



**Sci-Tech High School
Diploma Programme
Scholar Handbook
2021-2022**



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The Diploma Programme

The IB Diploma Programme is a rigorous and challenging two-year course of study that provides students a well-rounded education. Its qualification, the IB diploma, is recognized by many universities around the world.

The IBO offers four challenging programs:

- Primary Years Programme (PYP)
- Middle Years Programme (MYP)
- Diploma Programme (DP)
- Career Related Programme (CP)

Each programme provides a developmentally appropriate and challenging curriculum, through which students develop strong skills in the areas of critical thinking; creativity and innovation; collaboration; communication and reflection.

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. (DP: From principles into practice, 2015)

IB Learner Profile

The IBO is committed to help every candidate experience its mission. With this purpose in mind, the organization promotes a set of human capacities and responsibilities that help develop respect towards the learner, others and the world around them.



IB learner profile

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

As IB learners we strive to be:

INQUIRERS

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

KNOWLEDGEABLE

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

THINKERS

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

COMMUNICATORS

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

PRINCIPLED

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

OPEN-MINDED

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

CARING

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

RISK-TAKERS

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

BALANCED

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

REFLECTIVE

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

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





Perfil de la comunidad de aprendizaje del IB

El objetivo fundamental de los programas del Bachillerato Internacional (IB) es formar personas con mentalidad internacional que, conscientes de la condición que las une como seres humanos y de la responsabilidad que comparten de velar por el planeta, contribuyan a crear un mundo mejor y más pacífico.

Como miembros de la comunidad de aprendizaje del IB, nos esforzamos por ser:

INDAGADORES

Cultivamos nuestra curiosidad, a la vez que desarrollamos habilidades para la indagación y la investigación. Sabemos cómo aprender de manera autónoma y junto con otros. Aprendemos con entusiasmo y mantenemos

INFORMADOS E INSTRUIDOS

Desarrollamos y usamos nuestra comprensión conceptual mediante la exploración del conocimiento en una variedad de disciplinas. Nos comprometemos con ideas y cuestiones de importancia local y mundial.

PENSADORES

Utilizamos habilidades de pensamiento crítico y creativo para analizar y proceder de manera responsable ante problemas complejos. Actuamos por propia iniciativa al tomar decisiones razonadas y éticas.

BUENOS COMUNICADORES

Nos expresamos con confianza y creatividad en diversas lenguas, lenguajes y maneras. Colaboramos eficazmente, escuchando atentamente las perspectivas de otras personas y grupos.

ÍNTEGROS

Actuamos con integridad y honradez, con un profundo sentido de la equidad, la justicia y el respeto por la dignidad y los derechos de las personas en todo el mundo. Asumimos la responsabilidad de nuestros propios actos y sus consecuencias.

DE MENTALIDAD ABIERTA

Desarrollamos una apreciación crítica de nuestras propias culturas e historias personales, así como de los valores y tradiciones de los demás. Buscamos y consideramos distintos puntos de vista y estamos dispuestos a

SOLIDARIOS

Mostramos empatía, sensibilidad y respeto. Nos comprometemos a ayudar a los demás y actuamos con el propósito de influir positivamente en la vida de las personas y el mundo que nos rodea.

AUDACES

Abordamos la incertidumbre con previsión y determinación. Trabajamos de manera autónoma y colaborativa para explorar nuevas ideas y estrategias innovadoras. Mostramos ingenio y resiliencia cuando enfrentamos cambios y desafíos.

EQUILIBRADOS

Entendemos la importancia del equilibrio físico, mental y emocional para lograr el bienestar propio y el de los demás. Reconocemos nuestra interdependencia con respecto a otras personas y al mundo en que vivimos.

REFLEXIVOS

Evaluamos detenidamente el mundo y nuestras propias ideas y experiencias. Nos esforzamos por comprender nuestras fortalezas y debilidades para, de este modo, contribuir a nuestro aprendizaje y desarrollo personal.

El perfil de la comunidad de aprendizaje engloba diez atributos valorados por los Colegios del Mundo del IB. Estamos convencidos de que estos atributos, y otros similares, pueden ayudar a personas y grupos a ser miembros responsables de las comunidades locales, nacionales y mundiales.

The IB Hexagon

The Diploma Programme is comprised of six academic areas that surround the DP core. Subjects are organized into six groups:

Group 1: Language A Literature / Language and Literature

Group 2: Language Acquisition

Group 3: Individuals and Societies

Group 4: Sciences

Group 5: Mathematics

Group 6: Arts



Students are required to choose one subject from each of the academic areas, although they can choose a second subject from groups 1 to 5 instead of a group 6 subject. Three subjects are taken at higher level (HL), and the other three, at standard level (SL). Higher level courses require 240 teaching hours and standard level courses require 150 teaching hours.

The core of the hexagon is composed of three required components:

Theory of Knowledge (TOK) encourages students to reflect on the nature of knowledge, the process of learning in all subjects and make connections across the academic areas.

Extended Essay (EE), an independent, self-directed piece of writing up to 4,000 words that encourages students to develop independent college-level research skills.

Creativity, Activity, and Service (CAS) requires students to complete projects and activities on a variety of topics and themes linked to the arts, sports, physical and services areas. Students must work on their CAS experiences on a weekly basis and for at least 18 months.

(Diploma Programme Assessment procedures 2021, 2020)

Diploma Programme Assessment

At the end of the two-year programme, students' success and performance are measured according to two models of assessment: *Internal Assessment (IA)* and *External Assessment (EA)*.

All courses contain elements of coursework measured by the teachers, which is called the Internal Assessment. Based on the internal assessment results, teachers send a predicted grade, which is moderated by IBO experts in each subject area and taken into consideration to define the final grade. Examples of internal assessment include:

- oral exercises in language subjects
- projects
- reports
- class presentations
- lab work
- investigations

Some assessment tasks are conducted in the school but marked externally by examiners. Some examples of external assessment include:

- Written tasks for languages (groups 1 and 2)
- TOK Essay
- The Extended Essay (EE)

- Written examinations

Grading at STHS

STHS reports grades on a 0-100 scale while IB scores on a 1-7 scale. In order to convert grades between the IB scale and the STHS scale, a [IB grade conversion chart](#) is used. For in depth information on grade point average calculations, weighting, etc., please refer to the [Scholar/Parent Handbook](#).

Award of the Diploma

Each subject is graded on a 1-7 scale, with 7 being the highest. These grades are also used as points (that is, 7 points for a grade 7, 6 points for a grade 6, and so on) in determining if the diploma can be awarded.

