

International Baccalaureate Diploma Program



Parent and Student Guidebook

Palo Verde International Baccalaureate Diploma Programme

Parent-Student Handbook

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Introduction

The mission of Palo Verde is to prepare students to realize their academic, creative, emotional, physical, social, and career potentials as contributing members of a multicultural society in an international community of mutual respect. Accordingly, the International Baccalaureate Diploma Programme at Palo Verde is designed to prepare the future leaders of the twenty-first century. The programme has been established to fulfill the demand for a rigorous programme of study with standards of academic excellence germane to an increasingly globalized society.

The International Baccalaureate Organization established the programme to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. The organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

The IB Diploma Programme (DP) is an academically challenging and balanced programme of education with final examinations that prepare students, aged 16 to 19, for success at university and life beyond. It has been designed to address the intellectual, social, emotional and physical well being of students. The programme has gained recognition and respect from the world's leading universities.

The Diploma Programme prepares students for effective participation in a rapidly evolving and increasingly global society as students are challenged to complete the following:

- Develop physically, intellectually, emotionally and ethically
- Acquire breadth and depth of knowledge and understanding, studying courses from six subject groups
- Develop the skills and a positive attitude toward learning that will prepare them for higher education
- Study at least two languages and increase understanding of cultures, including their own
- Make connections across traditional academic disciplines and explore the nature of knowledge through the programme's unique theory of knowledge course
- Undertake in-depth research into an area of interest through the lens of one or more academic disciplines in the extended essay
- Enhance their personal and interpersonal development through creativity, action and service

Requirements

IB Diploma Programme students must choose one subject from each of five groups (1 to 5) – studies in language and literature, language acquisition, individuals and societies, science, mathematics, and, as an option, the arts. Students may choose either an arts subject from group

6, or a second subject from groups 1 to 5. At least three and not more than four subjects are taken at higher level, while the other subjects are taken at standard level.

The Diploma Programme features three core elements that broaden students' educational experience and challenge them to apply their knowledge and skills.

- The extended essay asks students to engage in independent research through an in-depth study of a question relating to one of the Diploma Programme subjects they are studying. The world studies extended essay option allows students to focus on a topic of global significance examined through two Diploma Programme subjects.
- Theory of knowledge develops a coherent approach to learning that unifies the academic disciplines. In this course on critical thinking, students inquire into the nature of knowing and deepen their understanding of knowledge as a human construction.
- Creativity, action, service (CAS) involves students in a range of activities alongside their academic studies throughout the Diploma Programme. Creativity encourages students to engage in the arts and creative thinking. Action seeks to develop a healthy lifestyle through physical activity. Service with the community offers a vehicle for new learning with academic value.



Program Aims

- Provide rigorous and broad-based curricula and assessments.
- Maintain high academic standards common to schools worldwide.
- Allow students to develop individual talents.

- Foster critical and compassionate thinkers.
- Open the window between the classroom and the outside world.
- Foster a lifelong interest in learning as well as informed and responsible citizenship.
- Promote international understanding and a respect for a variety of cultures.
- Facilitate university entrance around the world.

What Is It?

- An internationally recognized program.
- A high quality curriculum that aims to encourage critical thinking by the study of traditional disciplines while encouraging an international perspective.
- A program designed for the academically motivated student who can function across the curriculum and who has learned to manage time well.

Why Do It?

- IB has an international acceptability, which allows for both flexibility and mobility.
- IB educates the “whole person.”
- IB encourages students to appreciate cultures and attitudes other than their own and to be informed, tolerant, and willing to communicate with others.
- The IB approach to education is not encyclopedic. The emphasis is on helping students to learn how to learn and how to analyze.
- IB provides a broad general education while still allowing specialized study in areas corresponding to the individual’s particular interests and plans for the future.
- IB provides rigorous and broad-based curricula and assessments.
- IB maintains high academic standards common to schools worldwide.
- IB allows students to develop individual talents.

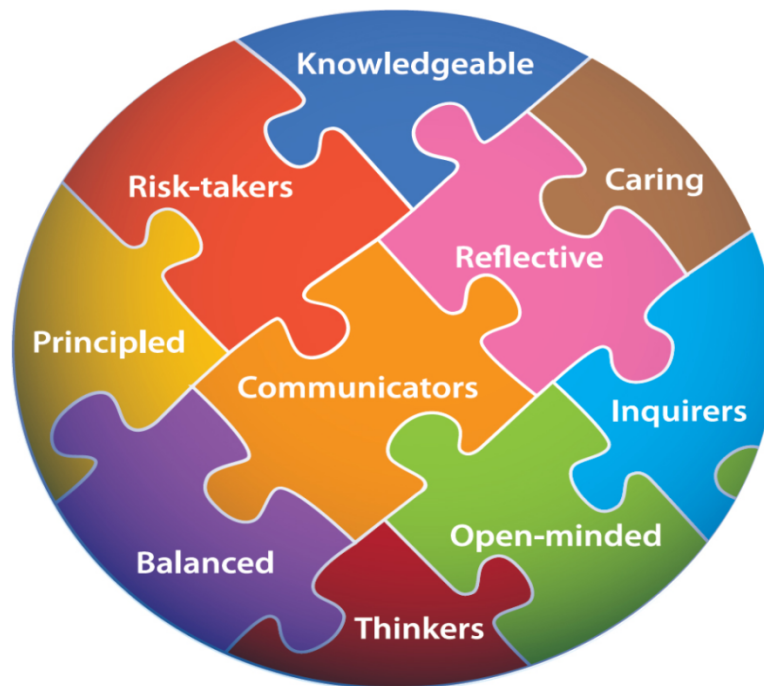
The Profile of an IB Learner

The IB learner profile is the IB mission statement translated into a set of learning outcomes for the 21st century. The learner profile provides a long-term vision of education. It is a set of ideals that can inspire, motivate and focus the work of schools and teachers, uniting them in a common purpose.

There are ten personality characteristics that IB learners strive to be:

- **Inquirers**: We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
- **Knowledgeable**: We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

- **Thinkers**: We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
- **Communicators**: We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the 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 Profile of an IB Teacher

Before a high school can be accredited to offer an IB Diploma, a commitment to content expertise and teaching emphasis must be demonstrated. Teachers chosen to be IB teachers at Palo Verde must attend a two or three day workshop in which the following topics are addressed:

- The philosophy of teaching the IB
- Methodology in a specific core area (e.g. Chemistry, English)
- Evaluation of students' work
- Internal Assessment
- External Assessment
- Resources needed for a specific core area

At the conclusion of the first year of teaching the IB, teachers must also attend further IB specific professional development. Since curriculum revision is ongoing in IB (on a five to seven year cycle), many teachers also attend specialized workshops to keep up to date with the changes that have taken place. In addition, our IB teachers have an account with the MyIB of IBO, which enables them to access thousands of resources, as well as to exchange relevant ideas.

Teachers selected for the IB programme at Palo Verde model the following qualities:

- A deep and broad knowledge of their particular subject area
- A willingness to keep up to date with developments in their subject area
- A desire to empower students, both inside and outside the classroom
- An ability to be flexible
- An ability to develop a cooperative and caring classroom atmosphere
- A willingness to actively and effectively counsel students
- The need to understand and promote the IB philosophy
- The need to cooperate with other IB department members
- The ability to work independently and creatively
- The ability to cope with very stressful situations and assist students to do the same
- The ability to extend the curriculum beyond the outlined boundaries
- A commitment to live the IB Learner Profile
- An inherent understanding of international-mindedness
- The innate knowledge and belief in the educational power of the IB, as practiced through collaborative structures.

These are our benchmarks. With those qualities, as well as the detailed ongoing training that we require, the IB teacher is a highly competent, master teacher, thoroughly versed in subject matter and dedicated to the ideals of IB.

