



# Andrew P. Hill High School

## Assessment Policy

### Statement of Assessment Philosophy

The staff of Andrew P. Hill High School views assessment as an integral part of teaching and learning. It provides opportunities for students to demonstrate what they know and have learned, to show growth and development over time, and provides opportunities to reflect on the learning process. As an IB World School, AHHS strives to adhere to the principles of effective approaches to teaching and learning. These approaches to teaching include:

- Teaching through inquiry
- Teaching through concepts
- Teaching developed in local and global contexts
- Teaching focused on effective teamwork and collaboration
- Teaching differentiated to meet the needs of all learners
- Teaching informed by assessment

As an integral part of our overall assessment philosophy, AHHS teachers use a variety of assessment strategies to measure how our students are progressing in meeting the school's schoolwide learning outcomes, which are the five IB approaches to learning skills:

- Thinking
- Communication
- Social
- Self-management
- Research.

### Purposes of Assessment

*Andrew P. Hill High School assesses students in order to:*

- Enhance student learning
- Monitor and evaluate student progress towards meeting course and IB Diploma Program standards
- Monitor and evaluate student progress towards meeting the school's established School-Wide Learning Outcomes (SLO)
- Provide feedback to students, parents, and other stakeholders
- Gather evidence to support teacher reflection on their instructional practices
- Inform curriculum review
- Evaluate the suitability of courses
- Develop short and long-term achievement goals for AHHS

## Principles of Assessment

The Andrew P. Hill High School administration and staff recognize that assessment plays a vital role in the cycle of planning, teaching, assessing, reporting, and reflecting. Effective assessment principles have a positive impact on all stakeholders.

*Effective assessment allows students to:*

- Demonstrate a broad range of skills and conceptual understanding of subject topics
- Demonstrate critical thinking abilities
- Utilize a variety of learning styles and intelligences
- Participate in self-assessment and the assessment of their peers
- Analyze their own learning and perform self-reflection on strengths and areas of personal improvement
- Set appropriate goals for their own learning

*Effective assessments allow parents to:*

- Monitor evidence of student learning
- Discover opportunities to support students and teachers

*Effective assessment requires teachers to:*

- Engage in self-reflection on their own practice
- Use assessments to inform, improve and modify instruction
- Provide range of assessment strategies and practices to get a holistic understanding of student knowledge and development
- Recognize students' different learning styles and develop assessments to utilize these styles
- Recognize students' level of English language competency and consider this competency when developing assessments
- Make students aware in advance of the criteria required for producing a quality product
- Assess in a context that is meaningful, relevant, and motivating to students
- Analyze data to identify patterns in student performance and learning needs
- Provide timely and clear feedback that is constructive towards future learning
- Undertake assessments in accordance with district and state principles
- Maintain detailed assessment records

*Effective assessment requires administration to:*

- Support teachers in maintaining assessment skills and in developing new assessment strategies
- Provide time for teachers to plan and reflect
- Provide training on data analysis and ways to use student achievement data to set school-wide, departmental, and individual goals
- Maintain detailed assessment records
- Provide achievement information to students and parents in a timely and on- going manner as well as at formal reporting times

## **Assessments in all IB programs**

IB assessments are graded according to IB scoring criteria published in IB curriculum guides for each course and core requirements for each program. All teachers have access to these materials on the IB Programme Resource Centre on My IB. The method of assessment judges each student in relation to identified standards and criteria rather than the work of other students.

*Students and parents are made aware of IB assessment criteria by:*

- Teachers' published course curricula/syllabi
- The direct instruction of the teacher
- Informational meetings with the IB Middle Years Program Coordinator (MYP), Diploma Program Coordinator (DP), and the Career Program Coordinator (CP)
- MYP orientation for 9th grade students
- Recruitment meetings at the district and site level
- The annual IB program showcase (end of April)
- Andrew Hill High School's Back to School Night
- Andrew Hill High School Principal's Newsletter

## **Common practices in using Middle Years Program (MYP) assessment criteria**

Teachers do the following in order to have common practices around determining achievement levels on IB rubrics:

- All teachers use MYP subject group assessment criteria rubrics in 9<sup>th</sup> and 10<sup>th</sup> grade courses
- Rubrics and assessment tasks are developed, implemented and sometimes assessed collaboratively by MYP teachers with reference to both relevant MYP guides and subject group overviews.
- Exemplars may be made available to students
- Rubrics may be clarified using student-friendly language
- Checklists and other rubrics for formative assessments are often agreed upon within the subject group or created by students
- Teachers write task-specific rubrics and share grading practices on specific assessments with students during class discussion.

