

The IB Diploma Program

Valley Regional
HIGH SCHOOL

VRHS IB IMPLEMENTATION TEAM



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VRHS Mission Statement

Embracing diversity and valuing excellence, Valley Regional High School is committed to developing our students to be systems' thinkers who use active learning strategies both independently and collaboratively to meet the challenges that face them at personal, community, career, and global levels. We believe that all students should be provided the opportunity to:

- Engage in relevant and rigorous curriculum
- Have their individual learning styles and needs met
- Embrace and contribute to a changing world
- Work in a fair, diverse, respectful, and safe community
- Become independent, active learners, who are willing to take academic risks
- Access learning tools, technologies, and resources necessary to participate in a 21st century learning environment



IB Mission Statement

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments, and international organizations to develop challenging programs of international education, and rigorous assessment.

These programs encourage students across the world to become active, compassionate, and lifelong learners, who understand that other people, with their differences, can also be right.

Valley Regional High School **International Baccalaureate Diploma Program Policies**

The IB Diploma Program at VRHS is an integral and integrated part of the school's culture. These policies—*Academic Honesty, Assessment, Inclusion, and Language*—are grounded in both the academic, social, and civic expectations of VRHS as well as the IB Learner Profile. These two sets of expectations and character attributes define what it means to be a student at Valley Regional High School and an IB Diploma Candidate.

These expectations and attributes are also at the foundation of each of the following policies:

Admission Policy

As articulated in our core values and beliefs on the following page, Valley Regional High School believes that all students should have the opportunity to engage in a relevant and rigorous curriculum while embracing and contributing to a changing world to meet the academic, personal, community, career and global challenges. As such, the IBDP is an opportunity which is made available to all students within the parameters of the admission policy. (For more on Admission Policy: see page 7)

Academic Honesty

The VRHS Learning Community values personal integrity as a fair and principled representation of one's abilities and skills. As such, academic honesty is the heart of student achievement and authentic performance. Lapses in judgment or premeditated choices to misrepresent one's abilities or skills constitutes academic misconduct and may result in action taken by VRHS or one of its affiliated programs. (For more on Academic Honesty: see page 8)

Assessment Policy

The VRHS Learning Community acknowledges that teaching, learning, and assessment are interconnected and interdependent. The high school has incorporated its use of the Principles of Learning, Approaches to Teaching and Learning, and the IB Learner Profile to utilize formative and summative assessment procedures to inform and evaluate individual student progress and to create effective common assessments. (For more on Assessment: see page 11)

Inclusion Policy

The VRHS Learning Community ensures that all students will have access to the best in education and encourages matriculation in courses that challenge their potential. The school's responsibility is to provide equal access to the curriculum and academic rigor for all students, regardless of individual abilities and needs. (For more on Inclusion: see page 16)

Language Policy

The VRHS Learning Community believes that students should not only demonstrate mastery of English, the school's language of instruction, but increase their proficiency in another world language. In the case in which English is not a student's first language, students should increase their proficiency in English while preserving their native tongue. (For more on Language: see page 17)

The 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.

IB learners strive to be:

Inquirers	They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
Knowledgeable	They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
Thinkers	They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
Communicators	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
Principled	They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
Open-minded	They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
Caring	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
Risk-takers	They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
Balanced	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
Reflective	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

Admission Policy

Students choosing to participate in the IB Diploma Program (DP) are not required to take an entrance exam. There is no minimum standardized test score, grade point average, or subject grade which must be achieved.

In order for a student to participate fully in the DP, they must first elect to take the challenge. While it is understood that parents or guardians might want their child to participate in the DP, experience has shown that the student has also to be motivated to participate fully in order to benefit from the program.

When a ninth or tenth grade student expresses interest in the DP, a personal meeting with the DP coordinator, the designated IB school counselor, and the student is scheduled. At this meeting, the DP program and expectations are reviewed with the student and their academic and career goals are discussed. The student's transcript, standardized scores (if applicable), and teacher recommendations are reviewed. If any concerns regarding the appropriateness of the student's participation in the full program are raised, (by the student, by their parents or the coordinator), these issues are discussed and possible interventions and strategies developed, or alternate plans explored.

Students who do not wish to participate in the full DP can take one or more subjects in their discipline of interest, during junior and senior years. Teachers will determine whether the DP subject is an appropriate choice. It is highly recommended that students speak with their current subject teacher.

Any decisions regarding the student participation in the DP, must be approved by the student's parent, or guardian, as indicated by their signing of the student's course request form completed in the spring of the preceding year of enrollment.