To be awarded the IB Diploma, a student can get a maximum of 45 points, and a minimum of 24 points from the assessment of all subjects. Points are awarded as follows:

6 academic courses (with a possible 7 points for each)	= 42 points possible
TOK and Extended Essay bonus points	= <u>3 points possible</u>*
	45 total points possible.

* TOK and the Extended Essay are graded A–E, with A being the highest grade. These two grades are then combined in the diploma points matrix to contribute between 0 and 3 points to the total.

(Diploma Programme Assessment procedures 2021, 2020)

Additional Requirements

To be awarded the IB Diploma, a candidate must meet the following additional requirements.

CAS requirements have been met. CAS is not assessed but must be completed in order to pass the diploma.

There is no “N” awarded for TOK, the EE or for a contributing subject.

There is no grade E awarded for TOK and/or the EE.

There is no grade 1 awarded in a subject/level.

There are no more than two grade 2s awarded (HL or SL).

There are no more than three grade 3s or below awarded (HL or SL).

The candidate has gained 12 points or more on HL subjects. (For candidates who register for four HL subjects, the three highest grades count.)

- The candidate has gained 9 points or more on SL subjects. (Candidates who register for two SL subjects must gain at least 5 points at SL.)
- The candidate has not received a penalty for academic misconduct from the Final Award Committee.

(Diploma Programme Assessment procedures 2021, 2020)

Bilingual Diploma

Candidates who comply with one or more of the following criteria will be awarded a bilingual diploma:

- Completion of two languages selected from the studies in language and literature subject group with the award of a grade 3 or higher in both languages.
- Completion of one of the subjects from the individuals and societies, or sciences subject groups in a language that is not the same as the candidate's nominated studies in language and literature language. The candidate must attain a grade 3 or higher in both the studies in language and literature language and the subject from individuals and societies, or sciences subject groups.

(Diploma Programme Assessment procedures 2021, 2020)

Form of results

Students who enroll in the Diploma Programme but do not meet all the requirements will receive DP course results.

Universities across the world grant credits for IB courses, depending on the score a student has received at the end of the course. Each university creates its own policy regarding the recognition of AP and IB courses as college credit. For more information on this topic, visit the IB site: www.ibo.org

(Diploma Programme Assessment procedures 2021, 2020)

Other Programs

Besides earning the IB Diploma, scholars will also earn the Wayside: Sci-Tech High School diploma upon fulfillment of all the requirements of the state of Texas. A minimum of 26 credits are required to be awarded the High School Diploma:

Social Studies	3.5
CRSS / Social Sciences Elective	2
PE	1
Electives	5.5

English	4
Spanish	2
Science	4
Math	4

Diploma Programme Eligibility

Regarding eligibility, given the personalized approach teachers implement in the classrooms, we can offer the possibility to admit all students to the Diploma Programme on the basis of a *non-selective approach*. Wayside: Sci-Tech High School's school-wide curriculum is in a continuous process of alignment to the IB philosophy. The secondary classes offer a smooth transition for students into the Diploma Programme. Additionally, the school supports students with learning or language needs.

Introductory Process to the Diploma Programme

When students reach the 10th grade level, the IB coordinator, with the support of the school counselor, the secondary principal, and the DP faculty, hold meetings to present and explore possibilities offered by the Diploma Programme. Conversation topics include:

- What is the IB?
- What is the DP?
 - Benefits
 - Requirements
- Wayside: Sci-Tech High School requirements for students in the DP
- DP components: Program core and academic subjects that are part of the Wayside: Sci-Tech High School Diploma Programme
- Relevancy of the DP Academic Honesty Policy
- Understanding of the DP requirements and policies
- What subjects to choose, based on student career interests

Meetings are also held with the parents to inform them about the Diploma Programme their students will enter the following year.

Throughout the course of the year, as well as the following two years, while completing the Diploma Programme, students will be coached and monitored by the teachers and staff involved in facilitating students' success in the program.⁶

Diploma Programme Policies

The International Baccalaureate Organization authorizes the IB World Schools on the basis of compliance with a series of expectations (standards) that include the development of five policies: *Academic Integrity, Admission, Assessment, Language, and Inclusion*.

On the following pages contain each policy along with the parent/student complaint procedures. The complete texts can also be accessed through the Wayside: Sci-Tech High School International Baccalaureate website.

Wayside: Sci-Tech High School
Academic Integrity Policy - International Baccalaureate
 (Updated January 2021)

Statement of Purpose

Academic integrity is an essential element in Wayside: Sci-Tech High School’s philosophy, IB mission statement, and practice of promoting academic excellence. It is an extension of and a reflection of the **IB learner profile** and several traits that include principled, knowledgeable and reflective, in addition to others. To practice academic honesty is to engage in academic pursuit in a truly authentic manner. Furthermore, as an educational institution that promotes international mindedness, it is essential that scholars are exposed to a variety of scholarly work from various cultures and examine diverse viewpoints.

Academic honesty is the responsibility of all parties involved in the scholar’s education, including the scholars, teachers, administrators and parents. It is important that our teachers communicate to scholars the importance of academic honesty and integrity for very positive reasons. As part of their social and ethical development, scholars need to see academic honesty beyond the context of “not cheating”, but as an integral element of their social and intellectual construct.

Responsibilities regarding academic honesty in the International Baccalaureate Programme (IB)

DP Coordinator

- To inform scholars of the views of the IBO with regard to academic honesty and malpractice.
- To report to the IBO any academic malpractice concerning an assessment required by the IBO, such as an internal or external assessment.
- To support teachers in their enforcement of the DP’s academic honesty policy.
- To communicate the IBO and STHS expectations regarding academic honesty to parents, and to report any academic malpractice tied to IB-required assessments.

IB Teachers

- To teach a variety of practices related to academic integrity, and its five fundamentals: honesty, trust, fairness, respect and responsibility.
- To teach strong academic practices as they pertain to academic honesty, including the citation of work and rules regarding individual and group work.
- To model the learner profile traits related to academic integrity, such as principled, knowledgeable, reflective, and thinker.
- To model academic integrity through examples of MLA citation and research during classroom instruction and activities
- To reinforce the characteristics of the learner profile that pertain specifically to academic honesty.
- To give clear guidelines for each assignment on acceptable collaboration
- To make clear to scholars the penalties for academic malpractice on formative and summative assessments.

- To report to the DP coordinator, and if necessary the administrator, acts of malpractice by scholars.
- To communicate to parents acts of academic malpractice by their scholars in coordination with DP Coordinator and administration.