## **Common practices in determining achievement levels — all IB programs**

- Teachers discuss how the command terms are used in the rubric.
- Teachers standardize grades during collaboration and professional development time to compare grading practices and agree on a common level for each summative task.
- In subject groups, teachers standardize their expectations for achievement by developing common assessments, using common rubrics and by discussing what they will be looking for in student work in order for a student to achieve at a certain level.
- During the second semester, professional development time is dedicated for teachers to normalize required IB assessments across and within the three programs, including: the MYP personal project, the DP extended essay, DP internal assessment projects, and the CP reflective project.

## **Formative and Summative Assessments**

## **Formative Assessment**

All Andrew Hill High School teachers utilize formative assessments to assess prior knowledge when starting units and to measure understanding of significant concepts during an instructional unit. These assessments include, but are not limited to: homework assignments, quizzes, worksheets, labs, journal entries, class presentations, formal and informal discussions, reflection exercises, etc. The frequency of these activities and assessments can vary between departments, subjects, and teachers. Generally, at least one formal assessment is given each week. IB teachers tailor formative assessments around curricular topics and central concepts detailed in the respective IB subject guides. These assessments are also used to prepare students for the required IB summative internal assessment project(s) for the course.

Teachers use formative assessments to:

- Measure student understanding of particular concepts
- Adjust instruction when necessary
- Determine students' prior knowledge
- Allow students to demonstrate understanding of key ideas and concepts
- Reinforce necessary skills needed for success on summative assessments and projects
- Determine student progress within the course

## **Summative Assessment**

Summative assessment takes place at the end of specific units, terms, semesters or overall course. These assessments allow students to demonstrate knowledge of key concepts learned during a set period of time. These culminating activities are weighted more significantly than formative assessments. These assessments can include: formal tests, final exams, mid-term exams, formal essays, detailed presentations, or a culminating project. A minimum of one summative assessment is given or required per grading period. All teachers also require students to complete a final exam or culminating project at the end of each semester. Summative assessments measure the student's mastery of key concepts learned during the course or during a specific unit of study.

Multiple and varied assessments will be employed to evaluate student achievement. Teachers are encouraged to write summative assessments using the Wiggins and McTighe GRASPS method. These authentic tasks will provide opportunities for students to apply learned knowledge and skills to real-life situations.

Examples of various assessments include:

- Student interviews
- Peer assessment
- Self-assessment
- Collaborative or individual projects
- Performances, demonstrations, or practical work
- Written assignments
- Unit exams
- Anecdotal records
- Verbal discussion/ Socratic seminar
- Individual and group work
- Open-ended tasks
- Labs

- Presentations using a variety of tools (Prezi, PowerPoint, Google Slides) and in a variety of ways (oral, written, graphic)
- Process journals
- Reflective portfolios

## **Homework**

Homework is generally required for all AHHS courses. Homework is a form of formative assessment that seeks to develop student skills and further their practice and understanding of the course content. The ESUHSD does not have a formal policy regulating practices related to homework. The amount and duration of assigned homework can vary by subject. Teachers have the freedom to determine the quantity and quality of assigned homework, keeping in mind the school's assessment philosophy and relation to the development of the school's learning outcomes. Teachers in the MYP, DP and CP use collaboration time to discuss homework activities and reasonable student expectations within their respective programs. MYP teachers develop unit plans during departmental collaboration time; homework expectations are determined as part of the unit planning process for each subject.

## **State Assessments**

In compliance with requirements of the California Department of Education, all students take the California Assessment of Student Performance and Progress (CAASPP) in April of each year.