Program Fees

Registering for IB examinations is an important step in earning an IB Diploma or IB Certificates. The current cost (December 2018) of registration is \$119.00 per each of the six subjects (HL or SL) and a one-time registration fee of \$172 per candidate. The total cost for a student taking the full IBDP of 6 subjects will be \$886.00 over two years. There are no fees associated with the core elements of the IBDP (TOK, EE, or CAS) for Diploma Candidates. The above fees are subject to change upon notification from the IBO.

** Fees for IB will be under consideration by the Region 4 Board of Education during their budget deliberations.*

Policy Review

Valley Regional High School's IBDP policies will be reviewed every five years as part of the school's diploma program review cycle. The review will be conducted by the committee who worked to develop these policies, with the intention to rotate teachers from various groups, as practical.

IB Policy Committee:

Head of School
Assistant Superintendent
IB Coordinator
TOK Teacher
Group 1 Teacher
Group 3 Teacher

Academic Honesty Policy at VRHS

Rationale

Academic Honesty is essential and expected at Valley Regional High School. As an International Baccalaureate school we are obligated to implement and uphold the rules and regulations of the International Baccalaureate Organization (IBO) academic honesty but academic honesty policies. The goal of the policy is to clarify both the nature of academic honesty as well as the responsibilities of our school community in upholding such policies.

In an effort to support academic honesty, Valley Regional High School will continue to use *Turnitin.com* and *Noodletools.com* as tools to discourage attempts of academic dishonesty and to encourage the correct methods of research and citation.

Overview

At Valley Regional High School, it is especially important that students take sole responsibility for any and all of their academic work; they alone are accountable for its originality. Students should:¹

- Ensure that all sources they have consulted are acknowledged in their work using the referencing style agreed upon by their teacher.
- Make sure that information they have used is acknowledged in the body of the text and is fully listed in the works cited.
- Use quotation marks or indentation to show all text that is someone else's exact words and do not forget to show whose words they are.
- Cite their source whether they use a direct quotation or paraphrase the words or ideas of another so that readers can find the reference; if you cannot state the origin of a source it is better not to use it.

In keeping with the principle of the IB Learner Profile, Valley Regional High School expects that students, teachers, and administrators act with integrity, honesty, and fairness, particularly where academic work is concerned.

The IBO defines academic honesty as "making knowledge, understanding and thinking transparent." IB students are asked to inquire and think critically, to present arguments orally and in writing and to do independent research on a wide range of topics. Academic Honesty makes it possible for students to live up to the IB learner profile, but, more importantly, to learn from each other as well as from their teachers.

¹ Valley Regional High School has employed the language and ideas of IB's Academic Honesty document in the creation of its Academic Honesty Policy.

The IB makes its expectations clear in the Academic Honesty flyer: In all their studies for the Diploma Program(DP), students must demonstrate academic honesty and avoid any form of academic misconduct².

Ultimately, all members of the Valley Regional community must recognize that the skills of academic honesty are learned, and that students sometimes make mistakes. Whenever possible and appropriate, students will be allowed to learn from their mistakes without being removed from Valley Regional High School's IBDP.

Definitions of Academic Misconduct or Malpractice³

Plagiarism— is the representation of the ideas, words, or work of another person as the student's own. Students must also be aware that translating a passage of text and using the translation in their own work without acknowledging its source is also plagiarism.

Collusion—is supporting malpractice by another student, as in allowing one's work to be copied or submitted for assessment by another.

Duplication of Work—is the presentation of the same work by a student for different assessments, assessment components, and/or VRHS or IB requirements.

Misconduct—is a breach in protocol or conduct during an examination or assessment. Students who possess unauthorized material, demonstrate disruptive behavior, copy another's work, or communicate with another student are examples of this misconduct.

Disclosure of Information—is the exchange of any information to another student whether a student gives or receives such information. Additionally, any discussion of the contents of an examination or assessment within 24 hours after the examination is also misconduct⁴.

It is worth noting that while these four behaviors are the most common forms of misconduct they are not the only forms. *Any behavior that gives an unfair advantage or disadvantages another student can potentially be considered academic misconduct.*

Procedures for Academic Honesty Infractions

In all academic work for VRHS, inclusive of the school's DP, teachers often require drafts of work to be completed. Within this context teachers may allow students the option of correcting any irregularities in their work before submitting their final copy or in any official submission to IBO. Teachers may also require students to submit work electronically to turnitin.com.

If a teacher (student, parent, or administrator) suspects that a student is in violation of academic honesty policy (or if *turnitin.com* reveals any degree of plagiarism):

1. The teacher will make every attempt to document the source of the infraction.
2. The teacher will consult with the student to discuss the infraction.

