Suffolk Public Schools
Pre-Diploma Program &
International Baccalaureate
Diploma Program

King's Fork High School
Program Guide & Handbook
2025-2026

Mrs. Shawn Barnard, IB Specialist

(edited 8/2025)

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History and Philosophy of the IB

The International Baccalaureate Organization offered its first educational program in 1968 with the implementation of the Diploma Program. The purpose of the Diploma Program was to offer a rigorous, balanced education to the children of foreign diplomats and other culturally mobile parents that provided an internationally recognized university entrance qualification. From the beginning, the IB sought to promote greater cultural understanding and respect through education.

Since 1968, the IB has expanded its program offerings from one to four. In 1994 it added the Middle Years Program and in 1997 the Primary Years Program, thus offering a continuous education program from ages 3-19. In 2012 the IB introduced the Career-related Program, which allows high school students in an established technical education program to enrich that program with some components of the IB Diploma Program. With the implementation of these four programs, there are currently 1.4 million IB students in over 130 countries worldwide.

The IB Mission Statement

The IB mission statement says:

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

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

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

The IB in Suffolk Public Schools

In 2009 the IBO authorized King's Fork High School to offer the Diploma Program during the 11th and 12th grade years. The first IB Diploma Program cohort graduated from King's Fork in 2012 with sixteen graduates. The IB program is one of three specialty programs that Suffolk Public Schools offers. In addition to the IB Diploma Program, SPS also offers the Project Lead the Way: Biomedical Sciences at Lakeland High School, and the Project Lead the Way: Engineering at Nansemond River High School.

The IB Diploma Program at King's Fork High School is very active in the world-wide IB community. The IB Specialist and teachers regularly participate in the Mid-Atlantic Association of IB World Schools (IBMA), attend the Annual IB Global Conference in the Americas, and have received all required professional development from the IB to teach IB Diploma Program courses. In addition, students from King's Fork regularly attend the IBMA College Fair held each year at Gar-Field High School in Woodbridge, VA.

King's Fork High School
Home of the Bulldogs

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Derrick Bryant, Principal Shawn Barnard, IB Specialist

Aug 25, 2025

Suffolk Public Schools IB Students and Parents:

Congratulations on your decision to pursue the IB Diploma at King's Fork High School! You have decided to challenge yourself with the most rigorous curriculum that Suffolk Public Schools offers high school students. While the program may be difficult at times, it is this difficulty that will make the experience rewarding when you graduate from the IB Diploma Program. You will leave King's Fork High School well prepared for the next stage of your academic career.

The purpose of this handbook is to provide you with information about the history, curriculum, and policies of the IB Diploma Program at King's Fork. All students and their parents are expected to know our program's policies and how they impact students in the IB program. Pay special attention to our policies on Academic Honesty, Assessment, Student Behavior and Withdrawal from the program, as those policies govern student expectations daily. In addition to program policies, the course curricula found in the handbook should help guide student course choices and provide you with expectations about the course.

My role as the IB Diploma Program Specialist is to assist you as you progress through our IB program. Whenever you have questions or concerns about the IB program or King's Fork High School in general, you are always welcome to stop by my office in the A200 pod. I can also be reached via email at shawnbarnard@spsk12.net, or phone at 757-923-5240, ext. 571233. It is my pleasure to work with students who possess the work ethic and discipline to complete the IB program. I wish you the best of luck as you pursue the IB Diploma, and am excited to help you along that journey!

Sincerely,

Mrs. Shawn Barnard
IB Specialist

The IB Learner Profile

The aim of all IB programs 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 ten attributes valued by IB world schools. We believe these attributes, and others like them, can help people become responsible members of local, national, and global communities.

The IB Diploma Program



Model

The IB Diploma Program (IBDP) is a rigorous, broad-based college preparatory program for students in their final two years of secondary education. The IBDP is a holistic program that does not just focus on the academic development of the student. This is evidenced by the placement of the IB Learner Profile in the center of the Diploma Program (right). Across the IB educational continuum all IB programs focus on specific Approaches to Teaching and Learning that foster greater student independence, teamwork, creativity, and critical thinking.

Three components make up the core of the IBDP: the Theory of Knowledge course, the Extended Essay, and the Creativity, Activity, and Service requirements. Every IB diploma candidate must successfully complete the requirements of each of these core components. IB diploma students at King's Fork also choose from the following subjects (students must take one course from each subject area):

Subject Area	Courses
Studies in Language and Literature	English: Literature HL
Language Acquisition	Spanish SL/HL French SL/HL Spanish ab initio SL
Individuals and Societies	History of the Americas HL
Sciences	Biology SL/HL Chemistry SL/HL Physics SL/HL
Mathematics	Math: Application and Interpretation SL/HL Math: Analysis and Approaches SL/HL
The Arts/Elective	Music SL/HL Visual Arts SL/HL Psychology SL/HL Second Science (Biology, Chemistry, Physics) SL/HL
Theory of Knowledge	Theory of Knowledge

All IB courses offered at King's Fork are two year courses. Unless the course is specifically labeled only as higher level (HL) or only as standard (SL), students may opt to take any course as an HL or SL course. The IB requires students to take at least three (but no more than four) courses at the higher level. Not all sciences will be available as a second science each year. Availability will be determined by student demand and scheduling constraints.

The IB Core: Theory of Knowledge, the Extended Essay, and CAS

Theory of Knowledge

In Theory of Knowledge (TOK) students are asked to think about how we know what we know. Instead of a set curriculum with a set of knowledge or skills that a student must master, TOK challenges students to think critically about the nature of knowledge itself. Students are asked to think about knowledge claims (I know X) and knowledge questions (open-ended questions about knowledge).

