**International Baccalaureate**

**At Kenner Collegiate:**

**Parent & Student Handbook 2017-2018**

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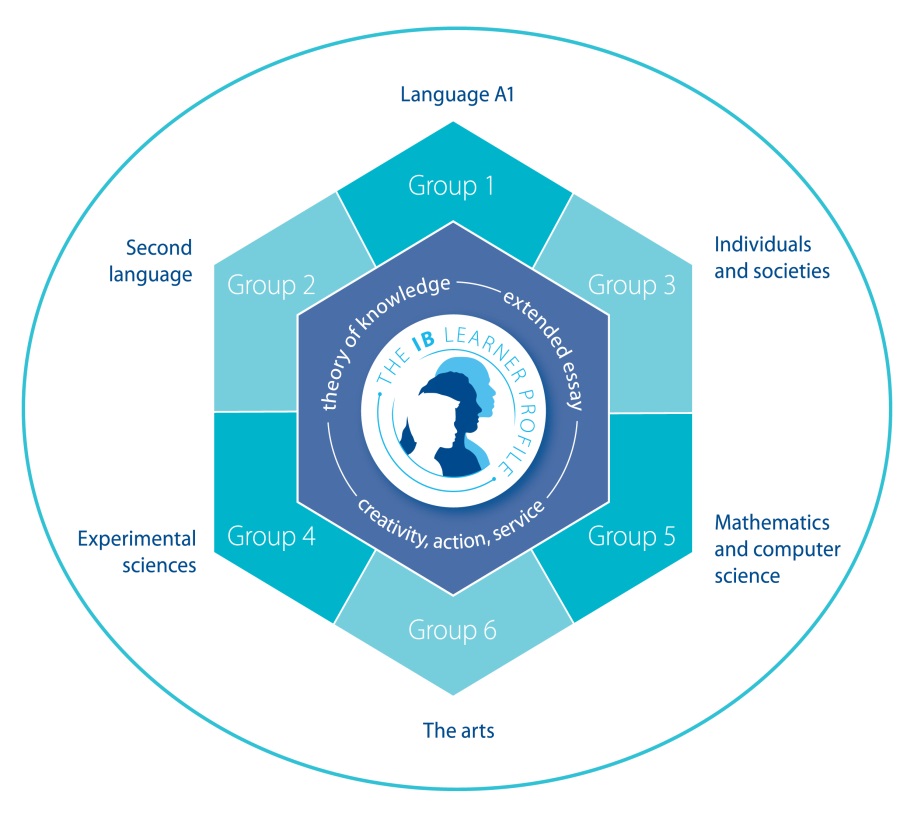
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**IB Mission Statement**

The International Baccalaureate Organization (IBO) 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 IBO works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

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

**Kenner CVI IB Mission Statement**

The International Baccalaureate (IB) Programme at Kenner Collegiate aims to provide a challenging, relevant and internationally focussed learning experience to all who enter the program.

This programme, unique in Peterborough, combines rigorous training for success in post-secondary academia, along with innovative community service, with the aim of nurturing the whole student.

In the Kenner IB Programme, students are encouraged to reach their intellectual potential and gain valuable, marketable skills that will prepare them for the complex challenges of leadership in an increasingly globalized world.

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***A Message from the Principal***

Welcome to the IB Programme at Kenner! Kenner Collegiate and Vocational Institute is privileged to offer students the opportunity to pursue an International Baccalaureate (IB) Diploma in conjunction with an Ontario Secondary School Diploma. The IB Diploma Programme is supported by the Kawartha Pine Ridge District School Board and is offered at Kenner Collegiate and Vocational Institute to students who reside in Peterborough County.

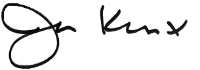
The pursuit of an Ontario Secondary School Diploma (OSSD) is a major accomplishment for young people in our province. Earning the OSSD indicates the achievement of Ontario Ministry of Education expectations in a broad range of subject areas, the successful attainment of the Literacy requirement, and a demonstrated readiness to pursue post-secondary work or study options. For students to pursue an OSSD ***and*** an International Baccalaureate Diploma is to double these expectations and put forth an even deeper commitment in the achievement of excellence.

For the inquisitive and engaged learner who is interested in local, national and global perspectives, the IB Diploma Programme is a demanding and exciting complement to the OSSD program. It is a lot of work, requires a conscious commitment, but is rewarding in an infinite number of ways.

Therefore, the purpose of this document is to provide you with an overview of the IB Programme at Kenner Collegiate and the policies and procedures that guide it. It has been developed in conjunction with IB students, parents, and the Kenner faculty, the IB Coordinator, the school administration, as well as senior administration of the Board. We trust you will find this document useful and comprehensive with it being overwhelming. As this is a living document, we welcome your input and invite you to share your suggestions with us.

For those students pursuing an IB Diploma in conjunction with their OSSD, I offer you my sincere best wishes and encourage you to take advantage of the network of support available to you at Kenner. We believe in a strong partnership between the student, the home and the school, and look forward to working with you as you pursue this outstanding educational opportunity.

Sincerely,



Jennifer Knox,

Principal

Kenner Collegiate and Vocational Institute and Intermediate School

**What is The IB Diploma Programme?**

The IB Diploma Programme is a comprehensive and challenging pre-University course for grades 11 and 12 that demands the best from both motivated students and teachers. Since 1968, this sophisticated two year program has stood the test of time for over 900 000 students, in over 3400 schools, in 143 different countries. IB graduates are favoured by the world’s leading post-secondary institutions.

Certified as an IB school in 2006, the IB Programme at Kenner strives to provide an exceptional learning environment for students. Students considering this programme should be academically talented, highly motivated, curious, and possess a solid work ethic. IB students also display many of the following characteristics:

* Learn quickly with good retention
* Demonstrate initiative and intellectual curiosity
* Work independently
* Manage their time wisely
* Demonstrate strong literacy, numeracy and problem solving skills
* Be a supportive member of their peer group

**The Benefits of the IB Programme**

**Graduates of an IB Diploma Programme enjoy many benefits and advantages:**

* Universities recognize the outstanding qualities of IB Diploma Programme students, and reward them with preferred program placement, transfer credits, tuition reduction, and increased access to scholarships and bursaries.
* IB Diploma holders have important intellectual advantages, and are ready to debate real world issues from an international perspective. In this way, they provide leadership and support in the local and global community.
* IB Graduates have polished research skills, and demonstrate a capacity for in-depth and interdisciplinary study while maintaining a broad perspective informed by different subject areas.
* IB Graduates are curious, ask challenging questions, and know how to express their opinions eloquently, both orally and in writing.

**Further Benefits of the IB Programme**

* IB Diploma Graduates have polished skills in a second language.
* IB Diploma Graduates provide the whole package that universities are interested in such as strong academics blended with leadership and commitment to community. University admissions personnel know IB students will be successful in university and, as a result, IB students are in high demand.
* Internationally, the IB Diploma is held in very high regard. Moreover, many students earning the IB Diploma are awarded advanced university credits at prestigious universities around the world – as well as here in Canada. In addition, virtually all will recognize the IB Diploma as an admission credential, and grant a variety of privileges as a result. Indeed, IB specific scholarships have significantly increased at Canadian universities in recent years.

**The Kenner IB Advantage**

**Supportive** – Kenner's small size allows for increased individual attention for students, better communication with parents, and retention rates more than twice the international average.

**Established** – In November 2016 the IB Programme at Kenner will celebrated its 8th graduating class. All Kenner IB faculty receive up-to-date specialized training. Kenner IB grads are studying all over the world in a wide range of programmes, embarking on exciting careers.

**Effective** – In 2016, Kenner scored well above the IB international average in its program results; these statistics compare Kenner against public and private schools from around the world! In the IB world, Kenner is really on the map!

**The Unique Core Features of the IB Programme**

**The IB pedagogy has three central features that make it unique:**

**I The Extended Essay (EE)**

The Extended Essay of between 3200-4000 words allows the diploma candidate the opportunity to investigate a topic of passionate interest. Written during the grade 11 and 12 years, the essay requirements acquaint each student with the independent research and writing skills expected and demanded by universities. It is modelled after a thesis-driven Masters where the student works in conjunction with a faculty mentor through various stages of the research and writing process. IB at Kenner recommends that a student devote a total of 40 hours of private study and writing time to the essay whose focus is chosen from one of the IB courses offered at Kenner.

