

WILLOW CANYON HIGH SCHOOL IB STUDENT HANDBOOK



Willow Canyon, Winning Culture

We pursue a Winning Culture in everything we do... In academics, we have high expectations in all of our programs. We also offer interventions that will challenge students from all academic backgrounds. Our Career Related Studies are nationally recognized. In athletics, we are in pursuit of victory with honor. We are committed to providing athletes and coaches the facilities, equipment, and training to be successful on the field of play. In the arts, our students and directors are given the training, equipment, and expertise to operate at the peak of creativity and professionalism



Our Mission

Students have the option of pursuing the IB Diploma in grades 9 thru 12. The IB Diploma is a rigorous, externally-moderated program that is recognized and looked upon favorably by universities around the world. In some countries, the IB Diploma may be recognized for university admission if the student has completed high school in another country.

At Willow Canyon, we believe all students are capable of successfully completing the IB Diploma if they are willing to work hard, be organized, and attend to deadlines. Multiple methods to support our students have been implemented to assist them in their pursuit of the IB Diploma, resulting in a dramatic increase in the number of IB Diplomas being awarded.

LEADERSHIP AND CONTACTS

Coordinators

Dr. Jason Ward, Program Coordinator

Ms. Wendy Goetschius, Freshman/Sophomore Coordinator

Administration

Dr. Adam Schwartz, Principal

Mrs. Erin Burgess, Assistant Principal – Instruction

Ms. Kim LoMazzo, Assistant Principal – Special Education

Mr. Thom Luedemann, Assistant Principal – Athletic Director

Course Instructors

| | |
|--|---|
| English Ms. Simkins Ms. Shelby Mr. Ellis Mrs. Martin Mr. Means | Experimental Sciences Ms. Morrison Mrs. Mekhail Ms. Daub Mr. Friedrich |
| Spanish Mrs. Rivera Mrs. Gonzalez Dr. Ward | Mathematics Mrs. Knight Mr. Dooley Mr. Seay Mrs. Monroe Mr. Harvey |
| History/Psychology Mr. Campbell Ms. Goetschius Ms. Holm Mr. Scholtz | The Arts Ms. Titkemeyer Ms. Stinson Ms. Casey Mr. Wallgren |

ABOUT THE IB

The International Baccalaureate (IB), at Willow Canyon, is an acclaimed, four-year university preparatory program which is based not on the curriculum of a single country, but which amalgamates the best elements of many national curricula. The IB program is offered by more than 800 national and international high schools around the world. Students who meet the requirements of the program receive at the end of four years an internationally recognized IB Diploma.

In the first two years of the program, students will complete general requirements that align with the IB and also the State of Arizona high school graduation requirements and University entry requirements.

In the final two years, IB Diploma Program candidates must complete three higher-level courses, three standard level courses, the Extended Essay, the Theory of Knowledge course, plus a CAS requirement. IB Career-Related Studies candidates must complete a career-related studies program, two IB diploma courses, and the core for the program.

What is the IB Philosophy?

The International Baccalaureate Organization endeavors to develop the individual talents of young people and teach them to relate experience of the classroom to the realities of the world outside. Beyond intellectual rigor and high academic standards, strong emphasis is placed on the ideals of international understanding and responsible citizenship, to the end that IB students may become critical and compassionate thinkers, lifelong learners, and informed participants in local and world affairs, conscious of the shared humanity that binds all people together while respecting the variety of cultures and attitudes that makes for the richness of life. To visit their website, go to <http://www.ibo.org>.

IB LEARNER PROFILE



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.

WHAT CAN I STUDY?

The class schedule for the freshman and sophomore is prescriptive. There is a limit to the options that students have. The sample below is relatively close to what the schedule will look like for the freshman and sophomore IB student.

