is to start students on the path of becoming fluent in the world language, along with understanding and appreciating the cultures of the countries/regions where the language is spoken natively. Students will learn to use the language in realistic contexts, concentrate on topics relevant to their own life and interests, and practice the essential points of grammar and pronunciation that will allow them to communicate effectively with a native speaker.

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### MYP LANGUAGE AND CULTURE

#### FRENCH or SPANISH

*(Grade 9, required)*

*Credit: 0.5*

*Course Numbers: 52103 or 52203*

*Prerequisite: Enrolled in Level 1      Duration: 1 semester*

This course will allow students to further explore the rich cultures of various countries/regions where the language is spoken natively. Along with enhancing their study of the world language, MYP Language Acquisition Culture challenges students to acquire an understanding of and appreciation for cultural differences.

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### MYP HONORS LANGUAGE ACQUISITION 10

#### FRENCH or SPANISH

*(Grade 1, required)*

*Credit: 1.0*

*Course Numbers: 52102 or 52202*

*Prerequisite: Level I or permission of instructor      Duration: 1 year*

This course is a language program whose purpose is to further the journey of becoming fluent in the world language along with understanding and appreciating the cultures of the countries/regions where the language is spoken natively. Students will learn to use the language in realistic contexts, concentrate on topics relevant to their own life and interests, and practice and fine tune the essential points of grammar and pronunciation that will allow them to communicate effectively with a native speaker.

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### DP FRENCH or SPANISH

(Grades 11 AND 12, required)

Credits 2.0

Course Number: 52605, 52604; 52105, 52115

Prerequisite: MYP 9 AND MYP 10 or permission of instructor

Duration: 2 years

The DP Language Acquisition course is a two-year course where students will continue their journey to becoming fluent in the world language, along with understanding and appreciating the cultures of the countries/regions where the language is spoken natively. Through analysis of authentic literature, the study of vocabulary and grammar will be studied in a cultural context that will assist in their preparation for future DP exams. All aspects of studying a language will be emphasized through writing, reading, speaking and listening. They will also use the language in realistic contexts, concentrate on topics relevant to their own life and interests, and practice the essential points of grammar and pronunciation that will allow them to communicate effectively with a native speaker.

#### DP Final Assessment:

**External** - three-hour examination at the conclusion of senior year and written essay.

**Internal** – interactive oral activities and taped oral presentation.

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### IB FRENCH or SPANISH or CULTURE

(Grade 11, required)

Credits: 0.5

Course Numbers: 52104 or 52204

Prerequisite: Enrolled in the first year of the DP Language Acquisition course Duration: 1 semester

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### DP AB INITIO FRENCH or SPANISH

(Grades 11 and 12, optional Group 6)

Credit: 2.0 each year

Course Numbers: 52120 or 52220

Prerequisite: Grade 11 & 12

Duration: 2 years

This two-year language course intended for student who wishes to study a new language in their junior year. Students are able to understand and respond appropriately to the spoken language (for example, in announcements, instructions, and requests, in the form of monologues or dialogues). Students will engage in conversation in order to deal with everyday situations. Students will understand short written passages on the defined topics: recognize essential notices (for example, signs, menus, timetables, advertisements) and be able to extract specific information from texts such as brochures, guides, and letters. The student will be able to carry out writing tasks such as short messages (for example, postcards, lists, notes); a letter; instructions; and short compositions. Students will attend class with Level I and DP students.

**DP Final Assessment: External** – three-hour examination at the conclusion of the two years; written assignment

**Internal** – taped oral presentation.

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## INDIVIDUALS AND SOCIETIES (Group 3)

### **MYP HONORS WORLD STUDIES**

*(Grade 9, required)*

*Credit: 1.0      Course Number: 56100*

*Prerequisite: none      Duration: 1 year*

This course provides a comprehensive historical survey of the world through the use of such tools as the Themes of Geography and Aspects of Culture. Students are introduced to many of the world's major cultures including the Middle East, Asia (with a focus on China and India), Africa and Europe in order to explore the condition of our world today. Both ancient and modern times will be examined as well as the development of social, political, cultural and economic systems in the context of geography and history. The content of the course requires extensive writing, research, presentations, debates and other creative and analytical expressions.

The curriculum of this course parallels with that of 9<sup>th</sup> grade World Literature, allowing students to examine the world's literary expression within a cultural, political, economic and social context. This provides an interdisciplinary humanities approach to both courses.

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### **MYP HONORS MICROECONOMICS**

*(Grade 9, required)*

*Credits 0.5      Course Number 56202*

*Prerequisite: none      Duration: 1 semester*

This semester course is designed as an introduction to the structures, processes, and financing mechanisms of the marketplace, for both consumers and businesses. Students will learn personal budgeting, saving and investing, laws of supply and demand, productivity, competition and the roles of money and government in the free enterprise system. Practical applications include the "Living on your own" budgeting exercise, a (mock) \$100,000 investing simulation, and the "Echo Pen" project, where students form companies and make decisions necessary to market a new product in a highly competitive industry.

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### **MYP HONORS AMERICAN STUDIES**

*(Grade 10, required)*

*Credits 1.0      Course Number 56300*

*Prerequisite: World Studies      Duration: 1 year*

This course covers aspects of American History from the end of the Civil War to 2001. This course will survey the past both chronologically and thematically. Themes that will serve as guiding questions include the defining and redefining of the meaning of liberty and freedom, changing views of the role of government, and America's evolving role in the world.

## DP HISTORY OF EUROPE

(Grades 11 and 12, required)

Credits: 2.0

Course Numbers: 56401 and 56411 Prerequisite: World & American Studies Duration: 2 years

The DP History program at the International Academy spans the 11th and 12th grades, and covers primarily 20th Century World History through 2000, with a concentration on Europe. There is no distinction between material covered by HL and SL students, except during the review period at the end of 12th grade. Due to the nature of the program, skills that are introduced in one unit continue to be emphasized for the balance of DP History, especially as regards DP preparation. The exact material covered and assessments may vary depending on instructor's choice and time available.

### DP Final Assessment:

**External** - Three Examinations: Document-based Paper 1 Essay, Two comprehensive Paper 2 20th Century World History Topics, 3 comprehensive essays on European/Middle East History (HL only)

**Internal** - Written assignment on a self-selected topic during junior year.

## DP ECONOMICS

(Grades 11 and 12, optional DP group 6)

Credits: 2.0

Course Numbers: 56205 and 56215

Prerequisite: Microeconomics

Duration: 2 years

Following the DP curriculum, this two-year course is designed to provide students with an advanced (1st - 2nd year university) level understanding of Microeconomics, Macroeconomics and International Economics, including a special emphasis on Economics of Developing Countries. Graphical analysis is integral to each area of study. Supplementing the DP curriculum, the course will include daily focus on current events with emphasis on implications for Federal Reserve monetary policy. Select students will compete yearly in the U.S. Federal Reserve's "Fed Challenge" as well as the NCEE's "Economics Challenge." Students may also become certified as Junior Achievement Consultants and teach economics to diverse elementary school students in local school districts. Time permitting, a short unit on Business Finance will also be offered.

### DP Final Assessment:

**External** - three examinations totaling 4 hours

**Internal** - Portfolio of five to eight commentaries

## GOVERNMENT or ONLINE GOVERNMENT

(Grade 11, required)

Credit: .5

Course Number: 56700 or 26702

Duration: 1 semester

This course is designed to give an overview of the government in the United States and the world. The course will give students the background to prepare them for the Social Studies MME test, and to become active United States and world citizens. Students will study the foundations, role, and organization of not only the U.S. government, but also, other countries in comparison. Students have the option of taking this face-to-face or online.



## SCIENCES (Group 4)

### MYP HONORS BIOLOGY 9

(Grade 9, required)

Credits: 1.0 Course Number: 55000

Prerequisite: none Duration: 1 year

This one-year course focuses on core concepts integral to understanding the biological sciences, as well as experimental laboratory work. The course is divided to address the following themes: Biology as a Science, the Organization of Living Things, Cellular Biology, Heredity, Evolution and Ecosystems. Students will develop a scientific knowledge that will prepare them for their future roles as informed citizens as well as preparation for DP Biology. The state science standards are addressed through this curriculum.