**II Theory of Knowledge (TOK)**

Theory of Knowledge (TOK) is an interdisciplinary course taken in semester two of grade 11. TOK is intended to stimulate critical reflection on the knowledge and experience that IB students gain both inside and outside the classroom. The course challenges students to question the basis of knowledge, to beware of subjective and ideological biases, and to develop the ability to analyse evidence from a number of perspectives. It is a key element within the IB structure in encouraging students to appreciate other cultural perspectives and to promote internationalism. The course is unique to IB, which recommends at least one hundred hours of teaching time, which in Ontario generally means one class. All IB subject disciplines incorporate TOK issues and questions into their curriculum.

**III Creativity, Action and Service (CAS)**

The International Baccalaureate Programme’s goal is to educate the whole person and foster responsible, compassionate citizens of the world. The Creativity, Action Service (CAS) Leadership Program is a framework for experiential learning, designed to involve students in new roles. CAS is flexible in nature, and seeks to reward students for their involvement in a wide variety of extracurricular and community activities. The emphasis is on learning by doing real tasks, with real consequences and then reflecting on these experiences over time. CAS encourages students to share their energies and special talents while developing awareness, concern and the ability to work cooperatively with others. Students are encouraged to volunteer in their grade 9 and 10 years however, through CAS and its required 150 hours, the Ontario Secondary School Diploma (OSSD) requirements are completed. CAS begins at the beginning of September of the Grade 11 year and should be completed by the end of February of the Grade 12 year.

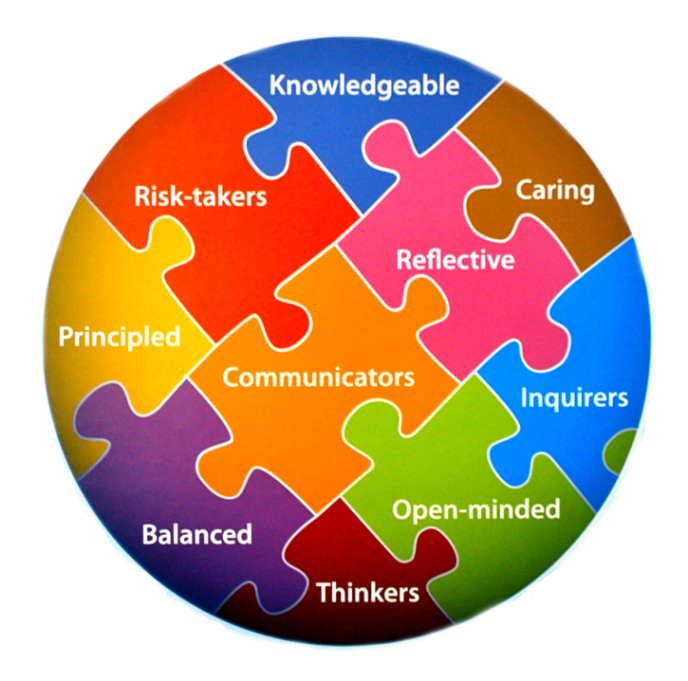
**The IB Learner Profile**

**The aim of all IB programmes is to develop internationally minded young people who, recognizing their common humanity and shared guardianship of the planet, help create a better and more peaceful world. The Learner Profile is spiritual core of the IB philosophy:**

**Inquirers**: IB learners **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 and issues that have local and global significance. In doing so, 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 and justice. They have respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them. This includes a strong commitment to academic honesty and no tolerance for plagiarism.**

**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 seek and evaluate a range of points, and 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 in the lives of others.**

**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 and Selection Process**

In the grade 9 and 10 Pre-IB Programme students are introduced to an enhanced curriculum that fosters critical thinking, and a strong sense of internationalism. Backward planning and scaffolding are regular practises aimed at offering consistent, clear support as students prepare for the IB Diploma Programme in grade 11 and 12. Projects and assessments count for their OSSD, but are enhanced by cultivating the rigorous thinking, writing, research and communication skills that are key components of the full diploma programme.

**Grade 9 Preparatory Year**

Entrance into the Grade 9 Programme is by application. An Open Houses held in the fall and winter highlight how the IB programme “looks” for grade 9 students. All interested Grade 8 students in and around Peterborough area, and their parents, are invited to attend. Application packages are available at this session or through the IB Coordinator, either in print or electronic form. Applicants need to present an academic and leadership portfolio which includes: a writing sample; evidence of Science and Math proficiency in the form of tests; copies of their most recent Grade 8 report card; a confidential grade 8 teacher evaluation; and written reflection on a series of relevant questions. The IB review team, consisting of school administration, IB teachers and the IB Coordinator meet in January to review applications, while formal acceptance is communicated in mid-February.

**Grade 10 Preparatory Year**

Entrance into the Grade 10 Programme for students currently enrolled at Kenner CVI or for those enrolled at another school follows a process similar to the one above. Applicants will need to complete a written task, provide copies of their Grade 8 report card, their most recent Grade 9 report card and a confidential teacher evaluation. NOTE: Students who wish to join the IB programme after completing grade 9 ***may do so***, but must complete the application process.

**Formal Acceptance into the IB Diploma Programme**

The philosophy of the IB Programme at Kenner is based on a principle of inclusion rooted in the notion that a wide range of students, from diverse backgrounds, are capable of thriving in the IB Programme. However, full acceptance into the IB Diploma Programme at the end of grade 10 ***is not guaranteed.***

Formal Acceptance into the IB Diploma Programme occurs towards the end of the grade 10 year as a result of an assessment of each student’s performance in the Preparatory Years Programme. The IB Admissions Team, in consultation with faculty, reserves the right to council students out of the IB Diploma Programme for a number of reasons. These may include the professional judgement that a student’s academic performance in one or more subjects would hamper their ability to be successful in the full Diploma Programme. For example, a student who has a mark of lower than 70% in any of their

**Formal Acceptance into the IB Diploma Programme** ***(continued):***

Grade 10 courses may be required to have a meeting involving themselves, a parent or guardian, the IB coordinator and an administrator before moving into IB programme.

Furthermore, students will be expected to maintain a 70% average throughout their time in the IB Programme at Kenner. Failure to do so may result in a review of their suitability for the program as a whole. Additionally, a student’s learning skills will be taken into account, as will disruptive and/or disrespectful behaviours, which counter the IB Code of Student Conduct, and/or which undermine the safe learning environment at the core of the IB philosophy.

As a result of this process, case-by-case recommendations will be made by the IB Coordinator, in consultation with the school principal, which will include a wide range of options:

a) Acceptance into the full IB Diploma Programme;

b) A recommendation that a student pursue Course options in one or more IB courses rather than a full diploma;

c) A one-semester trial for students who are at-risk in terms of academic performance, learning skills and/or poor conduct;

d) Complete removal from the IB Programme and relocation into another stream of study.

**Entrance into the Year 1 of the IB Diploma Programme (Grade 11 IB)**

Entrance into the Grade 11 IB Diploma Programme for students currently enrolled at Kenner will be based upon successful completion of the Grade 10 Preparatory Year. Entrance into the Grade 11 IB Diploma Programme for students who are currently attending another school is based on an application package similar to the one mentioned above. Applicants complete a written task, provide copies of their Grade 9 report card, their most recent Grade 10 report card and a confidential teacher evaluation. Students applying from another IB school will be asked for a reference letter from their IB Coordinator along with a credit summary in place of an application.

***Please note:*** Students must have successfully completed grade 11 Academic Mathematics (MCR 3U) and grade 10 Academic French (FSF 2D) to be considered for entrance into the IB programme.

**Entrance into Year 2 of the IB Diploma Programme (Grade 12 IB) from another IB Programme**

Entrance into the Grade 12 IB Diploma Programme will be available only to those students transferring from another IB school who have successfully completed their Grade 11 IB year and whose subject selections can be accommodated by our programme and scheduling template.

**The Official**

**Requirements for an IB Diploma**

To be eligible to graduate from grade 12 with a full IB Diploma, a candidate ***must***:

* Successfully complete all prescribed IB course work, assessments and examinations;
* Successfully complete all OSSD course work and examinations;
* Successfully complete of an Extended Essay (EE) of 3 200 - 4 000 words with consultation and support from an Extended Essay Supervisor throughout the program;
* Successfully complete the Theory of Knowledge (TOK) course, including an essay on a prescribed title marked externally by trained IB markers, and a formal presentation marked internally by subject teacher;
* Complete approximately 150 hours in the Creativity, Action and Service (CAS) program;
* Receive a minimum total score of 24 points with each subject scored from 1-7, and then 3 additional points awarded for EE, TOK, and CAS.