The class schedule for the junior and senior is considerably more flexible. The sample schedules below are one of many possibilities for the junior and senior student. The final two years of the program, each IB student is required to follow six IB courses, with one subject taken from each of the first five groups in the curriculum model. The sixth course can be taken from group 6 or an additional course from one of the other five groups can be selected. The groups and relevant courses are included below (all courses should begin with the IB prefix:

- Group 1: Language A (English Literature)
- Group 2: Language B (Spanish)
- Group 3: Individuals and Societies (History, Psychology)
- Group 4: Experimental Sciences (Biology, Chemistry, Physics)
- Group 5: Mathematics
- Group 6: Arts (Dance, Film, Theater)

Additionally, juniors and seniors must complete:

- A course in Theory of Knowledge (TOK)
- A 4,000-word Extended Essay in a subject of their choice
- A Creativity, Action, & Service (CAS) program

IB courses may be taken for individual course certificates if a student chooses not to pursue the full IB diploma. The below subjects are currently offered at Willow Canyon.

| | | | |
|---|--|---|--|
| Group 1: Language and Literature | HL English Lit. | Group 4: Experimental Sciences | SL/HL Biology SL/HL Chemistry SL/HL Physics |
| Group 2: Language Acquisition | SL Spanish ab initio SL/HL Spanish | Group 5: Mathematics | SL/HL Math Applications and Interpretations SL/HL Math Analysis and Approaches |
| Group 3: Individuals and Societies | SL/HL History SL/HL Psychology | Group 6: The Arts | SL/HL Dance SL/HL Film SL/HL Theater SL/HL Visual Arts |
| IB Core | Theory of Knowledge Extended Essay Creativity, Action, Service | | HL – 240 hours of instruction in 2 years with 4 major assessments. SL – 150 hours of instruction in 1 or 2 years, and typically have 3 major assessments. |

WHAT SHOULD I STUDY?

- Where are your strengths?
- What are your preferences?
- Talk to your teachers.
- Review your grades regularly.
- Consider your university plans.
- Will universities accept the Math Applications course or do they require Math Analysis?
- Remember to maintain balance!

COURSE OFFERINGS

| Freshman Year | Sophomore Year |
|--|---|
| IB English 1-2 IB Spanish 1-2 IB World History 1-2 IB Biology 1-2 IB Math 1-2 or 3-4 PE or Elective | IB English 3-4 IB Spanish 3-4 IB Government/Economics IB Chemistry 1-2 IB Math 3-4 or Pre-Calculus IB Visual Arts or PE or Elective |
| Junior Year | Senior Year |
| IB English 5-6 IB Spanish 5-6 IB History of Americas 1-2 and/or IB Psychology 1-2 IB Biology 3-4 and/or IB Chemistry 3-4 and/or IB Physics 1-2 IB Math Applications 1-2 IB Visual Arts 3-4 or IB Theater 1-2 or IB Dance 1-2 or IB Film 1-2 | IB English 7-8 IB Spanish 7-8 IB History of Americas 3-4 and/or IB Psychology 3-4 IB Biology 5-6 and/or IB Chemistry 5-6 and/or IB Physics 3-4 AP Stats IB Theater 1-2 or IB Dance 1-2 or IB Film 1-2 |

GRADUATION REQUIREMENTS

| WCHS Diploma | University Entrance |
|---|--|
| English.....4 credits Math.....4 credits Science.....4 credits Social Studies.....4 credits PE/Health.....1 credit CTE/Fine Arts.....1 credit Electives.....6 credits | English.....4 credits Math.....4 credits Lab Science.....3 credits Social Studies.....2 credits World Languages....2 credits CTE/Fine Arts.....1 credit |

WHAT IS NEEDED TO OBTAIN AN IB DIPLOMA?

There are a maximum of seven points available for each of the six required elective courses; in addition, there are three points available for the combination of TOK and the Extended Essay. This makes a maximum total of 45 points.

In general, in order to receive the IB Diploma:

- a student will have to score at least a 4 in each subject, equaling a minimum of 24 points
- a student must complete and earn a grade of at least a D on the EE and TOK assessments
- a student must complete the CAS program
- at least 12 points must be gained on higher level subjects

IB DIPLOMA CORE

A distinctive feature of the IB Diploma is the IB Core, consisting of three components. The Core is studied alongside the six subjects chosen by the student and completes the full Diploma. candidates must complete all of the requirements for the EE, CAS and TOK. TOK and EE components are awarded individual grades and, collectively, can contribute up to 3 additional points towards the overall Diploma score. Failing conditions that will prevent a student from being awarded a diploma, regardless of points received, are non-completion of CAS and gaining below a D in either EE or TOK.

Component 1: Theory of Knowledge (TOK)

In Theory of Knowledge (TOK), students reflect on the nature of knowledge and how we know what we profess to know. It's designed to encourage critical thinking by examining different ways of knowing (for example: sense perception, emotion, language, and reason) and

different areas of knowledge, including mathematics, natural science, human science, art, and ethics. TOK is assessed through an exhibition that looks at the student's ability to apply TOK thinking to a real-life situation. Students must also write a 1,600-word essay with answering a single question chosen from six offerings set by the IB.