## **Common practices in recording and reporting student achievement — all IB programs**

Teachers report grades using our official district grading platform, Infinite Campus, and have the option to maintain web-based gradebooks (the district officially provides teachers the option to use Canvas, Infinite Campus, or Google Classroom). When reporting grades to parents:

- Evidence of learning will be shared with parents during conferences, on report cards, or by email request. Our report card contains letter grades as required by our district system.
- MYP assessment criteria scores are reported in Canvas or Google Classroom. Parents can view those scores through their parent portal account.
- The MYP personal project submission is recorded on Google Classroom and reported on school transcripts once scores have been received.
- All three components of the DP core (EE, CAS and TOK) are recorded on one of the approved platforms through the theory of knowledge course, and reported via Infinite Campus. DP course assessments are recorded using one of the approved platforms and reported on infinite campus.
- DP students receive login credentials for the IB candidate website so they can review final scores, transcript requests and diploma awarding information in July after senior graduation.
- All three components of the CP Core (Reflective project, Language portfolio, and Service learning portfolio) are recorded in their respective grade-level career pathway course (Health and human services, Legal practices, or Multimedia) or their English course that is specific to the student's pathway.
- CP Core assessment is reported to parents directly via Infinite Campus, and celebrated during award ceremonies for each of the respective CTE pathways in April and May during the second semester.
- CP students receive login credentials for the IB candidate website so they can review final scores, transcript requests and Career program certificate awarding information in July after senior graduation.

## **Common practices in using Diploma Program (DP) assessment criteria**

### **Internal Assessment**

Internal assessment allows for a portion of the candidate's assessment to be carried out by teachers over the duration of the course. Teachers mark specific required projects as detailed in IB subject guides for each course. This score counts as a percentage of the student's overall DP score for the class in combination with the course's required external assessments (see below). A sample set of the teacher-evaluated work is sent to a moderator who then evaluates the school's application of the scoring criterion.

The calendar dates for the completion of internal assessments is governed by the AHHS internal calendar. Consensus on due dates is reached by all teachers and published to students and parents on one of the aforementioned reporting platforms. Specific due dates in subjects where student work is on-going, like science practical work or the various project work done in group 6 subjects, are determined by the teacher but must be completed on the date determined by the IB staff. The school's assessment calendar is designed to spread the IB diploma program workload over two years and provide a manageable timeline for students to follow.

Teachers are required to submit Internal assessment scores and predicted grades (see below) to the IB Diploma Program Coordinator by the end of March. The specific dates for submitting these records and gathering IA samples are reviewed with faculty at the start of the academic year and published to teachers and administration through e-mail by the end of the second week of school.

### **External Assessment**

External assessment refers to work that is conducted and overseen by an exam invigilator then graded externally by an IB examiner. End-of-course exams are the primary means of external assessment, but other IB projects are externally assessed. The externally-assessed projects at Andrew Hill are: the English, Spanish and Vietnamese language and literature A written assignments and HL essays, Exploring music in context, Presenting music and the Contemporary music maker HL project in IB Music, the Comparative study and Process portfolio in IB Visual arts, the director's notebook, Research presentation and the HL Solo theater project in IB Theater, Extended Essays in all subjects, and the Theory of Knowledge essay. External Assessment dates are fixed by the IBO and adhered to by AHHS. The IB exam calendar is published to students, parents, and the AH staff upon publication by the IBO.

IB teachers generate summative assessments designed around specific curricular requirements found in the subject guide. All students enrolled in an IB class must complete the required class internal assessment project(s). Teachers use the subject scoring criterion for these projects to assess student performance. In order to prepare students for the required IA project, IB teachers use the scoring criterion for the IA project when appropriate for teacher-generated assessments. Other summative assessments can include external assessments set by the IBO. These are the end of course exams given in May.

### **DP core requirements**

In addition to the six subjects required in the DP, students have to complete the following requirements to qualify for the IB diploma over the two years of the program:

- The extended essay: a 4000 word research paper on an academic subject and topic of the student's choosing

- Creativity, activity and service (CAS): a reflective portfolio and final presentation of the student's experiences in the three central domains of CAS. Students demonstrate how they have worked towards meeting these seven learning outcomes:
  - Identify own strengths and develop areas for growth
  - Demonstrate that challenges have been undertaken, developing new skills in the process
  - Demonstrate how to initiate and plan a CAS experience
  - Show commitment to and perseverance in CAS experiences
  - Demonstrate the skills and recognize the benefits of working collaboratively
  - Demonstrate engagement with issues of global significance
  - Recognize and consider the ethics of choices and actions
- Theory of knowledge: An additional course taken over the two years of the DP where students learn about knowledge questions and have the opportunity to reflect on the nature, scope and limitations of knowledge and the process of knowing. Students complete two summative assessments as part of the course:
  - The TOK Exhibition (completed and presented in April of the 11<sup>th</sup> grade year)
  - The TOK Prescribed title essay (assigned, developed and submitted in the 12<sup>th</sup> grade year)

### **Common practices in using Career Program (CP) assessment criteria**

Students in the IB career program are required to take two DP courses as part of their instructional program. Those DP courses follow the common practices for DP assessment criteria described above. Each February and March, PD time is set aside so all teachers in the respective IB programs can collaborate on appropriately assessing and applying the scoring criterion. CP reflective project advisors will use this time to score reflective projects and determine predicted grades prior to submission to the IB.