In the TOK courses, students will focus on eight ways of knowing (WOK): language, sense perception, emotion, reason, imagination, faith, intuition, and memory. (The IB does not claim that these are the only ways of knowing, the course just focuses on these.). When studying these ways of knowing, students will focus on the methodology used in that WOK and how their own personal knowledge is influenced by that WOK. In addition to the WOKs, the TOK course also focuses on eight areas of knowledge (AOKs): mathematics, the natural sciences, the human sciences, the arts, history, ethics, religious knowledge systems, and indigenous knowledge systems. These are formal branches of knowledge that are often studied discreetly. However, the TOK courses also focus on the ways that AOKs overlap and are interwoven.

Aims of the TOK Course:

1. *to encourage students to reflect on the central question, "How do we know that?", and to recognize the value of asking that question,*
2. *to expose students to ambiguity, uncertainty and questions with multiple plausible answers,*
3. *to equip students to effectively navigate and make sense of the world, and help prepare them to encounter novel and complex situations,*
4. *to encourage students to be more aware of their own perspectives and to reflect critically on their own beliefs and assumptions,*
5. *to engage students with multiple perspectives, foster open-mindedness and develop intercultural understanding,*
6. *to encourage students to make connections between academic disciplines by exploring underlying concepts and by identifying similarities and differences in the methods of inquiry used in different areas of knowledge,*
7. *to prompt students to consider the importance of values, responsibilities and ethical concerns relating to the production, acquisition, application and communication of knowledge.*

Assessment Objectives in TOK:

1. *demonstrate TOK thinking through the critical examination of knowledge questions*
2. *identify and explore links between knowledge questions and the world around us*
3. *identify and explore links between knowledge questions and areas of knowledge*
4. *develop relevant, clear and coherent arguments*
5. *use examples and evidence effectively to support a discussion*
6. *demonstrate awareness and evaluation of different points of view*
7. *consider the implications of arguments and conclusions.*

The Extended Essay

The extended essay is a 4,000 word essay that IB Diploma students write independently with the help of a faculty supervisor over their junior and senior year. Students choose the topic of their extended essay; however, the topic must relate to one of the six subjects the student is studying in the IB program. The goal of the extended essay is to help students develop the skills necessary to write the type of academic research paper required in college-level courses. Our Extended Essay Coordinator is Ms. Kerri Wyman. Students and parents can find more detailed information about the extended essay requirements in the KFHS Extended Essay Manual (see appendix).

Aims of the Extended Essay:

1. *engage in independent research with intellectual initiative and rigour*
2. *develop research, thinking, self-management and communication skills*
3. *reflect on what has been learned throughout the research and writing process.*

Assessment Goals of the Extended Essay

1. *To demonstrate knowledge and understanding of the topic chosen and the research question posed.*
2. *To demonstrate knowledge and understanding of subject specific terminology and/or concepts.*
3. *To demonstrate knowledge and understanding of relevant and/or appropriate research sources and/or methods used to gather information.*
4. *To select and apply research that is relevant and appropriate to the research question.*
5. *To analyse the research effectively and focus on the research question.*
6. *To be able to discuss the research in terms of a clear and coherent reasoned argument in relation to the research question.*
7. *To be able to critically evaluate the arguments presented in the essay.*
8. *To be able to reflect on and evaluate the research process.*
9. *To be able to present information in an appropriate academic format.*
10. *To understand and demonstrate academic integrity.*

Creativity, Activity, and Service

Creativity, Activity, and Service (CAS) allows students to demonstrate various attributes in the IB Learner Profile on a practical level. Students are encouraged to be involved in their school, community, and world in a deep, meaningful way. Students are expected to develop a CAS project that addresses at least one of the CAS learning outcomes (see below). This project must last for at least a month (and often lasts longer). Students also have CAS experiences, which are shorter in duration than the project, but also must address at least one CAS learning objective. Students are not required to complete a certain number of “hours” for CAS. Rather, they must reflect on each of their experiences and their project, and demonstrate that they have sufficiently addressed each of the seven CAS learning outcomes. Students do not receive a formal grade for CAS. Instead, The CAS Coordinator, Ms. Christina Havlin, certifies that they have met the CAS requirements. More information about CAS can be found in the KFHS CAS Manual (see appendix).

Aims of Creativity, Activity, and Service:

The CAS programme aims to develop students who:

1. *enjoy and find significance in a range of CAS experiences*
2. *purposefully reflect upon their experiences*
3. *identify goals, develop strategies and determine further actions for personal growth*
4. *explore new possibilities, embrace new challenges and adapt to new roles*
5. *actively participate in planned, sustained, and collaborative CAS projects*
6. *understand they are members of local and global communities with responsibilities towards each other and the environment*

Learning Outcomes for Creativity, Activity, and Service

1. *Identify own strengths and develop areas for growth*
2. *Demonstrate that challenges have been undertaken, developing new skills in the process*
3. *Demonstrate how to initiate and plan a CAS experience*
4. *Show commitment to and perseverance in CAS experiences*
5. *Demonstrate the skills and recognize the benefits of working collaboratively*
6. *Demonstrate engagement with issues of global significance*
7. *Recognize and consider the ethics of choices and actions*

What does “Pre-Diploma” Mean?

The IB Diploma Program (IBDP) is a rigorous, broad-based college preparatory program for students in their final two years of secondary education. In Suffolk Public Schools, students apply to the IB program during their eighth grade year. Students accepted into the program become “pre-diploma” students during their ninth and tenth grade year. The focus during these years is two-fold: 1) develop the knowledge and skills necessary to be a successful IBDP student, and 2) take courses that meet Virginia or Suffolk graduation requirements that are not covered by the IBDP curriculum.

Suffolk Public Schools PreDP Curriculum: Course Sequence

The following course sequence is what is typical for students entering our Suffolk Public Schools pre-diploma program. Some variation may occur, especially in math and foreign language based on what the student completed in middle school.