Comparing the IB to Advanced Placement

Advanced Placement	International Baccalaureate
National standard of excellence	International standard of excellence
Specific college level courses	Comprehensive curriculum of college level courses
Encourages academically talented students	Encourages academically talented and highly motivated students
Students generally take AP Exams in areas of personal strength	Require six exams across multiple disciplines to earn the IB Diploma
Students do not have to be in an authorized school, but teachers must be individually authorized to teach the subject	The school must be reviewed and authorized as well as the individual teachers requiring IB advanced training
Exams are graded by an external testing service	Scores are internally assessed by teachers, as well as the externally assessed exams (papers) constructed and graded by educators throughout the world.
Exams based on specific course content	Exams based on broad understanding of general concepts and fundamental themes
Emphasis on multiple choice with some free response questions	Emphasis on analytical and evaluative writing
Oral exams in foreign language	Oral exams, and written, in both Language A (English) and Language B (Spanish)
Policies determined nationally	Policies determined internationally

Course Curriculum, Examinations, and Criteria for Awarding the Diploma

Palo Verde offers the following scheme for the six subject areas:

- Group 1: Studies in Language and Literature –Language A: Literature is offered as IB Literature I and II, a mandatory higher-level sequence covering literature in the English language including selected works translated from other languages into English.
- Group 2: Language Acquisition – Spanish, French, and Japanese are offered as IB Spanish IV, French IV, and Japanese III and IB Spanish V, French V, or Japanese IV as a standard level or sequenced higher-level course covering speaking, reading, and writing. An ab initio language course is also offered in any of the above languages. This will be an introductory course in a foreign language.
- Group 3: Individuals and Societies – Two courses are offered in this group: (1) History of the Americas is offered as IB History and IB Government. This is a mandatory higher-level sequence covering significant topics in the history of the United States and the Americas, as well as the required state curriculum in US Government/Economics, and (2) Global Politics offered as IB Global Politics I and IB Global Politics II as a higher-level course covering the complex nature of people, politics, and power and the concepts of political theory in local, national, and international dimensions. The Global Politics sequence is one of two IB electives that students may choose.
- Group 4: Experimental Sciences – Biology is offered as IB Biology, a one-year standard level course with a required additional one-semester laboratory during the year in which the course is taken.
- Group 5: Mathematics – Students will choose from two course offerings: (1) Mathematics: Applications and Interpretations SL offered as IB Mathematics: Applications and Interpretations covering significant pre-calculus, finite, and statistical topics in mathematics, and (2) Mathematics: Analysis and Approaches SL offered as IB Mathematic: Analysis and Approaches covering significant topics in advanced mathematics including calculus.
- Group 6: Arts – IB Visual Arts I and II is the second of the two elective sequences that students may choose. The course is offered at the higher-level two year sequence. The Visual Arts sequence encourages students to challenge their own creative and cultural expectations and boundaries, exploring and comparing visual arts from different perspectives and in different contexts.

The IB Counselor will advise students and schedule each student's required and elective courses.

In addition to the six subject areas, each diploma candidate must complete the following CORE requirements:

- Complete a substantial piece of independent research and submit a 4,000 word extended essay. The research may be conducted in any of the six subject areas. Students will be assigned a mentor with expertise in the subject area to guide the student in his or her independent research and reflection throughout the process.
- Follow and be assessed in a common course in the Theory of Knowledge that is offered on a flexible schedule opposite laboratory and selective electives, and
- Engage in community service that is recorded and documented in a report that includes the candidate's reflection on the activity.

Candidates must complete internal and external assessments for each course. Candidates will take examinations (external assessments) in six subjects (one of the six examinations may be in a second subject within Groups 1-5) by the end of their senior year. Candidates may take not more than two standard level exams during their junior year. Three of the exams must be at the higher level.

Marking Examinations:

Each examined subject is graded on a scale of 1 (minimum) to 7 (maximum). In order to be awarded the diploma, a student must meet defined standards and conditions, including a minimum total of 24 points and the satisfactory completion of the three diploma requirements:

- Theory of Knowledge (TOK),
- The Extended Essay (EE), and
- Creativity, Action, and Service (CAS) activities.

The minimum score of 24 is based on the notion that a grade 4 represents a passing level in each of the six subjects. **A candidate must pass at least three of the HL course with a mark of 4 or higher to receive the diploma, regardless of overall points.** Specific rules apply to overall performance and are listed in the regulations that schools agree to observe; these are available as a separate document. Excellent performance in all of the six subject areas results in a total of 42 points (7 points for each subject). The maximum diploma point score is 45. TOK and the Extended Essay contribute to the overall score through a matrix system, which awards up to three points based on the candidate's combined performance. Those who fail to satisfy all requirements or who elect to take fewer than six subjects are awarded a certificate for examinations completed. A candidate's official transcript is typically marked "Diploma Awarded" or "Certificate Awarded".

Awarding the Diploma:

The diploma will be awarded to a candidate whose summed total score on the required exams reaches or exceeds 24 points, provided:

- Grades have been given in the six subjects (one may be a repeat of groups 1-5) of the Diploma Programme
- A course in Theory of Knowledge has been successfully completed with a mark of A-D
- The candidate has successfully completed his or her Creativity, Action, Service activities
- The candidate's Extended Essay has been submitted and assessed with a mark of A-D
- There is no grade 1 in any higher level (HL) subject
- **A score of 4 or higher is awarded in at least three of the HL courses**
- A candidate with 24 or higher points
- The final award committee has not confirmed the candidate as guilty of malpractice

Failing Conditions:

The diploma will not be awarded if the candidate's results contain any one of the following failing conditions:

- An Elementary grade (E) for either Theory of Knowledge (TOK) or the Extended Essay
- A grade 3 or lower in any higher level (HL) subject
- A grade 1 in any standard level (SL) subject
- Two or more grades 2 in any standard level (SL) subjects
- Four or more grades 3
- Two or more grades 3 with a grade 2 at standard level (SL)

Candidates will not be awarded the diploma nor be considered "IB Diploma Candidates" at the time of graduation if they have any one of the following excluding conditions, regardless of the total points obtained:

- A grade of 'N' in any component, or
- A grade of 1 in any higher level subject, or
- Failure to complete TOK, the EE, or the CAS component

Internal and External Assessments

Teachers of IB subject areas should make clear to students the connections and associations between course grades and IB rubrics and marks. Details regarding the overall assessment policy are available in a separate section of this guidebook.

A master calendar of major internal and external assessments is maintained and shared with all IB DP candidates and course candidates through Google calendar each year.

Extended Essay

The extended essay of 4,000 words offers the opportunity for IB students to investigate a topic of special interest related to one of the student's six Diploma Programme (DP) disciplines. An extended essay can also be undertaken in world studies. The world studies extended essay

provides students with the opportunity to carry out an in-depth interdisciplinary study of an issue of contemporary global significance, utilizing two IB diploma disciplines.

Both types of extended essay (single-disciplinary and interdisciplinary essays) are intended to promote high-level research and writing skills, intellectual discovery and creativity expected at university. They provide students with an opportunity to engage in personal research in a topic of their own choice, under the guidance of a supervisor (a teacher in the school). This leads to a major piece of formally presented, structured writing, in which ideas and findings are communicated in a reasoned and coherent manner, appropriate to the subject or issue chosen. It is required that students follow the completion of the written essay with a short, concluding interview with the supervisor, and students must submit three formal reflections to their supervisors by the due date listed on the shared calendar.

Theory of Knowledge (TOK)

TOK plays a special role in the Diploma Programme by providing an opportunity for students to reflect on the nature of knowledge, and on how we know what we claim to know.

The fundamental question of TOK is “how do we know that?” Students are encouraged to think about how knowledge is arrived at in different disciplines, what the disciplines have in common and the differences between the disciplines. TOK therefore both supports and is supported by the study of other DP subjects, as students are required to explore knowledge questions against the backdrop of their experiences in their other DP subjects. Discussion and critical reflection form the backbone of the TOK course, centering upon discussions of questions such as the following:

- What counts as evidence for X?
- What makes a good explanation in subject Y?
- How do we judge which is the best model of Z?
- How can we be sure of W?
- What does theory T mean in the real world?
- How do we know whether it is right to do S?

Through discussions of these types of questions, students gain greater awareness of their personal and ideological assumptions, as well as developing an appreciation of the diversity and richness of cultural perspectives. The TOK course is assessed through an oral presentation and a 1600 word essay. The TOK exhibition assesses the ability of the student to apply TOK thinking to a real-life situation, while the TOK essay takes a more conceptual starting point; for example asking students to discuss the claim that the methodologies used to produce knowledge depend on the use to which that knowledge will be used.

TOK is a demanding and challenging course, but one which plays a crucial role in effectively preparing students for the complex and rapidly changing world they will encounter both during their DP experience and beyond.