**NOTE**: A passing grade must be earned in both the EE and TOK unless the Diploma total score is over 28, then one failing grade may occur;

**The following stipulations apply:**

* No subject mark of 1;
* No subject mark of 2 in any Higher Level (HL) course, ***unless*** Diploma Point total is over 28;
* At least 12 points gained from three Higher Level (HL) courses;
* At least 9 points gained from three Standard Level (SL) courses;
* Grades A to D awarded for both EE and TOK, with no failing grade in either, ***except*** with a Diploma Point total of over 28;
* The candidate must not be judged guilty of malpractice (See Academic Honesty Policy)

**NOTE:** If a candidate is unsuccessful in achieving the above requirements, he/she will be awarded IB certificates for each IB subject completed. In addition, they will remain eligible for their OSSD.

[](http://www.google.ca/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwiE57TLgJHNAhVUa1IKHVN8BqsQjRwIBw&url=http://www.slideshare.net/Stiftung_Louisenlund/diploma-programme-9459959&psig=AFQjCNFfNQ6Fzvrbb126xB66-B6_r7O2Ug&ust=1465220143615189)IB Graduates from Kenner Collegate have earned over 700 transfer credits. IB Graduates from Kenner thrive at universty, and are studying and working all over the world.

**IB Assessment and Examinations**

The IB assessment system features a coherent programme of quality control which encourages both students and teachers to pursue high but attainable international academic standards. There are many quality checks within the IB structure which ensure quality control. Students and teachers are assessed both internally and externally. In addition to IB assessment protocols, school policies for assessments are strictly followed for all Diploma students.

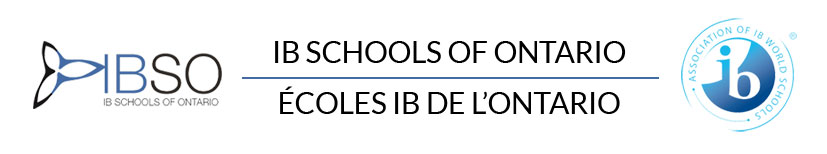
**Internal Assessment (IA)**

All courses require an internal assessment designed by the subject teacher and IB which is then externally moderated by an IB examiner. IA’s will vary by subject. They include such things as individual oral presentation, interactive oral exams, essays, labs, portfolio work, etc.

**External Assessment (EA)**

All courses, with the exception of TOK, have a series of examination papers set by IB. They take place in May of Grade 12. Students may take up to two SL examinations in May of Grade 11. The number and type of examinations will vary per subject. Once written, these exams are sent to IB examiners all over the world to be marked. Please note that the IB examiners are monitored and their marking is moderated by yet another IB examiner. This ensures quality and consistency of assessment. NOTE: Standard Level (SL) courses span over two semesters, while Higher Level (HL) courses span over three semesters.

**Interim and Predicted Grades**

[](http://www.google.ca/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwjqr9nb6LjUAhXq5YMKHVyODUUQjRwIBw&url=http://www.ibschoolsofontario.ca/&psig=AFQjCNEof5oLGIR2pikGwXkbYdk3V8Q0OA&ust=1497374463142956)An individualized report presenting predicted grades for all IB Diploma Candidates will be sent in Grade 12 in February to IB and to Universities. This additional reporting procedure sets our students apart from other applicants, as it helps universities award transfer credits which are valued at approximately $2000 apiece. Further, universities award scholarships and bursaries based on these predictions which are adjusted according to a student’s final results.

**IB Schools of Ontario (IBSO) Table of Equivalent Grades**

As a member of IBSO, Kenner applies a mark conversion scale to all IB summative assessments and IB exam results. They are marked using IB criteria generating a mark on a scale of 1 – 7. This mark is then converted to a percentage grade using the Table of Equivalent Grades as set by the International Baccalaureate Schools of Ontario (IBSO) and is used by all IB schools in Ontario. This scale was created in conjunction with the Ontario University Admissions Centre (OUAC).

**(IBSO) Table of Equivalent Grades**

When an IB Diploma Candidate’s teacher has determined his or her predicted grade, specific percentages are selected from the appropriate ranges below. These percentage grades are then reported to the Ontario Universities Application Center for the OSSD credits that are considered equivalent to the IB Applicant’s subjects.

As shown in the right-hand column, both IB and percentage grades reflect Ontario Ministry of Education (MOE) assessment levels.

Specifically, IB grades of 5, 6, and 7 is linked to MOE level 4, which is defined as **“a very high level of achievement that is above the provincial standard.”**

A grade of 4 (the median on the IB’s 7-point scale) is linked to MOE level 3, which is defined as **“a high level of achievement that is at the provincial standard.”**

A grade of 3 on the IB scale is linked to MOE level 2 which is defined as **“a moderate level of achievement that is below, but approaching the provincial standards.”**

**IBSO CONVERSION SCALE – Standardized Grade Conversion Chart for Ontario IB schools**

Students completing their IB course work by writing an IB final exam in the May 2015 exam session earn a percentage grade derived using the May 2015 IBSO Table of Equivalents. This table allows students to attain marks in both the Ontario and IB systems at the same time.

**IBSO STANDARDIZED TABLE OF EQUIVALENT GRADES**

**IB Score Mark Range Ontario Equivalent**

**7 = 97 to 100% Level 4+**

**6 = 93 to 96% Level 4+**

**5 = 84 to 92% Level 4**

**4 = 72 to 83% Level 3+/4-**

**3 = 61 to 71% Level 2+/3-**

**2 = 50 to 60% Level 1**

Application: Our IB faculty take a consistent and uniform approach to the calculation of grades. The IB grade is determined first, based on the IB assessment criteria. Next, all IB grades are converted to the Ontario percentage using the table above.

Kenner IB students consistently perform above the international IB average.

**Conveying of IB Results**

The Guidance Department will assist the IB Programme Coordinator to ensure that IB graduates’ transcripts are sent in June of Grade 12, for all IB Diploma and Course Candidates.

**PLEASE NOTE**: Universities outside of North America have much earlier dates for transcript requests. (Australia – October, Europe – April, etc.) It is the responsibility of students and their families to make requests to the IB Coordinator and/or Head of Guidance for transcripts for universities outside North America *as soon as possible* in order to avoid disappointment or deadlines missed.

On **July 5th**, the IB results will be available to the IB Coordinator during a specified time frame determined by IB. Results will be downloaded *and any adjustments to Ontario percentage grades -- as per IBSO Table of Equivalent Grades -- will be made at that time and sent to OUAC on your behalf.*

On **July 6th**, individual Diploma and Certificate students can activate their results on the internet by using instructions and PIN numbers distributed during the May examination session. Universities offering scholarship monies often wait until final marks are awarded before settling on the amount.

In **late August**, Diplomas and Certificates are mailed to the school. They will be available for pick up the week before school begins in September. Students may leave a forwarding address if they wish the Diploma/Certificate to be mailed. ***However, this must be done in June.***

**Challenging IB Marks**: Challenges to IB marks are called Enquiry upon Results, and must be conducted by the IB Coordinator. It is our policy to challenge any grade which would prevent a student from obtaining his/her IB diploma. The costs for doing so will be absorbed by the school. Students may wish to challenge results that do not threaten the IB diploma. These costs -- $125 USD per challenge – must be paid by the student and his/her family.

Grade 10 Pre-IB’s and graduating 12’s departing for Medeba Leadership Camp. This year marked our eighth trip.