Freshmen Year	Sophomore Year
Suffolk Public Schools Pre-Diploma English 9	Suffolk Public Schools Pre-Diploma English 10
Suffolk Public Schools Pre-Diploma Spanish II Suffolk Public Schools Pre-Diploma French II	Suffolk Public Schools Pre-Diploma Spanish III Suffolk Public Schools Pre-Diploma French III
Suffolk Public Schools Pre-Diploma World History 9	AP United States Government & Politics
Suffolk Public Schools Pre-Diploma Biology	Suffolk Public Schools Pre-Diploma Chemistry
Suffolk Public Schools Pre-DiplomaGeometry Suffolk Public Schools Pre-Diploma Algebra II & Trigonometry	Suffolk Public Schools Pre-Diploma Algebra II & Trigonometry **Math Analysis, Probability & Statistics, Pre-Calculus, Dual Enrollment Calculus
Health and PE 9	Health and PE 10
Elective*	Personal Finance++ or Elective

*Students may take any elective open to KFHS students for which they meet the prerequisites.

**Students who completed PreDiploma Algebra II/Trig during 9th grade need to select a math elective during 10th grade to eliminate any lapse in mathematics.

+Government is a requirement for graduation in the state of Virginia and is not included in the IB curriculum.

++Personal Finance is a requirement for graduation in the state of Virginia.

Transitioning from Suffolk Public Schools Pre-diploma to the IB Diploma Program

Suffolk Public Schools pre-diploma tenth graders will decide whether they want to continue into the diploma program once they enter the eleventh grade. All 10th grade students will be asked to reflect on their current placement in the program and articulate their strengths, obstacles and intentions for the 2025-2026 school year in the form of an essay. The reflective essays will be discussed and completed in Suffolk Public Schools PreDP 10th grade English classes during December 2025. These reflections and intentions should be complete and ready for discussion during the scheduling meetings with the IB guidance counselor and IB Specialist at the start of the 2nd semester. Earning a B or higher in pre-diploma courses is strongly recommended for those continuing to the IBDP course. If a grade of B- or better is not earned, student and parent will conference with the IB Specialist and Content area teacher about the successes and obstacles and whether the diploma sequence is recommended.

I understand that if my student is zoned to attend a high school other than the current high school of enrollment, he/she will attend his/her zoned school. NOTE: If the request for removal is made during the school year, your student will need to complete an Out of Zone waiver to remain at the current high school. There is no guarantee that an Out of Zone waiver will be honored.

Students who withdraw from an SPS Specialty Program are required to return to their zoned high school. If a student wishes to remain at their high school after withdrawing from the program, a zone waiver must be submitted and approved. The zone waiver process is managed by Suffolk Public Schools' Office of Student Services. In addition, students must notify their speciality program lead teacher/specialist and complete the program withdrawal form. The signed form should be submitted to the Specialty Program school counselor, who will notify the Coordinator of Advanced Instruction and World Languages.

IB Diploma Program Curriculum: Course Sequence

The IB Diploma Program requires students to take six, two-year courses during their junior and senior years. IB courses are offered at either the higher or standard level. IB requires students to take three to four of their courses at the HL level. Below are the IB courses offerings at King's Fork High School for each of the six subject areas, as well as at what level they are offered:

IB Subject Area	Junior Year	Senior Year
Language and Literature	English Literature 11 HL	English Literature 12 HL
Language Acquisition*	French IV SL/HL Spanish IV SL/HL Spanish ab initio SL	French V SL/HL Spanish V SL/HL Spanish ab initio SL
Individuals and Societies	History of the Americas HL	History of the Americas HL
Science	Biology 11 SL/HL Chemistry 11 SL/HL Physics 11 SL/HL	Biology 12 SL/HL Chemistry 12 SL/HL Physics 12 SL/HL
Mathematics	Math: Applications and Interpretation 11 SL/HL Math: Analysis and Approaches 11 SL/HL	Math: Applications and Interpretation: 12 SL/HL Math: Analysis and Approaches 12 SL/HL
Elective	Music 11 SL/HL Psychology 11SL/HL Visual Arts 11 SL/HL Second Science 11 SL/HL	Music 12 SL/HL Psychology 12 SL/HL Visual Arts 12 SL/HL Second Science 12 SL/HL
Theory of Knowledge	Theory of Knowledge	Theory of Knowledge

*Students who have not reached level III by the end of their sophomore year will be placed in ab initio for their Group 2-Language acquisition course. Ab initio courses are designed by the IB for students who have limited exposure to a foreign language. King's Fork High School only offers ab initio Spanish at this time.

IB Course Students

IB courses are available to students who are not in the full IB Diploma Program. Any student who meets the course prerequisites is encouraged to take any of the above IB courses. Students who aren't in the diploma program but are interested in taking an IB course should request the course through their guidance counselor.

IB Diploma Program Curriculum: Course Descriptions and Assessments

The course descriptions and assessments below are for the two year course combined. Internal assessments are marked by the course teacher and moderated by the IB. External assessments are marked by the IB. Papers are timed, written examinations taken during May of the student's senior year. The course outlines differentiate between year one and year two, and are available at https://sites.google.com/spsk12.net/kfhsib/the-ibdp-curriculum.

Group One: Language and Literature

English: Literature (HL) 11 and 12
Course Description: A two-year intensive program in which students develop knowledge of the literature and culture of both the United States and other countries. Reading from a variety of genres and texts, students develop and practice detailed and critical analysis in oral and written forms. Numerous written and oral assignments are graded both internally and externally by the International Baccalaureate Organization. This is the first in a two-year sequence of higher level English culminating with a series of external examinations that may provide college-level credit at many colleges and universities. The course requires college-level performance and work habits.
IB Assessments:

- Internal Assessments: Individual Oral Commentaries and Individual Oral Presentations
- External Assessments: Paper One, Paper Two, Written Assignment

Group Two: Language Acquisition

Spanish B (SL/HL) 11 and 12
Course Description: A two-year course in which students continue to develop proficiency in listening, speaking, reading, and writing the target language. The course prepares students to use the language appropriately in a range of situations and contexts and for a variety of purposes. To fulfill IB internal-assessment requirements, students create and maintain a portfolio of written and recorded samples. The course requires college-level performance and work habits.
IB Assessments:

- Internal Assessments: Individual Oral Presentations
- External Assessments: Paper One, Paper Two, Written Assignment