### **CP core requirements**

In addition to the two required DP courses, students in the CP compile reflective portfolios of formative and summative assessment work over the two years of the program. The two required portfolios are:

- **The language development portfolio:** a collection of work demonstrating the student engaged in at least 50 hours of activities related to developing proficiency, or improving fluency, in either language acquisition or a heritage language.
- **The service learning portfolio:** a portfolio collection of reflections on service learning activities experienced during the two years of the program that show the student has met these five learning outcomes:
  - Identify own strengths and develop areas for growth
  - Demonstrate participation with service learning experiences
  - Demonstrate the skills and recognize the benefits of working collaboratively
  - Demonstrate engagement with issues of global significance
  - Recognize and consider the ethics of choices and actions

Students in the CP also complete the summative assessment Reflective project. The project is a research-based, detailed exploration of an ethical dilemma associated with a real-world issue arising from the student's career-related field of study. More specific information about the Reflective project can be found in the Student Guide to the Reflective Project

### **CP Personal and Professional Skills**

Students participating in the CP focus on developing “Personal and professional skills” (PPS) as part of the curricular and philosophical foundation of the program. The five themes covers in PPS learning are:

- Personal development
- Intercultural understanding
- Effective communication
- Thinking processes
- Applied ethics

These skills are assessed through the CP core projects outlined above, the CTE courses taken as part of the specific career pathway (Health, multimedia, or social justice/legal studies), and other required general education courses taught within each pathway. Teachers, pathway coordinators and the CP coordinator collaborate on developing formative and summative assessments within each academy.

### **Predicted Grades**

The Predicted Grade (PG) is the teacher’s prediction of the final score the candidate is expected to achieve in specific DP subjects, the DP extended essay, the MYP Personal project and the CP Reflective project, based on all of the evidence of the candidate’s work and the teacher’s knowledge of the IB standards. PG’s may be used:

- By the IBO in grade award meetings when considering a subject’s grade distributions and the performance of individual candidates
- By the IBO as a basis for review of student work if the awarded grade varies significantly from the predicted grade
- By AHHS as an evaluation tool for teachers to measure their comprehension of the requirements and standards of their course
- By universities as an evaluation tool in determining the suitability of an applicant and as a basis for making conditional offers

Individual teachers at AHHS are free to inform students of their predicted grades, but the coordinator will not directly release predicted grades to students or parents unless requested.

Teachers are required to submit predicted grades to the IB diploma program coordinator in a timely manner. Extended Essay predicted grades are entered by March 5. Teachers in all DP subjects must submit their predicted grades by April 1.

### **Grading Scales and Descriptors**

AHHS Internal Grading Scale:

A: 90-100%    B: 80-89%    C: 70-79%    D: 60-69%    F: 59% and below

### **Andrew Hill High School IB Internal Grading Descriptors**

*A: A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. Consistent evidence of analysis, synthesis, and evaluation is shown where appropriate. The student consistently demonstrates originality and insight in completed work. The student is an active participant in all class endeavors.*

*B: A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis, and evaluation where*



*appropriate and occasionally demonstrates originality and insight. The student is an active participant in most class endeavors.*

*C: An adequate understanding of the required knowledge and skills, and the ability to apply them effectively in most situations. There is occasional evidence of the skills of analysis, synthesis, and evaluation. The student participates in class endeavors, but is inconsistent.*

*D: Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support. The student infrequently participates in class endeavors.*

*F: Minimal or very limited achievement against all of the objectives. The student has difficulty in understanding the required knowledge and skills is unable to apply them fully in normal situations, even with support. The student demonstrates limited participation, or does not participate, in class endeavors.*

### **IB Grading Scale**

- 7 Excellent performance
- 6 Very Good performance
- 5 Good performance
- 4 Satisfactory performance
- 3 Mediocre performance
- 2 Poor performance
- 1 Very Poor Performance
- N Assessment work incomplete

### **IB Diploma Award Regulations**

Performance in each of the six Diploma Program subjects is grades on the above 1-7 scale, with 7 being the maximum score. A maximum of 3 bonus points can be awarded for combined performance in Theory of Knowledge and on the Extended Essay, for a maximum possible score of 45 points. The minimum score for a candidate to earn their IB diploma is 24 points.