### MYP HONORS PHYSICS 10

(Grade 10, required)

Credits: 1.0 Course Number: 55104

Prerequisite: none Duration: 1 year

Physics provides a challenging conceptual science experience, emphasizing physical principles and laboratory experiments. Topics include measurement, the metric system, scientific method, Newton's Laws, kinematics, mechanical and electrical energy, electrostatics, electricity, circuits, magnetism, electromagnetic induction, and waves. The course will fulfill the requirements for the high school Michigan Merit Exam. The course will also prepare students to explore physics as an option in the DP science curriculum.

### MYP HONORS CHEMISTRY 10

(Grade 10, required)

Credits: 1.0 Course Number: 55200

Prerequisite: Biology Duration: 1 year

Chemistry provides a challenging conceptual science experience, emphasizing chemical principles and laboratory experiments. Topics include atomic structure, elements, the periodic table, chemical bonding, states of matter, electrons, compounds, and chemical reactions and equations. After successful completion of this course, students will be prepared for the scope and pace of DP Chemistry or a first-year college chemistry course.

### DP BIOLOGY HL or SL

(Grades 11 and 12)

Credits: 2.0 Course Number: 55001 & 55002

Prerequisite: IA MYP Science Courses or equivalent Duration: 2 years

This two-year course focuses on biology topics including biochemistry, cellular processes, ecology, genetics, anatomy, physiology, fitness and nutrition. Additional topics studies are plants, animal behavior, neurobiology, and advanced human physiology. A significant portion of this course will be conducted in the laboratory. Students will learn to design and perform their own experiments. Students also participate in the Group 4 project, an interdisciplinary research and study project that include physics and/or chemistry students. work will include laboratory and field studies.

#### DP Final Assessment:

**External** – 3 examinations totaling 4 ½ hours

**Internal** – a portfolio of investigations and a 10-hour open-ended interdisciplinary investigative group 4 project

## DP CHEMISTRY HL or SL

(Grades 11 and 12)

Credits: 1.0 each year Course Numbers: 55202 and 55205

Prerequisite: IA MYP Science courses or equivalent Duration: 2 years

This two-year course focuses on core concepts integral to the understanding of modern chemistry concepts and experimental work. The course is divided into nine major units: Thermo-chemistry, Kinetics, Equilibrium, Bonding, Acids/Bases, Electrochemistry, Organic Chemistry and two additional topics that vary from year to year. Experimental understanding (lab work) is just as important as theoretical understanding (lecture, homework, tests and quizzes). Approximately 25% of class time will be spent in the laboratory. Students will use higher level thinking skills, problem solving skills and logic. Following the DP syllabus, chemical aspects of human reproduction and contraceptives may be covered.

### DP Final Assessment:

**External** – 3 examinations totaling 4 ½ hours

**Internal** – a portfolio of investigations and a 10-hour open-ended interdisciplinary investigative group 4 project

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## DP PHYSICS HL or SL

(Grades 11 and 12)

Credits: 1.0 each year Course Numbers: 55400 and 55405

Prerequisite: : IA MYP Science courses or equivalent Duration: 2 years

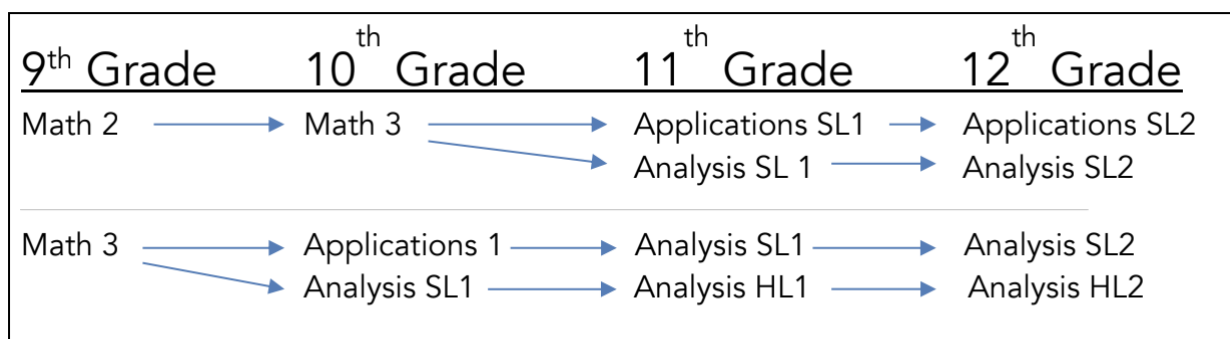
This two-year course focuses on concepts integral to the understanding of classical physics, as well as experimental lab work. Students are expected not just to learn about the laws of physics, but also to engage in scientific inquiry. This course is comprehensive and the level of understanding expected is quite high. This course is divided into eight major units: Measurement, Mechanics, Thermal-physics, Waves, Electricity and Magnetism, Atomic and Nuclear Physics, Optics, and Astrophysics. Much of physics is centered on conducting experiments and testing theories. Students will spend approximately 40 to 60 hours in the lab.

### DP Final Assessment:

**External** – 3 examinations totaling 4 ½ hours

**Internal** – a portfolio of investigations and a 10-hour open-ended interdisciplinary investigative group 4 project

## MATHEMATICS (Group 5)



### MYP HONORS INTEGRATED MATH 2

(Grade 9)

Credits: 1.0      Course Number: 53002

Prerequisite: An Algebra 1 course in grade 8 or approved summer school program.

This is an integrated course. The student will study the algebraic concepts of linear equations and inequalities, binomial multiplication, factoring expressions, algebraic fractions, linear graphs, and solving simultaneous equations in two variables. The geometric concepts that will be studied include transformations, construction of inscribed and circumscribed circles, Pythagorean theorem, common solids and their volume and surface areas, and trigonometric ratios. The statistics and probability concepts include data collection and representation, the reading and analyses of data from tables and statistical diagrams, and introductory, experimental, theoretical and geometric probability. The logical reasoning concepts include inductive and deductive reasoning, valid and invalid reasoning, negation, implication and equivalences. The discrete math concepts include matrix operations, transformation matrices, and counting techniques. Students also study quantities in length, area, volume, time, mass, angles, and currency exchange. Scientific and graphing calculators and computers will be used regularly throughout the course.

### MYP HONORS INTEGRATED MATH 3

(Grade 9 or 10)

Credits; 1.0      Course Number: 53003

Prerequisite: Integrated Math 2 or first year Algebra in grade 7 **and** Geometry in grade 8; and demonstration of mastery of Algebra and Geometry on the IA placement test

This is an integrated course. Students will study a variety of algebraic, geometric, statistical and discrete mathematical concepts. These include, but are not limited to, inscribed figures, vectors, triangular and circular trigonometry, geometric proofs, logic, sequence and series, recursion, and polynomial, exponential and logarithmic functions.

### DP MATHEMATICS APPLICATIONS AND INTERPRETATION SL

(Grades 11 and 12)

Credits: 2.0      Course Number: 53200, 53205

Prerequisite: Integrated Math 2 or 3      Duration: 2 years

This is a two-year course that concentrates on mathematics which can be applied to contexts in other curriculum subjects. Students planning to study social sciences, natural sciences, medicine, statistics, business, engineering, some economics, psychology, and design may all benefit from this course. An emphasis is placed on modeling and statistics, as well as solving real-world mathematical problems through the use of technology. Students will

study the topics of numeration and algebra, sets and logic, geometry and trigonometry, statistics and probability, functions, and financial mathematics. In addition students will study one of the following: matrices and graph theory, further statistics and probability, or introductory differential calculus.

**DP Final Assessment:**

**External** – 2 examinations lasting a total of 3 hours

**Internal** – a project involving the collection and/or generation of data, and the analysis and evaluation of that data.

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**DP MATHEMATICS ANALYSIS and APPROACHES SL**

(Grades 11 and 12)

Credits: 2.0

Course Number: 53201, 53206

Prerequisite: Integrated Math 3 with a minimum 84% test average

Duration: 2 years

This two-year course is designed to accommodate the student with a solid background in Integrated Math 3 and planning to pursue a math-related field at the university such as mathematics, engineering, physical sciences, and some economics. Emphasis is placed on algebraic methods, developing strong skills in mathematical thinking and real and abstract mathematical problem-solving. The compulsory core is comprised of studies in algebra, functions and equations, circular functions and trigonometry, vector geometry, statistics and probability, and calculus.