French B (SL/HL) 11 and 12
Course Description: A two-year course in which students continue to develop proficiency in listening, speaking, reading, and writing the target language. The course prepares students to use the language appropriately in a range of situations and contexts and for a variety of purposes. To fulfill IB internal-assessment requirements, students create and maintain a portfolio of written and recorded samples. The course requires college-level performance and work habits.
IB Assessments:

- Internal Assessments: Individual Oral Presentations
- External Assessments: Paper One, Paper Two, Written Assignment

Spanish ab initio (SL) 12
Course Description: A two-year course in which students continue to develop proficiency in listening, speaking, reading, and writing the target language. The course prepares students to use the language appropriately in a range of situations and contexts and for a variety of purposes. To fulfill IB internal-assessment requirements, students create and maintain a portfolio of written and recorded samples. The course requires college-level performance and work habits.
IB Assessments:

- Internal Assessments: Individual Oral Presentations
- External Assessments: Paper One, Paper Two, Written Assignment

Group Three: Individuals and Societies

History (HL) 11 and 12
Course Description: IB History is an in-depth study of twentieth century world history with emphasis on the history of the Americas from 1840 to 1990. This course is designed to develop historical research skills, analytical thinking skills, and skills for interpreting political, military, social, and economic events of the twentieth century. Students engage in extensive reading, independent research, and analysis of primary and secondary source documents. Students take the Virginia end-of-course Standards of Learning test in United States History. The course requires college-level performance and work habits.
IB Assessments:

- Internal Assessments: Historical Investigation
- External Assessments: Paper One, Paper Two, Paper Three

Psychology (SL or HL) 11 and 12
Course Description: The IB Psychology course provides students with a broad understanding of psychology and of its different theoretical approaches. The course introduces students to diverse methods of psychological inquiry and promotes ethical practices and responsibilities in psychological investigations. To meet this aim, students study research design, methods, statistics, and ethical issues in psychological research and application and undertake one or more research studies. The course requires college-level performance and work habits.
IB Assessments:

- Internal Assessments: Replication of Psychological Experiment
- External Assessments: Paper One, Paper Two, Paper Three (HL only)

Group Four: Experimental Sciences

Biology (SL or HL) 11 and 12
Course Description: The IB Biology course promotes understanding of the important relationships, processes, mechanisms, extensions, and applications of biological concepts. Through scientific inquiry, students learn that the study of biology is a process. They also apply the knowledge of biology to explore and analyze environmental and social concerns on a global level. Students participate in structured labs, write research papers, design original research projects, and participate in a required IB interdisciplinary group project. The course requires college-level performance and work habits.
IB Assessments:

- Internal Assessments: Practical Work (Experiment)
- External Assessments: Paper One, Paper Two, Paper Three

Chemistry (SL or HL) 11 and 12
Course Description: IB Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills. It is often called the central science, as chemical principles underpin both the physical environment in which we live and all biological systems. Year one will focus on the fundamentals of Chemical theory and begin to introduce lab skills that will be necessary to formulate your Internal Assessments during your Senior year. Topics this year will include Measurement and data processing, Qualitative Chemistry, Atomic Structure, Bonding, and Organic Chemistry. During year two we will focus on more of the application of Chemistry concepts and skills that help to explain the phenomenon we learned during year one. Topics this year will include Energetics, Kinetics, Equilibrium, Acid/Base and Redox

Chemistry. We will also incorporate more lab skills to help you develop your Internal Assessments throughout the year.
IB Assessments:

- Internal Assessments: Practical Work (Experiment)
- External Assessments: Paper One, Paper Two, Paper Three

Physics (SL or HL) 11 and 12
Course Description: IB Physics provides in-depth study topics in physical measurement, mechanics, thermal physics, oscillations and waves, electric currents, fields and forces, atomic and nuclear physics, and energy, power and climate change. Sustainability is the integrative theme of the course. Students participate in structured labs, write research papers, design original research projects, and participate in a required IB interdisciplinary group project. The course requires college-level performance and work habits.
IB Assessments:

- Internal Assessments: Practical Work (Experiment)
- External Assessments: Paper One, Paper Two, Paper Three

Group Five: Mathematics

Math: Applications and Interpretation (SL/HL) 11 and 12
Course Description: A two-year course covering fundamentals in algebra and functions expanding on topics found in Algebra II. New topics include matrices and their applications for solving systems of equations; piecewise functions; an introduction to formal proofs; and a more formal investigation of geometry using Voronoi diagrams, adjacency matrices, and tree and cycle diagrams. Statistical theory will include basic measures of spread and central tendency as well as a formal introduction to hypothesis testing through the normal, Chi-squared, binomial, and Poisson distributions.
IB Assessments:

- Internal Assessments: Math Project
- External Assessments: Paper One, Paper Two, Paper Three (HL only)

Math: Analysis and Approaches (SL or HL) 11 and 12
Course Description: A two year course covering fundamentals in algebra and functions expanding on topics found in Algebra II. New topics will include partial fractions, formal proofs, and trigonometry using reciprocal functions and more involved trigonometric identities. Probability theory will include a formal presentation of expectation through a variety of distributions and Bayes theorem, as well as an introduction to hypothesis testing using the normal distribution.
IB Assessments:

- Internal Assessments: Mathematics Exploration
- External Assessments: Paper One, Paper Two, Paper Three (HL only)

Group Six: The Arts

Music (SL or HL) 11 and 12
Course Description: IB Music is a two-year course which allows for exploration of the shared human perceptions and emotions that temper our lives. It demands that the educated musician and music lover be able to recognize and articulate musical elements realized in diverse examples of music making. Therefore, IB music students will develop their performance skills through solo music making; develop compositional skills through exploration and investigation of musical elements; use appropriate musical language and terminology to describe and reflect a critical understanding of music; develop perceptual skills in response to music; and demonstrate knowledge and understanding of music in relation to time and place. This is an IB elective course which requires college-level performance and work habits.
IB Assessments:

- Internal Assessments: Music Creating Project

- External Assessments: Paper One, Musical Links Investigation, Music Solo/Ensemble Performance

Visual Arts (SL or HL) 11 and 12
Course Description: IB Visual Arts is a two-year course of study designed to stimulate and train the student's visual awareness, increase the student's perspective and critical responses to the art of various cultures, and to enable the student to discover, develop, and enjoy different means of creative visual expression. The student is encouraged to develop an intensely personal view of the human condition and of nature through the study of visual arts and to develop an informed attitude towards art and design in all its forms, both in history and in the contemporary world. The student may pursue one of two options at the standard level depending on interest and on level of artistic ability. The course requires college-level performance and work habits.
IB Assessments:

- Internal Assessments: Visual Arts Exhibition
- External Assessments: Visual Arts Comparative Study, Visual Arts Process Portfolio

Theory of Knowledge

Course Description: TOK is an interdisciplinary course that unifies the various disciplines by exploring the nature of knowledge and encouraging appreciation of various cultural perspectives. Students explore the various Ways of Knowing and Areas of Knowledge over the course of two years. The discussions and exploration culminates in an exhibition and TOK Prescribed Titles essay.

Assessment Policy (modified 1/2024)

Philosophy of Assessment

We believe grades at King's Fork High School should support and encourage the student learning process by giving students timely feedback on the mastery of content and skills, development of foundational work habits (Approaches to Learning skills), and the students' effort and engagement in the classroom community. We believe grades provide essential information for teachers to guide instruction, parents to help support their students' improvement, and for students to recognize their successes and opportunities for growth. We believe that assessment should support the school's mission. Teachers are intentional about designing assessments that allow students to demonstrate the aspects of the IB Learner Profile and that promote a deep understanding of content by setting inquiries in real-world and international contexts. We believe that grades should be based on a variety of assessments, including homework, notebook checks, classwork, tests, projects, and performance assessments. We believe that effort and participation shown in areas such as homework should be an important part of students' grades. Grades should support the holistic development of the student by including components that encourage students to take ownership of their learning process, including their organizational skills, work productivity, originality, and collaboration. We believe that students should be involved in the assessment process through self-reflection and goal-setting.

Assessment Practices

Responsibilities of Stakeholders:

Suffolk Public Schools Pre Diploma Scholars and International Baccalaureate Diploma Program Scholars:

Scholars will commit to being aware of the various types of assessment to include expectations and formatting. They will make every effort to be present for assessments. Scholars will produce authentic work and abide by all academic honesty standards as it pertains to assessments. IB Diploma Program students will be aware of the IB grading scale and any grading curves. When presented, students will have knowledge of the scoring rubric for assessments to ensure the best opportunity for success.

Suffolk Public Schools Pre Diploma Teachers and International Baccalaureate Diploma Program Teachers:

Teachers will provide timely assessments and subsequent feedback to scholars. Formal assessments should not be fewer than three tests and five quizzes over the course of a nine week period. International Baccalaureate teachers should be sure to include IB type questions in their assessments to afford scholars an opportunity to have continuous practice with the formatting and rigor of IB assessments. Feedback should be provided in a timely and constructive manner for all assessments. Rubrics, when necessary, should be shared ahead of the assessment and explicitly discussed with scholars. Teachers should make students aware of assessment grading practices beforehand and should detail any potential curving of scores. Scoring data should be reviewed and reflected on to determine class mastery. Teachers are responsible for determining the need for any remediation or reteaching of topics/content. Teachers should alert scholars both verbally and via the ManageBac calendar of upcoming assessments at least one week in advance. Additionally, Suffolk Public Schools Pre Diploma and International Baccalaureate DP students should have no more than two assessments on the calendar on a given day.

Suffolk Public Schools Pre Diploma Parents and International Baccalaureate Parents:

Suffolk Public Schools Pre Diploma parents should join their scholars' respective assessment calendar on the KFHS IB Website to be aware of upcoming assessments and deadlines. International Baccalaureate DP parents should log into their ManageBac parent account to access their scholars IB Assessment Calendar to be aware of upcoming

assessments and deadlines. Parents should monitor their scholar's performance and grades on the Home Access Center(HAC), this is a live system that has the most up to date information. Parents are encouraged to reach out to their scholar's respective teachers should they need clarification on an assessment or teacher feedback.

King's Fork High School grades all diploma students using the IB's 1-7 grading scale occasionally. The rubric below describes performance at each achievement level.

Grade	Descriptors
1	Minimal achievement in terms of the objectives
2	Very limited achievement against all of the objectives. The student has difficulty understanding the required knowledge and skills and is unable to apply them fully in normal situations (even with support).
3	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
4	A good general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis, and evaluation.
5	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.
6	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. There is consistent evidence of analysis, synthesis, and evaluation where appropriate. The student generally demonstrates originality and insight.
7	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. There is consistent evidence of analysis, synthesis, and evaluation where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality.

IB assessments are criterion-referenced, not norm-referenced. This means that each student's performance is judged against a set of standards that are identified in advance and not against the performance of other students. The student marks that determine whether a student earns the IB diploma come primarily from the summative exams that students take at the end of each course in the Diploma program. Prior to these final exams, however, teachers must engage students in assessment for learning. Our teachers use a wide variety of assessment strategies to provide students with rich feedback. In all Diploma program courses, teachers use the published internal assessment rubrics as well as teacher-developed rubrics in determining the student's final 1-7 grade for achievement. The details of each teacher's grading policy are published in the course syllabi, published on the course Teacher Pages and distributed to families via the IB website. The grades that students earn in class are based on all of their work in class, which includes the internal assessments as well as other assignments, projects, and presentations.

Grade Reporting to Families

King's Fork High School uses an online grading software program called TAC. Parents are able to access their student's grades at any time through the Parent Portal (HAC). Grade reports are sent home every 6-8 weeks, with cumulative grades recorded at the end of each semester. The final grade forms the basis for the student's transcript.

Parent/Student Conferences

Twice per year, parents, students, and teachers have the opportunity to come together for formal conferences. It is an opportunity for all parties to problem-solve together to improve the student's performance.