The IB Diploma will be awarded to a candidate whose total score is 24, 25, 26 or 27 points, provided the following criteria have been met:

- CAS portfolio completed
- Theory of Knowledge paper and presentation submitted, with a minimum score of “D” earned
- Extended Essay submitted, with a minimum score of “D” earned
- There is no grade 1 on any subject exam
- There is no more than one grade 2 on any standard level exam
- Overall, there are no more than three grades 3 or below
- At least 12 points have been gained on higher level subjects (candidates who register for four higher level subjects must gain at least 16 points at higher level)
- At least 9 points have been gained on standard level subjects (candidates who register for two standard level subjects must gain at least 6 points at standard level)
- The final award committee has not judged the candidate to be guilty of malpractice

The IB Diploma will be awarded to a candidate whose total score is 28 points or above, provided the following criteria have been met:

- CAS portfolio completed
- Theory of Knowledge paper and presentation submitted, with a minimum score of “D” earned
- Extended Essay submitted, with a minimum score of “D” earned
- There is no grade 1 on any subject exam
- There is no more than one grade 2 on any higher level exam
- There are no more than two grades 2 on any standard level exam
- Overall, there are no more than three grades 3 or below
- At least 11 points have been gained on higher level subjects (candidates who register for four higher level subjects must gain at least 14 points at higher level)
- At least 8 points have been gained on standard level subjects (candidates who register for two standard level subjects must gain at least 5 points at standard level)
- The final award committee has not judged the candidate to be guilty of malpractice

### **CP Certificate Award Regulations**

The *IB CP Certificate* will be awarded subject to satisfactory completion of the following requirements by a candidate:

- The candidate has completed the specified career-related study.
- The candidate has been awarded a grade 3 or more in at least two of the DP subjects registered for the CP.
- The candidate has been awarded a grade of at least D for the reflective project.
- All personal and professional skills, service learning and language development requirements have been met.
- The candidate has not received a penalty for academic misconduct from the Final Award Committee.

On successful completion of the CP, candidates receive the *IB CP Certificate*.

### **Exams**

IB examinations at Andrew Hill High School are conducted in strict accordance with IB regulations. Exams are written in three primary locations on campus: exams being taken by large numbers of candidates are held in the school cafeteria; single class exams are held in the science building presentation hall, aka Dahl Hall or also in the school library. Exam invigilation is performed by staff and community members. All invigilators must undergo a training exercise to review exam procedures and policies. Teachers whose exam is being conducted and parents whose children are taking the examination are not allowed to invigilate. Teachers whose exams are being conducted are required to remain a minimum of 50 meters away from the exam room while the exam is in session. Security for the exams is the responsibility of the IB Diploma Program Coordinator and the school administrative team.

### **Modifications and Accommodations to Assessments**

Students with a documented medical plan, IEP or 504 can receive modifications and/or accommodations to support the student in meeting assessment outcomes and expectations. Specific information can be found in the school’s Inclusion and Access policy.

### **Support for Language Learners**

AHHS recognizes that all students are language learners and that all teachers are language teachers. AHHS and ESUHS have support structures in place for identified EL students and for students seeking to develop

academic language skills in their heritage language. Specific information about the support AHHS offers for language learners can be found in the school's Language policy.

### **Academic Honesty**

The AHHS Academic Integrity Policy is available from all three of the IB program coordinators and can be found as part of the enrollment package for AHHS. All students and their parents must read, understand, and sign the agreement. Further details related to academic integrity can be found in the school's IB Academic Honesty Policy.