If an infraction has occurred,

² "Academic Honesty in the IB educational Context" p. 1.

³ Valley Regional High School has employed the language and ideas of IB's Academic Honesty document in the creation of its Academic Honesty Policy.

⁴ "Academic Honesty and the Diploma Program" flyer, 2014

Claims of academic misconduct are taken seriously at Valley Regional High School. The following steps will be taken whenever a teacher finds that a student's work or behavior may constitute misconduct:

1. The teacher investigates and collects evidence.
2. The teacher chooses to inform the Coordinator or to handle the matter individually. *Teachers may choose the consequence within their own classrooms and grading systems i.e. PowerSchool*
3. If the teacher chooses to involve the coordinator, the coordinator examines the evidence that is presented by the teacher. If the evidence indicates that an IB assessment is involved, then the coordinator begins a formal investigation.
 1. Parents are informed that an investigation is underway.
 2. A meeting with the student, the counselor, the teacher, and the associate principal is scheduled. Students may include their parents in this meeting. The purpose of this meeting is to assess the student's actions and motivations.
 3. Statements from the student and the teacher may be collected at this time.
 4. The coordinator and the associate principal decide the outcome where IB assessment is involved. The Diploma Guide to Procedures Manuals will be consulted to make sure the outcome is consistent with IB rules and regulations. In cases where the Manuals are unclear, the coordinator will consult with IBO officials directly.
 5. Parents will be informed of the outcome of any misconduct investigation, including the impact on a student's ability to earn the IB diploma.
 6. Each incident will be recorded in the Coordinator's files regarding that student, along with any follow-up required by IB for internal assessments and exams.
 7. Any infraction or malpractice on an official IB assessment component such as an EA, EE, TOK, requires the IBDP Coordinator and the Principal to follow IB protocols. It should be noted that the IB will decide whether or not to award a zero. If time allows, the student may be given the opportunity to redo or correct said malpractice.

As the International Baccalaureate Organization states:

"Academic honesty must be seen as a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment. It is influenced and shaped by a variety of factors including peer pressure, culture, parental expectations, role modeling and taught skills. Although it is probably easier to explain to candidates what constitutes academic dishonesty, with direct reference to plagiarism, collusion, and cheating in examinations, whenever possible the topic must be treated in a positive way, stressing the benefits of properly conducted academic research and a respect for the integrity of all forms of assessment for the Diploma Program."

Policy Review

Valley Regional High School's IBDP policies will be reviewed every five years as part of the school's diploma program review cycle. The review will be conducted by the committee who worked to develop these policies, with the intention to rotate teachers from various groups, as practical.

IB Policy Committee:

Head of School
Assistant Superintendent
IB Coordinator
TOK Teacher
Group 1 Teacher
Group 3 Teacher

Assessment Policy at VRHS

Rationale

The VRHS Learning Community acknowledges that teaching, learning, and assessment are interconnected and interdependent. VRHS has always used common formative assessments to drive instructional practices. We are committed to the incorporation of the IB Principles of Learning, Approaches to Teaching and Learning, and the IB Learner Profile to continue our use of formative and summative assessment procedures to inform and evaluate individual student progress and to create effective common assessments.

Philosophy

The primary purpose of assessment and evaluation is to support and promote student growth and achievement. To that end, the use of assessment at Valley Regional High School provides feedback essential to inform and improve student performance. We believe that teachers and students have a shared responsibility to interpret and evaluate assessments that will foster independent learners. Teachers and students are continuously asked to explore and share their knowledge; to reflect upon their learning, to articulate their thoughts verbally and in writing; to analyze and evaluate a variety of information; to listen and communicate; and to engage in critical and creative problem solving. We strive to educate the students holistically in rigorous and relevant academic programs that challenge their personal, intellectual, and physical capabilities.

Assessment

Formative Assessment

Formative assessment is an established practice of teaching and learning at Valley Regional High School as it informs both the teacher and student. Educators work closely to develop common formative assessments whenever possible and appropriate. The resulting data are analyzed in data teams to adjust instruction, improve student learning, and to monitor student progress. Formative assessments can range from informal assessments to formal practice tests.

Summative assessment

Summative assessment is critical a critical component of evaluating student progress and achievement in meeting learning goals and objectives. It is used to evaluate student learning at the end of a lesson, unit or concept. Summative assessments can take a variety of forms--from oral presentations or interview, from exhibitions to exams, and from labs to papers--it is always used to measure a student's achievement against a criterion-based standard. Because summative assessments are essential to a student's success, an inclusive assessment calendar helps students manage and balance their program of study at VRHS and as IB students.