Creativity, Activity, Service (CAS)

CAS - Creativity - Action - Service at the heart of the Diploma Programme. CAS enables students to live the IB learner profile in real and practical ways, to grow as unique individuals and to recognize their role in relation to others. CAS is organized around the three strands of Creativity, Action and Service defined as:

- Creativity: arts and other experiences that involve creative thinking
- Action: physical exertion contributing to a healthy lifestyle, complementing academic work elsewhere in the IB Diploma Programme
- Service: an unpaid and voluntary exchange that has a learning benefit for the student.

Students develop skills and attitudes through a variety of individual and group activities that provide students with opportunities to express their passions, personalities and perspectives. CAS complements a challenging academic programme in a holistic way, providing opportunities for self-determination, collaboration, accomplishment and enjoyment.

Students are also required to undertake a CAS Project that challenges students to show initiative, demonstrate perseverance, and develop skills such as those of collaboration, problem solving, and decision making.

The school and students must give CAS as much importance as any other element of the Diploma Programme and ensure sufficient time is allocated for engagement in the CAS programme. Successful completion of CAS is a requirement for the award of the IB Diploma. While not formally assessed, students reflect on their CAS experiences and provide evidence of achieving the eight learning outcomes.

The CAS Coordinator for Palo Verde will advise students on the expected outcomes and the recording and reflection requirements.

Language Policy

Purpose and General Principles

A written language policy is a vital component for International Baccalaureate (IB) World Schools. This document explains Palo Verde High School's (PVHS) philosophy and goals of language teaching and learning, reflects procedures for development of Language A and Language B courses, and describes how a student's mother tongue will be maintained within the parameters of the program. The language policy includes provisions for second-language teaching and mother-tongue language that meet the needs of individual students and reflect the principles of PVHS's IB Diploma Programme.

Language Learning Philosophy

Language is the vehicle for verbal and written communication, self-expression, understanding culture, and point of view. The development of language is fundamental in understanding one's culture and those of others. All teachers are language teachers who increase students' academic vocabulary in content areas to further understand and conceptualize ideas in that area.

According to a language philosophy survey conducted in November of 2013, Palo Verde teachers believe that increasing a learner's first language will strengthen their academic performance in another language through transfer of skills. Therefore, PVHS World Language Department identifies, tests, and places Spanish speakers the first two weeks of school in their appropriate level of Spanish offering two levels of Spanish for Spanish Speakers classes, in order to preserve and enhance the mother-tongue language skills for our Spanish speaking students. Palo Verde encourages students to maintain their native language and cultural identity. "Increasing learners' literacy in their first language strengthens their academic language development in other languages through transfer of skills" (Cummings 12).

Goals

The Language Policy will accomplish the following:

- Identify how the school will foster language development of a student's mother tongue and a target language
- Identify how the school will encourage students' growth toward multilingualism through the Language B course offerings
- Describe how the school will make English more accessible for students who have a mother tongue in a language other than English
- Clarify the responsibilities of the steering committee

School Language Profile

The majority of PVHS students speak English; however, students may also speak Chinese, Tagalog, Mandarin, Spanish, Korean, Farsi, Arabic, Russian, Hebrew, French, or other languages. Because of this diversity, students at PVHS fall into one of the following categories:

- English speaking students with limited or no Language B experience
- English speaking students with prior Language B instruction
- Bilingual students who speak their Mother-Tongue and English
- Non-English speaking students

Language of Instruction

Palo Verde's language of instruction is English with the exception of our Language B classes where the instruction is delivered in the target language.

Language Practices- Language A

According to Theory of Knowledge, one way of knowing is through language. Teachers use a variety of techniques to foster English development in their content areas. The development of the students' first language in all content areas provides support for conceptual development. Therefore, all teachers emphasize the writing process in their classes and adhere to Modern Language Association (MLA) formatting rules.

Palo Verde offers the Language A High Level course for the students. In the course, the students will demonstrate content specific literacy through analysis, synthesis, evaluation, and the processes of writing. This includes studies where students will understand the ways in which language creates meaning in a culture and sustains or challenges ways of thinking and being.

Language Practices- Language B

Students enrolled in Palo Verde's IB program will study a world language, or Language B, in addition to English, their Language A. Palo Verde offers IB Spanish, IB French, or IB Japanese to further students' development of languages. Learning a language enables students to gain different perspectives, develop intercultural awareness and international-mindedness. PVHS offers a variety of Spanish language classes in preparation for the Diploma Programme (DP) Standard Level and Higher Level IB Courses. Students receive instruction in the target language to develop their receptive skills -listening and reading- and productive skills-speaking and writing.

Language Policy Committee

The Language Policy Committee (LPC) is responsible for upholding and revising the language policy when necessary. The committee communicates the policy with teachers, students, and parents. They will offer staff development trainings or advertise local trainings on language learning strategies. The committee members consist of the IB coordinators, IB teachers, and the ELL instructor. The LPC meets annually to review the effectiveness of the school's policy.

Mother Tongue Language Support

Students whose mother tongue is not English are screened by a language proficiency test developed by WIDA (World-Class Instructional Design and Assessment) Consortium. Students receive additional support as determined by their score on the WIDA exam. Upon entrance into the IB Programme, the student's mother tongue language will be acknowledged and the student's English language proficiency will be recorded as a language profile in their cumulative folders. Resources available for these students include an ELLP elective class, after school programs, language dictionaries in content areas, and accommodations in content area classes.

Library Resources

Palo Verde's state of the art library facility offers professional development materials for teachers in the areas of language learning strategies, scaffolding language, and classroom modifications. For students, the library offers several data-bases such as Ebsco, GALE Informe Académico, and Enciclopedia Estudiantil Hallazgos, and several comprehensive bilingual reference dictionaries. In addition, the library has funds to purchase translated novels and other texts that students are reading in their core classes. Based on student need the PVHS library also has funds to purchase bilingual databases for student use.

English Language Learner Program

The English Language Learner Program at Palo Verde High School offers extra services and support for English Language Learners. The students in this class are newcomers and beginning English speakers. In the class, students work on building vocabulary and grammar skills and learn writing techniques that give them success in their content area classes. In addition, students learn about different studying techniques and graphic organizers that they can use and apply in their content area classes. In addition to the program, the school is in its second year of district-wide five-year master plan for English Language Learner Success with the school-wide incorporation of the Academic Language and Content Achievement Model.

Review

This language policy will be reviewed on a yearly basis in August by an IB cadre consisting of IB faculty, IB Coordinator, IB Counselor, and curriculum administrator. Any changes will be made according to the findings of the cadre and the needs of students, staff, and stakeholders of Palo Verde High School.

Admissions Policy

Junior and senior students at Palo Verde High School (PVHS) may enroll in the International Baccalaureate (IB) Diploma Programme or in individual IB courses. Students must, however, meet certain prerequisites before enrolling in the IB or individual IB courses as follows:

Access

All qualified students enrolled at Palo Verde High School (PVHS) have access to the IB Diploma Programme or individual IB courses. IB courses offer a unique opportunity for students who are academically prepared. Where there is a parallel opportunity in the Advanced Placement Program, students are encouraged to choose the course that best suits them, keeping in mind the opportunity for advanced standing in college and recognition for college credit. A student who is not in the PVHS attendance zone, but is accepted into PVHS on some other basis, will have access to IB courses. Students in the IB Diploma Programme or taking IB courses will be afforded all rights in regards to ESEA and section 504 plans per federal laws.

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- Prior enrollment in freshmen and sophomore honors and Advanced Placement level courses with an un-weighted 2.5 GPA with unlimited C grades, but no D or F grades.
- Students may choose to complete the physical education, health, and computer course requirements for high school during middle school, online, or during summer sessions.
- Students may take IB courses as course candidates.
- Prior to advancing to IB Diploma Programme candidacy, during sophomore registration, an interview with the IB counselor or IB coordinator is required.
- Parents or Guardians, along with their child, are expected to attend the sophomore IB information night.
- Parent or Guardian will receive a statement acknowledging the IB fees and testing requirements for awarding the IB Diploma. Payment is expected according to due dates unless payment is covered by the district through federal grants.
- Parent or Guardian, and Student will read the Parent/Student handbook acknowledging all the policies and the Community Action Service (CAS) Project, Theory of Knowledge course, and Extended Essay requirements of the DP.
- Senior IB Diploma Programme students may be allowed to reduce his or her course load to Certificate classes with the advice and counsel of the IB Counselor, IB Coordinator(s), and IB Faculty.

- Only students in good standing will be allowed to continue in the IB Diploma Programme. This includes fulfilling the seat time necessary for each course (HL and SL), academic progress, no violations of the Academic Honesty Policy or Language Policy, maintaining the integrity of the IB learning community through positive, consistent, and supportive behavior towards the IB staff and students.