**List of Major IB Assignments**

**Group 1: HL English**

|  |  |  |
| --- | --- | --- |
| Assessment | Grade | Type |
| Individual Oral Presentation | 11 (Oct.) | Internal |
| Written Assignment | 11 (Jan.) | External |
| Interactive Oral Commentary | 11 (Nov.) | Internal |
| Supervised Writing | 11 (Oct. – Dec.) | Internal |
| Individual Oral Commentary | 12 (Dec.) | Internal |
| Examination – Papers 1, 2 | 12 (May) | External |

**Group 2: SL French**

|  |  |  |
| --- | --- | --- |
| Assessment | Grade | Type |
| Individual Orals | 11 | Internal |
| Individual Orals | 11 (Sept. – Jan.) | Internal |
| Interactive Orals | 11 (Feb.) | Internal |
| Written Assignment | 11 (Feb.) | External |
| Examination – Papers 1, 2 | 11 (May) | External |

**Group 3: HL/SL History**

|  |  |  |
| --- | --- | --- |
| Assessment | Grade | Type |
| Historical Investigation | 12 (Dec. – Jan.) | Internal |
| Examination – Papers 1, 2, 3 **(HL ONLY)** | 12 (May) | External |

**Group 3: HL/SL Geography**

|  |  |  |
| --- | --- | --- |
| Assessment | Grade | Type |
| Group Four Project | 11 | Internal |
| Fieldwork Report | 12 | Internal |
| Paper 1, 2, 3 **(HL ONLY)** | 12 | External |

**List of Major IB Assignments** (continued)

**Group 4: HL Biology/HL/SL Chemistry/HL/SL Physics**

|  |  |  |
| --- | --- | --- |
| Assessment | Year | Type |
| Experimental Investigation | 12 (April) | Internal |
| Group 4 Project | 11 (Oct.) | Internal |
| Examination Papers 1,2,3 | 12 (May) | External |

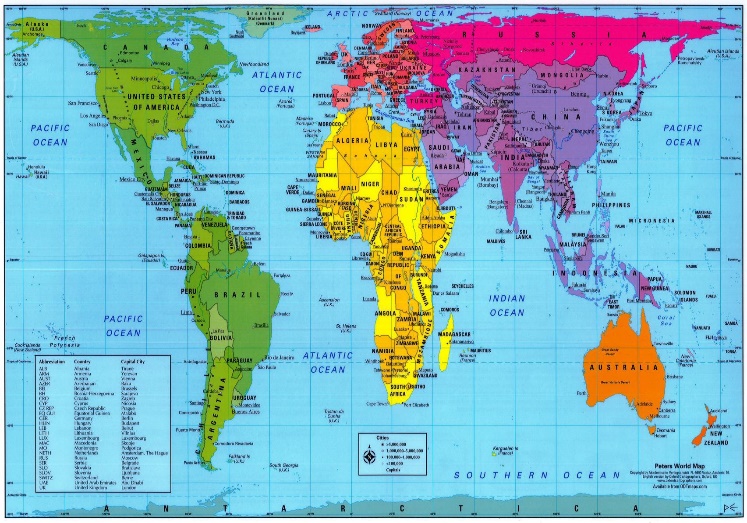
**Group 5: SL Mathematics/SL Math Studies**

|  |  |  |
| --- | --- | --- |
| Assessment | Year | Type |
| Math Exploration | 11 and 12 (Math studies only) | Internal |
| Examination – Papers 1,2 | 12 (May) | External |

**Group 6: Visual Arts**

|  |  |  |
| --- | --- | --- |
| Assessment | Year | Type |
| Comparative Study | 11 and 12 | Internal |
| Exhibition | 12 | Internal |
| Process Portfolio | 12 (May) | External |

**Note:** There will be a moratorium on school activities for IB students that will stretch from late April to mid-May. This will lessen the stress at this pivotal time of year, and help support thorough exam review for these students. ***Please note that participation in ongoing athletic and club activities will remain optional during this period.***

[](https://www.google.ca/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwj59pHB8bjUAhVDwYMKHUsIBT8QjRwIBw&url=https://forums.anandtech.com/threads/boston-public-schools-now-buying-maps-in-peters-projection.2503187/&psig=AFQjCNEdmothduWtHKmXFUwhmToMccDD2w&ust=1497376824723316)

IB students have access to incredible opportunities for international learning through travel. Our international learning trips have taken Kenner IB students around the world:

2015 The Netherlands

2016 Hawaii

2017 Vimy Ridge

2018 Peru

**Example Two-Year IB Calendar**

**Year One: Grade 11 IB**

|  |  |
| --- | --- |
| **September** | * French Interactive Orals * Visual Art Resolved Piece #1 |
| **October** | * English Supervised Writing #1 * French Interactive Orals #1 * Visual Art Resolved Piece #2 |
| **November** | * English Interactive Oral * English Supervised Writing #2 * French Interactive Oral #2 * Visual Art Resolved Piece #3 |
| **December** | * English Supervised Writing #3 * French Interactive Oral #3 * Visual Art Resolved Piece #4 |
| **January** | * English Written Assignment * French Written Assignment |
| **February** | * French Written Assignment French Oral |
| **March** | * French Oral |
| **April** | * Begin planning Extended Essay |
| **May** | * French Examinations * Math/Math Studies IA Proposals * Begin Extended Essay (EE) process: Subject area and Faculty Mentors confirmed. |
| **June** | * Math/Math Studies IA Due * TOK IA Due |

**Example Two-Year IB Calendar**

**Year Two: Grade 12 IB**

|  |  |
| --- | --- |
| **September** | * TOK Titles released * EE rough draft due * Visual Art Resolved Pieces # 5 and 6 |
| **October** | * TOK Papers due * Rough draft Extended Essay due * Visual Art Resolved Piece #7 |
| **November** | * IA proposal defence – ALL SCIENCES |
| **December** | * English Individual Oral Commentary * History Internal Assessment * EE Due * Visual Art Resolved Piece #9 |
| **January** | * History Internal Assessment * Visual Art Resolved Piece #10 * Chemistry IA due |
| **February** | * Visual Art Resolved Piece #11 * Physics/Biology/Chemistry IA’s due |
| **March** | * All IA’s (except Visual Arts) sent to IB |
| **April** | * Visual Arts IA sent to IB |
| **May** | * Subject Examinations |
| **June** | * CAS Portfolio Due * Legacy Project Completion |

**Preparatory Programme (pre-IB) Course Selection:**

**Sample grade 9-10 timetable for 2017-18-2018-19**

Kenner offers a two year Preparatory Programme that provides students with the opportunity to try IB to ensure their abilities reflect the IB profile. They are taught Grade 9 English, French, Science and Mathematics in the IB style, which emphasizes critical thinking and internationalism, while covering only the Ontario curriculum. In Grade 10, students study English, French, Science, History and Mathematics. They also take a Grade 11 Math course, while in Grade 10. The Preparatory Years focus on developing skills necessary for success in the full IB Diploma Programme.

|  |  |
| --- | --- |
| Grade 9 2017-18 | Grade 10 2018-19 |
| **English** | **English** |
| **French** | **French** |
| **Science** | **Science** |
| **Mathematics** | **Mathematics (10)** |
| **Geography** | **Mathematics (11)** |
| Phys. Ed | **History** |
| Plus 2 optional courses | Plus 2 optional courses |

Note:

* Courses in Bold are IB prep courses, are offered at the enriched level, with more rigorous content and standards.
* Students who participate in the full IB Diploma Programme will receive a substitution credit for Careers and Civics. (This is earned through such areas as CAS hours, History and TOK.
* If a student leaves the IB Diploma Programme they must take Careers and Civics either through summer school or e-learning.



**The whole student approach and interdisciplinary emphasis of IB prepares students for many futures.**

**IB Diploma Programme Course Selection:**

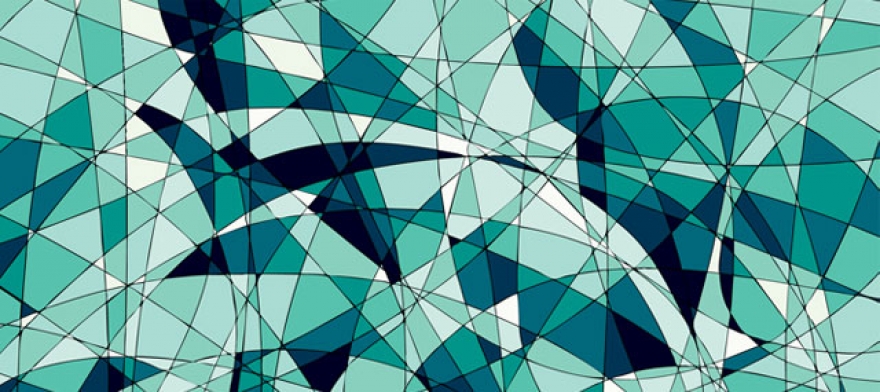
**Sample Grade 11 Timetable 2017-18 – if your IB student were entering year one of the diploma program (grade 11) this year.**

|  |  |
| --- | --- |
| **Semester 1 Courses** | **Semester 2 Courses** |
| English 3UI (HL IB English semester 1) | Theory of Knowledge (TOK) – Cross-listed in OSSD with Philosophy (HZT 4U) |
| French 3U | French 4U |
| Physics 3U or Biology 3U | Chemistry 3U (SL) or Visual Arts 3U (SL) or Film 3U (SL) or Dance 3U (SL) |
| History 3U | Math Studies (MCF 3M) or SL Mathematics (MHF 4U) |