IB DP Scholars

- To know the rules and expectations regarding the IBO and STHS's academic honesty policy, including the consequences of academic malpractice.
- To act in a manner consistent with the IBO and STHS's expectations of academic honesty.
- To self-report instances of academic malpractice conducted by self or peers.

Parents

- To understand the rules and expectations of the IBO and STHS's academic honesty policy, including the consequences of academic malpractice.
- To reinforce the value, expectations and practice of academic honesty to their scholars.
- To support teachers as they enforce the Academic Integrity procedures as they pertain to the scholars in the STHS Diploma Programme.

Information Literacy and Citations

Wayside: Sci-Tech High School uses MLA citation in all IB classes. Research, citation, and critical thinking skills are embedded throughout the IB courses and scholars are given the opportunity to analyze sources and practice proper MLA citation in a variety of course assignments. Scholars receive teacher feedback on their use of scholarly sources and citations throughout their time in the IB Diploma programme.

Wayside: Sci-Tech High School provides online resources for scholars such as JSTOR, Gale, Ebsco, Britannica, Mackinvia, and New York Times. In addition to the classroom libraries, scholars have access to ebooks. Scholars are taught how to use these resources in depth through their English class, Language and Literature class, and/or Foundations and Methods in Research and Inquiry (FMRI). Every scholar is assigned a Chromebook that they may use throughout their studies at STHS in order to ensure that they have the technology necessary to access the aforementioned resources.

The Foundations and Methods in Research and Inquiry class is provided for each full DP scholar. The focus of this class is on research methods and investigations: scholars are given explicit instruction in how to utilize research databases in order to find primary and secondary sources that they need for a variety of IB assignments and assessment tasks. In addition, the course focuses on research and writing for academic purposes, including the proper use of MLA citation and formatting for research papers.

Types of Academic Malpractice

Academic misconduct is defined by the IBO as, "behaviour that results in, or may result in, the scholar or any other scholar gaining an unfair advantage (or a behaviour that disadvantages other scholars) in one or more assessment components." *Academic Honesty in the Diploma Programme*.

The IBO, in its document, *Academic Honesty in the Diploma Programme*, includes in its definition of malpractice the following categories and definitions:

Plagiarism: the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgment. The use of translated materials, unless indicated and acknowledged, is also considered plagiarism.

Collusion: supporting academic misconduct by another scholar, for example allowing one's work to be copied or submitted for assessment by another.

Misconduct (during an IB exam): taking unauthorized material into an examination room, disruptive behaviour and communicating with others during the examination.

Duplication of Work (forgery and fabrication): the presentation of the same work for different assessment components and/or Diploma Programme requirements.

Communication about the content of an examination: 24 hours before or after the examination with others outside their school community is also considered a breach to IB regulations.

Other forms of malpractice could include:

Forgery involves any unauthorized signing of another person's name to school-related documents, including but not limited to requested or required parent signatures on grade sheets or quiz/test scores.

Fabrication involves any intentional falsification or invention of data or citation of authority in an academic assignment.

Possible Actions Following Academic Malpractice

Wayside: Sci-Tech High School follows a restorative discipline model and the leadership and staff always seek to identify root causes and restore relationships when disciplinary incidents occur. By employing a restorative discipline model, Wayside: Sci-Tech High School creates space for scholar reflection and opportunities for lifelong learning.

When a breach of academic integrity occurs, a parent teacher conference will take place with the DP coordinator and administration to discuss the incident and appropriate action steps.

First Violation: Conference with parent, teacher, scholar, DP coordinator, and grade level administrator.

Second Violation: Conference with parent, teacher, scholar, DP coordinator, and campus principal. Potential academic probation and/or other disciplinary measures may be applied.

Third Violation: Conference with parent, teacher, scholar, DP coordinator, and campus principal. Potential academic probation and/or other disciplinary measures may be applied. Possible removal from the IB Diploma Programme. *If a scholar is removed from the program during their Senior year, the scholar and parent are responsible for refunding the school all fees associated with the IB program, not limited to testing.*

When applicable, scholars will be given the opportunity to resubmit assignments after a conference has occurred.

REFERENCES

Academic integrity, 2019.

Academic Honesty in the Diploma Programme.

Academic honesty in the IB educational context, 2014, (updated November 2016).

Effective citing and referencing, 2014.

Programme Standards and Practices, 2018, (updated April 2020).

Diploma Programme: From principles into practice, 2015.

Wayside: Sci-Tech High School International Baccalaureate Admissions and Withdrawal Policy (Updated January 2021)

Wayside: Sci-Tech High School Diploma Programme's philosophy of equity and access

Wayside: Sci-Tech High School is a tuition-free, college prep, public charter school accredited by the Texas Education Agency and the Texas State Board of Education. It's also a member of TIBS (Texas IB Schools). Sci-Tech High School exists to prepare College Ready, Community Engaged, Global Citizens. Sci-Tech High School's Diploma Programme is an Open Access Programme. Information about the IB Diploma Programme is given to scholars, parents, and guardians during an annual IB night. This information will highlight the advantages and benefits of pursuing the full Diploma Programme. This presentation is given in both English and Spanish in order to best meet the needs of our diverse student body. Scholars who have made the decision, along with their parent/guardian/caregiver consent, to join the Diploma Programme are welcome to do so.

Policy for removal from an International Baccalaureate class:

Before a scholar can be removed from an IB class, he or she must meet the following criteria:

1. The scholar must be failing the class.
2. The scholar must attend a minimum of three documented mandatory tutorial sessions for the course in question.
3. The scholar, parent and teacher must hold a conference regarding scholar progress.
4. The scholar must take advantage of the redemption policy.
5. The scholar must do the assigned work in the class to the best of their ability.

6. After the first grading period, if the scholar is still failing and has done all of the above, he or she will be considered for removal from the class.
7. A meeting will be held with the scholar, administrator, IB Coordinator, teacher and parent for final consideration.

Withdrawal from International Baccalaureate Courses:

All withdrawals from IB courses will require proof that tutorial sessions have been attended and a conference with the scholar, parent, assistant principal, teacher and IB Coordinator followed by signed documentation of the withdrawal.

scholar grades will be monitored, and tutoring will be assigned to borderline or failing scholars.

[Application for IB Removal or Withdrawal](#)

Technology Integration:

Every scholar enrolled is issued a school Chromebook. This device will be used to assist in their research, note-taking, assignments, and assessments. Scholars are expected to bring their Chromebook and charger every day as part of their normal class materials. In addition, scholars who are issued a school chromebook are expected to follow the *Wayside Schools Responsible Use Policy*, which outlines guidelines and protocols for the use of school owned devices. Scholars and families are given a copy of the *Wayside Schools Responsible Use Policy* at the beginning of the school year in both English and Spanish. The *Wayside Schools Responsible Use Policy* can be found here: [Wayside STHS Responsible Use Policy](#).