Component 2: The Extended Essay

The Extended Essay is an independent, self-directed piece of research that culminates in a 4,000-word essay. Students engage in research through an in-depth study of a question relating to a subject they study. Finally, they produce an Extended Essay with support and guidance from a teacher.

Component 3: Creativity, Activity, Service (CAS)

Students are expected to be involved in CAS activities for the equivalent of at least three hours each week during the two years of the program, regularly reflecting on their learning during this time.

Creativity is interpreted broadly to include a wide range of arts activities as well as the creativity students demonstrate in designing and implementing service projects. Examples of creativity activities include participation in the school play, performing with a band, learning to play a new instrument either in band or on your own time.

Activity can include not only participation in individual and team sports. Examples include participation in interscholastic or intramural sports (i.e. Ultimate Frisbee) offered at Willow Canyon, dance classes, or pursuing individual fitness goals in the gym.

Service encompasses a host of community and social service activities. Examples include participation in Community Service mandatory for all IB students. This fulfills your service requirement, participation in Key Club or other Community Service Club or by engaging in personal service projects through a religious or community organization.

WHERE WILL THE IB DIPLOMA TAKE ME?

IB Diploma and University Acceptance

- Scholarships may be available to students who earn the minimum requirements for the diploma. Scholarships may be available in and out of the State of Arizona.
- College/University credit may be available to students with specific scores on the IB testing during their junior and senior years.
- Students may be given preference for acceptance into specific universities due to their involvement with the IB and having received an IB diploma.
- Students will be more prepared for their post-secondary options due to their completion of the IB program.

Research shows that IB graduates/students

- Are more likely to persist through college.
- Are better prepared for university-level work.
- Demonstrate strong critical thinking skills.
- Demonstrate knowledge and skills which reflect community responsibility.
- Are prepared to attend top universities around the world.

Recent studies on IB graduates in university confirm that they perform well and have significantly higher grade point averages (GPAs) and higher graduation rates than students who did not complete the IB program. Scores on IB assessments during the junior and senior years are also significant predictors of performance at the university level.

IB CAREER-RELATED STUDIES PROGRAM

The IB Career-Related Studies Program is an academic qualification offered by the IB, designed to support, and complement career-related courses. It was developed to address the needs of students interested in pursuing a career-related education at the upper secondary-school level.

In the IBCP, you are expected to meet the following three requirements:

1. Complete the IBCP core (Personal and Professional Skills, Community & Service Learning, Reflective Project, and Language Development).
2. Complete an approved Career Pathway (consisting of at least 3 sequential courses) and pass the End of Pathway Assessment.
3. Take at least two Diploma Program courses and earn a 3 or above.

After successfully completing the IBCP requirements, you will receive the Career-Related Certificate of the International Baccalaureate. The following individuals will serve as your first line of support for the Career-Related Studies Program:

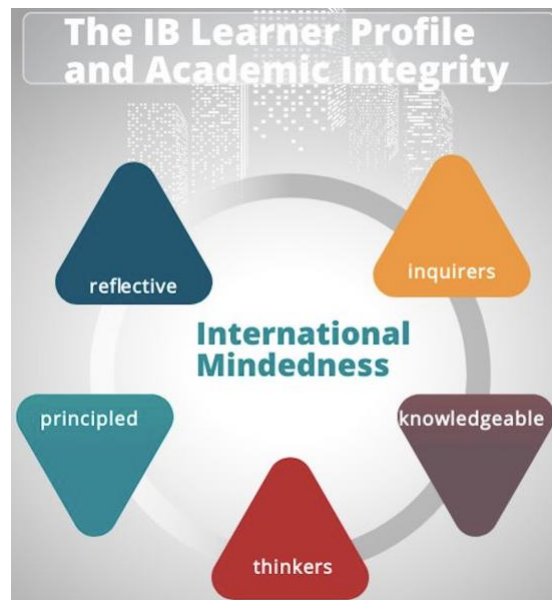
Dr. Jason Ward, IB Programs Coordinator

Ms. Dawn Parmley, Reflective Project Coordinator

Mrs. Tammi Rivera, Personal and Professional Skills Adviser

APPENDIX A: Academic Integrity Policy

There are 10 key principles of the IB learner profile. While each learner characteristic is important, there are five that most accurately reflect the behavior of the IB student. Our IB learners are inquirers, knowledgeable, thinkers, principled, and reflective. Our students are inquirers as they demonstrate curiosity through individual and group research. Our students are knowledgeable through an exploration of new and familiar concepts, ideas, and issues that have local and global significance. This can only be done through an earnest quest for and recognition of the intellectual property of others. Our students exercise initiative as they critically and creatively recognize and approach complex problems. This can only be done through ethical decision-making. Our students are principled in that they act with integrity. This is demonstrated through daily decisions made by our students through their actions and an awareness of the consequences made by their actions. Finally, our students are reflective in their collective learning experiences. They understand how to build on their strengths while working to improve their weaknesses in an effort to support their own personal development. As a program that emphasizes international mindedness, it is our collective responsibility to emphasize the importance of academic integrity in our individual and group assessments to ensure that we demonstrate value to the intellectual property of others and recognize the danger of being careless in the development and submission of our academic work. It is an expectation that students know the rules, apply the rules, and understand their importance in order to make good choices about their academic success.



Pledge for Student Work

Students sign an affirmation statement when turning in work such as the following:

"I affirm that I have not given or received any unauthorized help on this assignment, and that this work is my own."

"By submitting this assessment, I am affirming that I have not given or received any unauthorized help on this assignment, and that this work is my own."

Academic Dishonesty

While we do understand that the given conditions of academic dishonesty may not always be deliberate, we also want our community to be aware and conscious of what constitutes 'dishonesty' in their academic life and the kind of consequences it entails.

Although the following list is not exhaustive, academic dishonesty can, in general, take several forms:

1. **Plagiarism:** taking work, words, ideas, pictures, information, or anything that has been produced by someone else and submitting it for assessment as one's own.
2. **Copying:** taking the work of another student, with or without his or her knowledge and submitting it as one's own.
3. **Exam cheating:** communicating with another candidate in an examination, bringing unauthorized material into an examination room, or consulting such material during an examination in order to gain an unfair advantage.
4. **Duplication:** submitting work that is substantially the same for assessment in different courses without the consent of all teachers involved.
5. **Falsifying data:** creating or altering data to one's advantage which has not been collected in an appropriate way.
6. **Collusion:** External/ internal help that can lead a student to be academically dishonest. This could be an external aid, a friend, a parent, or a teacher.
7. **Contract Cheating:** The completion of an assignment in part or entirely by a third party and submitted as if the student were the sole owner of the work. This could include an artificial intelligence program (bot) or other human entity.

Incidents of Malpractice

Incidents include (but are not limited to):

- Copying homework or allowing homework to be copied.
- Taking information from another source that is not properly attributed.
- Working with others on an assignment that was designed as independent work.
- Looking at another's task/assessment.
- Letting another student look at your work during a task or assessment.
- Using other secretive methods of receiving or giving information during a task/assessment.

Consequences:

1. The teacher in the classroom will deal with incidents. Students who are caught cheating or plagiarizing will not receive a grade or score for the work.
2. The student will be expected to re-do the work for an accurate score within the time frame specified by the teacher if the submission timeline permits.
3. This work may be part of the internal assessment elements which will be submitted to the IBO. Teachers who confirm that a student has committed any of the above will report the incident to the IB Program Coordinator and, according to his/her judgment on the details of the incident, he/ she will recommend the behavioral consequence(s).
4. Any second infraction will result in a category two consequence and an on-going pattern may lead to a recommendation for exclusion.

Rights and Responsibilities

Teachers serve as the primary instructor in the process of understanding academic integrity.

Teachers will:

- Ensure learners understand the academic learning policy.
- Create inquiry-based assessments that reward the effort required to complete the assignment as well as the final product.
- Teach proper ways to acknowledge others' work.
- Provide simple, clear guidelines and expectations to students.
- Plan to ensure consistent guidance for students about the use of others' work.
- Clearly communicate any changes in expectations for student autonomy and independence. Such changes should be communicated through examples.

Parents will...

- Be aware of the academic integrity policy.
- Motivate and support students at home to be original in their work by restricting adult involvement as much as possible.
- Discourage procrastination and encourage effective time management.

Students will:

- Always do their own work.
- Refrain from sharing their work with other students to claim as their own.
- Track use of resources and always give credit to the original source or author, including all images and online sources.
- Use appropriate ways to signal use of sources, focusing on APA style citations.
- Ask the teacher when in doubt for clarification.