**DP Final Assessment:**

**External** – Two examinations totaling 3 hours

**Internal** – a portfolio of four assignments representing the following activities: mathematical investigation and modeling.

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**DP MATHEMATICS ANALYSIS and APPROACHES HL**

(Grades 11 and 12)

Credits: 2.0

Course Numbers: 53202, 53207

Prerequisites: Math SL in grade 10 with a minimum 90% test average

Duration: 2 years

This two-year course is usually studied by the student who is expecting to include mathematics as a major component of university studies. The required advanced core topics are number and algebra, functions and equations, circular functions and trigonometry, vector geometry, matrices and transformations, statistics, probability, and an emphasis on calculus. Students will also study one of the following options: statistics, sets, relations and groups, discrete mathematics, analysis and approximation, and Euclidean geometry and conic sections

**DP Final Assessment:**

**External** – Three examinations totaling 5 hours.

**Internal** – a portfolio of four assignments representative of the following activities: mathematical investigation, extended closed-problem solving, mathematical modeling, and mathematical research

## FINE ARTS (Group 6) AND FINE ARTS ELECTIVES

### MYP CONCERT BAND, MYP STRINGS OR MYP SINGERS

(Grades 9 and 10, required)

Credits 1.0

**Courses include:** Students audition for proper placement in performance classes.

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### JAZZ BAND

(Grades 9 through 12)

Credits 0.5

Course Number 57103

Prerequisite: none

Duration: 1 year- may be repeated

This band both listens to and performs Jazz music. The focus of the class is directed towards Jazz in America from the 1930s to present day. Attendance is mandatory at all performances, as well as band festival. This course takes place after the regular school day.

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### FULL ORCHESTRA

(Grades 9 through 12)

Credits 0.5

Course Number 57210

Prerequisite: none

Duration: 1 year- may be repeated

This orchestra both listens to and performs full concert orchestra music. Attendance is mandatory at all performances, as well as the orchestra festival. This course takes place after the regular school day.

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### DP MUSIC HL or SL

(Grades 11 and 12)

Credits 2.0

Course Number 57400 and 57402

Prerequisites: Band, Orchestra, or Choir Duration: 2 years

Throughout this two-year course students develop: their performance skills through solo music, their compositional skills through exploration and investigation of musical elements, their musical vocabulary through the appropriate usage of musical language and terminology to describe and reflect critical understanding of music, their perceptual skills in response to music, and their understanding of music in relation to time and place. The second year includes an in-depth look at western and world music.

#### DP Final Assessment:

**External** – Exploring music in context through a portfolio submission & presenting music through the submission of a diverse programme of created and performed works.

**Internal** -- Experimenting with music through the submission of a report evidencing relevant research and experimentation through creating and performing tasks & the contemporary music maker (HL only) through the submission of a multimedia presentation.

## **MYP VISUAL ARTS 1**

*(Grade 9)*

*Credits 1.0*

*Prerequisite: None. Duration: 1 year*

In this introductory, pre-requisite course, students will use a variety of art materials to develop basic skills and learn techniques, with a focus on drawing, color theory and the elements of 2-D and 3-D design. While creating art and learning art processes, the students will examine the role that art and artists have played in ancient world cultures. Activities throughout the course will enable the student to articulate the meaning of a work of art. Unit questions will guide student inquiry and connections will be made to other subject curricula. This course is designed to challenge all skill levels.

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## **MYP VISUAL ARTS 2**

*(Grade 10)*

*Credits 1.0*

*Prerequisite: None. Duration: 1 year*

In this intermediate course, students will advance beyond the basics using specific media and skills in the areas of drawing, 2-D design, painting, 3-D design and clay. Students will acquire a more sophisticated knowledge of the elements of art and principles of design, as well as cultural and historical aspects of art of the Americas. Activities throughout the course will encourage the student to pursue creative expression of thought while developing technical skill. Unit questions will guide student inquiry and connections will be made to other subject curricula.

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## **DP VISUAL ARTS**

*(Grades 11 and 12)*

*Credits 2.0 Course Number 57011 and 57021*

*Prerequisite: Art 1 & 2 Duration: 2 years*

In this two-year course, explore and develop art concepts and techniques in a broad range of stylistic approaches and media (2-D and 3-D), producing meaningful and creative works of art. Their artistic production is integrated with personal research that demonstrates in written and visual terms understanding and analysis of art from their own and other cultures. Students develop a portfolio of artwork and research workbooks recording the research, exploration, execution, and evaluation of all projects as related to personal themes. During the second year students will do more independent exploration and development of art concepts and techniques in a broad range of stylistic approaches and media, continuing to produce meaningful and creative works of art. Artistic production will be integrated with personal research that demonstrates in written and visual terms understanding and analysis of art from their own and other cultures.

### **DP Final Assessment:**

**External** – *Through the comparative study, students analyse and compare different artworks by different artists. This independent critical and contextual investigation explores artworks, objects and artifacts from differing cultural contexts, and students also submit carefully selected materials in the process portfolio, which evidence their experimentation, exploration, manipulation and refinement of a variety of visual arts activities during the two-year course.*

**Internal** – *Students submit for assessment a selection of resolved artworks from their exhibition. The selected pieces should show evidence of their technical accomplishment during the visual arts course and an understanding of the use of materials, ideas and practices appropriate to visual communication.*

## OTHER REQUIRED COURSES

### MYP PHYSICAL EDUCATION AND HEALTH

*(Grades 9 and 10, required)*

*Credits 0.5      Course Number*

*Prerequisite: none                      Duration: 2 semesters*

MYP physical education and health is taught as a combined curriculum in both 9th and 10th grades. The course makes use of non-traditional games, group initiatives and challenge ropes course activities to develop an appreciation of physical fitness, group skills such as leadership, communication and problem solving. The curriculum also seeks to develop interpersonal skills such as goal setting, trusting, risk taking, and self assessment of both physical and emotional skills related to participation in groups. Physical fitness concepts such as cardiovascular endurance, strength and flexibility are also developed through both traditional instruction and as part of the adventure curriculum. The skills learned in Adventure Challenge are meant to develop a person's physical aptitude, appreciation for a physically active lifestyle and give them the interpersonal skills necessary to participate in any group setting as a productive member and leader. The health curriculum has been designed to meet Michigan Merit Curriculum Credit Guidelines. The curriculum is composed of four main units: Nutrition and Wellness taught in 9th grade; Drugs & Addiction and Human Sexuality taught in 10th.

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### MYP PERSONAL PROJECT PRODUCT TEAM

**(Grade 10, required)**

*Credits: 0.5                      Duration: 1 semester*

The personal project is a significant body of work produced over an extended period and is a product of the student's own initiative. It allows each student to find his/her passion to build an interesting and innovative project around. It should reflect the student's experience of the MYP program, through planning, investigating, creating and assessing their own work. It provides an excellent opportunity for students to produce a truly creative piece of work of their choice and to demonstrate the skills they have developed.

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## CORE DP DIPLOMA REQUIREMENTS

### DP CORE 1, 2, 3

*(Grades 11 & 12, required)*

*Credits 1.5      Course Number: 56600, 56601, 56602*

*Prerequisite: DP Diploma student      Duration: 3 semesters*

The DP Core course combines the three core elements of the Diploma Program: Theory of Knowledge (TOK), Extended Essay, and CAS. TOK, a principle component of the Diploma Program, encourages critical thinking about knowledge itself, to try to help young people make sense of what they encounter. Its core content is questions like these: What counts as knowledge? How does it grow? What are its limits? Who owns knowledge? What is the value of knowledge? What are the implications of having, or not having, knowledge?

What makes TOK unique, and distinctively different from standard academic disciplines, is its process. At the center of the course is the student as knower. Students entering the Diploma Program typically have 16 years of life experience and more than 10 years of formal education behind them. They have accumulated a vast amount of knowledge, beliefs and opinions from academic disciplines and their lives outside the classroom. In TOK they have the opportunity to step back from this relentless acquisition of new knowledge, in order to consider knowledge

issues. These include the questions already mentioned, viewed from the perspective of the student, but often begin from more basic ones, like: What do I claim to know [about X]? Am I justified in doing so [how?]? Such questions may initially seem abstract or theoretical, but TOK teachers bring them into closer focus by taking into account their students' interests, circumstances and outlooks in planning the course.