Academic Probation

In accordance with the IB philosophy and pedagogical design, any student lacking in the required hours for either the higher level or standard level courses, not making academic progress, or not acting with integrity, honesty, respect, and/or accepting responsibility for one's own actions will be placed on "Academic Probation." This process occurs with the counsel of the IB coordinator, counselor, and at least three other members of the IB faculty (IB Honour Council). The amount of time for the probation is determined by aforementioned council and the nature of the infraction. If the probation requirements are not met by the appropriated date, the student will be dismissed from the IB program.

Assessment Policy

Palo Verde High School (PVHS) faculty, staff, students, parents and community stakeholders all believe in an opportunity to achieve excellence. The foundation of curriculum and instruction for the International Baccalaureate (IB) Diploma Programme is a commitment to developing critically thinking lifelong learners capable of adapting to the dynamic global society and succeeding in the global economy. IB Diploma candidates and those taking selected IB courses will recognize and celebrate diversity, develop integrity and strength of character, and exercise personal initiative. (See “Introduction” of Parent/Student Guidebook)

Philosophy of Assessment

Assessments are important to the educational experience of all students. One important goal of assessment is to improve learning outcomes, and another is to measure achievement. As per changing district philosophy and regulation regarding assessment, an increased emphasis is being placed on summative assessment in an effort to grade students more precisely on what knowledge they have over what work they perform. This change in priority should create a more student-centered, achievement-based system, focusing more on the student attaining the academic goal and less on the teacher creating/collecting work to support it. Students should be able to use assessments as a means of self-analysis and evaluation. Teachers should be able to use assessments to determine both student learning, and the adjustments that are needed to improve their own instruction. Parents and community stakeholders must be able to understand the results of specific assessments, but recognize that any assessment is a unique and specific measure, not a comprehensive picture of student achievement. Multiple tools are required, consequently, all educators are expected to have the knowledge and skills necessary to develop, administer, interpret, analyze, and apply appropriate assessments, both formative and summative. (See “Profile of an IB Teacher/Learner” in Parent/Student Guidebook)

Purpose of Assessment

Formative assessments must be used to assist learning and provide meaningful feedback to students and teachers regarding the progress of each student. Formative assessments will dictate necessary areas of reinforcement and changes to curriculum and instruction. These types of assessments are less important to the final grade a student obtains in an IB course. Multiple formative assessments will be used.

Summative assessments must be used to measure the mastery of student learning. These are very important to the final grade a student obtains in an IB course. Summative assessments are criterion-referenced according to the rubrics set by IB in each subject/course and are used to measure whether or not students have mastered the skills, concepts, and depth of knowledge, along with the ability to apply such knowledge, relevant to the IB Diploma Programme and individual IB courses. Although multiple types of summative assessments may be used, an emphasis must be placed on using the type of assessments that will be used to evaluate each student relative to obtaining the IB Diploma.

Assessments have the following broad goals:

- Determine strengths and weaknesses throughout the IB and individual IB courses.
- Determine necessary adjustments to curriculum and instruction.
- Determine IB Programme effectiveness.
- Monitor and improve student learning.
- Measure student mastery at specific points in time both in IB courses and across the IB Diploma Programme.

Various types of assessments may be used, including, but not limited to the following:

- Multiple-choice style quizzes and tests.
- Short answer questions.
- Research papers.
- Projects and project-based learning activities.
- Oral presentations (group or individual).
- Multimedia presentations.
- Digital portfolios.
- Studio work and exhibits.
- Historical investigations.
- Reviews and critiques (oral and written).
- Seminars and discussions.
- Lab experiments.
- Problem-solving.
- Field research.
- Journals.

Roles and Responsibilities for Students (See “Profile of an IB Learner” in Parent/Student Guidebook)

- Be curious and inquisitive.
- Acquire in-depth understanding of topics in an integrated and comprehensive nature.
- Critically examine topics and issues using a reasoned approach to construct one’s own global understanding in an ethical framework.
- Apply international mindedness while developing a deeper understanding of topics and issues.
- Apply multiple perspectives while developing a deeper understanding of topics and issues.
- Develop and apply critical thinking skills to a broad array of issues.
- Act with integrity, honesty, respect, and accept responsibility for one’s own actions.
- Communicate ideas and information in a collaborative and collegial fashion.
- Exhibit independence and personal responsibility for one’s own learning, while constantly engaging in personal reflection and self-analysis to improve one’s own educational experience.

- Submit assessments/forms according to the IB Student Calendar (adjusted on a yearly basis)

Roles and Responsibilities for Faculty (See “Profile of an IB Teacher” in Parent/Student Guidebook)

- Focus on the unique nature of every student.
- Develop appropriate, reliable, and valid assessments consistent with the IB Learner Profile.
- Model inquiry, research, independent thinking, lifelong learning, and integrity..
- Replicate the IB format in most summative assessments.
- Apply critical thinking to curriculum development and instructional methods.
- Communicate clearly with students, parents, colleagues, administration, and community stakeholders.
- Incorporate varied perspectives, an international mindedness, and an appreciation of various histories, traditions, and cultural diversity while developing and presenting information.
- Show empathy and respect for students, parents, colleagues, administration, and community stakeholders.
- Reflect on personal practice and engage in frequent and meaningful professional development.
- Submit internal assessments, criteria marks, predicted scores, and comments. according to the IB Faculty Calendar (adjusted on a yearly basis) to the IB Coordinator.

Roles and Responsibilities for Administration (See “Roles and Responsibilities” in Parent/Student Guidebook)

- Provide appropriate time for faculty collaboration and planning.
- Support regular and meaningful content-based, and pedagogical, professional development.
- Use reliable and valid data to improve outcomes.
- Provide proper resources for teaching and learning.
- Oversee integrity of teaching and learning.
- Schedule the IB Diploma Programme and individual IB courses.
- Support and provide for training of new IB instructors, especially for internal and external assessment practices and procedures.

Roles and Responsibilities for IB Coordinator

- Develop with the IB Faculty the IB Junior Due Dates & IB Senior Due dates calendars & share with students and parents.
- Submit requests for inclusive assessment arrangements for candidates with assessment access requirements, at least by November 1st in advance of the written examinations.
- Submit/upload candidates’ assessment material for moderation/markings with any accompanying forms, according to deadlines in the *Diploma Programme Assessment Procedures*.

- Provide candidates with personal examination schedules each May session examination period.
- Ensure candidates are provided with relevant information about examination regulations.
- Provide candidates an individual handout with the session number, personal code, and PIN information in order for candidates to access scores released in the summer.

Grading: Reporting and Recording

Palo Verde Grades: Grading and marking will be consistent with the Clark County School District (CCSD) and PVHS policies. Infinite Campus, the required student information system, will be used to upload all formative and summative assignments in each IB course. Parents and students can access Infinite Campus through their parent and student portal login and password (see <http://ccsd.net/parents/infinite-campus.php>). The IB faculty collaborations will determine the amount and frequency of homework assignments and other individual activities. These assignments and activities are expected to vary from course to course and by subject area, and are uploaded to Infinite Campus on a weekly basis.

IB Scores: IB exam scores and/or IB Diploma awards are released during the first week of July. Candidates receive a printout of their session, person code, and PIN from the IB Coordinator each year. Students and parents are able to check results using the information provided by the coordinator through the results website at <https://candidates.ibo.org/index.cfm?event=AuthnHandler.showLoginForm>, or parents/students may contact the IB Coordinator throughout the summer in case students lose their access information.

Students and parents can expect the standard grading scale for each IB course as follow:

- A = 90% - 100%
- B = 80% - 89.9%
- C = 70% - 79.9%
- D = 60% - 69.9%
- F = 50% - 59.9%

The above grading scale is determined by the points and category weighting in Infinite Campus. IB rubrics and overall the IB score in each subject area are determined on a point system. IB instructors curve the scores on both formative and summative assessments throughout the duration of a course, as students are not expected to perform at mastery level initially but rather work towards growth in each criterion for their subject areas. Students use the IB rubrics and feedback from instructors on these rubrics during class for activities, classwork, tests, and projects; however, scores reflect the students' progress/growth and feedback is provided to support students' learning. Students and instructors keep track of students' progress on criterion marks as a way to monitor what skills the students master and what skills they need to improve.