This policy will be reviewed and updated each year.

APPENDIX B: Admissions and Retention Policy

For Admission

To participate in the IB program at Willow Canyon High School as a junior, the IB Admissions and Retention Committee will review the academic transcripts of all sophomore students and will invite students to participate in either the full diploma program or in particular courses; however, the invitation is not only contingent on a student's academic standing. The following also apply:

- Students must have recommendations from two teachers who are familiar with the student's work ethic and commitment to learning and be free of any academic sanctions, to include discipline relating to academic dishonesty.
- Students must have completed all prerequisites in their prior to years to ensure they are on track to graduate from high school.

For Retention

The goal is to keep all of our students committed to complete the IB Diploma Program or their IB Course of Study. To remain in good standing with the IB program at Willow Canyon, the following have been implemented:

- Students must maintain a minimum of 70% in all academic courses.
- Students are encouraged to participate in extracurricular activities, but this is not a requirement.
- Students must remain up-to-date on their Extended Essay and CAS requirements. Since concurrency of learning is critical with the IB, this is a non-negotiable expectation.

In order to ensure our students are on track to graduate from high school and to ensure that they do so successfully, the following process has been implemented:

- Grades are continually reviewed by IB teachers and the IB Coordinator. Specifically, grades will be reviewed at the end of each nine-week period. Also, grades will be reviewed at the end of the student's junior year and prior to their final year of the IB program.
- If students are struggling with their grades, we will meet with the student, parent, and their counselor to determine the best course of action for the student and to place the student on a path to success. Peer and/or teacher tutors may be assigned to assist the student in improving their grade.
- If students are not able to make the necessary adjustments, a decision may be made to scale back the student's academic schedule to make it more manageable for the student.

This policy will be reviewed and updated each year.

APPENDIX C: Assessment Policy

Assessment Philosophy

The Willow Canyon High School IB Program is committed to the success of each student. The IB faculty aims to prepare students for IB assessments by effectively and efficiently delivering course curricula, providing opportunities for students to display content knowledge in a variety of ways, providing students with practice IB assessment opportunities, familiarizing students with the IB assessment procedure, and ensuring that student workload is manageable.

To ensure the above standards are maintained, the following principles have been adopted:

1. Students shall receive guidance and support regarding IB course selection that provides them the highest potential for success.
 - a. In addition to the IB Coordinator, the school has designated an IB Guidance Liaison to assist students in choosing IB courses. This liaison assists all guidance counselors in matters pertaining to IB. Together with IB teachers, these stakeholders assist students in scheduling IB courses that will best lead to student success.
 - b. Since being authorized in 2006, the Willow Canyon High School IB Program has added numerous IB courses for IB students. The increase in course offerings since authorization provides students greater opportunity for success by allowing them to create a more individualized course of study. We hope to provide additional course options in IB Language B, IB Experimental Sciences and Group 6 Arts and Electives in the future. These additions are displayed in the table below:

| Group | 2006-2007 | 2021-2022 |
|-------|----------------------------------|---|
| 1 | English HL | English HL |
| 2 | French SL, German SL, Spanish SL | Spanish SL/HL, Spanish ab initio SL |
| 3 | History HL, Psychology SL | History SL/HL, Psychology SL/HL |
| 4 | Biology HL, Chemistry SL | Biology SL/HL, Chemistry SL/HL, Physics SL/HL, Sports, Exercise and Health SL |
| 5 | Math Studies SL | Math Applications SL/HL, Math Analysis SL/HL |
| 6 | Theatre Arts SL/HL | Dance SL/HL, Film SL/HL, Theatre SL/HL, Visual Arts SL |

2. IB teachers shall be provided with examination data and shall be required to establish goals for the following year based upon previous examination session data. Examination data shall serve to drive curriculum changes in all IB courses. Following each examination session, IB teachers are provided with:
 - a. Predicted grades and awarded grades for the previous May examination session.
 - b. Subject component grades for the previous May examination session.
 - c. Cumulative examination data since the first examination session, including school average and worldwide average for each subject area.
 - d. Examination copies from the previous examination session.
 - e. EUR reports for subjects in which students performed worse than predicted, performed below the worldwide average or when specifically requested by the subject area teacher.
3. IB teachers shall be trained as subject curriculum is updated and shall participate in staff development opportunities in order to remain current in IB staff development.
 - a. Each IB teacher will attend Level 2 training as his/her subject curriculum is updated.