TOK activities and discussions aim to help students discover and express their views on knowledge issues. The course encourages students to share ideas with others and to listen to and learn from what others think. In this process students' thinking and their understanding of knowledge as a human construction are shaped, enriched and deepened. Connections may be made between knowledge encountered in different Diploma Program subjects, in CAS experience or in extended essay research; distinctions between different kinds of knowledge may be clarified.

Because the subject matter of the course is defined in terms of knowledge issues, there is no end to the valid questions that may arise in a TOK course. No teacher can be an expert in every field, and the sheer scope of the TOK course is daunting. Students also can be awed by the size of the questions they are considering. Both teachers and students need the confidence to go a little-not too far-outside their usual "comfort zones". Then, with a spirit of inquiry and exploration, they can begin to share the excitement of reflecting on knowledge.

The DP takes seriously the importance of life outside the world of scholarship. The emphasis of CAS is on experiential learning. Students are required to complete and document and reflect upon CAS activities in each of the three CAS areas and student outcomes. Students keep detailed journals and mementoes, where possible, of all qualifying activities. The individual student, in designing and carrying out service projects, interprets creativity as imaginatively as possible to cover a wide range of arts and other activities. Action can include participation in expeditions, individual and team sports and physical training; it can also include carrying out creative and service projects as well as training for service. Service is community or social service; it can include environmental and international projects. Students should be engaged with at least one CAS activity each week.

Lastly, The 4000 word Extended Essay is an intrinsic part of the DP diploma. It is an in-depth study of a limited topic within a subject area. Its purpose is to provide candidates with an opportunity to engage in independent research. Emphasis is placed on the process of engaging in personal research, on the communication of ideas and the information in a logical and coherent manner, and on the overall presentation of the extended essay in compliance with these guidelines.

## OTHER IA REQUIREMENTS / EXPERIENCES

### **CAREER MENTORSHIP**

*Graduation requirement*

Each student must complete a career mentorship as an enrichment experience in which the student has the opportunity to shadow a professional in the work environment. The mentorship fosters an understanding of career decision-making, the world of work, and the connection between school and career. Most students meet this requirement in grade 11 or 12. This requirement can be met through an individually arranged mentorship or through a designated career enrichment. This also satisfies one of the four enrichment requirements.

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### **PRODUCT TEAM** (*Grades 9 through 12*)

*Credits: 1.5*

*Duration: 3 semesters*

*Music Ensembles will count toward Product Team in Grades 11 and 12*



Self-directed product teams are cross-grade groups of students organized as teams. Students work with an in-school coach or mentor on a semester- or year-long project which will link academic learning to a tangible product and organized process. Each team maintains a focused mission, submits quarterly reports, and produces a finished product that meets the needs of the community, consortium school districts, or an external partner. Students utilize a combination of both shared and individual responsibility to plan and accomplish their goals.

Product teams will be engaged in a variety of projects including: community service, in school services, service to consortium schools, business and international partnerships. The primary organizational, management and task responsibilities will remain with the students.

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## STUDENT AND COMMUNITY SUPPORT

### COUNSELORS

*Philosophical Basis:* Personal needs or concerns can seriously threaten and interfere with the educational development of students. Parents/Guardians and students have the responsibility to provide the school with information that may be useful in making intelligent educational decisions. Schools have the responsibility to make available such counseling services (counseling, psychological evaluation) as it deems necessary under applicable circumstances to students, and to inform students of these services and the services of outside agencies.

*Counseling Mission Statement:* The mission of the International Academy Counseling Department is to build productive relationships, empower students to achieve self-reliance, self-discovery, and self-reflection, and support and guide students as they pursue their educational and personal goals. The counselors provide academic, personal, and college counseling and serve as the liaison between the students, parents/guardians, and faculty.

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### SPECIAL EDUCATION & 504 POLICY

The Troy School District will provide appropriate public education to each enrolled special needs student, regardless of the nature of the handicap, in accordance with applicable law. See building principal to determine 504 eligibility.

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### PARENT/GUARDIAN INVOLVEMENT

#### COFFEE WITH THE COUNSELORS

One morning each month the counselors meet with interested parents/guardians to review information related to the college application process and activities or issues that students face.

#### PARENT/GUARDIAN-TEACHER CONFERENCES

Parents/Guardians have an opportunity to meet one-on-one with teachers during first semester for a 5-minute conference on their child's progress. Parents/Guardians are also welcome at any time throughout the school year to contact an individual teacher to discuss their child's progress. Parents/Guardians can either email the teacher or call the school and leave a message for a return call from the teacher. A conference with all of a student's teachers can also be arranged by calling the Counseling/Attendance office.

Parent/Guardian/Teacher Conferences will be utilizing a registration process through an online portal. All conference times must be made through this process to best utilize conference times.

## *PARENT/GUARDIAN SUPPORT GROUPS*

PTIA: The PTIA is a volunteer organization of parents/guardians at the IA. The parents/guardians and teachers work together to support and enhance the educational growth of the IA student by providing educational enrichments, supplemental materials and classroom equipment, Parent/Guardian information, and extra-curricular student social activities. These projects are supported through fundraising projects and providing volunteer time. The PTIA meets monthly to plan and organize their support projects.

MUSIC PARENTS ASSOCIATION: Parents/Guardians and teachers work to establish long term goals with the band, orchestra and choir directors and raise money to support the plans for travel, uniforms, and development of a music repertoire available to the music groups.

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## POLICIES, PROCEDURES, RULES & REGULATIONS

### INTERNATIONAL ACADEMY FEES

Book Deposit Account	\$150
IB Exam Fees	\$700 - \$800

### DP COURSE SELECTION

All students must take six DP courses in both junior year and senior year in addition to the Theory of Knowledge course. With approval, students may take a seventh subject but must meet the following criteria:

- There must be seat availability in the course. Students taking six subjects have first priority.
- Students must have at least a 3.8 grade point average and maintain it throughout the junior and senior year.
- Students must have a demonstrated ability to sustain this additional workload confirmed by administrative approval.

### HL AND SL SELECTION

All students must register for at three higher level (HL) and three standard level (SL) exams at the beginning of their senior year. IA students are expected to take DP Literature at the higher level.

Students may apply to take four courses as HL after first quarter grades are released in late October of senior year. In addition to completing the Four HL Google Form application, students must demonstrate:

- at least a 3.8 grade point average overall (*unweighted*)
- a card-marking grade of "A" or "A-" in all four HL courses and a printed report card must be attached to the Four HL application
- teacher approval for each of the HL courses including signature on the Four HL application
- parental approval
- administrative approval.

The deadline for the Four HL application is November 10. Late applications will not be accepted.

**Any changes to the HL/SL selections or DP exams after November 10 will result in additional charges. All changes after this point will need to be completed using a Change Form and signed by teacher, student, Parent/Guardian and coordinator and be accompanied by payment. It is the student's responsibility to return the "GREEN SHEET" to the DP coordinator in a timely manner.**

## GRADING PERIODS

Four times during the school year students will be assigned letter grades that reflect the student's achievement in each class. The second and fourth reporting period represents the end of the two semester cumulative grading periods. Students should expect to sit for a cumulative exam at one or both of the ends of the semesters.

## APPROVED GRADING SCALES\*

\* Semester grades are calculated to the nearest whole number.