The IB courses are weighted for transcript purposes, but students and parents are advised that continuation in the IB Diploma Programme at PVHS is based upon un-weighted grade point average and concurrent course grades. Any student earning a “D” or “F” will be referred to the Honour Council to review the student’s progress and IB Diploma Programme candidacy.

**If a semester grade is .5 or higher (i.e. 89.5 = A, 79.6 = B) all teachers must round up.*

Foundations of Assessing for Standards Mastery

1. Evidence of both formative and summative assessments shall be collected and recorded.
2. The purpose of formative assessments is to give reflective, thoughtful, meaningful feedback to the student and the teacher.
 - a. Formative assessments shall be used to promote success in summative assessments.
 - b. Formative assessments shall be evaluated with descriptive feedback.
 - c. Feedback of formative assessments directly helps students achieve learning goals and is a building block for summative assessments.
3. Multiple opportunities shall be offered to students to provide evidence of learning.

Formative: Assessment for Learning	Summative: Assessment of Learning
<ul style="list-style-type: none"> ● Used by educators and students during instruction to provide actionable feedback and inform ongoing teaching and learning strategies. ● Low stakes; concerned with developing conceptual skills towards Diploma Programme/Certificate Qualification 	<ul style="list-style-type: none"> ● Used to measure student performance against Diploma Programme assessment criteria to judge levels of attainment ● High stakes; directly reflects student’s progress towards Diploma/Certificate programme qualification. Due to the rigor of the IB Programme, educators may curve summative assessments.

Number of Entries in Infinite Campus (CCSD system for recording and reporting to parents)

Teachers must ensure grades are completed in IC in a timely manner (5 days) to allow the opportunity for improvement.

1. Formative (20%): Formative grades must be entered each quarter.
2. Summative (80%): Summative assessments will occur at the end of each topic.
3. Not for Grade (0%): Ungraded formative assessments/compliance documents/diagnostic assessments may be used in addition to showing mastery of content standards.
4. Semester and Final exams are worth a total of 20% of a student’s internal two quarters’ grade (either 1st and 2nd quarter OR 3rd and 4th quarter).
5. Progress reports are provided for students and parents every quarter (half way through the quarter) via Infinite Campus.

6. Quarter grades and semester grades are reported to parents through Infinite Campus (every nine weeks/at the end of the semester)

Late and Missing Work

Late work is considered “missing” equating to a 0% for that assignment. It is especially imperative that students submit work on time in all IB courses, as the assignments are scaffolding to ensure for students’ success on the IB internal and external assessments. Instructors may allow formative work to be turned in before the summative assessment with no penalty. However, once the summative assessment for that unit is completed, students will not be allowed to submit formative assignments.

Please see CCSD policy on paloverd.org for current information on late and missing work.

NOTE: Any IB internal or external assessment that has a due date listed on the “Palo Verde IB DP Important Dates” does not fall under the aforementioned policy. IB internal assessments are due to the instructors on the listed date in order for instructors to provide criteria marks to the IB. IB external assessments dates are regulated by the IB and cannot be changed due to individual circumstances.

Homework

1. Homework expectations are in line with [Policy 6143](#) and [Regulation 6143](#).
 - a. In alignment with these expectations, homework is not required for each subject and content area, however due to the rigor of IB courses, students must be held accountable for practice/learning extension activities outside of class.
 - b. Students can expect 10-15 hours of homework per week while in the IB DP. This may vary depending upon the course and time of year.

Citizenship

1. Academic grades will not include learner behaviors/habits of work (e.g., homework completion, attendance, late or missing assignments, participation, and responsibility).
2. Learner behaviors/habits of work will be measured using the Palo Verde Citizenship behavior rubric (which is aligned with the IB Learner Profile) and reported in the Citizenship section of the report card.
3. Educators will notify students and families of unsatisfactory behavior in a timely manner.

IB Scoring: Criterion-referenced rubrics are used to establish the IB grading. IB standards and practices exist for each content area and each subject area has its own internal and external assessments.

The International Baccalaureate Organization (IB) uses the following grading scale:

- 7 = Excellent

- 6 = Very good
- 5 = Good
- 4 = Satisfactory
- 3 = Mediocre
- 2 = Poor
- 1 = Very poor
- N = No grade

For each IB course, students will follow the rubrics associated with each assessment, both internal assessment(s) and external assessments. Instructors will discuss and examine how the IB rubrics for each course translate to the IB grading scale.

IB requires Palo Verde IB teachers to submit comments on the quality of the internal examinations. IB considers these comments during the scoring of student work, and these comments are useful for instructors to use to prepare for future examinations by using best practices in their teaching.

Standardizing: IB instructors review feedback yearly provided by IB through their comments on internal assessments as well as IB marks on external assessments provided after the testing sessions. Instructors also review the “Subject Report” published by IB for every course at the end of an examination and marking session, which provides useful feedback in the form of recommendations and guidance to the instructors about how students performed for every assessment in that particular course and how instructors can better prepare students in the future. In addition, in subject areas where there are more than one instructor, instructors of the same subject meet on a weekly basis to determine curriculum and assessments and norm their grading according to the IB rubrics provided. The IB faculty as a whole at Palo Verde meets on a bi-weekly basis to collaborate on the core elements of the DP as well as standardize our understanding of the IB rubrics and skill requirements for courses and how to use “best fit marking.”

In order to be awarded the IB Diploma, Palo Verde IB DP students must earn at least 24 points through six different subject areas/examinations. DP students also have the opportunity to earn three additional points with their Extended Essay and Theory of Knowledge components.

Theory of Knowledge and Extended Essay courses follow a letter grade system according to the grade descriptors for each of the courses. Below is TOK/EE Matrix used by IB to determine the candidate’s status/eligibility for the IB DP diploma:

TOK / EE matrix

Marks from the EE are turned into grades, using the **grade boundaries**. The EE grade is combined with the TOK grade to determine the number of bonus points awarded, using the following 'matrix'. If you do not submit your extended essay on time (NS = Not Submitted), or you do not submit your TOK essay on time you will not be awarded your IB Diploma. Failure to submit either will result in a failure to receive the Diploma.

	TOK - A	TOK - B	TOK - C	TOK - D	TOK - E	TOK - NS
EE - A	3	3	2	2	fail	fail
EE - B	3	2	2	1	fail	fail
EE - C	2	2	1	0	fail	fail
EE - D	2	1	0	0	fail	fail
EE - E	fail	fail	fail	fail	fail	fail
EE - NS	fail	fail	fail	fail	fail	fail

CAS

Creativity, Activity, Service (CAS) is of course the third required component of the IB Diploma Programme 'core'. Besides earning grades for the EE and TOK, candidates must fulfil the requirements for CAS in order to receive their diploma.

Interventions for Student Success

- IB teachers clearly outline all work assigned to students on Canvas or in their weekly lesson plans where due dates are noted.
- IB teachers use Remind101 and/or Canvas to update and remind students about all assigned work and assessments.
- IB Coordinator clearly outlines rough draft and final draft due dates for all IA's in each subject area as well as for TOK, EE, and CAS deadlines in the shared calendar on Google drive.
- Students are notified at least one week in advance of major assignments.
- Absenteeism does not exempt a student from missed assessments or tests. The student will make arrangements with each teacher to address missed assignments or tests. IB students will follow the CCSD guidelines for making up missed assignments or tests (within three days upon the student's return to school).
- For major IB course assessments such as IA rough drafts and IA final drafts, late submission is not acceptable. Even if absent, students should email or submit their IA's through Canvas or district email in order for teachers to provide timely feedback or for the IB coordinator to upload the student's work to IBIS.

Review Process

This assessment policy will be reviewed on a yearly basis in August by an IB cadre consisting of IB faculty, IB Coordinator, IB Counselor, and curriculum administrator. The review process will include any new district initiatives regarding assessments as well as account for any new/additional resources necessary to support the needs of students, staff, and stakeholders of Palo Verde High School.

Academic Honesty Policy

Statement of Philosophy

Palo Verde High School promotes creative, independent, and principled learners through an atmosphere of mutual respect. These types of students are able to realize academic success and become contributing members of an international community. In accordance with the International Baccalaureate (IB) standards as set forth in the IB publication “Academic Integrity Policy” October 2019, Palo Verde High School encourages all of its contributing members to adhere to the guidelines of IB and develop students who follow the IB learner profile, specifically in several areas:

- Inquirers- acquire skill necessary to conduct inquiry and research and show independence in learning
- Knowledgeable – explore concepts, ideas and issues that have local and global significance
- Principled –act with integrity and honesty, with a strong sense of fairness, justice and respect
- Open minded – seek and evaluate a range of points of view
- Balanced – understand the importance of intellectual, physical and emotional balance
- Thinkers – exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

In order to promote these qualities, while also supporting the other IB learner profiles, students need to learn and practice academic honesty where respect for original work is preserved and the skills necessary for preserving this integrity are taught.