On campus, Wayside: Sci-Tech High School has a variety of Macbooks, Chromebooks, Macs, and iPads available for teacher and scholar use. Sci-Tech High School has five Chromebook carts, two Macbook carts, and one iPad cart that are available for in class instruction through a teacher checkout system. In addition, Sci-Tech High School has a media lab that is equipped with 25 Macs. This media lab is open to individual scholars and classes through the media lab reservation system.

Wayside: Sci-Tech High School teachers are equipped with a variety of technology to aid with classroom instruction. Each faculty member is issued a school Macbook to use while employed with Wayside Schools. In addition, each classroom is outfitted with an Epson document camera and projector. Individual printers are assigned to classroom pods (two classrooms per pod) and teachers also have access to a printer, scanner, and copier device on campus. Wayside Schools also offers a

print center, where teachers can place custom print orders and have them prepared and delivered to their classroom.

Wayside: Sci-Tech High School provides online resources for scholars such as JSTOR, Gale, Ebsco, Britannica, Mackinvia, and New York Times. In addition to the classroom libraries, scholars have access to ebooks. Scholars are taught how to use these resources in depth through their English class, Language and Literature class, and/or Foundations and Methods in Research and Inquiry (FMRI). Teachers incorporate sources from a variety of cultures and backgrounds to expand the scholar's perspectives and knowledge. By incorporating these diverse sources into curriculum and instruction, Wayside: Sci-Tech High School ensures that scholars are being presented with opportunities for international mindedness and global citizenship.

The Foundations and Methods in Research and Inquiry class is provided for each full DP scholar. The focus of this class is on research methods and investigations: scholars are given explicit instruction in how to utilize research databases in order to find primary and secondary sources that they need for a variety of IB assignments and assessment tasks. In addition, the course focuses on research and writing for academic purposes, including the proper use of MLA citation and formatting for research papers.

Wayside: Sci-Tech High School Assessment and Grading Policy (Updated January 2021)

Philosophy

A school's curriculum is made up of three parts: written, taught, and assessed. Wayside: Sci-Tech High School recognizes that assessment is a vital tool for measuring and communicating the level of scholar achievement to scholars and parents. Through a variety of formative and summative assessments, scholars can demonstrate the attributes of the learner profile. Assessments provide scholars with the opportunity to communicate their learning to their teachers and peers, and allow them to demonstrate how they are thinkers and knowledgeable. Assessment is also a critical tool for evaluating the effectiveness of our educational programs and courses. Our assessment of scholars serves multiple functions. First and foremost, assessment serves as a tool that helps us understand the extent to which scholars have mastered their learning objectives. At the same time, assessment serves as a benchmarking tool, informing the scholars, teachers, and parents as to the progress scholars are making towards those learning objectives. Our assessment tools do not, however, simply serve as indicators of understanding; they are also used as learning opportunities through which scholars can engage material in new ways to further the learning process and

expand their perspectives. Scholars are presented with a variety of materials from various cultures and diverse viewpoints in which they use the skills that they have learned to critically think and interpret the information. Through assessments, scholars are given the opportunity to broaden their worldview to incorporate the diverse people and cultures that they study throughout the Diploma Programme.

Our assessments are also a necessary process for teacher action and development as well. Through formative and summative assessment, teachers are provided data that can track scholars' understanding, inform teachers' instructional planning, and determine areas for differentiation. This information provides opportunities for teachers to have conversations about scholar's performance, content mastery, academic engagement and other critical matters. Finally, it gives teachers the opportunity to self-reflect on their efficacy in conveying material and ideas to scholars, and on the level of clarity and success they are having in their communication with scholars.

Assessments

Assessment is the process of gathering information through varying types of formative and summative assessments that allows us to draw conclusions about the extent to which our scholars are gaining proficiency and/or mastery in their subjects. To achieve such levels of learning, scholars must understand the content specific to their course of study. At the same time they must learn how to put that content to use in order to draw conclusions about their world.

The assessments we offer must allow scholars the opportunity to demonstrate both content knowledge and the skills of application, analysis, and evaluation. Our goal at Wayside: Sci-Tech High School is to use assessment as authentically as possible, in a way that allows scholars to demonstrate what they know, and not only what was taught. Assessments should be utilized in a manner that promotes positive attitudes towards learning.

The second half of the assessment process is the evaluation of scholar work. In keeping with the goal of measuring mastery of learning objectives and the requirements of IB course work, Sci-Tech teachers will utilize IB published criteria-referenced rubrics in each of the subject areas of the programme. The process will be standardized where all teachers work in a subject area together to agree on norms for each criteria in their subject. In this way, consistent application of the rubrics will occur. Rubric based assessment will be used regularly, and at all times when IB assessments are being given.

Responsibilities in the assessment process:

School

- Provide opportunities for all learners to demonstrate knowledge, understanding, and skill acquisition.
- Provide opportunities for all learners to show understanding of the approaches to learning required to be successful in all types of assessments.
- Use multiple forms of assessment to measure scholar growth.
- Provide information to parents and scholars that clearly states the assessment criteria for each course.
- Provide a secure storage space for International Baccalaureate (IB) assessments according to the examination security guidelines outlined by the IB.
- Support teachers through professional development to increase their understanding of state and IB assessment practices.
- Determine grading policies.
- Follow Wayside academic policy (see Wayside Parent and Scholar Handbook)
- Assign grades using a combination of traditional grading and IB Diploma Programme marks converted to traditional grading. These grades are based on mastery of DP course standards.
- Wayside Schools requires benchmark assessments in core subjects two times per year.
- Sci-Tech High School administers the State of Texas Assessments of Academic Readiness End of Course (EOC) Exams for English I and II, Algebra I, U.S. History, and Biology.
- Sci-Tech High School requires scholars in grades 9-11 to take the Preliminary Scholastic Aptitude Test (PSAT).

Teachers

- Engage in collaborative practice of criteria-norming.
- Make clear to scholars the value and application of criteria-based rubrics.
- construct assessments that demonstrate scholar achievement of course objectives.
- Participate in regular data meetings with instructional coach to analyze scholar work and create opportunities for differentiated instruction for diverse learners and promote full mastery of the Texas Essential Knowledge and Skills (TEKS) and IB standards
- Use the cycle of feedback.
- Provide adequate instruction to scholars to allow them to reach their full potential.
- Present scholars with the descriptors for each subject's IB criteria.
- Provide regular formative assessment tasks to measure scholar progress and achievement level based on criterion-referenced assessments.
- Provide regular feedback to scholars and parents on scholars' progress and achievement level.
- Develop internal standardization for common courses through scheduled Professional Development.
- Use the IB assessment criteria in the Subject Guide.