Earning the IB Diploma

This information is made available to all IB families at the start of their Junior year. It is the responsibility of the parent and student to read over the regulations and sign the document to indicate that they agree to abide by its terms within the first week of school. Student marks for each course are determined by the IB scoring the student on both internal and external assessments. The process ensures consistency across the IB community. Performance in each of the six Diploma subjects is graded on a scale of 1-7, with 7 being the highest. A maximum of three bonus points are awarded for combined performance in Theory of Knowledge (TOK) and on the Extended Essay. The maximum possible score is therefore 45 points. Students must meet the following criteria to earn the IB diploma:

- Earn at least 24 points.
- Meet CAS requirements.
- Earn a D or higher on their TOK and EE assessments.
- Earn at least a 2 in all subjects.
- Earn no more than two grade 2s in their six subjects.
- Earn no more than three grade 3s in their six subjects.
- Earn at least 12 points in their HL courses (if a student takes 4 HL courses, the top 3 count).
- Earn at least 9 points in SL courses (or 5 if the student only takes 2 SL courses).
- The student must not receive a penalty for academic misconduct from the IB Final Award Committee.

Suffolk Public Schools Grading Policy

A ten (10) letter grading key is used on a large part of the work done by students to report scholastic progress in the following ranges:

Letter Grade	Score Range	General	Honors and Pre-IB (+0.5)	AP and Dual Enrollment, and IB (+1.0)
A	100-93	4.0	4.5	5
A-	92-90	3.7	4.2	4.7
B+	89-87	3.3	3.8	4.3
B-	86-83	3.0	3.5	4
B-	82-80	2.7	3.2	3.7
C+	79-77	2.3	2.8	3.3
C	76-73	2.0	2.5	3.0
C-	72-70	1.7	2.2	2.7
D+	69-67	1.3	1.8	2.3
D	65-66	1.0	1.5	2
D-	63-64	0.3	0.8	1.3
F	Below 63	0.0	0.0	0.0
I	Incomplete--work must be made up Students' make-up work should be provided by the teacher and returned to the teacher within four school days (regardless of odd/even schedule) of the student's return to school unless otherwise established by an agreement between the teacher, student, parent, and IB coordinator. Students should expect to return the work after no more than one day if they expect to receive full credit for the work. The highest earned grade will decrease by one letter grade each day within the four-day limit that the student takes to turn the work in.			

Reviewed and updated 1/2024

Academic Honesty Policy (modified 8/2025)

The IB Program offers a quality education that not only ensures knowledge, but cultivates the virtues of honor, courtesy, and perseverance. Of these virtues, honor is of great importance, for it is personal integrity that will influence and finally determine many of our actions and beliefs. The King's Fork High School IB Program Academic Honesty Policy exists in order to uphold and reinforce values that are central to the IB tradition of excellence and to prevent violations of that tradition such as cheating or plagiarism. Students should consider this Academic Honesty Policy to be enforced in all IB classes and all activities associated with King's Fork High School. This Academic Honesty Policy is meant to clarify what constitutes academic malpractice, and what the consequences will be for violations of the KFHS IB Honor Code.

IB defines malpractice in the following way:

> **Malpractice:** behavior that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in any assessment component.

It may include:

1. **Collusion**: when a candidate knowingly allows his or her work to be submitted for assessment by another candidate.
2. **Plagiarism**: the submission for assessment of the unacknowledged work, thoughts, or ideas of another person as the candidate's own.
3. **Duplication of Work**: the presentation of the same work for different assessment components and/or diploma requirements.
4. Any other behavior which gains an unfair advantage for a candidate or which affects the results of another candidate. This may include but is not limited to: having prior knowledge of assessment questions, having access to classwork, notes, information not allowed by the teacher for the assessment, using technology not permitted on the test (ie: calculator)

<u>Student Responsibilities</u>

- Have knowledge and understanding of the King's Fork High School IB Program Academic Honesty Policy and its consequences.
- Realize that all academic work falls under the Academic Honesty Policy and participation in our academic community implies understanding of the Academic Honesty Policy and intent to follow all expectations and consequences.
- Avoid unauthorized assistance on all school work.
- Avoid plagiarism by:
    - Acknowledging information, ideas, or patterns of thought borrowed from any source.
    - Consulting faculty about any questionable situations.
    - Using a recognized method of citation such as MLA or APA.
- Understand teachers' expectations for collaboration on assignments and <u>ask for clarification when uncertain.</u>
- Acknowledge collaborators whenever work is done in groups by indicating the names of group members on each paper.

<u>Faculty Responsibilities</u>

- Have knowledge and understanding of the King's Fork High School IB Program Academic Honesty Policy and its consequences.
- Clarify expectations and directions for all assignments that involve collaboration so that students fully understand their responsibilities for the assignment and answer student questions when they occur about appropriate collaboration.

- Take immediate action by following the established consequences when violations related to the Academic Honesty Policy are determined.
- Foster an environment for testing that promotes academic honesty and reduces the chances for cheating.

Administrator/IB Specialist Responsibilities

- Have knowledge and understanding of the King's Fork High School IB Program Academic Honesty Policy and its consequences.
- Assure that all faculty, students, and parents have knowledge of the King's Fork High School IB Program Academic Honesty Policy by annually engaging in discussion concerning academic honesty including the expectations of the International Baccalaureate.
- Help to create an environment which encourages adherence to the Academic Honesty Policy.
- Encourage teachers to enforce the Academic Honesty Policy and to encourage all staff to be consistent.
- Maintain records of reported violations of the Academic Honesty Policy.
- Facilitate Academic Honesty Policy violation conferences among the student, parent, and teacher.
- Enforce appropriate disciplinary actions in accordance with the Student Handbook and Academic Honesty Policy consequences.
- Make the Academic Honesty Policy public for the parents, students, and community.
- Seek regular input regarding the Academic Honesty Policy and appropriate consequences.
- Provide a copy of the Academic Honesty Policy to all KFHS IB students and engage in discussion of what ethical behavior is and its importance to the student, family, teacher, school, and society.
- Provide and review IB documents such as the Notice to Candidates, Academic Honesty, etc., to all KFHS IB students prior to the May examination session.