The purpose of the academic honesty policy is to foster the IB learner profile (as stated above) in order to establish a creative and genuine learning environment where students can respect the work of others. This policy will outline the school's expectations for students, teachers, administration, and parents as part of IB. The policy will define concepts related to academic policy practices, establish the roles for all the contributing members, outline the penalties of malpractice, and provide resources regarding academic honesty.

Roles and Responsibilities

Administration (head of school, IB counselor, & IB DP/CP Coordinator)

- Know and understand each component of the school wide academic honesty policy. 3.2
- Enforce the academic honesty policy.
- Create an environment where academic honesty is encouraged. 3.2
- Organize and carry out staff development on the policy, IBO regulations, and its vocabulary.
- Support the IB in prevention, protection and investigations.
- Understand and teach the staff the rules and guidelines which govern the examination and internal assessment processes
- Copy and distribute the PVHS IB Honor Code to each student/parent

Teachers

- Be good role models for the students
- Teach students to be critical thinkers.
- Know and enforce the school's academic honesty policy. 3.3
- Teach the policy to students, so there is no misunderstandings or confusion over its terms and conditions. 1.2, 1.4
- Teach students to research and the proper way to cite works and paraphrase. 1.7
- Help students with time management so they can meet required deadlines.
- Authenticate students' works. 3.3
- Incorporate the IB learner profile into lessons
- Teach the "benefits of properly conducted academic research." 1.1
- Know and teach the regulations and instructions provided by the IBO that govern the conduct of each examination session and of the internal assessments

Students

- Know, understand, and obey the school's academic honesty policy and IBO regulations. 1.2
- Ensure work is original. 3.4
- Manage time to avoid procrastination in meeting deadlines.
- Apply the IB learner profile.
- Learn critical thinking, writing, and paraphrasing skills.
- Seek clarification from IB coordinators when unsure of any aspect of the honesty policy.
- Submit work to Turnitin.com per instructors' requests
- Sign IB Honor Code

Parents

- Teach children the importance of values and the benefits of personal integrity. 1.1
- Help children with time management and meeting deadlines.
- Support the academic honesty policy. 1.1
- Model the IB Learner Profile for your children.
- Sign IB Honor Code

Definitions

- *Academic Integrity*: acting responsibly and ethically in the production of legitimate, authentic, and honest scholarly work ("Academic Integrity Policy; October 2019)
-
- *Authentic*: a piece of work that is based on the individual's original ideas with the ideas and work of others fully and appropriately acknowledged
- *Copyright*: the exclusive right, which is a form of legal protection, given to the creators of an original work to print, publish, perform, film or record literary, dramatic, musical and artistic works.
- *Malpractice*: any behavior which may result in someone gaining an unfair advantage over others:
- *Collusion*: allowing one's work to be copied or submitted for assessment by another
- *Plagiarism*: the representation of the ideas or work of another person as one's own
- *Fabrication*: manufacturing data to support conclusions
- *Duplication of work*: the presentation of the same work for different assessment components and/or diploma requirements
- *Intellectual Property*: creations of the mind by an individual or group of individuals which includes industrial property –patents, trademarks, industrial designs and geographical indicators- and copyright property (see definition above).

- *Honors Council*: a group consisting of a counselor, an administrator, and teachers who review cases of malpractice and determine appropriate consequences (except in cases where malpractice is suspected or determined by the IBO).

Prevention of Malpractice

Use the writing process as a guide to avoid plagiarism and ensure the student's work is authentic. This includes carefully developing an original thesis, using primary and secondary sources which have been evaluated, using personal critiques and analyses in essays, and using correct internal citations with a properly formatted works cited or bibliography page. Students will be required to use the MLA/APA style guide to closely follow the rules of conventions in order to successfully ensure authenticity in their work. This includes the use of footnotes or endnotes to adequately fulfill the concept of intellectual property, including such sources as class discussions, teacher lectures, or presentations. Other recommended sources are "OWL: Purdue Online Writing Lab

MLA Formatting and Style Guide," Purdue University found at <http://owlenglish.purdue/> or The *MLA Handbook for Writers of Research Papers* found at <http://www.mla.org>.

Students will submit work to turnitin.com for authenticity, although turnitin.com may not be used as the only source of authentication. If a student's work is suspected of plagiarism, then the student's name and work will be submitted to the Honour Council for review (see "Malpractice Investigation").

The citing of sources will be taught in all IB courses as pertaining to specific discipline requirements. This includes the use of any AI (artificial intelligence) sites. Students will be shown how to use AI responsibly (writing or images) and cite these sources properly. If students use any AI tool for any reason, students will internally cite the source as well as add this to the works cited/ bibliography. AI should only be used as a reference and not as a tool for submission of assignments. In other words, students must submit work that is their own original work, using and citing resources as required by each subject area. Any student who submits work that is not original will be under a malpractice investigation (see below). Students will be aware of the need to cite any and all sources including those which are paraphrased, summarized, or used for ideas in support of the student's original work. If in doubt, students will ask each subject area instructor, consult OWL at Purdue, or consult "When to Cite Sources" at <http://www.princeton.edu/pr/pub/integrity/pages/cite/>.

Students will also be aware of collusion versus collaboration as often IB courses require students to work in groups in order to fulfill the requirements of an IB assessment goal. All members of a group are expected to participate and contribute an equal amount of work for the assignment. Some group activities might include discussion, research, blogs, posts on CANVAS courses, or meeting face to face to create the project. All of these activities constitute what is allowed by the IBO (i.e. discussing with other students the issues and/or sources of information which are relevant to the assessment). However, there are certain requirements from IBO to which students must adhere when working in groups, as the final work will be submitted by individual students: 1) students must submit an authentic piece of work which is in the candidates own words, 2) Although the data may be similar in the assessment, each candidate will include the proper citation and create original graphs/charts when necessary, and 3) Students must ensure that there is no unequal or unfair advantage of one person's assessment over another's.

Ultimately, students must fully understand the difference between collaboration and collusion, as collusion will be considered a form of plagiarism by the Honour Council and certainly by the IBO. Staff, students, and parents need to be aware of the examination and internal assessment procedures and

guidelines as outlined by the IBO. Both the instructors and the IB Coordinators will review these procedures and guidelines at times throughout the two year programme.

Malpractice Investigation

Students and staff are encouraged and ultimately responsible for submitting authentic work. Once a work is submitted and a candidate is suspected of malpractice (see definitions under “Malpractice”), then the student’s work will be brought before the Honour Council. This council will then evaluate the circumstances surrounding the student’s work and determine if the student’s actions are an example of “behavior that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment components” (“Academic Honesty Policy” 2019). If the council determines the candidate is guilty of malpractice, then the student’s parents and the IBO will be notified of the offence. The consequences of such malpractice are outlined in the “Academic Honesty Policy” under “Investigating Malpractice” and the administration, staff, and students will adhere to the processes outlined by the IBO.

The IBO may also initiate an investigation if they suspect a candidate of malpractice during an examination session, a coordinator (after being informed by the Honour Council) informs the IBCA that a candidate is suspected of malpractice during an internal assessment, or the IBO suspects a candidate’s work may not be authentic.

Consequences of Malpractice

All incidences of academic malpractice will be referred to the Palo Verde IB Diploma Programme & Career-related Programme Honour Council. The Honour Council will determine the appropriate penalty for malpractice and may place the student on probation in the programme to ensure the infraction(s) does not happen again.

Malpractice in Examination Sessions or Internal Assessments

The administration and teachers of Palo Verde High School must follow the guidelines as outlined by the IBO regarding examinations. All parties must follow certain protocol to ensure the security of the tests and to avoid malpractice. The administration and staff will not engage in any of the following conduct regarding the IB examination sessions:

- Unauthorized rescheduling of an examination session
- Bring materials or allowing students to use materials which are not permitted by the IBO
- Failing to properly secure examination papers prior or following an examination session
- Providing an assistance which would cause students to have an unfair advantage during an examination session
- Leaving candidates unsupervised during an examination session
- Allowing any additional time in an examination session
- Releasing or disclosing any information about the content of an examination within the required 24 hour period after the session

Students will also adhere to the guidelines as outlined by the IBO regarding examination sessions in order to avoid malpractice. Incidents of malpractice include, but are not limited to, the following:

- Bringing any unauthorized materials into an exam room
- Copying the work of another candidate

- Disrupting an examination session
- Impersonating another candidate
- Stealing examination papers or assessments

The consequences of an IBO determination of malpractice are outlined in the document “Academic Honesty Policy” 2019 on the IBO website.