- Provide all necessary adjustments to classroom practices to support the various types of learners.
- Create assessments meeting the TEKS and/or IB standards.
- Provide scholars opportunities for peer and self-assessment and reflection.
- Engage in reflection through the use of the IB unit planner.

Scholars

- Be accountable for their learning.
- Submit both formative and summative tasks in a timely manner.
- Know and use assessment criteria before and while completing their work.
- Regularly practice self-assessment, peer-assessment, and reflections on their learning.
- Synthesize and apply their learning, ask questions, and solve problems.
- Strive to produce quality products, performances, etc.
- Value assessments as a way to express and improve their learning.
- Adhere to the Academic Integrity Policy.
- Actively participate in assessment in order to complement classroom learning activities and demonstrate evidence of mastery of acquired skills.

School Leadership

- The principal will ensure that teachers are following the assessment policy.
- The principal will ensure that procedures for reporting progress to scholars and parents are in place.
- Administration will analyze assessment outcomes to inform decisions of the school.
- The principal will provide professional development opportunities to further the growth of the IB programmes.
- The IB DP coordinator will monitor IB assessment activity to ensure a balanced assessment schedule across the curriculum.
- The IB DP coordinator will assist in sharing of information/assessment data to IB teachers across curriculum to assist in scholar-support efforts.
- The IB DP coordinator will work with IB teachers to better understand assessment practices and rubrics.
- The IB DP coordinator will support IB teachers in the writing and implementation of unit planners, with an emphasis on criteria-based assessment.

Parents

- Monitor scholars' grades and progress on Websmart's parent portal.
- Support scholars as they identify specific difficulties they are facing with their assessments.
- Contact teachers with concerns regarding their scholar's success and patterns of difficulty on assessments as reported by scholars and on Websmart.

- Evidence of learning will be shared with parents through conferences, interim progress reports, and quarterly report cards.
- Monitor progress on Google classrooms.

Formative and Summative Assessment Practices including but not limited to:

- Exams/quizzes
- Performance
- Presentations
- Research papers
- Posters, brochures
- Role playing
- Journals
- Lab reports
- Essays
- Short stories
- Debates
- Multi-media production
- Class discussions
- Oral translations
- Problem-based or project-based learning

Diploma Programme Assessment Considerations

IB DP assessments are aligned with subject-specific, assessment objectives that support scholar learning and ultimate success on the IB exams. They are stage-appropriate as scholars develop as learners from the start to the end of the two-year programme. Scholar performance on these assessments will be measured using criteria-specific rubrics.

Scholars will also be measured on a scale of points from 0 to 100, with grade boundaries that result in the awarding of grades A through F. These grade boundaries are unique to the network and not congruent with IB grading practices. Therefore, teachers will be in charge of translating IB style assessments into the Wayside Schools system of grading, using a fair and consistent model. That model includes teacher-created moderation tables that establish a set of grading norms for IB-specific assessments to reflect expected levels of understanding.

[IB Grade Conversion Chart](#)

Description of Assessment Requirements for the Diploma Programme

Achievement of the IB Diploma

DP subjects are scored on a scale from 1-7. To receive the IB Diploma a scholar must earn a

minimum of 24 points on six (6) IB subject assessments. A minimum of twelve (12) points must be earned on three (3) HL exams. The score for the exam will be determined by a combination of two assessment models, the Internal Assessment and the External Assessment.

Internal Assessment

Internal assessments (IA) are assessment projects that are conducted during the course and are assessed by the teacher (internal), with grades and samples being submitted prior to the final exam period. Internal assessments allow scholars and teachers to shape the way in which scholars demonstrate mastery of their course objectives by allowing them to choose materials, experiments, art work, etc, to address the IA process. IAs can contribute from 20% to 40% of a scholar's final IB grade in the respective Diploma Programme course.

External Assessments

External assessments are a part of every Diploma Programme course. Unlike IAs, external assessments are examined by representatives of the IBO. Most courses hold their external assessments at the end of the course in May when scholars sit for exams. For some courses this is the sole external assessment. Other courses include external assessments that are conducted during the course and submitted to the IBO for grading. Examples include Theory of Knowledge papers and various works in the IB Visual Arts course.

Assessment of the DP Core (only required for Full Diploma Programme candidates)

In order for scholars to earn the IB Diploma, they must earn a passing mark for their Extended Essay and for their TOK assessments. Using the matrix below as a guide, scholars can earn additional points towards their IB Diploma based on the quality of their EE and TOK assessments.

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

Review of Assessment Practices

Prior to the start of each school year, faculty collaborates to review current practices and revise as needed.

Please refer to [STHS IB Exam Policy](#) for information about exam registration and fees.

References

Academic honesty in the Diploma Programme.

Programme Standards and Practices, 2018, (updated April 2020).

Diploma Programme: From principles into practice, 2015.

IB Subject Guides, EE and TOK guide

Wayside: Sci-Tech High School International Baccalaureate Language Policy (Updated January 2021)

The language policy of Wayside: Sci-Tech High School is an opportunity to articulate what we do to promote language development and honor the native languages spoken by our English Learners (ELs).

Philosophical statement

Written and spoken language is the primary means of communication. It is also a gateway into understanding other peoples and cultures around the globe. This understanding is integral to achieving a level of collaboration, which can lead to peace across borders and cultures. Wayside: Sci-Tech High School subscribes to an additive bilingualism mindset. We believe biliteracy and biculturalism are assets and strive to foster these skills in all of our scholars through our Spanish program and English as a Second Language (ESL) program. By focusing on the IB learner profile, teachers explicitly teach and provide opportunities for scholars to engage in these common attributes across the curriculum, which are central to being lifelong learners and local and global citizens.

All teachers are “language teachers”

All Wayside STHS teachers are language teachers. As teachers of specific content courses, regardless of the discipline or IB “group,” these courses have unique languages that reflect a fluency necessary for academic mastery of that subject. Teachers understand that one barrier to

understanding the content is a lack of understanding of the language of the course. This proves particularly impactful to EL scholars who might understand the language of the content in their native language but struggle with the academic language of the content area. Thus, as a learning community we use best practices such as sheltered instructional strategies and literacy across the content areas to explicitly teach both academic content, vocabulary, and language. In addition, we believe that the ability to express oneself clearly and precisely is an essential skill to develop in all of our scholars. All classes at Wayside: Sci-Tech High School give scholars the opportunity to voice their opinions and present a variety of information through oral presentations, class discussions, and group work.