**Sample Grade 12 Timetable 2018-19 – If your IB student were entering year two of the diploma program (grade 12) this year.**

|  |  |
| --- | --- |
| **Semester 1 Courses** | **Semester 2 Courses** |
| English 4U HL | English (ETS 4U) HL |
| Biology 4U HL or Physics 4U HL | Biology 4U HL or Physics 4U HL |
| Math Studies SL (MDM 4U) or SL Mathematics (MCV 4U) | Math Studies SL (MDM 4U) or SL Mathematics (MCV 4U) |
| History 4U HL | Chemistry 4U HL/SL or Art 4U/Film 4U/Dance 4U |

When we timetable your classes, Biology and Physics will be scheduled at the same time. If you are thinking of Engineering, you must take Chemistry and Physics. If you are wishing to take Life Sciences at University, you should take Biology and Chemistry. For Sciences, Architecture and Engineering, you must take Mathematics SL. If you are thinking of taking Social Sciences or Humanities at University, then take Biology and History. As of 2016-2017 we are pleased to offer Dance and Film Studies as additional IB Arts electives.

[](http://www.google.ca/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwja68nC-YvNAhXGOT4KHQysC3EQjRwIBw&url=http://cola.unh.edu/interdisciplinary-studies&psig=AFQjCNGLoieejoGoDiZyFH9HsK-bF5swsA&ust=1465046417116510)

The interdisciplinary nature of the IB philosophy gives students an enriched perspective on global issues.

**IB Examinations**

All IB Examinations run world-wide during the first three weeks of May. This schedule is released at the beginning of the academic year, and is also available on the Kenner website.

Kenner IB students write their examination in the POD Auditorium, and students with accommodations are provided with alternate arrangements.

The Grade 11 IB SL French exam is written in May of Grade 11. All other 5 IB exams are written in May of Grade 12.

**Higher Level vs. Standard Level Courses**

IB Courses are offered at the Standard and Higher levels which correspond to the number of class hours involved, and the degree of subject specialization desired by the student. Standard Level (SL) courses consist of 150 classroom hours, and are taken over two semesters. Higher Level (HL) courses consist of 240 classroom hours, and are taken over three semesters. To achieve a full IB Diploma, a student must successfully complete three HL courses, and three SL courses. All IB courses are cross-listed with existing credits in the Ontario system.

Standard Level courses offered in the IB Programme at Kenner: French ***plus***, Geography ***or*** History, Math ***or*** Math Studies, Chemistry, Visual Arts, Film Studies and Dance.

Higher Level courses offered in the IB Programme at Kenner: Biology ***or*** Physics, Chemistry, Geography ***or*** History, and English.

****

**Through CAS, Kenner IB students practice International Mindedness. Funds from Kenner’s *International Night of Music and Dance* support the New Canadian Centre camp for recent immigrants to Canada.**

**IB Fee Payment Schedule**

**Scenario 1: FOR FULL IB DIPLOMA STUDENTS ONLY**

**The IB Programme at Kenner is a not-for-profit, self-sustaining programme which depends on fees from participating families. A full IB diploma consists of six IB courses, Theory or Knowledge (TOK), the Extended Essay (EE), and Community, Action and Service (CAS). Please follow the payment scheme in the tables below, which shows payments spread out over the grade 11 and 12 years. For full diploma students this equates to four equal payments of $500.00 for a total of $2000.00.**

**Grade 11 IB Year**

|  |  |  |
| --- | --- | --- |
| **Installment #** | **Amount** | **Due Date** |
| **Installment 1**  **Installment 2** | **$500.00**  **$500.00** | **Due October 15th of grade 11 year**  **Due May 15th of grade 11 year** |

**Grade 12 IB Year**

|  |  |  |
| --- | --- | --- |
| **Installment #** | **Amount** | **Due Date** |
| **Installment 3**  **Installment 4** | **$500.00**  **$500.00** | **Due September 1st of grade 12 year**  **Due November 1st of grade 12 year** |

**Scenario 2: FOR INDIVIDUAL IB COURSE STUDENTS ONLY**

**Students may take individual courses -- UP TO FOUR IN TOTAL -- in any of six IB subject areas. *Each individual IB Course costs $500.00.* The sum total will be billed in four increments: October of grade 11; May of grade 11; October of grade 12; May of grade 12.**

**Payment Preferences:**

***The IB Programme at Kenner is a not-for-profit educational opportunity which relies on fees from participating families in order to operate.* We accept cash, cheques (made payable to Kenner in Trust), money orders or certified cheques. Please be aware that alternate financial arrangements can be made through the IB Coordinator where required. PLEASE NOTE THAT AS OF 2016-17 IB FEES CAN BE PAID THROUGH OUR “SCHOOL CASH ONLINE’ SERVICE.**

**Policy Regarding Late Withdrawal of Students from IB Courses:**

**Once the IB Final Registration Date of November 15th of grade 12 year has passed, monies will be refunded in full, except for a standard $125.00 (USD) de-registration fee.**

**IB accounts in arrears may result in the withdrawal of student from their IB courses.**

**Withdrawal Options from the IB Programme**

If a student decides to withdraw from the program, the following steps are required:

1) Discussion between classroom teacher, student and parents.

2) Discussion with IB Coordinator and/or other IB representative.

3) IB Coordinator contacts parents for written or verbal approval and refers student to Guidance Counselor.

4) With Guidance Counselor, student summarizes credit count and sets up revised timetable, acknowledging that not all desired class changes can be accommodated due to class size, availability, and course selection.

5) Credit count summary and revised schedule sent home for parental signature.

6) **NOTE:** Schedules will only be revised if possible as all schedule changes are dependent upon space in other appropriate courses.

**Grade-by-Grade Scenarios**

**Scenario I) Withdrawing in Grade 9 Semester 1 OR 2:**

Students will be accommodated in regular program as soon as they withdraw from the Preparatory IB Program ***only if space permits.*** Otherwise they will remain in Preparatory IB Courses until the end of the first semester or the end of the year. The student will be given a regular stream option form for grade 10. No adjustment of marks required.

**Scenario II) Withdrawing in Grade 10 Semester 1 OR 2:**

Students will be accommodated in regular program as soon as they withdraw from the Preparatory IB Program ***only if space permits***. Otherwise they will remain in Preparatory IB Courses until the end of the first semester or the end of the year. The student will be given a regular stream option form for Grade 11. Guidance Counselors will ensure students are on track to fulfill OSSD requirements in Careers/Civics. No adjustment of marks required.

**Scenario III) Withdrawing in Grade 11 Semester 1:**

Students will be accommodated in regular stream program at the end of the first semester of the IB Diploma Program ***only if space permits.*** Otherwise they will remain in IB Courses until the end of the year and will be given a regular stream option form for grade 12. IB marks (French) will be converted to OSSD equivalent marks once exam results are final.

**Scenario IV) Withdrawing in Grade 11 Semester 2:**

All students will remain in IB courses for the remainder of the academic year and will be given a regular stream option form for grade 12. IB marks (French) will be converted to OSSD equivalent marks once exam results are final.

**Scenario V) Withdrawing in Grade 12 Semester 1:**

Counselors will attempt to schedule students into regular stream courses. IB marks from any completed courses will be converted to OSSD equivalents once exam results are final.

**Code of Student Conduct for Kenner IB Students**

The four central elements of the International Baccalaureate Programme are:

\* Academic excellence

\* Achievement of Learner Profile

\* Embracing International Mindedness

\* Practising Responsible Leadership, both at school and globally

**The Desired Profile for Kenner Collegiate IB Students**

The Kenner International Baccalaureate Student emulates the following traits and attitudes on a consistent basis:

\* Is motivated and demonstrates intellectual energy and curiosity;

\* Accepts challenges and demonstrates personal initiative;

\* Is able to learn independently, while demonstrating strong interpersonal and co-operative skills essential to effective team-building;

\* Displays academic potential, has above-average standing, and a broad range of academic and other interests;

\* Displays a good command of spoken and written language and a commitment to second-language learning;

\* Is actively involved in the extracurricular life of the school and the wider community, and demonstrates a capacity and willingness to assume a leadership role;

\* Has a global perspective and demonstrates an appreciation of, and sensitivity to, other cultures and ways of knowing;

\* Accepts responsibility for their own learning;

\* Accepts responsibility for the consequences associated with their behavior and actions.