Letter Symbol	Percentage	GPA	GPA Weighted (DP Courses only)
A	93 - 100%	4.0	5.0
A-	90 - 92%	3.7	4.7
B+	87 - 89%	3.3	4.3
B	83 - 86 %	3.0	4.0
B-	80 - 82 %	2.7	3.7
C+	77- 79%	2.3	3.3
C	73 - 76 %	2.0	3.0
C-	70 - 72%	1.7	2.7
D+	67 - 69 %	1.3	1.3
D	63 - 66%	1.0	1.0
E	0 - 59%	0.0 Fail	0.0 Fail
G	Pass		
H	Fail - No Credit		
I	Incomplete		
W	Withdrew		

DP Grading Scale	DP TOK & Extended Essay Scales	MYP Grading Scale
7 : Excellent	A: Excellent	7-8: Perceptive, expansive, and comprehensive
6 : Very Good	B : Good	5-6: Competently and sufficiently
5 : Good	C : Satisfactory	3-4: Adequate with some specifics
4 : Satisfactory	D : Mediocre	1-2: Limited and minimal
3 : Mediocre	E : Elementary	0: Does meet any of the descriptors
2 : Poor	N: No Grade	
1 : Very Poor		
0 : No Grade		

The **MYP Report Card** is delivered along with the traditional report card at the end of each semester. Scores in each criteria range from 1-8. These scores do not correlate to an A-E scale but rather identify student growth in the application of content knowledge, methodology and critical-thinking skills. While the traditional report card may establish a student's understanding of content knowledge, the MYP Report Card captures a student's ability to apply the knowledge and/or skills to new situations. Better put, it provides an opportunity to describe a specific student's growth as he/she matures in the critical thinking skills that are fundamental to success in the Diploma program and college. The MYP Report Card will not be sent to colleges and is only shared with students and families.

## GRADING POLICY

At the International Academy, the primary purpose of providing student grades is to communicate information about students' achievement to the learner, their family, and other stakeholders. A student's grade represents their current level of content knowledge and skill development in that course relative to specific learning objectives.

Students are awarded a letter grade on their transcript for each course taken per semester. The semester letter grades for each academic course are calculated as a cumulative grade for the entire semester and include the cumulative exam (if given).

### **Gradebook Categories**

IA course gradebooks are divided into two primary categories, "Assessed Work" and "Process Work".

**Assessed Work** includes tests, quizzes, presentations, papers, projects, labs, etc. and any other work that is graded for accuracy. Assessed Work is considered "assessments of learning" and reports a student's current level of content knowledge and skill mastery at that moment in time. Teachers may subdivide the Assessed Work category to better communicate student learning in specific areas of the class.

**Process Work** is made up of a variety of learning activities that are essential to the process of learning. These can include assignments, participation, formative assessments, checks for understanding, homework, journal reflections, etc. and are generally recorded in the gradebook based on completion and/or participation. Process Work is essential for helping students to master the content, but is considered practice for the student.

### **Gradebook Weight Distribution**

If a semester cumulative exam is administered:

1. Assessed Work will make up a minimum of 55% of the course grade.
2. Process Work will make up a maximum of 25% of the course grade.
3. The cumulative final exam will be exactly 20% of the course grade (exactly 15% for 9th grade classes).

If no semester cumulative exam is given:

1. Assessed Work will make up a minimum of 75% of the course grade.
2. Process Work will make up a maximum of 25% of the course grade.

Additionally, with the exception of the cumulative final exam, no individual Assessed Work task or Process Work task can be more than 15% of a student's overall semester grade.

The weighting of gradebooks and determination of whether a cumulative final will be given will be common across all similar courses and determined by departments with the approval of IA administration. Specific performance-based classes may be excluded from this policy with administrative approval.

## GRADE REPORTING PARAMETERS

Approximately once every five weeks teachers will provide an update, in the form of a report card, progress report, or *MiStar*, on student progress. Four times during the year a report card will be sent home. In the middle of each report card period students will be given a progress report to take home. On the computerized student progress and monitoring system, *MiStarParentConnect* or *MiStarStudentConnect*, teachers will update assignments according to the Grade Reporting Parameters specified below. Parents/Guardians and students will be able to monitor progress between grade reporting times.

This opportunity carries with it both opportunity and responsibility. Parents/Guardians and students will have up-to-date access to student progress. They will not need to wait for progress reports or report cards to monitor student progress, nor will they need to contact teachers for grade updates. Parents/Guardians and students should refer to each class syllabus, distributed at the beginning of each course, for details on the weight given to various assessments. The communication pathway will be faster and more direct.

One caution about the use of this computerized resource. Parents/Guardians and teachers of young adults need to assist them in their movement toward greater autonomy. Students need to be allowed to make their own mistakes and experience their own consequences. At the same time, students need help and guidance. If parents/guardians use this capability to “do school” for their children, students will lose an invaluable opportunity to grow and mature. Pervasive oversight also runs the risk of altering parents’/guardians’ relationships with their child. It is important to balance hopes and aspirations for students with the students’ need to grow and mature.

Use this technology judiciously. A student to teacher contact is the first step in any grade or missing work issue. Only if student advocacy proves unsuccessful should parents/guardians become involved by emailing or calling the teacher.

When using *MiStar ParentConnect*, respect the time parameters outlined and leave the responsibility with your child. Encourage open communication between your student and the teachers.

### Parameters for posting online grades:

These guidelines serve as approximate time frames for scores to be posted in *MiStar*. In the guidelines below one week equals five school days.

- Daily homework – one week
- Quizzes, tests, minor labs, journal entries or short stories (one page or less) – two weeks
- Extended lab reports, long essays or major projects – four weeks
- DP Internal Assessments – Prior to the assignment of the next Internal Assessment but no longer than six weeks. Please note, some DP assessments are externally graded only.

#### Additional Guidelines:

- Expected due date and grade value of pending major assignments will be posted ahead of time when possible.
- Marking period and progress report grade calculations may be turned off in between posting periods. In those cases, due to complexities in grade computation, the individual grades will be posted but the overall grade calculation will not be activated.

- Feedback from homework, quizzes, drafts, study guides, which are necessary as preparation for a future major assessment, will be provided prior to that assessment.
- Students are reminded and encouraged to discuss grade concerns, achievement issues and grade changes directly with the teacher.
- Please remember that occasional technical complications such as upgrades, software issues and network failures can impact the availability and accuracy of the electronically reported grades. The teacher's records remain as the legally accepted document.

The IA staff makes every effort to coordinate major DP assessments so that students have a manageable workload. This can result in planned delays in assignment scheduling and/or posting.

## *FAILURE AND LOW GRADE POLICY*

**Grades 9 and 10:** The International Academy requires that failed classes (semester grade of E) in grades 9 and 10 be made up by earning a "C" or better in an approved course in summer school or community college. The failed course must be made up during the summer following the failure. Students may not return to the IA in the fall if they fail to make up the course over the summer.

To ensure that the IA records are current and the failed class(es) is/are made up, the grade(s) earned must be provided to the Counseling/Attendance Office no later than the first week of August. Schedules and materials for the new school year will not be issued to students who have not provided the appropriate documentation.

**Grades 11 and 12:** The International Baccalaureate Organization requires that the school ensure all IB Diploma candidates remain in "good standing". The IB is an all-honors curriculum. Students with a grade of D or E are **not** considered in "**good standing**". Failure to submit an internal assessment by the approved due date results in a "failing condition" and the student is not considered in academic "good standing". A semester grade of E in an DP course will require the student to return to his/her sending school for the remainder of his/her high school education. Removal for a grade of E in the seventh semester (senior year) may be appealed to the administration. The administration's appeal decision is final. DP exam fees will not be returned if a student is considered not in good standing.

## *ELIGIBILITY GUIDELINES FOR SPORTS AND CLUBS*

A student must have received a passing grade (credit) in a minimum of seven (7) classes during the previous semester and must maintain passing grades in a minimum of seven (7) classes during the current semester to be eligible to participate in athletics. The only exceptions to this district eligibility requirement are transfer students new to the district who have one semester to complete with the requirement.

**Failure to Comply:** Any student who fails to meet the above regulations will not be allowed to participate until such time as he/she complies with the regulations in this section. The student is ineligible until deficiencies are corrected. Students who fail to pass the required classes during the previous semester must sit out the entire current semester.

Students are to attend school during the total school day in order to participate in athletics or club events during the same day or evening. Should there be a situation, other than illness, whereby a student cannot attend school who would normally receive an excused absence, the student will be allowed to participate in the contest with approval of the building principal or designee.

**Failure to Comply:** A student with an unexcused absence from school may not participate in the athletic contest or practice scheduled for that day.

## ACADEMIC CONDUCT

It is the school's intent to maintain and encourage high standards of personal conduct. These standards include personal honesty, discipline, and integrity.

The IA trusts that students are in school to do their own work. It is assumed that any schoolwork that is turned in for credit by a student is a result of that student's effort. Students are expected to create all school-related documents while signed into their Bloomfield.org Google accounts. No personal accounts should be used for schoolwork. Students may be asked to show documentation and edit history of their work at any time by giving full editing access to staff.