The faculty at Wayside: Sci-Tech High School are provided with ongoing professional development in Sheltered Instructional practices, which are best practices for working with second language learners in academic content area classes. Faculty receive ongoing training on the Texas English Language Proficiency Standards (ELPS) and create lessons/unit planners that are aligned to these standards and differentiated to meet the needs of English learners with varying degrees of English proficiency. The instructional leadership team (ILT) also promotes strategies for literacy across the content areas through PLCs and professional development sessions throughout the year. Wayside: Sci-Tech High School has a full time Literacy Coordinator who serves as part of our (ILT) and provides instructional coaching for the ELAR department. This individual collaborates with teachers to differentiate instruction and build literacy skills necessary for success in the full IB Diploma Programme. Faculty also receive annual training on TELPAS writing assessment, and serve as raters or assembly and verifiers for the writing portion of the TELPAS assessment. By providing these opportunities for continued professional growth, Wayside: Sci-Tech High School ensures that all teachers are receiving the support and training necessary to be both language and content area teachers.

Expectations for English proficiency

At Wayside: Sci-Tech High School the primary language of instruction is English. It is critical to assist all scholars in their ability to develop a working knowledge of spoken and written English to give scholars the tools and knowledge necessary to be successful in their academic courses and be prepared to excel in college. Wayside: Sci-Tech High School passionately believes in the “IB for ALL” philosophy and our teachers and instructional leaders work together to provide scaffolds and support for scholars who are in the ESL program and are also taking IB classes. In promoting equitable opportunities for all scholars, Wayside does not restrict access to the Diploma Programme based on levels of English proficiency.

Expectations for study of second language

Second language study at Wayside: Sci-Tech High School considers both groups of scholars, those whose mother tongue is English and those whose mother tongue is a language other than English.

For scholars for whom English is their mother tongue, STHS offers Spanish as a second-language of study. Several scholars come to STHS already having begun the study of a second language. Others begin their study of a second language in high school. It is expected that all scholars study Language B (Language Acquisition in grade 9 and 10) and that that same Language B will continue in the IB Diploma 11th grade Year 1 and 12th grade Year 2. A few exceptions to this standard are made for exceptional scholars who are documented level 1 and 2 per state and federal requirements.

Wayside: Sci-Tech High School also offers an Ab Initio class for scholars who do not have previous instruction in the Spanish language. If a scholar decides to study a language different from Spanish in DP group 2, the online programme Pamoja will be used. This planning/schedule/implementation will give scholars the opportunity for four years of second-language study before leaving high school. Additionally, this plan of concurrent language learning will serve as a foundation for pursuing the Diploma Programme and scholars will also receive a state endorsement.

For scholars whose mother tongue is a language other than English, STHS has an English as a Second Language (ESL) program that provides both pull out classes and inclusion support for scholars. The ESL program at Wayside: Sci-Tech High School follows the Texas Education Agency (TEA) rules and regulations for assessment, progress monitoring, and exiting of scholars. Scholars are assessed annually using the Texas English Language Proficiency Assessment System (TELPAS) which tests scholars ability to use both social and academic English in listening, speaking, reading, and writing. Scholars who enroll at STHS from another state or country are given the LAS Links English proficiency assessment in order to determine their English level in accordance with TEA guidelines. The LAS Links assessment is administered by the ESL coordinator. The Language Proficiency Assessment Committee (LPAC) meets several times throughout the year in order to discuss scholar progress in English, and decide on appropriate course placement and support for each scholar through a careful analysis of both formative and summative data. Scholars who are new to the country have the opportunity to be enrolled in the ESOL I and II courses, which teach both the academic content of the English I and II courses while also teaching social English. Those scholars who are more advanced in their English language proficiency receive a variety of services which can include pull out reading classes or ESL inclusion support in their language arts class. Teachers are also trained throughout the year on best practices for teaching English learners. STHS

also offers scholars' whose native language is Spanish to take one or two years of Spanish for Heritage Speakers.

Support for development and maintenance of mother tongue

Wayside: Sci-Tech High School's population is made up of native speakers of English, Spanish, Korean, and more. In order to promote biliteracy and biculturalism in all of our scholars, STHS has specific programming designed to reinforce language proficiency in the dominant mother tongue of our scholars, Spanish. STHS offers a course designed specifically for native Spanish speakers, as they are the largest demographic. Also, the school has events that highlight and honor the native languages of our diverse scholar population. Finally, scholars also have the opportunity to take the Spanish National Exam for national recognition and scholarships.

For scholars with limited English proficiency in need of additional language services, we provide individual tutoring and curriculum differentiation in all of our classes. All classes utilize scaffolds and supports such as visual aids, electronic media, graphic organizers, collaborative learning groups, and scholar demonstrations. Finally, in some cases, our ESL support teacher will co-teach and/or collaborate with individual teachers on how to specifically support EL in classroom instruction based on their current language ability.

Wayside: Sci-Tech High School further provides direct instruction in a supportive environment with an ESL teacher. This teacher supports scholars and their families in mother-tongue maintenance by such mechanisms as:

- Developing library resources for scholars in their mother tongue
- Engaging scholars in reflections involving the use of their mother tongue and home culture across the curriculum.
- Analyzing the syntax and grammar of the mother tongue to inform English instruction

Wayside: Sci-Tech High School supports the Wayside Schools vision and IB mission to prepare all scholars to be College Ready, Community Engaged, Global Citizens. This preparation includes providing developmentally appropriate instruction in the English language, maintaining a respect for the scholar's native culture and heritage, and developing a sense of self-worth and pride in the scholar. It will also include active parent involvement and vigorous staff development activities.

Language and development resources

Teachers incorporate sources from a variety of cultures and backgrounds to expand the scholar's perspectives and knowledge. The English Department at Wayside: Sci-Tech High School places a large emphasis on culturally and linguistically diverse texts, in order to ensure that scholars are reading works from a variety of diverse authors. By incorporating these diverse sources into curriculum and instruction, Wayside: Sci-Tech High School ensures that scholars are being presented with opportunities for international mindedness and global citizenship.

Wayside: Sci-Tech High School also promotes sheltered instructional strategies in content area classrooms in order to support English learners, and faculty receive monthly training on best practices and strategies in language acquisition and the resources to implement these strategies in the classroom. In addition, many resources are used to support and develop the mother tongue. These resources include:

- Bilingual dictionaries and content area glossaries (for some classes)
- Textbooks in mother tongue (in some classes)
- DuoLingo, Rosetta Stone, and other language learning app
- Explicit vocabulary instruction, with a focus on cognates and root words

Language will not be the barrier to educational opportunities (IB):

Language acquisition assistance is available through formal instruction and informal support from qualified faculty with background and degrees in second language acquisition. Scholars who are identified as needing assistance attend English language classes where the focus is on the language of social interaction, science, math, language arts and social studies while concurrently attending classes within the state curriculum. As they move through English language classes, they continue to receive language support from faculty as needed.