International Baccalaureate Diploma Program

A unique feature of the IBDP is that it creates a balance between the different types of assessment criteria, markbands, or markschemes. IB is a program of study which challenges students to apply their knowledge to real world problems and to ideas across all areas of study, whereas, traditional courses often demand a comprehensive knowledge of a singular subject.

Assessments in the IBDP create opportunities for students to demonstrate their abilities through a variety of assessments, which reflect the breadth of the IB Program. IB assessments and grading procedures ensure parity between all candidates regardless of school, subject, language, or exam session.⁵ Assessments can be written or oral. Assessments can be external, internal with IB moderation, or internal only. An external exam means that an international team of evaluators scores the exam.

IB Internal Assessments are graded by VRHS teachers and samples are sent to the IBO to be moderated by IB examiners in order to ensure that both uniform standards are maintained around the world and VRHS teachers are adhering to that standard.

Homework

While there is no prescribed amount of homework for the DP, Homework is a practice that should:

- Nurture the individual needs of students in purposeful work,
- Permit teachers to engage students outside of the classroom,
- Promote student independence in thought and action,
- Encourage communication among teachers, students and parents/guardians.

One of the tenets of the IB Learner Profile, balanced, speaks to “balancing the different aspects of our lives—intellectually, emotionally, and physically—to achieve well-being for ourselves and others.”⁶ Although this characteristic is more often applied to traits of a successful learner, its use outside this domain addresses a core belief at VRHS

Data

The collection of data in an academic environment can supply an overview of what a student knows, what he/she should know, and what can be done to achieve this success. Single data points from norm-referenced exams and papers, criterion-based exams and papers, standard assessments, authentic assessments, and other formative or summative assessments can provide a clear indication of a teacher’s impact. But no single assessment can detail all that is needed to make a well-informed educational decision. It is the practice at Valley Regional High School to use Professional Learning Communities that can collect data from multiple sources and make informed decisions to positively affect student outcomes.

The Professional Learning Communities established at Valley Regional High School work together to evaluate their impact on student academic success. They collaborate, using data collected from multiple people and assessments to move students from what they know now toward clearly delineated success criteria. They recognize that expert evaluation of student performance requires them to know and utilize multiple strategies and interventions with students.

⁵ Valley Regional High School has employed the language and ideas of IB’s Diploma Program Assessment: Principles and Practices.

⁶ Valley Regional High School has employed the language and ideas of IB’s Learner Profile.

Grading Scale

Academic Grading System

A+ = 100-90	B+ = 89-80	C+ = 79-70	D+ = 69-60	F = 59-0
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IB Scoring Conversation Table

IB Score 7 = 100-96	IB Score 5 = 89-80	IB Score 3 = 69-60
IB Score 6 = 95-90	IB Score 4 = 79-70	IB Score 2 = 59-50

VRHS Graduation Requirements

Beginning with the 2019-2020 school year, a total of 25.5 credits are required for graduation. This includes the required courses listed below plus additional electives and meeting proficiency for the Next Generation Science Standards Test (NGSS) and the Scholastic Aptitude Test (SAT), requirement.

- *English: 4 Credits*
- *Social Studies: 3 credits*
- *Mathematics: 3 credits*
- *Science: 3 credits*
- *Physical Education: 2 credits*
- *Health: 0.5 credit*
- *Fine Arts: 1 credit*
- *Summer Reading: .05 credit*
- *Capstone Internship Experience: 1 credit*
- *Open Electives: 7.5 credits*

IB Diploma Program Candidates

DP candidates are required to take six subjects plus write a 4,000 word Extended Essay, complete a course and presentation in Theory of Knowledge, and engage in a number of Creativity, Activity, and Service projects.

- IBDP Candidates take at least three (3) Higher Level (HL) IB courses and the remainder of their six courses at Standard Level (SL) courses. At least one SL course must be taken over a two year period. Candidates are required to take one course from each of the course subject areas:
 1. Language A: English
 2. Language B (Language Acquisition)
 3. Individuals and Societies
 4. Experimental Sciences
 5. Mathematics
 6. The Arts

Note: a group 6 course (The Arts) may be replaced with an additional course in subject areas 1-5. (Business Management, Chemistry, or Physics)
- All DP Candidates are required to take the IB Theory of Knowledge (TOK) course, complete the Extended Essay (EE), and submit a Creativity, Activity, and Service (CAS) portfolio.
- To receive an IB Diploma, students must successfully complete all course requirements.
- To receive an IB Diploma, students will take six external exams and must receive a combined score of 24-45 from all six course subjects with up to an additional three points from the combination of their TOK and EE submissions.
- All DP Candidates will complete CAS in lieu of the Capstone Experience graduation requirement.