Generally, academic misconduct occurs any time a student turns in work that was copied or otherwise duplicated from another source. Academic misconduct is a serious violation of school and IB policy.

**Homework:** Daily homework assignments should represent reasonable effort on the part of the student. Generally, collaboration (not copying) among students on such assignments as laboratory reports and daily mathematics homework is acceptable. However, teachers may periodically designate homework and laboratory assignments on which collaboration is not permissible. Copying of someone else's work is never permissible. This may include uncited or impermissible use of AI generated text.

**Closed Book Quizzes, Tests, and Assignments:** The results of a quiz or a test should represent only the student's own work. This work must be performed during the testing period without any unauthorized assistance. Specifically, this language prohibits such behavior as looking at another student's paper or having inappropriate written material available for use.

In all testing situations, it is the student's responsibility to be certain that all desks and all writing paper are clean and personal behavior is appropriate. Thus, eyes should not scan the room, conversations should not occur with other students and tests should stay on the desks.

**Open Book Tests:** The same rules apply to open book tests that apply to closed book tests except that teachers will define the specific resources that a student may use.

**Major Papers and Projects:** The basic requirement is that a student turns in their own work. A student must be able to verify that all work—essays, projects, papers, journals—turned in for credit is their original work. Plagiarism or the use of purchased or borrowed papers is specifically prohibited.

**Unauthorized Assistance:** Students who provide unauthorized assistance (i.e. papers to be copied, answers to tests, copies of tests or test questions) have violated the policy.

**Artificial Intelligence:** AI is an emerging tool that grows stronger and more complex by the day. While it is an academic tool to utilize in many different ways, the International Academy expects that submitted student work is their own. Teachers will specifically mention when AI may be used for submitted student work.



# THE IB AND ARTIFICIAL INTELLIGENCE (AI) TOOLS



## WHY IS THE IB ALLOWING STUDENTS TO USE AI TOOLS?

Students at IB World Schools are provided with a unique, challenging and diverse education. They are encouraged to drive their own learning and to think critically and challenge assumptions.

The IB understands that there will be many reservations about allowing the use of Chat GPT and other artificial intelligence tools in IB World Schools. However, we believe that these tools can provide great opportunities to enhance the skills of IB learners. Critical thinking, for example, is a skill that will grow in importance when using artificial intelligence tools. We therefore need to work with these tools, rather than against them, and embrace what the technology is capable of. The IB strongly believes that we should find appropriate ways to include such tools in teaching and assessment, which are complementary with learning aims.

## HOW CAN STUDENTS MAINTAIN ACADEMIC INTEGRITY WHEN USING AI TOOLS?

Opportunities created by AI tools reinforce that academic integrity is an ethical choice that students must make. Students cannot learn about acting with integrity by being given a list of rules for the examination room or learning a particular format for referencing. They learn by talking about what it means to act with academic integrity and seeing it role-modelled around them.

The goal of academic integrity is to make knowledge, understanding and thinking transparent. Students must understand how to correctly reference and ethically use any external information in their work, including text/images obtained from artificial intelligence (AI) tools.

For the IB, **transparency** is the key, and we expect students to give full credit to any source/material that they have used when writing and creating their own work.



## HOW DO STUDENTS CORRECTLY REFERENCE AI TOOLS?

In any type of work where an external source has been used, a citation must be included at the point of use. The inclusion of a reference at the end of the paper is not enough. The citation in a text should link to a full reference in the bibliography.

Students should be clear that if they use the text (or any other product) produced by an AI tool—by copying or paraphrasing that text or modifying an image—they must clearly reference it in the body of their work and add the reference in the bibliography.

The in-text citation should contain quotation marks using the referencing style already in use by the school, for example: *“the development of the tools and variables required for.....”* (text taken/paraphrased from ChatGPT, 2023).

The reference in the bibliography should also contain the prompt given to the AI tool and the date it generated the text, for example: OpenAI. (23 February 2023). ChatGPT response to *example* prompt about *example* topic.

## HOW ARE ARTIFICIAL INTELLIGENCE TOOLS ADDRESSED IN THE UPDATED ACADEMIC INTEGRITY POLICY?

The Academic Integrity policy has been updated and is now available on the Programme Resource Centre. There is a new appendix (6) – *Guidance on the use of artificial intelligence tools*. This section will help schools to support their students on how to use these tools ethically, in line with the IB’s principles of academic integrity.



Any Academic Misconduct on any Diploma program component (internal assessment or external assessment) or Core requirement (CAS, EE or TOK) will result in the loss of the IB Diploma. This applies to rough drafts as well as final submissions. The student will not be eligible to take the IB exam for that subject/course. Additional consequences may also be imposed that could affect grades and/or include suspension from school and/or reporting to colleges.

### Academic Misconduct

The IA and the IB define misconduct as behavior that results in, or may result in, a student or any other student gaining an unfair advantage in one or more assessment components. Misconduct includes but is not limited to:

- Plagiarism: this is defined as the representation of the ideas or work of another person or source as the student's own. This may include AI designed work. Direct copy/paste of AI generated text is prohibited.
- Collusion: this is defined as supporting malpractice by another candidate, as in allowing one's work to be copied or submitted for assessment by another.
- Duplication of work: this is defined as the presentation of the same work for different assessment components and/or diploma requirements.
- Any other behavior which gains an unfair advantage for a candidate or which affects the results of another candidate (for example, taking unauthorized material into an examination room, misconduct during an examination, falsifying records, disclosure or receipt of confidential information about assessments, etc.).

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**Teacher Practices:** Students have the right to expect the following behavior from teachers:

- At the beginning of the semester, each teacher should review with the students the academic expectations and the grading procedures for that course.
- All tests should be actively monitored by a staff member.
- Tests which are given from year-to-year will be kept under tight security.
- All make-up tests will be proctored.
- All make-up tests will be different from the original test, except in those instances where close test security has occurred.

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**Grade Appeal Process:** Students may elect to present a grade dispute to a grade review panel or directly to the principal. The student has one marking period past the marking period in which the student received the disputed grade to request an appeal. The panel will be composed of the associate principal as a non-voting chairperson, and three teachers (with one vote each) selected by the associate principal. The decision of the review panel will be presented to the principal who will be the final arbitrator. The review panel can be convened at the request of the student or the principal if the appeal is made directly to the principal. The panel will proceed as follows:

- The associate principal will convene the hearing in a timely fashion.
- The panel will first hear the student's appeal. The student or the student's parent (legal guardian) will have 15 minutes to present their position.
- The panel may, at their discretion, question the student and/or Parent/Guardian.
- The panel will next hear the teacher's position. The teacher will have 15 minutes to present.
- The panel may, at their discretion, question the teacher.
- The panel will communicate their findings to the associate principal. The associate principal will present the decision to the student and/or parents/guardians.
- Parents/Guardians can appeal that decision to the principal.

The decision of the principal is final.

# Are you completing your IB assignments honestly?

The IB expects Diploma Programme candidates to exercise academic honesty in all of their work, which includes acknowledging any sources used within an assignment.

The IB *General Regulations: Diploma Programme* defines malpractice as behaviour that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment components.

## ASK FOR ADVICE

As a Diploma Programme candidate you are responsible for ensuring that all of the work you submit is authentic and that any sources used are appropriately acknowledged. If you have any doubts please ask for advice.

## THINGS TO REMEMBER

- IB students are principled and act with integrity and honesty.
- IB students should be content creators not content imitators.
- If you engage in any form of malpractice you may not be eligible for a grade in the subject concerned.
  - Do it right, remember to cite!  
Credit where credit is due!

## EXAMPLES OF MALPRACTICE

- **Plagiarism** - the representation of the ideas or work of another person as your own.
- **Collusion** - supporting malpractice by another candidate, as in allowing your work to be copied or submitted for assessment by another candidate.
- **Duplication of work** - the presentation of the same work for different assessment components and/or IB diploma requirements.
- **Misconduct during an examination**, including the possession of unauthorized material.
- **Disclosing information** to another candidate, or **receiving information** from another candidate, about the content of an examination paper within 24 hours after the examination.