- b. IB staff members will attend regional networking sessions whenever possible to share best practices with other area IB teachers.
 - c. IB teachers will attend monthly IB school staff meetings in order to share relevant IB course information with colleagues, receive information updates from the IB Coordinator and participate in staff development activities, where appropriate.
4. Classroom grading practices shall be designed to support IB assessment criteria in all IB courses.
 - a. Willow Canyon High School provides a framework for the weighting of grades where assessments should not exceed 60%.
 - b. Within IB courses, teachers attempt to reflect the Internal Assessment vs. External Assessment percentage breakdown, when possible.
5. Communication among teachers shall be required to manage student workload at any given time.
 - a. Teachers communicate in person and via e-mail often to prevent overlap in critical course assignments.
 - b. Teachers create syllabi at the beginning of the course so students are able to schedule assignments in advance and make teachers aware of any overlap of large assignments.
 - c. Internal Assessment deadlines and Extended Essay deadlines are provided for all IB teachers so they are able to schedule class assignments around these crucial IB deadlines. These dates vary each year for the Internal Assessments but are generally the same for the Extended Essay (the first school day of every month from March of the junior year until December of the senior year (when the final draft is due).

Grading Practices

1. The Dysart Unified School District grading scale is applied when awarding assessment and course grades.
2. Assessments comprise 60% of course grade.
3. Students must maintain an overall weighted GPA of 3.0 in order to remain in good standing.
4. IB rubrics are used in IB courses to inform grading/marking of assessments.
5. Grading and marking of assessments vary to allow students to showcase their strengths.
6. A combination of formative and summative assessments is provided to assess level of mastery both during and after skill acquisition.
7. School policy prohibits awarding a grade of zero for work submitted late; teachers reduce grades for every day an assessment is submitted after the due date. This encourages students to still complete the assignment and thus gain knowledge and skills from doing so.
8. When possible, teachers use a scaled marking system where marks earned are converted to a percentage score based upon released IB markschemes.

Addendum

1. It is the responsibility of the IB Coordinator to ensure the effective implementation of this policy. Teachers are responsible for understanding the policy and ensuring their course syllabi are in alignment.
2. It is the responsibility of the IB Coordinator to provide an overview of our IB policies to any new IB teachers hired to teach within the program or feeder program.
3. It is the responsibility of the IB Coordinator to communicate IB policies to the parents. At the beginning of the school year, a meeting will be scheduled with all parents to discuss the policies and answer any questions. Parents and students will sign a document indicating that they have received a hard copy of the policies and attended the presentation.
4. This policy will be reviewed annually by IB faculty and coordinators to ensure that it is up-to-date. This policy review will be a collaborative process. Minimally, the policies will be reviewed in August of each year to ensure that the policy is current; however, the policy will be reviewed as needed, if a concern is identified. These policies will be reviewed by all IB teachers and all feedback will be considered as revision

to the current policy is under review. Once policies have been reviewed, revised, and finalized, students and parents will be notified of the updated policies.

APPENDIX D: Inclusion Policy

Rationale

To ensure that all students are successful in the IB program by providing the support each individual student needs to achieve academic success and their fullest potential as they participate in Willow Canyon High School's IB program.

Background

Willow Canyon High School, is one of four high schools in the Dysart Unified School District (DUSD), a public school district in Arizona, that serves the communities of Surprise, El Mirage, Youngtown, and Waddell. The Dysart Unified School District also includes 20 elementary/middle schools and an alternative program. There are 5 elementary/middle schools that automatically feed into Willow Canyon; however, any student in the district may request open enrollment if they are interested in pursuing the IB Diploma. Additionally, due to open enrollment in the State of Arizona, any student not currently in our school district may request open enrollment to attend Willow Canyon if interested in pursuing the IB Diploma.

Mission

Willow Canyon, Winning Culture

We pursue a Winning Culture in everything we do...

- Academics – We have high expectations in all of our programs. We offer International Baccalaureate, Cambridge, and Advanced Placement. We also offer interventions that will challenge students from all academic backgrounds. Our Career and Technical Education programs are nationally recognized.
- Athletics – In pursuit of victory with honor, we are committed to providing our athletes and coaches the facilities, equipment, and training to be successful on the field of play.
- Arts – Our students and directors are given the training, equipment, and expertise to operate at the peak of creativity and professionalism.