**Code of Kenner IB Student Conduct Mission Statement**

***Students who attend Kenner’s IB Programme will be held to the highest standards of appropriate behavior. IB student will be expected to be leaders in modeling exemplary moral and ethical behavior that demonstrates their commitment to themselves, all members of the school staff, our school and our community. To support this goal, students and their parents/guardians are required to sign a contract which details the nature and extent of these expectations for appropriate conduct.***

**Rules and Policies Specific to IB Diploma Students**

**An IB Diploma or Course student must:**

* Adhere to the Rules of Conduct for students of Kenner Collegiate as laid out in the Student Agenda;
* Successfully complete all prerequisite Grade 11 IB courses prior to continuing to the Diploma Programme;
* Maintain a minimum academic standing of 70%;
* Respect the Learner Profile and Academic Honesty Policies ***(Failure to abide by the rules for academic honesty will result in parents being contacted and may result in removal from the Programme);***
* Complete and submit on time, all Internal Assessments, the Extended Essay and TOK Essay according to the schedules provided by faculty and IB coordinator***.***
* Complete all IB assignments by the deadlines set by the teachers/coordinator. Please note that all assignments, with the exception of internal and external assessments, will be provided a clearly articulated deadline window.
* Attend ALL classes regularly and with punctuality.

Note***: persistent unauthorized absences will result in a conference with parents and may result in your being withdrawn from IB May exams with the consequence that June Ontario Exams will need to be written for credit.***

**Classroom Engagement and Attendance**

As a student, the IB candidate is expected to be an ambassador of the programme and the school. IB students must adhere to the Kenner Collegiate Code of Conduct. As such, they are expected to attend all classes regularly and on time.

**This expectation is most important in the weeks prior to the final IB evaluations in May.** Numerous absences and consistent tardiness may impact the grades and may result in parents being called in for an interview with the teacher and the IB Coordinator. If the situation persists the student may be refused admittance to the exams.

**Deadlines**

Many deadlines in the IB Programme are fixed externally. Careful consideration of these real deadlines is an important part of faculty and administrative planning in the IB Programme. Therefore, for all Diploma students in Grades 11 and 12, assignments will have a *"window"* for submission. On the last date of the period given, the window will be closed and the assignment will **no longer** be accepted.

***Code of Student Conduct Promise for Kenner Collegiate***

***International Baccalaureate Students***

***The Promise***

***We the students in the IB Programme at Kenner agree that we will abide by the Kenner Code of Conduct. In addition, we understand that any behavior deemed to have compromised the integrity of the IB Programme, any member the school staff, the safety and well-being of any Kenner student or members of our community may be grounds for dismissal from the IB Programme at Kenner.***

***Depending on the nature and extent of the infraction, the following process and guidelines will be used to determine the appropriate outcomes for a given incident. Note, that in all instances where there are questions regarding an IB student’s behavior mitigating factors and other factors will be considered in determining the consequences.***

***Three Warning Policy***

***When serious infractions occur, a clearly outlined process is needed that describes the steps and actions taken to support and/or counsel a student. Serious infractions include but are not limited to, behavior that results in a suspension, bullying, repeated office referrals for inappropriate classroom behavior, academic fraud (e.g., cheating on tests or exams, plagiarism, falsifying data) and inappropriate conduct in the community during or after regular school hours. Where necessary, and in consultation with the School Principal and the IB Coordinator, the affected individual student and Kenner Administration, the following actions will occur:***

***1st Warning Letter: If a student`s behavior is deemed to have breached the Code of Student Conduct, the student will be counseled appropriately, and the student and his/her family will be informed about the seriousness of the infraction and the reasons why it is in breach of the school’s code of conduct.***

***2nd Warning Letter: In the event of a subsequent infraction, the student will be counseled appropriately, and a second warning letter will be sent to his/her family explaining the nature of the infraction.***

***Dismissal Letter: In the unlikely event that infractions continue without being addressed by the student, a dismissal letter will be sent to his/her family explaining the decision to dismiss the student from the IB Diploma Programme. Students in this situation may still be eligible for IB Certificate courses, at the discretion of the IB Coordinator, the Guidance Department, and Kenner Administration. NOTE: Busing may no longer be available to students in this instance.***

***In addition, it is understood that any student graduating from the full diploma programme will be required to complete “The Legacy Project,” a school improvement project at the conclusion of their grade 12 IB examination session. If any of the terms of this contract are unclear, before signing below, please consult with the IB Coordinator or school administration to ensure there is a clear and unambiguous understanding of the expectations held for students attending Kenner’s IB Programme.***

**Working Together for Student Success**

Our goal in the IB Programme at Kenner is to build honest, meaningful and mutually-supportive relationships with families and students. In our experience most tensions can be successfully navigated with honest communication, and a mutual commitment to non-confrontational problem resolution. In the event that there are concerns, we respectfully request that families consider the following protocol to guide them through the process of addressing these:

Step 1 Student meets with teacher

Step 2 Family contacts teacher

Step 3 Family contacts IB Coordinator

Step 4 Meeting with family, teacher, student, and IB Coordinator

Step 5 Involvement of Principal

**Grade 12 Post Exam Expectations**

The IB Schedule and the OSSD schedule do not always correspond. There are times when IB assignments and/or examination dates fall outside of the OSSD schedule. This is particularly true at the end of the grade 12 year, where IB Diploma graduates will complete their May exams approximately one month before their OSSD exams.

All faculty recognize the extra work involved in completing the IB Programme, and deeply admire the commitment of IB Diploma graduates to succeed. Thus, to maintain the requirements of the Ontario Secondary School Diploma, the last month of school is ***mandatory to attend***. Therefore, graduating students in the IB Diploma Programme will be expected to complete one or more of the following to make their final weeks at Kenner meaningful.

**“The Legacy Project”**

Upon the completion of his/her IB examinations, each Diploma candidate must participate in the **“Legacy Project.** Options for the completion of this project may include, but are not limited to:

***Perform a co-op placement at a local school and/or in a Kenner classroom; Assist in the coordination of the “Welcome to Grade 9” IB BBQ; Produce the year-end Kenner Athletic Video; Research IB Leadership, CAS options on behalf of other students; Assist on various school athletic teams, or in school activities and/or events; A project of the student’s own design***.

***“Good people leave good things behind.”*** – Alistair Macleod

**Kenner CVI IB Language Policy**

1. Context of Kenner CVI’s IB Language Policy

The IB Programme at Kenner honours, and actively champions, the second language requirement of the Diploma curriculum for all IB Diploma candidates.

Since its inception at Kenner CVI, the Language B requirement has been French. More recently, in reference to an increasingly diverse demographic, our emphasis has shifted to exploring alternate Language B Options, and potentially Ab Initio options as well.

Recently, based on the outcome of a language audit of our IB Programme, it was revealed that there are more than 17 languages spoken at home other than English and French. This has led to the revision of Language Policy at the school level to better facilitate relationships and communication with parents, improve translation resources and develop tools to recognize, affirm and support the first languages of our IB families.

1. Philosophy of Language Instruction at Kenner CVI

First and foremost, it is firmly believed that all teachers in the IB Programme at Kenner CVI are language teachers. Further, all students are supported through language instruction found in their IB courses, and aided by their content instructors. Thus, language development support can be found across curricular areas. As a central programme feature, reading and writing skills, general and specific to the subject area, are developed in each IB course through a wide variety of assessments.

While the first language of instruction at Kenner CVI is English, it is both recognized and affirmed that Kenner CVI is home to learners who speak many different languages in their home environments. Approximately six percent of our student population at Kenner CVI qualify as English Language Learners.

The Kenner CVI IB faculty recognize the importance of our students successfully employing a variety of language competencies as they engage in their education. In addition to strengthening their standard academic English skills, students must also learn and effectively utilize the language of the International Baccalaureate Standards, Practices and Assessment Descriptors.

1. Language Support for Kenner IB Families

Increasingly, The IB Programme at Kenner uses a variety of strategies to engage our families who speak languages other than English in their homes. Some of these strategies are:

Liaising with English Language Learners (ELL) Resource teachers to establish an accurate identification process whereby students coming into our IB Programme with language needs are properly identified in a timely manner;

1. Language Support for Kenner IB Families (continued)

Working in conjunction with Special Education and ELL to ensure that academic accommodations are provided to appropriate students and, where necessary ensuring these accommodation needs are communicated to the IBO;

Use of student leaders as translators. Currently our school is participating in a pilot project which links current Kenner CVI IB students with various language profiles – for numerous reasons including CAS -- being twinned with new Canadian ELL students to support them in a variety of ways.;

Liaise with relevant community groups -- for staff and students alike – to help communicate with families about upcoming school events, important academic opportunities for students and concerns about student progress in school.