Requirements for the IB Diploma

IB outlines the following as “Failing Conditions” for the receiving the Diploma:

- CAS requirements have not been met.
- Candidate’s total points are fewer than 24.
- An N has been given for TOK, EE, or for a contributing subject.
- A grade E has been awarded for either or both of TOK and EE.
- There is a grade 1 awarded in a subject/level.
- Grade 2 has been awarded three or more times (HL or SL).
- Grade 3 or below has been awarded four or more times (HL or SL).
- Candidate has gained fewer than 12 points on HL subjects.
(for candidates who register for four HL subjects, the three highest grades count).
- Candidate has gained fewer than 9 points on SL subjects.
(candidates who register for two SL subjects must gain at least 5 points at SL).

Therefore the requirements to receive the Diploma are:

- Candidate meets the CAS requirement.
- Candidate earns 24 or more points.
- Candidate does not receive N on TOK, EE, or within any course. *see matrix on next page
- Candidate is awarded a grade of D or better on both TOK and EE. *see matrix on next page
- Candidate is awarded a Grade 2 or greater in all 6 subjects.
- Candidate is awarded a Grade 3 or greater in at least 4 subjects. (HL or SL)
- Candidate is awarded a Grade 4 or greater in at least 3 subjects. (HL or SL)
- Candidate is awarded 12 or more points in 3 HL subjects.
(a candidate who is registered for four HL courses will count the highest 3 grades)
- Candidate is awarded 9 or more points in 3 SL subjects.
(a candidate who is registered for four HL courses must gain at least 5 points)

Scoring Matrix for Program Core

		Theory of knowledge					
		Grade A	Grade B	Grade C	Grade D	Grade E	No grade N
Extended essay	Grade A	3	3	2	2	1 Failing condition*	Failing condition
	Grade B	3	2	1	1	0 Failing condition*	Failing condition
	Grade C	2	1	1	0	0 Failing condition*	Failing condition
	Grade D	2	1	0	0	0 Failing condition*	Failing condition
	Grade E	1 Failing condition*	0 Failing condition*	0 Failing condition*	0 Failing condition*	Failing condition*	Failing condition
	No grade N	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition

Inclusion Policy at VRHS

Rationale

The VRHS Learning Community ensures that all students have access to a free and appropriate public education as we encourage all students to challenge themselves to meet and exceed their potential. In accordance with Federal and State guidelines, we set high standards for all students while offering supplementary supports and services to address individually identified student-learning needs.

Philosophy

It is the philosophy of Valley Regional High School that every student has access to learning and to its programs, including the IBDP. VRHS aims to provide student-centered instruction where all students receive differentiated instruction and access to assessment; and its culture affirms student identity, builds on prior knowledge, develops scaffolding, and extends learning for all students.⁷ VRHS utilizes the necessary accommodations, instruction, guidance, and resources needed for personal success in its programs, its Student Success Plan, and the IBDP.

The IBDP at Valley Regional High School operates in accordance with the policy of the International Baccalaureate. "The IB believes that all candidates should be allowed to demonstrate their ability under assessment conditions that are as fair as possible. Standard assessment conditions may put candidates with learning support requirements at a disadvantage by preventing them from demonstrating their level of attainment. Inclusive assessment arrangements may be authorized in these circumstances."

Inclusion

The IB Diploma Policy at Valley Regional High School promotes the following ideas for an inclusive education:⁸

- Valley Regional promotes an educational environment to include all students.
- An inclusive education offers rigor and opportunity for all students.
- The school, its learning community, and administration actively seek to remove barriers to learning.
- All students have access to an education, which provides for them a program of study to achieve their potential.
- With support from administration and faculty, students identified with learning differences and special educational needs are included to the maximum extent possible into all the school's programs.

Special Education

Students with diverse learning needs may require instructional and supplementary supports as identified in their individualized education plans (IEP). Once a student with special educational needs is enrolled in Valley Regional High School, the school will meet the student's learning

⁷ Valley Regional High School has employed the language and ideas of IB's Learning Diversity in the International Baccalaureate programs: Special Education needs with the International Baccalaureate programs

⁸ Valley Regional High School has employed the language and ideas of IB's Learning Diversity in the International Baccalaureate programs: Special Education needs with the International Baccalaureate programs

support requirements, including fair and equitable arrangements for teaching and assessment in the least restrictive environment.