Parent Responsibilities

- Have knowledge and understanding of the King's Fork High School IB Program Academic Honesty Policy and its consequences.
- Encourage students to seek out teachers if they are having trouble with assignments rather than resorting to academic misconduct.

Procedure for Addressing Malpractice in the King's Fork High School IB Program

Note: Students who participate in Academic Misconduct will have only one warning, meaning that the second offense will result in removal from the program at the end of the academic year, regardless of when the second offense incident occurred during the current school year. Additionally, offenses are counted for the duration of the time the student is in the program, not just this academic year.

First Offense

- Conference between student, teacher, parent, and IB coordinator.
- Give the student a grade of zero on the test, quiz, assignment, or project.
- The student will participate in an ethics/honor seminar with the IB Coordinator.
- The teacher will follow King's Fork High School's disciplinary code and procedures for further disciplinary action.
- The student will write an essay assigned by the IB coordinator demonstrating an understanding of the ethical and academic concerns caused by his/her academic misconduct.
- A discipline file will be started with the IB Coordinator.
- The student is placed on probation for as long as he or she remains in the program, which results in the following actions:
    - Student will be removed from any positions of leadership within the IB program, such as mentoring, activity planning, etc.
    - Student will be advised that any future instances of academic misconduct will result in a hearing to consider dismissal from the IB program.

Second Offense

- Hearing with the student, parent, IB guidance counselor, and one teacher from the IB program (who has not taught the student in question). One administrator will be invited to the hearing as well. This hearing is intended to promote student accountability, discuss implications of actions in question and to assist the student with mapping out a future plan of study.
- Give the student a grade of zero on the test, quiz, assignment, or project.
- The student's discipline file with the IB Coordinator is updated to reflect the second and final offense.
- The teacher will follow King's Fork High School's disciplinary code and procedures for further disciplinary action.

Resources

This policy was developed after a review of the following documents:

- Granby High School's Academic Honesty Policy
- Oscar Smith High School's Academic Honesty Policy
- *Academic Honesty*, published by the IBO (2015)
- *Diploma Programme: From Principles to Practice*, published by the IBO (2014

Reviewed and updated 8/2025

Special Educational Needs Policy (modified 8/2025)

Philosophy

King's Fork High School believes that all children should be placed in an educational environment that gives them the best opportunity to reach their fullest academic and intellectual potential. In an effort to support the learning of all students, King's Fork High School implements an inclusion program for students with special education needs that seeks to place students in the least restrictive environment. The school will work with parents and students to make all necessary and reasonable accommodations as allowed under local, state, and federal law to help to ensure the students' academic success. It is our belief that students that are given the opportunity to be in the least restrictive environment and provided reasonable accommodations will be best prepared for college and to be productive members of our society.

Identification

All students meeting the minimum requirements for the King's Fork High School IB program are encouraged to apply. When students are admitted into our IB program, the IB Coordinator provides a list of those students to the guidance department and the Assistant Principal in charge of Special Education. The guidance department and/or Assistant Principal in charge of Special Education will inform the IB coordinator of any students with documented special educational needs. At that time appropriate documentation (such as 504 Plans or IEPs) will be provided to the IB coordinator by the Assistant Principal. The IB coordinator will work with IB teachers to ensure that all students enrolled in IB classes will have full access to the curriculum and will be given the opportunity to demonstrate mastery of the course content.

Instructional Practices to Promote Learning in the IB Classroom

1. ***Affirming student identity:*** Teachers at King's Fork High School promote classroom environments that welcome and embrace the diverse backgrounds, experiences, and beliefs of our students. Teachers encourage students to positively express their unique voice in the classroom. Teachers also demonstrate the value of multiple cultural perspectives through their teaching of their curricula.
2. ***Valuing prior knowledge:*** Teachers at King's Fork High School recognize that students come to their course with a wide range of prior knowledge. Differentiation of instruction is achieved through recognizing the diversity of the students' prior experience and designing instructional tools and practices that activate the student's prior knowledge and understanding and build up further background knowledge necessary for learning to occur.
3. ***Scaffolding***: Teachers at King's Fork High School recognize that one of the goals of teachers is to produce independent learners who begin to take responsibility for their own learning. In an effort to assist students on this path, teachers will use various scaffolding techniques (i.e. graphic organizers, visual aids, demonstrations, etc.) that will help develop skills and abilities within the students. As students develop new skills and abilities, these scaffolding techniques will be gradually reduced to promote the development of independent learning.
4. ***Extending learning:*** Teachers at King's Fork High School help students to be able to extend their learning by holding them to high expectations and by providing students with a variety of student-centered activities that give students the opportunity to engage with challenging materials and experiences.
5. ***Meaningful assessments with timely feedback***: Teachers at King's Fork High School understand that timely feedback on assessments that are highly relevant to the curriculum and/or applicable to real world situations is a powerful teaching tool. We encourage students to embrace feedback as an opportunity for intellectual growth and personal reflection on how to improve as a learner.

Students Requiring Homebound Services

A student who needs long-term homebound instruction will not be able to fulfill all of the obligations of the program as the Suffolk Public Schools homebound instructors are not trained IB teachers in the subject areas. If a current IB

Diploma Program student becomes homebound, every effort will be made to assess the student by providing work to complete on a short-term basis.