Translation of school documents into other languages. Many of our school and district

documents are translated into a variety of languages -- including Gujarati, Vietnamese, Korean, Arabic, Russian, Urdu, Hindi, Polish, Bengali, Farsi, Cambodian and Cantonese and Mandarin Chinese -- using the school district interpretation and document translation service.

**Kenner CVI IB Assessment and Evaluation Policy**

**The Ontario Ministry Policy Framework**

Kenner Collegiate and Vocational Institute (Kenner CVI) is a publically-funded school, and is part of the Kawartha Pine Ridge District School Board in Peterborough, Ontario. Local contract provisions stipulate teacher professional autonomy regarding assessment practice. However, while Kenner CVI does not rely on a “one size fits all” assessment policy, teachers assessment practises must not only honour school-based decisions, but also board guidelines and directives established in ministry policy documents. In this context, Kenner CVI’s teachers strive for valid, reliable assessment free of bias. However, as teachers in Ontario our assessment practises are guided by the Ministry Policy that governs assessment practise. (***“Growing Success.” 2010)*** This policy document was included as part of our original self-study publication. However for the purposes of this policy statement it is important to understand how ***“Growing Success”*** provides the fundament policy context within which Kenner CVI IB teachers work.

**The Seven Fundamental Principles of Assessment and Evaluation in Ontario:**

To ensure that assessment, evaluation, and reporting are valid and reliable, and that they lead

to the improvement of learning for all students, teachers use practices and procedures that:

• are fair, transparent, and equitable for all students;

• support all students, including those with special education needs, those who are learning the

language of instruction (English or French), and those who are First Nation, Métis, or Inuit;

• are carefully linked to the curriculum expectations and learning goals and, as much

as possible, to the interests, needs, and experiences of all students;

• are communicated clearly to students and parents at the beginning of the school year or course and at other appropriate points throughout the school year or course;

• are ongoing, varied in nature, and administered over a period of time to provide multiple

opportunities for students to demonstrate the full range of their learning;

• provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support

improved learning and achievement;

• develop students’ self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning. ***(“Growing Success.”*** 2010. p. 28-29)

Kenner CVI IB Assessment and Evaluation Policy

In the IB Programme at Kenner CVI, as reflected in ***“Growing Success,”*** assessment is defined as the process of gathering information that accurately reflects how well a student is achieving the curriculum expectations in a subject or course. The primary purpose of assessment is to improve student learning. Assessment for the purpose of improving student learning is seen as both “assessment *for* learning” and “assessment *as* learning”. As part of assessment *for* learning, teachers provide students with descriptive feedback and coaching for improvement. ***(“Growing Success.”*** 2010. p. 33)

However, while the Ontario Education Ministry provides the overarching policy framework that guides our assessment and evaluation practises in the IB Programme at Kenner CVI, it is important to communicate the myriad ways that faculty and administration strive to have IB values and goals reflected in their assessment and evaluation practises. This policy allows for Kenner’s IB faculty to define and share their commonly held assessment beliefs and practises.

1. Definition of Assessment

Kenner CVI IB teachers engage in assessment *as* learning by helping all students develop their capacity to be independent learners who are able to set individual goals, monitor their own progress, determine next steps, and reflect on their thinking and learning. Further, IB teachers will obtain assessment information through a variety of sources, which may include formal and informal observations, discussions, learning conversations, questioning, conferences, homework, tasks done in groups, demonstrations, projects, portfolios, developmental continua, performances, peer and self-assessments, self-reflections, essays, and tests.

1. Common Assessment and Evaluation Practise

Assessment and Evaluation policies at Kenner CVI are developed collegially, establishing common assessment practices across departments and within grades. Such standards recognise the developmental stages of students and the need for an appropriate balance between marking categories, for example between knowledge acquisition, analysis and application. In addition, different subjects have established standards based upon their curricula. Using Universal Instructional Design, faculty have worked collegially to define a meaningful process as students move through our Preparatory Years Programme into the full IB Diploma Programme. Through intentional design of instruction, observation opportunities and a cycle of criteria-referenced feedback, students are able to gain skills though a gradual release model which encourages personalized goal-setting and metacognition.

Our school uses a leveled 1-4 system of the Ontario Provincial Curriculum based on Provincial achievement charts, and we adhere to the levels 1-7 Table of Equivalencies developed by the IB Schools of Ontario (IBSO). Our predicted grades are submitted each year, and relevant adjustments are made in July by an Assessment and Evaluation Committee convened at the school level. This committee is comprised of the Head of School, the Diploma Programme Coordinator, and the Head of IB Guidance.

1. Communicating Assessment and Evaluation Policy

What does our faculty believe about communicating with students and parents? At the commencement of a course Kenner CVI IB teachers are required to circulate course outlines detailing content as well as assessment policies including term and overall course mark breakdowns. IB teachers ensure that their course outlines clearly convey their assessment policies for courses and ensure that such policies are in line with both Ontario Ministry expectations, while also serving to accurately convey IB assessment and evaluation ideals.

Assessment and evaluation policies are communicated to parents through the distribution of Courses of Study, Parent-Teacher Nights, and Curricular events. Our Diploma Programme Coordinator and Guidance department retain “open door” policies, liaise frequently with families, and mediate between families and faculty, and the Head of School. The main purpose of these structures is to make these policies transparent and clear.

The majority of Kenner CVI IB teachers use a computerised mark programme and are thereby able to regularly update and post student progress. IB Teachers are expected to provide timely feedback to students and to meet with parents and students regarding student progress as requested. In addition, IB teachers at Kenner use assessment results to inform the teaching and learning process, and meet with students to overcome difficulties identified through assessment to support student achievement.

1. Assessment, Evaluation and Special Accommodations

Kenner CVI IB teachers work with Student Success Teachers, Special Education Teachers, and English Language Learner (ELL) Itinerant Teachers to ensure that assessment practices are fair and equitable for all students who require Special Accommodations and/or accommodations based on language. Allowances for students with special education needs and for students not working in their native tongue are both expected and customary.

IB courses at Kenner do not exist in an educational vacuum. We are committed to developing the principles of the IB mission statement and the learner profile throughout our school community. The IB assessment policy is gradually introduced during the course of our Preparatory Years Programme. In this way, Kenner IB students will start the process of becoming familiar with IB expectations soon after being accepted to the programme.

1. Assessment, Evaluation and Pedagogical Design

IB teachers at Kenner CVI recognise that their assessment must balance formative and summative assessment in addition to higher-order and fundamental cognitive skills. In addition, assessments regularly include connections to TOK, international topics, as well as efforts to embrace cross-curricular skill development.

Kenner CVI’s IB teaching staff and administration meet regularly to discuss student achievement data, including exam results, in order to assess strengths, needs, and gaps, and develop plans to improve practice. Such meetings may be subject - or grade - specific.

IB teachers understand the Internal Assessment (IA) and External Assessment (EA) components of their courses. In conjunction with the Diploma Programme Coordinator, an IA timetable is developed to maximize student achievement and minimize student stress. Also, this includes a full description of the conditions under which the IA is carried out by the students, in order to preserve common standards regarding collaboration between students, teacher assistance, etc. All IA work is carefully structured to meet IB policy (including reasonable limits on words, etc.) and to provide students with opportunities to show mastery of skills outside the purview of the examinations without duplicating work already covered by the student as part of their extended essay. IB teachers recognise that IA assessment occurs over an extended time and should reflect the student’s summative achievement rather than an average of his/her formative marks.

1. Assessment, Evaluation and Co-curricular Planning

To coordinate assessment and evaluation efforts within departments and across the IB curriculum, IB teachers at Kenner CVI commit to:

• seamlessly integrating their planning for assessment with their planning of instruction to ensure that students have embraced learning through a complementary and thoughtfully observed process, prior to demonstrating that learning for evaluation;

• sharing learning goals and success criteria with students to ensure that students and teachers have a common and shared understanding of these goals and criteria as learning progresses;

• gathering information about student learning before, during, and at or near the end of a period of instruction, using a variety of assessment strategies, common language and shared understanding;

• using assessment to inform instruction, guide next steps, and help students monitor their progress towards achieving their learning goals;

It is further recognised that IB teachers will be called upon to act as mentors for students writing extended essays in their subject areas and that teachers must be aware of the IB policies regarding limits to teacher assistance on the extended essay. To this end, the Diploma Programme teachers work with the Extended Essay Coordinator to ensure diploma student success in this central task.