## HOW TO AVOID PLAGIARISM

- Credit all the sources you use, even if you have paraphrased or summarized.
- Clearly distinguish between your work and the source being used (using quotation marks, indentation or a similar method).
- Use a style of referencing that is appropriate for the subject.



International Baccalaureate  
Baccalauréat International  
Bachillerato Internacional

The IB takes academic honesty very seriously!

## NO HOMEWORK WEEKENDS AND TWO OR MORE TESTS/MAJOR ASSIGNMENTS POLICY

### Rationale

No homework weekends were implemented to provide students with a break from the demands of the International Academy's curriculum. Students who are refreshed and enthusiastic have a better attitude toward learning and a greater capacity for creativity. The "no more than two tests or major assignments on the same day" policy was implemented to allow students sufficient time to achieve to their fullest potential.

### Policy Summary

Students are not to be assigned homework which will require them to work over a no homework weekend. This policy includes the situations detailed below:

1. Assignments requiring preparation cannot be scheduled for the first class period back from a no homework weekend. This also applies to essays or projects that have not been assigned at least one week prior. This does not include practice DP exams that are graded for completion only.
2. The homework prohibition agreement includes class work given the class period prior to the weekend unless the class time was sufficient to complete the assignment. In the same vein, assigning "unofficial" homework or materials necessary for a test/quiz on the next class period is also not acceptable.
3. Even if teachers find their plans impacted by absences, vacations, assemblies, etc., they are not permitted to impose homework on a no homework weekend.
4. Acquiring students' agreements to do the work now or face more work later in the future does not provide exemption from a no homework weekend.

### Tests and Major Assignments

Teachers are required to schedule tests and major assignments so that there are no more than two due on any given day. When you receive the third assignment, you should promptly bring this to his/her attention and ask for an alternative due date. The teacher who was not able to schedule the assignment on the assignment boards needs to reschedule the assignment. Circumstances at times may necessitate scheduling of more than two tests. The teacher can receive administrative approval for these circumstances.

### Possible Violations

When either the "no homework weekend" policy or "no more than two tests/major assignments" policy is being violated, your first action is to discuss it with your teacher. If you cannot arrive at a satisfactory solution you can bring the situation to the attention of your associate principal.

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## SCHEDULING POLICY

1. Students must select and maintain a minimum of 8 half-credit classes each semester in order to qualify as a full-time student.
2. Each spring, courses for both semesters of the next school year must be carefully selected. The master schedule is based on those selections. Changes made after that time cannot always be accommodated.
3. Students may request schedule changes during the first two weeks of each semester. Requests are made on a change request form with Parent/Guardian authorization of the schedule change. **Student-initiated schedule changes will not be made after the second full week of each semester. Schedule changes are not made for teacher or period changes.**
4. A student must have parental permission to drop a course.
5. Students cannot drop a DP course and remain eligible for the IB diploma and IA attendance unless it is a 7<sup>th</sup> DP class.

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## ATTENDANCE

Attendance Line: (248) 823-8305

The International Academy believes that academic achievement requires high expectations and strong commitment. Regular and punctual attendance is essential for effective learning.

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### TARDINESS

Students are encouraged to be in class and on time regularly. Students who arrive within **five** minutes after the start of class will be marked tardy to the class. Students are afforded 3 tardies per class per semester without penalty. Subsequent tardies in any specific class will prompt the assignment of a detention. Ongoing tardiness in the same class shall cause the issuance of additional detentions or a suspension for the student.

Students who arrive later than **five** minutes will receive an absence and will be considered skipping class.

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### ABSENCES

Students are encouraged to attend class on a regular basis. Students are afforded 9 absences per class per semester without penalty including both excused and unexcused absences. Absences exempted from this policy might be for reasons including mandatory court appearance, chronic/serious illness, religious holiday, school suspension, family bereavement, school-sponsored field trip/activity, or other reasons approved by a building administrator. Students should work with their assigned building administrator to ensure that attendance records are accurate. The student maintains the responsibility for communicating with the school about the nature of any absences and providing all necessary documentation for absences of a specialized nature. Furthermore, any documentation substantiating special absences from school should be provided to a school administrator in a timely fashion following the absences.

For an absence to be excused, a parent must call the attendance office to notify the school of the absence within 24 hours of the absence. Family trips or long-term absences must be prearranged one week in advance of the first absence in the term through the submission of an Extended Absence Form available in the main office. This will allow students to receive assignments in advance of the absence when possible and notify the school ahead of any extended time away from school.

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### ATTENDANCE ALERTS

Students will be automatically notified of their class attendance status at the 5, 7 and 9 absence point in any semester. Letters will be issued by the attendance office that include the course name, total number of absences, and the absence designation as excused or unexcused for each absence.

The International Academy Diploma Program has in-class seat-time requirements for all students. For Standard Level courses, the requirement is 150 hours and for Higher Level courses, the requirement is 240 hours. Failure to meet these requirements will jeopardize a student's ability to earn the IB Diploma or may result in the student's removal from the IA.

## EXEMPTED ABSENCES

These absences are not counted towards the maximum number of absences allowed in a course for a semester. These absences must be prearranged. **All absences which can be reasonably foreseen must be approved by the use of the prearranged absence form and receive written approval from an administrator.** Absences are recorded as exempt if the student gets written permission from administration and teachers of classes from which the student will be absent. Teachers must be contacted for appropriate assignments within a reasonable time prior to the absence and the teacher's signature obtained on the prearranged absence form that is obtained from the forms holder in the hall by the main office. Unless a prior arrangement has been made with the teacher, students are not given any extra time to make up missed work. Work is due immediately upon return to class. Any work due on or during the absence must be turned in before the student leaves, unless other plans are made with the teacher.

Exempted absences will be granted for such reasons as:

- Sports competitions (with supporting documentation)
- Office or counselor appointments
- College visits - total of two visits in grade 12 or semester two of grade 11, extra visits will be considered as excused, not exempt
- Mandatory college/scholarship interviews, presentations, performances
- Fieldtrips or other school sponsored activities announced at least one week prior
- Religious holidays (maximum of 5 days)
- Funerals of immediate family members (maximum of 5 days)
- Chronic illness certified in writing by a doctor
- Extended illness (5+ consecutive school days) certified in writing at the time by a doctor
- Outside-school competitions or activities – These will be handled on a case-by-case basis and may not exceed 5 days.

### Outside-school Competitions or Activities

Students with serious academic difficulties, a history of incomplete or late assignments, a current grade in any class of D or E, or poor attendance records (more than 5 absences in one class) are not eligible for this exempted absences category.

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## UNEXCUSED ABSENCES

Absences will be considered unexcused for the following reasons:

- oversleeping
- car trouble
- parent/guardian tardiness or forgetfulness
- class cuts
- studying for a test
- leaving class or school without permission
- tardy to class more than 5 minutes (10 minutes in 1<sup>st</sup> period)
- no specific reason for absence
- an absence not called in within 24 hours

The main difference between unexcused and excused absences is that work missed or due on an unexcused day will receive a zero but on an excused day can be completed and turned in for credit at an arranged time. Extenuating circumstances may be discussed with the principal or assistant principal. The school reserves the right to determine which absences will remain unexcused and which ones will be converted to excused.

## **SNOW DAYS**

The International Academy East Campus will be closed when the **Troy School District** is announced as closed due to inclement weather. Students should listen to local radio stations, TV stations, or check the district website for the announcement that "Troy School District is closed".

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## **HOMWORK REQUESTS**

If a student is ill for two or more days, please contact each teacher via email to keep up with missing assignments.

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## **IN-SCHOOL ILLNESS**

Student visits to the office for illness related issues are limited to 20 minutes. If student illness necessitates that the student rest for longer than 20 minutes, parents/guardians will be contacted to pick up their child and take the student home.

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## **LEAVING SCHOOL DURING THE DAY**

International Academy East is a closed campus and students must remain on campus for the entire school day. Students who leave the International Academy for any reason during the school day must sign out in the office. Approval to leave the school requires a parent/guardian phone call giving permission prior to departure. A pass will be issued for the requested sign-out time. Before leaving the building the student needs to sign-out in the attendance office. Upon return to school, the student must sign in at the office so we are aware of the student's presence in school.

Students who fail to sign out or fail to supply the school with prior Parent/Guardian permission will be considered unexcused and may face disciplinary consequences.