Language profile of the school

The primary language of Wayside: Sci-Tech High School is English. Our population of scholars receiving ESL services generally ranges between 40% and 45% of our student body. Spanish, Korean, and English are the other mother tongue languages spoken at STHS.

Language policy in the DP (Language A, Language B, Ab Initio)

The IB's Diploma Programme (DP) promotes the attention to language learning at STHS. It is a stated expectation that all scholars entering 9th grade, will begin, or in some cases continue, the study of a second language. In DP, all scholars have the opportunity to continue their study of a second language, with the goal of both linguistic and cultural fluency.

Scholars enter the IB Diploma Programme or course candidacy during their 11th grade and continue through their Senior year. During this 2 years programme, STHS's IB DP programme will deepen language skills for scholars with an emphasis on learning for cultural fluency. The Language B program at the Diploma level emphasizes communication in multiple cultural contexts, thus allowing scholars to learn language specifically for the goal of global communication and cultural understanding. As mentioned before, DP/course candidate scholars will be required to continue their study of the target language through their senior year unless their schedule prohibits the ability to continue the study of the target language.

Scholars who join the Diploma Programme and have shown fluency in a language other than English based on an approved language proficiency assessment are given the opportunity to study that language as a literature course in the IB Self-taught Language A category.

How is the language policy communicated?

Wayside Sci-Tech High School's Language Policy is published on the IB section of our school's website, thus accessible to all IB stakeholders in the Wayside community. All documents are accessible in English and Spanish. The language policy will also be translated into other languages represented by the mother tongue of our IB scholars on a case by case basis to ensure equitable access to scholars and their families. Also, at the end of the year a survey is sent by the IB coordinator for feedback.

Language Policy Review Process

This document was created through input from program teachers, Literacy Coordinator, Administration, ESOL coordinator, IB coordinator and in conjunction with IB support materials and in collaboration with other area school leaders who are going through this process. The IB Language Policy Committee will evaluate it every 2 years.

Resources

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

Guidelines for developing a school language policy, 2008.

Guidelines for school self-reflection on its language policy, 2012.

Language and learning in IB programmes, 2001, (updated August 2014).

Programme Standards and Practices, 2018, (updated April 2020).

Diploma Programme: From principles into practice, 2015.

Wayside: Sci-Tech High School
International Baccalaureate Inclusion/Special Needs Policy
 (Updated January 2021)

Wayside: Sci-Tech High School Diploma Programme's philosophy of inclusion

Wayside: Sci-Tech High School is a tuition-free, college prep, public charter school accredited by the Texas Education Agency and the Texas State Board of Education. It's also a member of TIBS (Texas IB Schools). Sci-Tech High School exists to prepare College Ready, Community Engaged, Global Citizens. Sci-Tech High School's Diploma Programme is an Open Access Programme. Information about the IB Diploma Programme is given to scholars, parents, and guardians during an annual IB night. This information will highlight the advantages and benefits of pursuing the full Diploma Programme. This presentation is given in both English and Spanish in order to best meet the needs of our diverse student body. Scholars who have made the decision, along with their parent/guardian/caregiver consent, to join the Diploma Programme are welcome to do so. In keeping with that policy, scholars with special needs are equally encouraged to pursue their academic ambitions by joining the Diploma Programme. Every scholar is encouraged to exemplify the attributes of the IB learner profile. Through carefully chosen and planned curriculum and instruction, all scholars are introduced to a variety of cultures, diverse viewpoints and various perspectives to help them become open-minded, reflective lifelong learners.

The purpose of this document is to inform stakeholders of:

- Federal and State Laws that apply to the Special Needs population
- Define Scholar with Special Education Needs
- How scholar eligibility is determined
- The roles and responsibilities of all stakeholders
- Accommodations and modifications

Federal and State Laws

- **IDEA-** Individuals with Disabilities Act: IDEA, the Individuals with Disabilities Act, is The United States' special education law. The IDEA guides how we provide related services to eligible children and youth with disabilities.
- **ADA-** Americans with Disabilities Act: Gives civil rights to those with disabilities in employment, public accommodations, transportation, state and local government services and telecommunications.

- **NCLB- No Child Left Behind.** The No Child Left Behind Act became law in 2002 and contains the largest change to the Elementary and Secondary Education Act (ESEA) since it was enacted in 1965. NCLB measures school success by scholar achievement. The Act contains the following four basic education reform principles: stronger accountability, increased flexibility and local control, more options for parents, and an emphasis on evidence--based teaching
- **Section 504 of the Rehabilitation Act-** “No otherwise qualified individual with a disability in the United States, as defined in section 705(20) of this title, shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance”
- **Texas Education Code--TAC, Title 19, Chapter 89.**

What is meant by Special Needs

Special needs of scholars vary and include, but are not exclusively:

- Specific learning disabilities (including dyslexia, dysgraphia, dyspraxia , information processing difficulties).
- Physical challenges (fine motor challenges, cerebral palsy, muscular dystrophy, other).
- Communication and speech difficulties (specific language impairment - receptive and/or expressive, auditory processing difficulties, fluency disorders - stuttering and/or stammering, verbal dyspraxia/apraxia, other).
- Sensory challenges (visual, hearing, other).
- Social emotional and behavioral difficulties (attention deficit/hyperactivity disorder, personality disturbances, emotional disturbances - eating disorders, depression, excessive stress reaction, other).
- Mental health challenges (depression, anxiety, obsessive compulsive, post traumatic stress, other).
- Autism Spectrum (autism, Asperger's syndrome, pervasive developmental disorders, other).
- Medical challenges (diabetes, cancer, accident resulting in injury, asthma, cystic fibrosis, epilepsy, rheumatoid conditions, other).
- Others not specified above.