Statement of Philosophy

No student will be turned away from the IB Diploma Program (DP) at Willow Canyon due to academic challenges. The DP is an inclusive, holistic program designed to meet the needs of all learners. Students with special needs will be included to the fullest extent possible so that all can experience academic success. The *IB admissions and retention policy* will be applied consistently across all student populations at Willow Canyon High School.

American Special Education Statutes

To provide appropriate services and interventions for student success, the DUSD IB community acknowledges the following United States requirements.

Three existing federal statutes address the rights of children with disabilities to receive a free and appropriate public education (FAPE): Section 504 of the 1973 Rehabilitation Act, Individuals with Disabilities Education Act (IDEA), and American with Disabilities Act (ADA). FAPE is a civil right rooted in the Fourteenth Amendment of the United States Constitution which includes Equal Protection and Due Process clauses.

Section 504 is a federal law designed to protect the rights of individuals with disabilities in programs and activities that receive Federal financial assistance from the U.S. Department of Education (ED). Section 504 provides: "No otherwise qualified individual with a disability in the United States...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..."

State and Federal laws must be followed and the appropriate accommodations must be made. The U.S. government guarantees each preschool and school age child an education in the least restrictive environment (aligned with IB Philosophies). Schools must provide this education to all. Handicapped students between the ages of 3 and 21 years. This was written into federal law as PL 94-142, passed in 1975. Since then the law has been modified and refined by the Individuals with Disabilities in Education Act (IDEA 2004).

The IDEA act requires that public schools create an Individualized Education Program (IEP) for each student who is found to be eligible under both the federal and state eligibility/disability standards. The IEP is the cornerstone of a student's educational program. It specifies the services to be provided and how often; describes the student's present levels of performance and how the student's disabilities affect academic performance and specifies accommodations and modifications to be provided for the student. (Public Law 108-466 – 108th Congress)

Inclusion Policy for IB students in DUSD

The Dysart Unified School District IB Diploma Program embraces the philosophy and ideals of IB. We acknowledge that the student is at the heart of the program as expressed through the IB Learner Profile. All IB teachers are expected to teach their students who are identified as having Special Education Needs. As Willow Canyon High School offers the IB Diploma Program, we will ensure that the support for students with special education needs will follow the student as they progress through the program.

Students are advised upon program entry of the rigorous program requirements to ensure appropriate placement and academic success. In addition to employing teaching strategies that include differentiation for students with special needs, students are also supported through special arrangements, if necessary. The IB publication, *Candidates with Special Assessment Needs*, will be referenced to provide support for program completion. The Diploma Program Coordinator will submit to IB the appropriate accommodations form, along with necessary documentation, requesting assessment modifications when needed.

Learning Support Protocol

If a student is not responding to specific strategies by an instructor, the following support procedures will be implemented:

- A child is identified by the teacher, parent or concerned staff member.
- The student's name is then submitted to the Response to Intervention (RtI) team.
- The RtI team listens and provides recommended interventions for the teacher to try over several weeks.
- The teacher then reconvenes with the RtI team to report the student's progress.
- If necessary, further psycho-educational testing will be sought.
- If necessary, design and implement an IEP, 504 plan, or student support contract.
- If a student's needs are greater than what is provided on campus, the appropriate educational setting will be provided.

Other Accommodations

Additional individualized academic support may include IEP, 504, student contract, assistive technology devices or services or both, physical needs accommodated, small group or one-on-one learning, or testing modifications.

Acknowledgements

IB Publication: *Learning diversity and inclusion in IB Programs*. (January 2016)

IB Publication: *Meeting student learning diversity in the classroom*. (December 2019)

IB Publication: *The IB guide to inclusive education: A resource for whole school development*. (November 2015)

Dysart Unified School District Special Education Department

<https://sites.ed.gov/idea/>.

www2.ed.gov/print/about/offices/list/ocr/504faq.html

APPENDIX E: Language Policy

Language and Learning

We believe that language and literacy is the key to all learning. Since language is taught contextually through building relationships between new information and existing ideas, all teachers are language teachers. Therefore speaking, reading, writing, and listening, both general and specific to the subject area, are taught in every course. We further believe that all students can learn and experience success when acquiring a language and evaluate developing proficiency through a wide variety of formative and summative assessments.