1. Homework Policy

In the IB Programme at Kenner CVI homework is defined as meaningful activities assigned by the course instructor to students intended to extend classroom learning, develop student skill competence with the aim of supporting student learning and improving performance.

The Kenner IB faculty believe that homework plays a vital role in affording students the opportunity to consolidate their learning and explore curricular instruction in new and more personalized contexts.

In the Preparatory Years Programme, teachers are asked to be conscientious when assigning homework and attempt to limit their assignments to a maximum of 30 minutes per course, per night.

In the Diploma Programme, teachers are again asked to be conscientious when assigning homework and attempt to limit their assignments to maximum of 45 minutes per course per night.

**Kenner CVI IB Special Educational Needs and Accommodation Policy**

1. Preface to Kenner CVI`s IB Special Educational Needs and Accommodation Policy

The IB Programme at Kenner was founded on the premise of establishing a high quality international education available to students in the Peterborough region. To this end, we have kept our programme accessible to virtually any student who applies for it.

In keeping with this philosophy of accessibility, the IB Programme at Kenner is accessible to students with special academic needs.

The IB Diploma Programme Coordinator sits on the School Improvement Team, the Students At-risk Committee, and liaises regularly with Special Education and Guidance to effectively support special education needs and accommodations within our programme.

1. Context of Special Educational Needs and Accommodation Policy

The IB Programme at Kenner CVI’s Special Educational Needs and Accommodations Policy is based on the Kawartha Pine Ridge (KPR) District Special Education policy and administrative regulations which reflect the legislation and standards of the Ontario Ministry of Education. A copy of the KPR policy was included in our original Self-Study publication. Kenner CVI’s IB Special Educational Needs and Accommodation Policy is built on the belief and practice of inclusive education.  Implementation of accommodations for students with special education needs occurs, where appropriate, within the regular classroom.

1. Responsibilities

Our school has an extensive network in place to support student learning.  The Head of School is responsible for ensuring that there is a collaborative decision-making structure in place regarding the use of school-based resources and services. The Kawartha Pine Ridge District School Board provides qualified personnel to assist schools in the identification and support of students with special needs. Personnel available to support students with special needs include: classroom teachers, Resource teachers, Guidance counsellors, Administration, learning centre teachers, educational program assistants, board psychologists, English Language Learner teachers, school speech and language pathologists, sign language interpreters, and other specialists.

1. Range of Special Education Needs

In the IB Programme at Kenner CVI, students with special needs are considered as those whose needs are such that they require supports in addition to those provided by a classroom teacher. Special Education Needs may be associated with the following exceptionalities:

Cognitive impairments

Emotional impairments

Learning disabilities

Physical disabilities and or other health impairments

Speech impairments and or communication disorders

Sensory impairments – vision, hearing

Giftedness

1. Accommodations for Assessment

In addition to adherence to district policy and administrative regulations, the Kenner CVI IB Programme follows IB regulations and expectations as stipulated in Section 4 of the IBO Candidates with Special Assessment Needs document.  It is common practise for the Kenner IB Diploma Programme Coordinator to make formal requests for special arrangements submitted to the IBO at least 12 months prior to a student writing the IB exam.  Please understand that supporting documentation, such as a medical certificate, must accompany these requests.

This document outlines the characteristics of students who may require special assessment arrangements due to one or more of the following:

Specific learning issues, language and communication disorders

* + **Significant issues in reading, writing, spelling or manipulating numbers associated with issues in processing symbolic language (for example, problems interpreting music notation, dyslexia, dyscalculia).**
  + **Speech and language issues characterized by communication problems (for example, aphasia, dysphasia, articulation problems).**

Social, emotional and behavioural issues

* + **Includes: attention deficit disorder (ADD)/attention deficit hyperactivity disorder (ADHD); autistic spectrum disorders; withdrawn, depressive or suicidal attitudes; obsessive preoccupation with eating habits; school phobia; substance abuse; disruptive antisocial and uncooperative behaviour; and anger, frustration and violence.**

Physical and sensory conditions

* + **Physical disabilities include a wide range of conditions that are not always immediately obvious, but affect mobility.**
  + **Sensory issues: hearing – embraces an extensive range of hearing loss from mild to profound and can present communication difficulties; visual – includes difficulties with either the structure of function of the eye, affecting vision.**

Medical conditions

* + **The most common being: congenital heart disease, epilepsy, asthma, cystic fibrosis, haemophilia, sickle cell anaemia, diabetes, renal failure, eczema, rheumatoid disorders, allergies, leukemia and other cancers.**

Mental health issues

* + **A wide range of conditions that can affect a person’s state of mind, ranging from psychotic conditions, such as schizophrenia and manic depression, to eating disorders, anxieties and emotional distress caused by circumstances in a candidate’s life.**

1. Differentiated Support

Kenner CVI recognizes the value of differentiated learning for all students including students with special education needs. Differentiated strategies enable students to meet outcomes or to have learning outcomes extended. The manipulation of additional variables such as time, organization, and assorted evaluation strategies are seen as necessary to meet diverse student needs.  However, specific individualized adaptations may become necessary to enable a student to meet curriculum outcomes. Adaptations are defined as strategies, and or resources to accommodate the learning needs of an individual student. They are planned, implemented, and assessed to enable a student to achieve the Ontario Ministry curriculum outcomes, as well to support a student in the process of preparing for their IB assessments.

1. IB Accommodations for Special Educational Needs

The following are a list of arrangements that may be granted students in the IB Programme at Kenner CVI:

Additional time – usually 25% more time is allowed for the candidate, which gives them an extra 15 minutes for every hour of exam time.

Rest periods – supervised rest time may be allowed, during which time the candidate is not allowed to work on their exam.

Information and communication technology – a computer or other assistive technology could be used to record responses instead of handwriting the answers.  The student cannot use any software that would give the candidate an unfair advantage during the exam.  Voice-activated technology or augmentative speech equipment can be requested when this has been the candidate’s regular classroom practise.

Modifications to examination papers – normally made for candidates with hearing or visual issues, such as providing an exam in Braille, enlarged print, print on coloured paper, modifications to the visual complexity of the exam or modifications to the language of the exam paper.

Alternative venues for examinations – if a candidate is too ill to attend school, but on medical advice is able to take the examinations at home or in hospital, authorization may be given for the examination to be taken at an alternative venue.  In principle, the examination should be taken at the same time as other candidates in the group.  A qualified invigilator must be present.

Extensions to deadlines – In cases of illness or accident where a candidate is genuinely prevented from completing work in time for the coordinator to submit the work to the examiner.

**A Message from the IB Diploma Programme Coordinator**

Congratulations on your acceptance into the International Baccalaureate (IB) Programme at Kenner Collegiate. By choosing IB you have joined a tradition of Kenner students seeking academic excellence. IB students are willing to face the important issues of the day square on, and become part of an exciting trend of entrance into exceptional post-secondary programs.

IB graduates are highly prized by universities. Indeed, an IB Diploma translates into various advantages such as preferred program placement, increased access to scholarships, and transfer credits. Moreover, the IB Programme at Kenner offers intrinsic rewards such as intellectual confidence, polished skills in writing and speaking, excellent critical thinking skills and a deepened understanding of internationalism and ethics. These advantages combine to give IB graduates a significant advantage.

The IB Programme at Kenner is proud of its history and its growing rate of success. Accredited in 2005, students in the Kenner IB Programme perform at or above the world average in most of their IB subjects. Also, the tight-knit community nature of Kenner helps us support students and keep our retention rates well above the international average.

As you enter high school, I challenge you to get involved as a leader in the school and help make Kenner an even better place than it already is. I urge you to make your high school experience the best it can be. I look forward to working with you to achieve these goals, and will do my best to support you in any way I can.

Lastly, I hope you find this Parent and Student Handbook useful. It is the result of a collaborative effort involving IB faculty, students, administration and community partners. Please feel free to contact me any time if you have further questions.

With best wishes,



Peter Mullins, IB Diploma Programme Coordinator

Kenner Collegiate and Vocational Institute