Valley Regional High School and the IBDP at Valley Regional High School develop and implement all individualized student programming in accordance with federal and state mandates and guidelines:

- IDEA – Individuals with Disabilities Act
- Section 504 of the Rehabilitation Act
- ADA – Americans with Disabilities Act

This policy is informational only “about the arrangements available for candidates with special needs during their preparation of work for assessment and in their written examinations. There is no intention to provide guidance on teaching methodology or resources. Procedures for requesting special arrangements are explained in the Handbook of Procedures for the Diploma Program, the procedures manual for coordinators and teachers.”⁹

Policy Review

Valley Regional High School’s IBDP policies will be reviewed every five years as part of the school’s diploma program review cycle. The review will be conducted by the committee who worked to develop these policies, with the intention to rotate teachers from various groups, as practical.

IB Policy Committee:

Head of School
Assistant Superintendent
Director of Pupil Services
IB Coordinator
TOK Teacher
Group 4 Teacher

Language Policy at VRHS

Rationale

VRHS believes that students should demonstrate mastery of English, the school’s primary language of instruction, and increase their proficiency in another world language. We ensure that students with limited English proficiency are meaningfully engaged in all of our educational programs and services while preserving their native tongue. As such, we are in accordance with the English Language Enhancement and Academic Achievement Act.

Philosophy

All Valley Regional High School programs and course offerings, including the IBDP, are delivered primarily in English with the exception of Language B, which will be offered in Spanish.

Valley Regional High School believes that all of its teachers—regardless of subject area— are language teachers who strive to enhance a student’s communication skills. Through the acquisition of an additional language, students further develop their social skills, global and cultural awareness, their self-management of learning, and their ability to conduct research. As

⁹ Valley Regional High School has employed the language and ideas of IB’s *Learning Diversity in the International Baccalaureate programs: Special Education needs with the International Baccalaureate programs*
Revised 12/18

such, all teachers share in this endeavor that language development is critical to the education of students who are inquirers, thinkers, communicators, and risk-takers as well as global citizens who are caring, open-minded, principled, knowledgeable, and reflective.

Second Language Acquisition

The study of a world language assists students with the four skills of language acquisition—listening, speaking, reading, and writing—and to apply these skills in the appropriate cultural context. Spanish will be offered as the Language B choice for students in the IBDP. With this immersion into a second language, DP students will gain perspective on and appreciation of the importance of cultural diversity and sensitivity to the differences in people. This, in turn, enhances their personal growth, nurtures language development, and facilitates international understanding.

First Language Support

It is the philosophy of Valley Regional High School that every student should preserve their native tongue. Through language, students value their culture; learn, challenge, and explore the world around them; and, they employ their knowledge and skills in real world situations. The maintenance and enrichment of a student's mother tongue is invaluable, as it will complement a student's increasing proficiency in English.

Students whose first language is not English, the language of instruction at Valley Regional High School, are supported in the following fashion:

ESL

The school's population of students (0.49%), whose mother tongue is not English, but Spanish, is supported in academic and non-academic task completion by ESL (English as a Second Language) teachers. Bilingual academic resources, when and where available, also support this population.

Policy Review

Valley Regional High School's IBDP policies will be reviewed every five years as part of the school's diploma program review cycle. The review will be conducted by the committee who worked to develop these policies, with the intention to rotate teachers from various groups, as practical.

IB Policy Committee:

Head of School
Assistant Superintendent
IB Coordinator
TOK Teacher
Group 1 Teacher
Group 3 Teacher

Sample IB Student Schedule

Class	Junior Year	Senior Year
1	IB Literature (HL/SL)	
2	IB Spanish (HL/SL) or IB French (HL/SL)	
3	IB History of the Americas (HL/SL)	
4	IB Biology (HL/SL) or IB Physics (HL/SL) or IB Chemistry (HL/SL)	
5	IB Math Applications and Interpretation (Statistics) (HL/SL) or IB Math Analysis and Approaches (Calculus) (HL/SL)	
6	IB Visual Arts (HL/SL) or IB Music (HL/SL) or IB Business Management (HL/SL)	
7	IB Core (EE, TOK, CAS)	S1: IB Core (EE, TOK, CAS) S2: Elective or Study Hall

Students must choose 3 courses to take at the higher level (HL) and 3 at the standard level (SL)

All IB courses are weighted like AP courses with a 1.2 factor

All courses in Groups 1-6 are equal to 2 credits (1 junior year & 1 senior year)

IB Core is equal to 1.5 credits (1 junior year & 0.5 senior year)

Once courses begin they remain the same until the conclusion of the program

Recommended 9th and 10th Grade Courses

Spanish (or French) 2	Biology
Spanish (or French) 3	Chemistry

VRHS Graduation Requirements

Beginning with the 2019-2020 school year, a total of 25.5 credits are required for graduation. This includes the required courses listed below plus additional electives and meeting proficiency for the Next Generation Science Standards Test (NGSS) and the Scholastic Aptitude Test (SAT), requirement.