In addition to using language to communicate, we believe that language and literacy promote awareness of one's own language and culture, foster respect for other cultures, prepare students to become productive members of a global society, and allow opportunities for richer interdisciplinary connections. While being able to speak a language indicates deep respect for that culture, the study of language provides a powerful path by which one gains understanding of other ways of being and knowing. Language learning at WCHS refers not only to the learning of a specific language but includes any and all activities that promote cultural competency regarding a second language.

Language Profile

Willow Canyon High School serves the community of Surprise, El Mirage and Waddell. Our community is diverse racially, culturally, economically, and linguistically. While English is the primary language employed by our community, there are numerous additional languages spoken in our community and school. In general and with regards to language our students can be classified as:

- English-only background with no Language B instruction
- English-only background with 2-3 years of Language B proficiency
- Multilingual background with English speaking parents who since birth have acquired both English and at least one additional language
- Multilingual background with non-English speaking parents who have acquired English primarily as a result of attending school.
- Monitored Former English Learner (MFEL) with a level of English competency sufficient to no longer require English as a Second Language (ESL) support
- English Language Learner (ELL) with a limited English proficiency (LEP) who is currently receiving ESL support
- Newcomers with no English competency

Language and Learning

With the exception of language acquisition classes where instruction is delivered in the target language, the language of instruction is English. All teachers incorporate IB command terms in the delivery of their content.

Language A: Studies in Language and Literature

Each year, every student takes a course in Language and Literature. At each year, various levels are offered and students, in conjunction with teacher recommendation, choose their level. Language and Literature courses focus on reading, writing, speaking, and listening, and language. Students study works in their literary and cultural contexts, through close study of individual texts and passages, and by considering a range of critical approaches. The response to the study of text is through oral and written communication which enables students to develop and refine their command of the language. IB Diploma Program candidates take English A: Literature HL during both years of the program.

Language B: Language Acquisition

WCHS requires every student to take a minimum of two years of Language Acquisition. Often, students will complete their first two levels of Spanish as a freshman and sophomore. Students with sufficient proficiency in the second language can choose further language acquisition instruction in that language by taking Diploma Program SL or HL courses. Diploma Program candidates with limited exposure/proficiency in a language alternatively may choose to take a Diploma Program ab initio course.

English as a Second Language and Heritage Learners

Students whose mother tongue is not English are screened by a language proficiency test (ACCESS) developed by WIDA (World-Class Instructional Design and Assessment) Consortium. Based on the results of this screening, students receive additional English as a Second Language (ESL) support. Resources available to these students include tutoring during the school day and after school, parent sessions presented in the native language, language dictionaries and translated written texts. Heritage Learner classes are offered to Spanish students in order to preserve and develop their mother tongue. Students are encouraged to maintain their cultural identity and native language while celebrating other countries that share the Spanish language. Students are encouraged to maintain their cultural identity and native language while celebrating other countries that share the language.

ESL instructors are available on a regular basis to support English language development from a variety of perspective including but not limited to:

- English language skill assessment and consultation for appropriate course placement in coordination with the Student Services.
- Professional development facilitation to strengthen instructional strategies used by teachers in differentiating instruction for English Language Learner students.
- Curriculum support and development to engage English Language Learner students.

Language Support

Willow Canyon High School understands the importance of students preserving and enriching their mother tongue language. Through language and cultural heritage clubs, which are available to all students, students are encouraged to continue to use their mother-tongue language skills. This allows them to embrace their personal identity, highlight their cultural heritage, and increase their overall ability to learn. The participation of English only students in these clubs provides them with enriching experiences in mother-tongue languages, second languages or additional languages, with the aim of increasing cultural and international-mindedness.

Students are provided with resources such as peer-tutoring for those who are Spanish speakers and non-Spanish speakers. Language classrooms are equipped with language dictionaries and computer labs are equipped with language programs. All teachers collaborate with our English Language Learner, ELL, teachers to ensure that instructional strategies are appropriate and facilitate learning.

Willow Canyon High School uses a variety of strategies to engage our families who speak languages other than English in their homes. Some of these strategies are:

- Use of our World Language teachers, support staff and student leaders as translators. This is particularly so with our Spanish-speaking families. We tap into the expertise of the learners in our community – staff and students alike – to help us communicate with our families about upcoming school events, important academic opportunities for students and concerns about student progress in school.
- Translation of school documents and phone messages into Spanish.
- Translation services at school events including Open Houses, Parent/Teacher Conferences and more.