Student Guidelines for Academic Honesty

The academically honest student

DOES

- Understand all aspects of malpractice.
- Develop the traits of a well-rounded learner as outlined in the learner profile.
- Develop the highest values of personal integrity.
- Develop academic research and paraphrasing skills.
- Acknowledge others words and ideas through proper citations, including websites.
- Turn in authentic work by required deadlines and to turnitin.com. This includes all data.
- Form one’s own conclusions based on the data recorded.
- Take only authorized materials into any assessment situation.
- Avoid all behaviors that would give one an unfair advantage over others.

The academically honest student

DOES NOT

- Translate all phrases and writings by oneself without giving any credit to the original source.
- Allow others to receive credit for his or her work.
- Turn in the same assignment for multiple diploma requirements.
- Purchase or submit work written by someone else.

Signing the IB Honor Code

Students and parents will receive a copy of the “PVHS IB Honor Code” handout which needs to be signed by both parties and returned to the IB DP coordinator within the first month of school.

Review Process

This academic honesty policy will be reviewed on a yearly basis in August by an IB cadre consisting of IB faculty, IB DP Coordinator, IB Counselor, and curriculum administrator. The review process will include any new district initiatives regarding assessments as well as account for any new/additional resources necessary to support the needs of students, staff, and stakeholders of Palo Verde High School. These changes will be made public via the paloverde.org website under IB> DP Guidebook on a yearly basis.

Inclusion and Learning Support Policy

Introduction:

The mission of Palo Verde High School is to prepare students to realize their academic, creative, emotional, physical, social, and career potentials as contributing members of a multicultural society in an international community of mutual respect.

The staff and students at Palo Verde High School believe that learning is a human right and a responsibility of all stakeholders to support. With this in mind, we recognize the academic and cultural diversity of our students and stakeholders, and want to communicate the expectations of developing and maintaining an inclusive educational environment.

Philosophy:

“Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers.” (Learning diversity and inclusion in IB programmes 1)

As our students have diverse learning abilities and needs, Palo Verde supports and promotes collaborative and differentiated learning, valuing teamwork and scaffolding as methods to enhance academic and emotional success.

When designing curriculum and activities, Palo Verde teachers apply best practice methods with a variety of formative and summative assessments to ensure students’ development of skill, support international mindedness, and remove barriers to learning.

The school values collaborative learning and encourages students to engage in cooperative learning groups to connect prior knowledge with new skills and various perspectives, thereby sharing diverse ideas and increasing participation.

IB Standards that support learning diversity:

A9. The school supports access for students to the IB programme(s) and philosophy.

Organization

B1:5. The school develops and implements policies and procedures that support the

B2:8. The school provides support for its students with learning needs and support for their teachers.

C1:6. Collaborative planning and reflection incorporates differentiation for students’ learning needs and styles.

C2:8. The written curriculum provides opportunities for reflection on human commonality, diversity and multiple perspectives.

C3:6. Teaching and learning addresses human commonality, diversity and multiple perspectives.

C3:10. Teaching and learning differentiates instruction to meet students’ learning needs and styles.

C3:14. Teaching and learning fosters a stimulating learning environment based on understanding and respect.

C3:15. Teaching and learning encourages students to demonstrate their learning in a variety of ways.

(Learning diversity and inclusion in IB programmes, 2016)

Federal, State and Local Requirements

The Clark County School District is not required to provide the best possible education for a student with a disability. However, the CCSD must provide a program that is designed to provide some educational benefit to the student. These educational benefits must be more than minimal, meaning that the program must be designed to result in some tangible gain in the student's abilities.

Practices to remove barriers to learning

Students with an Individualized Education Program (IEP), 504, or who are currently having difficulty with the curriculum will require additional support and assistance in the IB programmes. Additionally, students identified as ELL will require additional support through Academic Language and Content Achievement practices.

“Inclusion is achieved through a culture of collaboration, mutual respect, support and problem-solving in dynamic learning communities.” (Learning diversity and inclusion in IB programmes, 2016)

With this process of inclusion in mind, the Palo Verde staff, teachers, and administrators will remove barriers to learning by including access to technology that supports students' IEP or 504 accommodations or allows students to gain access to make learning equitable (such as audiobooks for students with dyslexia).

Staff will be watchful for students with diverse learning needs and communicate those needs to the counselor, case manager, IB coordinator, administrator, or staff.

Students with learning support needs have full access to the IB Diploma on either a full “Diploma” status or “Course” status. So far, the school has not yet applied for inclusive assessment access arrangements (requiring authorisation) via IBIS for any students since no IB student has yet fallen under such requirements.

Students with an IEP or 504 plan have annual meetings to address their present levels and current needs. The IB staff will participate in the meetings to ensure that their students' specially designed instruction, accommodations, and modifications are designed to support the students in the IB programmes. These meetings may include the special education/case manager, counselor, or administrator over curriculum.

Assessment Arrangements

All assessments arrangements for in-class activities, formative, and summative assessment must fall under the IEP or 504 arrangements in place for that particular student.

Arrangements not requiring authorisation: At the discretion of the IB DP Coordinator (or Head of School), some arrangements are allowed in examinations without the required authorisation from IB Assessment Centre. (Access and Inclusion policy, 2018)

Roles and Responsibilities

The responsibilities of the IB Counselor, IB Administrator, and IB DP Coordinator are the following:

- Collaborate with the IB faculty when admitting students who may need learning support
- Adapt and ensure that the policy, procedures and strategies are carried out and monitored efficiently to inform future development
- Consider the student's choice of subjects (and levels) and whether some subjects may cause difficulties for a student with special learning needs
- Consult with the subject teachers regarding teaching and assessment at the beginning of the IB Diploma programme
- Accommodate a student with special learning needs with the given school resources
- Submit the Inclusive Assessment Access Requirements application along with the supporting documentations on IBIS with prior consent from the candidate and parents concerned
- Make arrangements for approving/appointing a scribe, reader, prompter, practical assistant, communicator etc with parents paying the expenses
- Ensure that special equipments (e.g. a computer and its software) are authorised for use
- Oversee and share records of students with learning support needs
- Advise teachers to differentiate to meet students' needs
- Update the list of students who may need learning support regularly in collaboration with the subject teachers
- Provide feedback on progress to parents, if needed

The responsibilities of the teachers are the following:

- Be alert to students who may have special learning needs and bring their concerns to the attention of the IB Coordinator and guidance counsellor
- Differentiate the curriculum to meet the learning needs within the class
- Maintain a classroom atmosphere which affirms identity to build self-esteem, values prior knowledge, provides scaffolding and extends learning for all the students
- Encourage reflection for students by being mentor
- Provide feedback to parents and outline the support that has been practiced in class and the progress made by the student
- Develop approaches to teaching, learning and assessment across the IB DP to support the inclusion of a wider range of students
- Develop approaches to teaching, learning and assessment across the IB DP to support the inclusion of a wider range of students
- Participate in annual IEP/504 scheduled meetings

The responsibilities of the parents are the following:

- Provide a supportive learning environment at home
- Provide the school with all the information on their child's needs at admissions and during the duration of studies
- Communicate to the school guidance counsellor, case manager, student's counselor, IB DP Coordinator, and teachers about their child's progress
- Seek assistance from the teachers, guidance counsellor, and IB DP Coordinator to meet their child's learning needs
- Comply with the recommendations (e.g. referral to outside professionals) made by the guidance counsellor, who facilitates learning support, or the IB counselor

The responsibilities of the students are the following:

- Set their own targets and plan accordingly in conjunction with the school guidance counsellor and subject teachers
- Abide by the school policies and procedures
- Participate in various assessments recommended by the guidance counsellor and the parents
- Reflect on the learning progress and seek assistance from the teachers, IB counsellor or his/her counselor (if a certificate student), and IB DP Coordinator
- Self-advocate when possible