- | | |
|--|--|
| <ul style="list-style-type: none"> • English: 4 Credits • Social Studies: 3 credits • Mathematics: 3 credits • Science: 3 credits • Physical Education: 2 credits | <ul style="list-style-type: none"> • Health: 0.5 credit • Fine Arts: 1 credit • Summer Reading: 0.5 credit • Capstone Internship Experience (CAS Project): 1 credit • Open Electives: 7.5 credits |
|--|--|

Sample IB Four Year Plan- STEM Focus

	Freshman Year	Sophomore Year	Junior Year	Senior Year
1	English 9	English 10	IB English 11 - SL	IB English 12 - SL
2	Spanish 2	Spanish 3	IB Spanish 11 - SL	IB Spanish 12 - SL
3	Global Studies 2	S1: Constitution and Civic Responsibility S2: Jewelry Design and Fabrication	IB History of the Americas 11 - SL	IB History of the Americas 12 - SL
4	Biology	Chemistry	IB Physics 11 - HL	IB Physics 12 - HL
5	Geometry	Algebra 2	IB Mathematics: Analysis and Approaches 11 - HL	IB Mathematics: Analysis and Approaches 12 - HL
6	S1: Health 1 S2: PE	S1: PE S2: Forensic Science	IB Chemistry 11 - HL	IB Chemistry 12 - HL
7	S1: Technical Drafting S2: Art Foundations	S1: Engineering Design S2: Computer Programming	IB Core	S1: IB Core S2: Study Hall

VRHS Graduation Requirements

Beginning with the 2019-2020 school year, a total of 25.5 credits are required for graduation. This includes the required courses listed below plus additional electives and meeting proficiency for the Next Generation Science Standards Test (NGSS) and the Scholastic Aptitude Test (SAT), requirement.

- *English: 4 Credits*
- *Social Studies: 3 credits*
- *Mathematics: 3 credits*
- *Science: 3 credits*
- *Physical Education: 2 credits*
- *Health: 0.5 credit*
- *Fine Arts: 1 credit*
- *Summer Reading: 0.5 credit*
- *Capstone Internship Experience (CAS Project): 1 credit*
- *Open Electives: 7.5 credits*

Sample IB Student Schedule- Art Focus

	Freshman Year	Sophomore Year	Junior Year	Senior Year
1	English 9	English 10	IB English 11 - HL	IB English 12 - HL
2	Spanish 2	Spanish 3	IB Spanish 11 - SL	IB Spanish 12 - SL
3	Global Studies 2	S1: Constitution and Civic Responsibility S2: Jewelry Design and Fabrication	IB History of the Americas 11 - HL	IB History of the Americas 12 - HL
4	Biology	Chemistry	IB Biology 11 - SL	IB Biology 12 - SL
5	Geometry	Algebra 2	IB Mathematics: Applications and Interpretation 11 - SL	IB Mathematics: Applications and Interpretation 12 - SL
6	S1: Health 1 S2: PE	S1: PE S2: Forensic Science	IB Art 11 - HL	IB Art 12 - HL
7	S1: Technical Drafting S2: Art Foundations	S1: Engineering Design S2: Computer Programming	IB Core	S1: IB Core S2: Study Hall

VRHS Graduation Requirements

Beginning with the 2019-2020 school year, a total of 25.5 credits are required for graduation. This includes the required courses listed below plus additional electives and meeting proficiency for the Next Generation Science Standards Test (NGSS) and the Scholastic Aptitude Test (SAT), requirement.

- *English*: 4 Credits
- *Social Studies*: 3 credits
- *Mathematics*: 3 credits
- *Science*: 3 credits
- *Physical Education*: 2 credits
- *Health*: 0.5 credit
- *Fine Arts*: 1 credit
- *Summer Reading*: 0.5 credit
- *Capstone Internship Experience (CAS Project)*: 1 credit
- *Open Electives*: 7.5 credits