Eligibility

Scholar eligibility for special education will be determined by applying the following procedure:

- a. Parents may request a Full and Individualized Evaluation (FIE) of a child at any time.
- b. Teachers may request a FIE of a scholar by providing documentation of concerns that may relate to a disability to the school's Scholar Support Team.
 - Proof of documentation includes:
 - consistently poor achievement on state assessments
 - running records providing proof of difficulty in mastering concepts
 - documentation of any and all accommodations or modifications to instruction that have been tried in class and an account of the success or failure of the accommodations or modifications
 - documentation provided by the parents from a physician
- c. Once a request has been made, a meeting between the Special Education department, an administrator, a parent and at least one (1) general education teacher will occur to give permission to conduct the evaluation. Parents must give permission in writing for the evaluation to occur.
- d. Once permission is given, the FIE will be completed no more than 30 days after being approved.
- e. Upon completion of the FIE, an Admission Review and Dismissal (ARD) committee will convene to review the results of the evaluation and determine if the scholar is eligible for services.
- f. Once the ARD committee determines a scholar qualifies for services, they will determine the appropriate placement of the scholar in accordance with the IDEA's Least Restrictive Environment policy.

Accommodations

There are a number of ways scholars can receive accommodations to satisfy their unique academic, physical, emotional or other needs and allow them to be successful in their academic studies. Accommodations and modifications are available to all scholars with an IEP on an as needed basis and will be determined by the ARD committee. Scholars who are in the 504 program are eligible for instructional accommodations that are determined by the 504 committee. These may include but are not limited to the following:

- Working with the Special Education department, scholars who are assigned Individual Educational Plans (IEPs) are granted the accommodations or modifications in the classroom that their plans dictate.
- Working with the 504 Coordinator, scholars who are assigned 504 plans are granted the accommodations in the classroom that their plans dictate.

- Scholars with temporary physical or emotional difficulties brought on by an accident, personal or family trauma, or other such impacting event, can work with their counselor to seek a temporary academic plan to address their current and temporary needs.
- Scholars with difficulties that do not qualify for an IEP, a 504 or a temporary accommodation as spelled out above can also petition their counselor, the DP Coordinator or their teachers directly to ask for an intervention that creates fair and equitable access to academic opportunities. In such cases the counselor or coordinator will consider the request and, if warranted, petition the teachers with specific suggested short or long term accommodations.
- Modification of course curriculum.
- Frequent breaks.
- Reduced assignments.
- Access to a special education resource room for individualized assistance.
- Use of technology.
- Read aloud on request.
- Additional time on state standardized assessment.

Scholars who receive accommodations from Sci-Tech's Special Education department AND who utilize those accommodations in their Diploma Programme classrooms must apply for those accommodations to be applied to IBO end of year testing. Such accommodations include but are not limited to:

- Extended time
- Separate setting
- Use of laptop for testing

Roles and Responsibilities of the Stakeholders

A stakeholder shall be defined as anyone who has an interest in the education of the scholar with disabilities. This can include but is not limited to: faculty and staff, parents and scholars.

Responsibilities of the Faculty, DP Faculty and Staff

- The classroom teacher/IB teacher will be responsible for implementing all accommodations and modifications deemed appropriate by the ARD committee or 504 Committee with the help of the special education teachers as needed.
- The special education team will maintain accurate records of scholar's progress on their Individualized Education Plan (IEP).
- The 504 Coordinator will maintain accurate records of scholar's progress on their 504 plan.

- All faculty and staff will be responsible for maintaining the confidentiality of individuals being provided special education services and 504 services.
- Inform DP Coordinator of scholar in-class use of assigned accommodations.
- Inform DP Coordinator, SPED department, and/or 504 Coordinator of perception of scholar need of one or more accommodations.

Responsibilities of the IB DP Coordinator

- Request from the Special Education Coordinator/504 Coordinator a list of scholars who have IEPs and 504 plans.
- Request from parents and scholars the need for accommodations in accordance with the above documentation or for other documented reasons.
- Apply to the IBO for accommodations for the current testing session.

Responsibilities of Special Needs/504 Coordinators/department:

- Supply DP Coordinator with names of DP scholars with IEPs and 504 plans at the beginning of Senior year.
- Support DP Coordinator with evaluation of individual scholar's needs on a case by case basis.

Responsibilities of scholar

- Advocate for individual accommodations and academic needs.
- Scholars will be actively involved (when age appropriate) in the planning on their IEP or 504 plan and the accommodations/modifications.
- Scholars will actively participate in their classes to the best of their ability.

Responsibilities of parent(s)/guardian(s)/caregiver(s)

- Inform Special Education department or 504 Coordinator of need for specific academic accommodations.
- Send medical, psychological documentation to DP Coordinator for submission to IBO.
- Parents will participate in the planning of their child's IEP or 504 plan and accommodations/modifications.
- Parents will inform the school of all information and provide all documentation regarding their scholar's special education needs.
- Parents will inform the school of any changes to their scholar's special educational needs.

Inclusion/Special Needs Policy Review Process

This document was created and reviewed by the Special Education Coordinator, 504 Coordinator, IB Coordinator, in conjunction with IB support materials. The Wayside: Sci-Tech High School Committee will evaluate it every 2 years.

Resources

Access and inclusion policy, 2018.

Learning diversity and inclusion in IB programmes: Removing barriers to learning, 2016 (Updated May 2020).

Programme Standards and Practices, 2018, (updated April 2020).

Diploma Programme: From principles into practice, 2015.

Wayside: Sci-Tech High School IB Parent and Student Complaint Procedures

Wayside: Sci-Tech High School offers the International Baccalaureate Diploma Programme (DP) in alignment with the standards and practices outlined by the International Baccalaureate Organization (IBO). In the event that a parent/guardian and/or scholar has a complaint in regards to the Diploma Programme at Wayside: Sci-Tech High School, the following protocol and procedures shall be followed:

Wayside: Sci-Tech High School IB Complaint Protocol

Tier One: The parent/guardian and scholar should contact their IB teacher with any concerns they may have regarding their academics.

Tier Two: If, after meeting with the teacher the concern/complaint is not resolved, the parent and student should meet with the IB Coordinator and 11th and 12th grade administrator. This meeting will be focused on transparent communication of IB expectations and policies, and all stakeholders will collaborate together in order to find a suitable solution to the concern presented.

Tier Three: If the matter is not resolved after the steps outlined above, a meeting with the campus Principal, IB Coordinator, parent/guardian, and scholar will be scheduled. This meeting will further discuss the concern and possible solutions that are aligned to Wayside Schools and IBO policies. A final decision will be reached by the tier three meeting participants; if the concern persists the parent/guardian and scholar may follow the appeals process outlined below.

Wayside: Sci-Tech High School IB Complaint Appeals Protocol

Parents/guardians and scholars may file an appeal if they believe that the final decision reached in the Tier Three meeting does not adequately address the concern. [Appeals](#) should be filed in writing by email to the Chief Academic Officer (CAO) Susan Pommerening, at spommerening@waysideschools.org.