### **IB Exam Rules and Policies for Students**

#### ***General Guidelines:***

- There are four locations for examinations at Andrew Hill. Check the exam schedule distributed by the IB Coordinator or with your subject teacher to find the location of your examination.
- Please arrive at the examination room a minimum of 15 minutes before the examination is scheduled to begin.
- Before you enter the exam room you will be reminded to turn off all electronic devices (with the exception of calculators) and place them in your bag
- Students will be admitted to the exam room 10 minutes before the exam begins. Once you enter the exam room the examination is considered to be in progress and you are subject to all IBO exam regulations.
- The IB Coordinator will decide where each student sits.
- A large clock and/or board to post start and end times will be in the room
- Between exam papers, students may leave the room

#### ***Possessions:***

Only the following materials may be taken into the exam room:

- General stationary (pens, pencils, colored pencils, an eraser, geometry instruments, and a ruler)
- Exams must be done in pen. Pens should only be blue or black ink.
- A translating dictionary FOR NON-LANGUAGE EXAMINATIONS (Not electronic; Invigilator will check for notes or other unacceptable materials)
- Calculators for science and math exams, chosen from the IBO list of approved calculators. (Invigilators will check calculators prior to the start of the examination)
- "Lucky charms"
- Water

*The following items will NOT be allowed into the exam room:*

- Backpacks. Backpacks will be left in the back or sides of the room, depending on the location of the exam.
- Pencil cases
- Correcting fluid
- Food
- Cell phones or other communication device including smart watches

Candidates may not share any materials whatsoever. Handwriting must be legible. Examiners cannot mark scripts they cannot read.

### ***Misconduct***

The following are examples of misconduct. Any student engaging in an act of misconduct will be removed from an exam.

- Stealing exam papers
- Failing to obey the instruction of the IB coordinator or invigilator
- Communicating with another candidate
- Sharing anything with another candidate
- Receiving help from another candidate
- Referring to unauthorized material
- Behaving in a way that disrupts the exam
- Removing or attempting to remove exam material from the exam room
- Leaving without permission
- Continuing to answer questions when told to stop
- Disclosing or discussing the content of the exam within 24 hours

### ***Attendance***

#### Tardy with a poor excuse (oversleeping, heavy traffic, etc.)

- A student arriving within 30 minutes of the start of the exam may be admitted to the exam
- No extra time to complete the exam
- After 30 minutes no late arrivals are allowed into the exam and the candidate will not be eligible for a grade in that subject

#### Tardy with Acceptable Excuse (Road accident, etc.)

- A student arriving within 30 minutes of the start of the exam may be admitted to the exam
- Candidates may be given full time at the discretion of the IBC
- After 30 minutes no late arrivals are allowed into the exam. The candidate's fate is in the hands of the IBO.
- The IBO reserves the right to decide.

#### Early Departures

- Students are not permitted to leave the exam room during the first hour or during the last 15 minutes
- If a candidate leaves early they are not permitted back

#### Leaving the exam room in an emergency

- Only in cases of an emergency may a student leave and return to the examination room
- In case of illness, the IBC may allow the candidate full time for the exam.
- Candidates must be supervised during a temporary absence. There must be no communication during the absence.

- A candidate must not take any material out of the exam room, refer to any material when absent, or return with any material.

### End of the exam

- It is your responsibility to make sure that the cover sheet is filled out correctly. • You must turn in all papers, including rough notes
- Leave in a quiet and orderly manner
- You must not disclose the content of any exam with any person outside of the school community within 24 hours of the exam. This includes any form of communication, whether verbal, written, or electronic.

### **Implementation, Evaluation and Review of the Assessment Policy**

The IB pedagogical leadership team is responsible for ensuring all teachers implement the assessment policy with fidelity to IB assessment and program requirements. The CP, DP and MYP coordinators are responsible for ensuring all teachers follow IB assessment requirements and meet all deadlines for assessing and submitting student work. The coordinator team supports all staff in implementing the expectations outlined in this policy.

This document was initially generated in 2015 by the DP coordinator with input from IB DP teachers. The document was revised in 2018 for submission with the school's MYP authorization application, again in 2020 as part of the evaluation cycle, and in 2023 as part of the application process for the CP. Revisions from 2018 on included participation from all IB coordinators, the pedagogical leadership team, and department chairs.

Moving forward, this policy will be periodically reviewed and revised every five years as part of the five year evaluation cycle. Revisions to the policy will be shared with the pedagogical leadership team, the instructional leadership team (ILT) consisting of department chairs and program coordinators, teachers involved in pathway programs including CTE pathways and the IB diploma program, student leadership and parent groups for review and suggestions prior to the submission of evaluation documents.

The final policy will be shared with teachers via email and in staff meetings, and students and families as part of the school enrollment process. Students entering the CP and DP will receive a hard copy of the policy at the start of the junior year. The policy will be published on the school's website in August of 2023.