Sample IB Student Schedule- Humanities Focus

	Freshman Year	Sophomore Year	Junior Year	Senior Year
1	English 9	English 10	IB English 11 - HL	IB English 12 - HL
2	French 2	French 3	IB French 11 - SL	IB French 12 - SL
3	Global Studies 2	S1: Constitution and Civic Responsibility S2: Jewelry Design and Fabrication	IB History of the Americas 11 - HL	IB History of the Americas 12 - HL
4	Biology	Chemistry	IB Biology 11 - SL	IB Biology 12 - SL
5	Geometry	Algebra 2	IB Mathematics: Applications and Interpretation 11 - SL	IB Mathematics: Applications and Interpretation 12 - SL
6	S1: Health 1 S2: PE	S1: PE S2: Forensic Science	IB Business 11 - HL	IB Business 12 - HL
7	S1: Technical Drafting S2: Art Foundations	S1: Engineering Design S2: Computer Programming	IB Core	S1: IB Core S2: Study Hall

VRHS Graduation Requirements

Beginning with the 2019-2020 school year, a total of 25.5 credits are required for graduation. This includes the required courses listed below plus additional electives and meeting proficiency for the Next Generation Science Standards Test (NGSS) and the Scholastic Aptitude Test (SAT), requirement.

- *English: 4 Credits*
- *Social Studies: 3 credits*
- *Mathematics: 3 credits*
- *Science: 3 credits*
- *Physical Education: 2 credits*
- *Health: 0.5 credit*
- *Fine Arts: 1 credit*
- *Summer Reading: 0.5 credit*
- *Capstone Internship Experience (CAS Project): 1 credit*
- *Open Electives: 7.5 credits*

Frequently Asked Questions (FAQ)

What will IB look like in the context of VRHS? (i.e. will those students be on same schedule, move as a cohort, etc.)

Same schedule with modifications within the schedule to fulfil instructional time requirements. Cohort for English, language, history. Other courses are selected from more than one choice, so they may split up for those classes.

How will the teachers be trained? And, will there be a follow up to ensure the instruction continues to meet the IB philosophy?

7 year curriculum cycles ensures continuous PD and program review.

What is the profile of a "good fit" student?

IB DP candidates should be intrinsically motivated to participate in the courses that are available for them to choose within the IB DP. Students who are interested in learning more in-depth rather than breadth and apply their learning through and across the content areas and IB core components will be ideal candidates for the IB DP.

Do students need to apply? What criteria needs to be met to "enroll" in IB?

The IB DP admission policy outlines the guidelines for admission. The program is open to all students who are interested. Students will be advised by the IB coordinator and IB counselor in making certain they understand the characteristics of the IB learner profile.

How will grades be translated to A, B, etc. and factored into GPA and class rank?

Please refer to the IB grading policy - IB grades and course weighting will automatically be converted to numerical grades in PowerSchool.

Will out of school demands/homework be excessive or above and beyond AP?

It is not anticipated to require demands/homework above or beyond AP. Students will continue to have 2.5 hours a week of Flex Block time available to work on assignments, seek support, and collaborate with peers and staff as necessary.

How will the school support IB students who also want to play sports and be involved in after school extracurricular programs?

Sports and extracurricular programs are an important aspect of a students high school experience and are encouraged as always.

What are pros and cons of IB vs. AP?

While AP courses are generally taken in isolation i.e., perhaps a student takes one AP course while another student takes several AP courses, the IB program is a cohesive and holistic program. The core approaches to teaching and learning are consistently integrated throughout the entire two-year IB Diploma Program. The inclusion of the Theory of Knowledge, Extended Essay, and Creativity, Activity, and Service components also make the IB Diploma Program a unique opportunity.

Can you explain the service piece?

Students in the IB DP will participate in the Creativity, Activity, and Service (CAS) program in lieu of the Capstone. The IBO no longer mandated specific hour requirements as has been done in the past (ex. 50 hours-Creative, 50 hours-Active, 50 hours-Service). Rather, students should participate in a variety of CAS experiences (with at least one project) spanning over an 18 month period during their junior year and the first semester of their senior year. The 'recommendation' is that students spend 3-4 hours a week working on CAS over the 18 month period to achieve the prescribed learning outcomes. Students are able to access this time during the IB Core block built in to their schedules.

Will an IB student NOT be able to take other exploratory electives?

Junior year will be dedicated to IB courses and core requirements, but in their senior year, students will have the opportunity to take 0.5 credits of electives.

Can students take individual IB classes or must they enroll in the whole program?

The IB DP is a holistic program and IB encourages full DP participation. Students who express an interest in a specific course may, however, request to take the course as a certificate student. Such students will be advised and counseled by the IB Coordinator and designated IB Counselor to be certain the student understands the responsibilities and obligations of taking an individual IB course.

What criteria will the school use to give students access to IB courses?

Please see Admissions policy on page 6.

How is being in an IB program more advantageous than being in AP classes regarding college admissions?

Please refer to the link to the program recognition provided by IBO at www.ibo.org/recognition. Of particular interest is the University Policy Index.





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