## **CELL PHONE/PERSONAL ELECTRONICS POLICY**

If permitted by staff, cell phones and other electronic devices may be used for educational purposes while class is in session. If a student wishes to use their device for non-educational purposes, they may do so before first block begins, during lunch, or after school.

It is the right of the teacher to determine if a cell phone or other electronic device may be used at all in a classroom and to what extent. Some classrooms may have a "no cell phone policy". Electronic devices used without the permission of a teacher may be confiscated.

1 <sup>st</sup> Offense:	Phone taken away and returned by teacher
2 <sup>nd</sup> Offense:	Phone sent to main office for student pickup after school
3 or More Offenses:	Phone must be picked up from main office by parent/guardian. Detention and/or Suspension may be assigned.

Refusal to surrender a phone or electronic device when asked is considered insubordination. Insubordination may result in disciplinary consequences, including suspension.

Additionally, if a cell phone is used during a quiz, test, or other assessment, the student will receive a score of zero for the assessment.

IA accepts no responsibility for the loss, damage, misuse, or theft of any electronic device.

Additional guidance on the use of cell phones and electronic devices can be found in the Student Code of Conduct.

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## STUDENT DRESS AND GROOMING

It is the belief of the students, faculty, and administration of the International Academy that students will be neat and appropriately dressed each school day. It is recognized that styles and personal habits do change, but “good taste” remains constant. Student attire, jewelry and accessories should not distract or disrupt the educational environment.

### CLOTHING

It is the responsibility of International Academy teachers and administration to establish standards of dress that help create an environment which encourages and supports learning. Apparel that is considered to be disruptive to the educational process is not appropriate and, therefore, not allowed. Administration will make final decisions regarding what apparel is appropriate and acceptable for an educational setting. Students who violate the dress code regulations will be subject to International Academy disciplinary measures, including detention and possible suspension. The International Academy dress code includes the following:

- No bare midriffs are permitted. Shirts and tops must meet the waistline of jeans, pants, skirts or shorts.
- No backless or strapless tops are allowed.
- No see-through or otherwise revealing clothing is allowed.
- Shoes must be worn at all times.
- Jeans, pants, skirts or shorts must provide adequate coverage.
- Tops and bottoms must conceal all undergarments.
- Clothing must not display inappropriate slogans and/or graphics including those related to or depicting behavior prohibited in the Code of Conduct.

### PERSONAL HYGIENE AND HAIR

Personal hygiene and cleanliness are important in a classroom situation.

### OFF-CAMPUS ATTIRE

- Students should be appropriately attired for visiting out-of-school sites as part of their International Academy experience. Attire should exceed the expectations of the IA dress code.

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## SCHOOL PARKING REGULATIONS

It is considered a privilege for students to drive to and from school. Students and parents have the responsibility to know and respect the rules affecting student drivers. Parking regulations are strictly enforced. Suspension of driving privileges, issuing of parking tickets through the Troy Police Department, towing of vehicles and/or suspension of driving privileges may occur when violations of these regulations occur. The Student Code of Conduct is in effect during school-related activities that involve student drivers (field trips, commuting during school hours, etc.).

Annually, student drivers must complete vehicle registration cards and submit a fee for each vehicle driven to school. Students must possess a valid driver's license to purchase a parking tag. Proof of vehicle registration and insurance is required for all vehicles parked on campus.

***There is a \$20 fee for a parking pass. If a permit is lost or stolen, a new permit must be purchased.***

Rules, Regulations and Disciplinary Procedures involving parking and driving on school grounds and to/from school events can be found in the Student Code of Conduct.



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## *STUDENT CODE OF CONDUCT*

The International Academy East Campus will follow the Troy School District's Student Code of Conduct in all areas not explicitly covered in the IA Student Guidebook including, but not limited to, student behavior, free speech, search and seizure, technology policies, restorative practices, bullying and harassment, discrimination and sexual harassment, and grievance and appeals procedures.

The Troy School District Student Code of Conduct can be found on the Troy School District website or is available in the IA East main office.

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## *SUSPENSION AND REMOVAL FROM THE IA*

The school is a part of the total community. School rules and regulations are established for the protection of all of its members. Violations of school rules and regulations (on school property, in route to or from school or school activities, on school vehicles, during or in connection with school-sponsored activities, off-campus misconduct of a serious or criminal nature, conduct that causes a substantial disruption of the orderly operation of the school, or conduct interferes with a school's ability to educate its students or a student's ability to learn) may result in disciplinary consequences including, but not limited to, suspension or expulsion from the International Academy.

Students who face suspension or expulsion due to violation of International Academy, state, local, or school district policies, rules or regulations will follow the policies and procedures outlined in the Troy School District Code of Conduct.

**The Troy School District has the authority to preclude a student from further attendance at the International Academy East Campus. In the event of removal from the International Academy, students will be returned to their home district where they will also be subject to that local district policy.**

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## *EXPULSION/REMOVAL FROM THE IA*

### **EXPULSION/REMOVAL PROCEDURES**

**INITIATION OF REMOVAL:** The initial step in the expulsion process occurs when the building principal notifies the student and their parents/guardians of their recommendation for removal, within three school days after a hearing is held at the building level. The written recommendation will be forwarded to the Troy School District Assistant Superintendent of Secondary Education. At that point, all parties will follow the Troy School District's expulsion/removal procedures.

## INTERNATIONAL ACADEMY EAST CAMPUS STAFF

### **Administration**

Patrick Griffin, Principal  
Gaby Naus, Assistant Principal  
Joanne Juco, IB Coordinator

### **Counseling**

Whitney Bernstein  
Alexandria Phelps

### **Teachers**

Alex Benitez  
Emily Beski  
Mark Chrzanowski  
Chris Daugherty  
Aaron Ducharme  
Amanda Ellul  
Jason Garza  
Jamie Hallmark  
Nicholas Holevar  
Katie Hosbach  
In Seong Hwang  
Courtney Mesclier  
Toby Klein  
Lynne Krutty  
Jim Kurecka  
Kristin Lavoie  
David Lyons  
Tiffany Mack  
Nichole Mayes  
Amanda McSween  
Shane Norris  
Kelly Paterson  
Amanda Peters  
Jenna Russell  
Natalie Selweski  
Andrew Shankles  
Matthew Szalkowski  
Sharrisse Thomas  
Jackie Toepel  
Roger Winn

### **Media /Technology**

Kristin Lavoie

### **Secretarial**

Tracey Fair  
Jennifer Richardson

### **Head of IA East Food Services**

Mary Wisneski

### **Enrichments Department**

Lisa Belotti

### **School Social Worker**

Ashanti Daniels

### **Lead Custodian**

Jimmy Nazarko

## CONTACTS:

Accident Reports	Mrs. Fair
Attendance	Mrs. Richardson
CAS	Mrs. Juco
Change of Address	Mrs. Fair
Club Information	Sponsoring Teacher / Mrs. Naus
College Planning	Counselor
College Recommendations	Counselor
Enrichment Program	Mrs. Belotti
Emergency	Main Office
English Language Learner Support (ELL/ESL)	Mr. Griffin
Extended Essay	Dr. Lavoie / Mrs. Juco
Financial Aid/Scholarships	Counselor
Grade Questions	Teacher / Counselor
Homework (Extended Illness)	Mrs. Richardson
IB Requirements	Mrs. Juco
ID Replacement	Mrs. Fair
International Student Support	Mr. Griffin
Locker Problems	Main Office / Custodian
Lost books, notebooks, clothing	Lost and Found Table
Lost jewelry, electronics, wallets and purses	Main Office
Lunch Assistance	Main Office / Cafeteria
Parking Permit Applications	Mrs. Richardson
Personal Concerns – Grades 9 - 12	Counselor
P rearranged Absences	Mr. Griffin / Mrs. Richardson / Teachers
Report Cards	Counselor / Teacher / Mrs. Richardson
Requirements for Graduation	Mr. Griffin / Counselor
Reserving a room for after school hours	Mrs. Fair
House Council	Mr. Ducharme
Textbook Fines	Issuing Teacher / Mrs. Richardson
Theft Report	Main Office
Transcripts	Mrs. Richardson
Transferring Schools	Mr. Griffin / Mrs. Fair
Visitor's Passes	Main Office
Work Permits	Main Office