Definitions

Differentiation: It is a process of identifying, with each learner, the most effective strategies for achieving agreed goals so learning opportunities can be created that enable every student to develop, pursue and achieve appropriate personal learning goals. (Learning diversity and inclusion in IB programmes, 2016)

Inclusive Assessment Access Arrangements: This refers to assessment modifications, extensions, or any changes that occur during the examination period for any course subject that requires approval from IB (Access and Inclusion policy, 2018)

IEP- Each public school child who receives special education and related services must have an Individualized Education Program (IEP). Each IEP must be designed for one student and must be a truly *individualized* document. The IEP creates an opportunity for teachers, parents, school administrators, related services personnel, and students (when appropriate) to work together to improve educational results for children with disabilities. The IEP is the cornerstone of a quality education for each child with a disability. (A Guide to the Individualized Education Program, 2019)

504- Section 504 ensures that the child with a disability has equal access to an education. The child may receive accommodations and modifications. ("Discrimination", 2020)

Special educational/learning needs: Supplementary Aids and Services-based on peer-reviewed research to the extent practicable, to be provided to the child, or on behalf of the child, and a statement of the program modifications or supports for school personnel that will be provided for the child—

- to advance appropriately toward attaining the annual goals;
- to be involved in and make progress in the general education curriculum in accordance with subclause (I) and to participate in extracurricular and other nonacademic activities; and
- to be educated and participate with other children with disabilities and nondisabled children in the activities described in this subparagraph. (The Individuals with Disabilities Education Act (IDEA), Section 1414 (d) (1) (A) (i) (IV), 2004)

Review Process

The review of this policy will occur on a yearly basis where IB Faculty, along with the IB DP Coordinator, IB counselor, and IB administrator will complete the following:

- Review the process of identifying and supporting the special learning needs of students
- Set up a budget which allows for the development of following resources:
 - Training and provide professional development for members of staff on inclusion and access for all students
 - Provide for more equipment and modifications that support full access for students with mobility issues or physical restrictions
 - Provide for additional and necessary resources such as books, databases, technology to be used in the classroom and as part of the examination sessions
- Provide an alternative pathway (e.g. IB Career-Related Programme) for students who are unable to cope with the demands of the IB Diploma programme
- Make any necessary changes in the policy to better accommodate and include all students in the IB programme (whether IB DP or certificate only)

- **Ab Initio**: This is a two-year, SL course of study (grades 11 and 12) in a language never studied before by the candidate. The overall objective of this course is for students to achieve communicative competence in a variety of everyday situations. It is an opportunity for students to further their linguistic skills by taking up a second foreign language, or to learn a foreign language for the first time.
- **ACT (American College Testing)**: The ACT is designed to assess high school students' general educational development and their ability to complete college-level work. The tests cover four skill areas: English, mathematics, reading, and science.
- **AP (Advanced Placement)**: Advanced placement is a program through which students enroll in a high school course that is significantly more demanding of student time and intellectual skill than corresponding "Honors" courses in the high school curriculum. At the end of the course, all enrollees compete on a nationally standardized subject area examination. Students who attain a score of 3 or higher (on a scale of 1-5) are deemed to have mastered the postsecondary (college) counterpart of the high school course. (This standardized test has no effect on a student's high school grade in the course.)
- **CAS Activities**: This acronym stands for Creativity, Action and Service, and refers to the extracurricular requirement for IB diploma candidates.
- **EE (Extended Essay)**: A required project for the diploma candidate, the extended essay, is a substantial independent project. Usually about 4,000 words, the essay is chosen in one of the subject areas examined and is a mixture of research skills and thoughtful analysis. The essay is planned with a mentor in the spring of the junior year and a first draft is due upon return to school in August. It is given much importance by students, teachers and universities, because it provides practical preparation for the kinds of undergraduate research required at university level. Emphasis is placed on the research process, on the appropriate formulation of a research question, on personal engagement in the exploration of the topic, and on communication of ideas and development of argument. It develops the capacity to analyze, synthesize and evaluate knowledge, with a personal choice of topic from within any subject area.
- **External assessment**: Samples of student written work and oral (taped) work are submitted for evaluation to assessors designed by the IB examinations office (IBCA). Examples are world literature papers in Language A, guided course work in history, and student notebooks/experiments in the sciences.
- **Full Diploma**: The successful completion of six examinations in six subject areas, taken in a two-year cycle in the eleventh and twelfth grade years. A minimum of three exams must be taken at the Higher Level (HL) and three at the Standard Level (SL) An extended essay (EE), Theory of Knowledge (TOK) class, and Eight Outcomes of Community, Service and Action (CAS) are also required. IB Diploma Candidates are pursuing the full diploma; IB Diploma Students are pursuing Certificates in certain subject areas.

- Group IV Project: A compulsory group 4 project encourages students to appreciate the environmental, social and ethical implications of science. The exercise is a collaborative experience where the emphasis is on the processes involved in scientific investigation rather than the products of such investigation. Furthermore, the collaboration is interdisciplinary: within the sciences; groups students analyze a topic or problem which can be investigated in each of the science disciplines offered by the school, and they practice their experimental and investigative skills. An understanding of the relationships between scientific disciplines and the overarching nature of the scientific method is encouraged, and an opportunity to explore scientific solutions to global questions is provided.
- Higher Level (HL): An IB course that is completed in two years. (A minimum of 240 teaching hours.) These Higher Levels can be used for certificates leading to advanced placement and transfer credit at many American and Canadian colleges and universities. A minimum of 3/maximum of 4 HL exams are taken at the end of the senior year.
- IB Advisor: The faculty member assigned by the IB Coordinator to mentor, advise and coach the IB student in CAS or EE.
- IB Honor Council: A council of teachers and administrators responsible for determining the legitimacy of any allegations of honor code violation.
- IB Program: The two-year course of study at the junior and senior levels within the International Baccalaureate Program at Palo Verde High School.
- Internal Assessment (IA): Teachers of students who are taking IB examinations submit marks for internal assessment on the work done by candidates in a subject and level. Teachers submit the IA to ensure that the candidates' work conforms to the requirements for the subject and level. Teachers must assess candidates' work using the IBO assessment criteria for the respective subject and level.
- Moderation: In addition to supplying marks (IA's) and predicted grades (PG's), coordinators are required to supply a sample of the work which has been internally assessed by teachers, for the purpose of moderation. The process of moderation involves two stages: First, a check is made that teachers in each school are applying the given assessment criteria in a standard way. Second, in cases where a difference in interpretation of criteria is identified, an adjustment is made to the teacher's marks.
- Oral Examinations: The IB is unique in that it tests both oral and written fluency in languages A and B. Face to face questions with an IB examiner or questions recorded on cassette tapes are used to prepare twenty percent of the student's grade.
- Preparatory IB Program: The two-year course of study at the freshman and sophomore levels in preparation for admission to the IB Program.

- Predicted Grade (PG): Teachers of students who are taking IB examinations predict the grade they believe each candidate will attain in the forthcoming examination session in a subject and level.
- Rubric: The method of assessment used by the IBO is criterion-referenced, not norm-referenced. That is to say, the method of assessment judges the candidates in both the specific content area and the students' ability to present material in the correct format. Therefore, students' exam scores are not based on the performance of all the candidates, but their own ability to master subject specific content.
- SAT (Scholastic Aptitude Test): The College Board's SAT I Reasoning Test measures developed verbal and mathematical reasoning abilities related to successful performance in college. It is intended to supplement the secondary school record and helps admissions officers put local data – such as course work, grade, and class rank – in a national perspective.
- Standard Level (SL): An IB course that is completed in one or two years. University and advanced placement is not always given for such a course. (A minimum of 150 teaching hours.)
- TOK (Theory of Knowledge): A course taken by all IB students during their junior year and senior years. This course is technically offered one semester each year, but is paired and incorporated with study labs to support additional IB requirements. The teacher attempts to interweave the IB subject areas so that the commonalities and differences in the various fields of human knowledge are understood. An oral presentation is required and two class papers are also evaluated by IB examiners.
- World Literature: The term 'world literature' in the context of the Group I Language A (English) course can be confusing. It refers only to the study of literature from 1) Cultures different from that of the particular Language A (English) studied and 2) Different cultures that use the Language A (English) of study. The 'world literature' element does not aim to cover the history of literature or the so-called 'great works' of humanity. It is envisioned as having the potential to enrich the international awareness of IB candidates and to develop in them the attitudes of tolerance, empathy, and a genuine respect for perspectives different from their own.