Roles and Responsibilities of the School

- The Assistant principal in charge of Special Education will provide the IB Coordinator and IB teachers with all IEP's, 504 plans, and relevant documentation for students with special education needs in the IB program as a whole (for the IB Coordinator) or in their specific IB class (for IB teachers).
- The Assistant Principal in charge of Special Education will ensure compliance with local, state, and national regulations.
- The Assistant Principal in charge of Special Education will oversee the implementation of services provided by the staff.
- Special education teachers will hold meetings for updates in IEPs and 504 plans per local, state and federal law. The IB Coordinator will be invited to attend these meetings.
- Special education teachers will collaborate with general education teachers to provide instruction that supports all student learning.
- The IB coordinator will provide any arrangement for examination that does not require authorization from the IB Organization based on documented needs approved by the Special Education department (such as separate examination room for visual/auditory impairment, preferential seating, scheduled breaks, etc.) as allowed by the *Candidates with Assessment Access Requirements* published by the IB Organization.
- The IB coordinator will apply for student accommodations on assessments in a manner that follows the guidelines and procedures as established by the IB Organization.
- The IB coordinator will coordinate an appropriate examination session based on approved accommodations by the IB Organization.
- The IB coordinator will facilitate support and differentiation for students having academic difficulties due to temporary or permanent impairment.
- The IB coordinator will provide alternative scheduling based on the student's need for support.
- All members of the school will maintain confidentiality in providing services.

Roles and Responsibilities of the IB Teacher

- Collaborate with the special education teacher to provide instruction that supports all student learning.
- Follow all guidelines outlined in an IEP or 504 plan to help ensure student success.
- Communicate with parents, students, the IB Coordinator and the Special Education teacher about the progress of students.
- Communicate with the IB Coordinator, Special Education teacher, and Assistant Principal in charge of Special Education in regards to resources needed for the implementation of an IEP or 504 plan.

Roles and Responsibilities of the Parent(s) and Student

- Parents should make referrals for support to the school guidance counselor to review and discuss the services the school may provide.
- Parents provide documentation of the student's needs and previous services provided upon entrance to King's Fork High School.
- Parents and students attend and participate in scheduled IEP or 504 plan meetings to assist the school in making the best decisions for the student's learning needs.
- Students communicate with parents and appropriate teachers and/or staff and advocates for their own needs.
- Students use the recommendations from any 504 plan or IEP meeting to take a "more active and responsible role in planning, carrying out, and reviewing of what is learned." (*Learning Diversity in the IB Programmes, p. 5)*

Resources

The following documents were used in the creation of this policy:

- *Candidates with Assessment Access Requirements*, IBO 2015
- *Learning Diversity in International Baccalaureate Programmes: Special educational needs in the International Baccalaureate Programmes*, IBO 2015
- *Rules for IB World Schools: Diploma Programme*, IBO 2014
- *Meeting student learning diversity in the classroom*, IBO 2013
- Granby High School's Learning Support Policy (established 2015)
- Oscar Smith High School's IB Diploma Program Special Education Needs (SEN) Policy, Adopted 2013
- Bishop Amat High School IB Special Educational Needs (SEN) Policy, Adopted 2013

Reviewed and updated 8/2025

Language Policy (modified 8/2025)

Introduction

Language is of fundamental importance for both personal and intellectual growth. The IB Diploma Program at King's Fork High School is committed to help students develop their mother tongue and to overcome potential language challenges. Languages taught and learned at King's Fork High School include English, French, Spanish, and Latin. The language of communication in the school and community is English. Language usage is critical in every aspect of the IB Program.

Language Philosophy

The staff of the IB Program at King's Fork High school recognizes that language is central to learning, and that all teachers are teachers of language. To this end, language instructional strategies are included in every course.

At King's Fork High School the goal is to prepare students for higher education and for success as global citizens. We want our students to learn to use language to successfully participate in our global society with strong skills in oral and written communication.

Language Acquisition

Language acquisition instruction supports intercultural awareness and the IB Learner Profile. Learning an additional language is essential for students to understand other cultures and develop a mindset that values multilingualism and international mindedness. All language acquisition classes meet every other day all year long. We offer two modern languages (Spanish and French) and one classical language (Latin) as our language acquisition options. Within language acquisition instruction, the goal is for all students to develop proficiency in the four modalities: speaking, listening, reading, and writing.

Teachers are responsible for uncovering the language needs of their students and working to serve the needs of each individual.

Language study helps students:

- Communicate, understand, and maintain their cultural identity
- Develop and communicate the mastery of content across subject areas
- Analyze ideas and solve problems
- Advocate for themselves and their communities
- Develop intercultural understanding

Language Challenges

English is the common language of all students at King's Fork, and all students speak English during the school day. While we have not had a student in our IB program whose mother tongue was a language other than English, our school system does offer English as a Second Language support services. Those services would be made available to any student in the IB program who was in need so that they could participate fully in the Diploma Program.

Language A and B Offerings

King's Fork offers English: Literature (HL) as the Language A option for all Diploma Program candidates in the eleventh and twelfth grades. We emphasize the development of written and oral communication in a second language which is

Language B. We offer students the opportunity to study Spanish, French, or Latin. All Diploma Program candidates must study a second language.

Students begin the language study in middle school where they take the first level of the language. They then take years two and three of that language in the ninth and tenth grades, respectively. Diploma Program students finish their language study by taking years four and five in the eleventh and twelfth grades. Students who have not studied language by the end of their tenth grade year may join the Diploma Program and complete the Spanish ab initio option.

Conclusion

Language learning is a critical skill for our students. Strong language skills equip students to access opportunities in school and beyond. We endeavor to teach them to have a strong command of written and oral language.

References

IB publications: Guidelines for developing a school language policy (2008) and Language and Learning in IB Programmes (2011)

Reviewed and updated 8/28/23

Principled Behavior Policy (updated 8/2023)

IB students in grades 9-12 are expected to maintain principled behavior. *"They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them."* In this capacity, they are expected to follow the rules/regulations of Suffolk Public Schools and suffer the consequences of misbehavior dictated by Suffolk Public Schools (SPS).

Because Suffolk Public Schools Pre Diploma and IB Diploma Programme students are typically in classes with the same students throughout the year, certain types of behavioral problems can be detrimental to the well-being of the cohort as a whole. Bullying, physically or verbally abusive behavior, sexual harassment, and other behaviors that result in a student feeling intimidated or uncomfortable because of the actions of a classmate are especially concerning. As such, any behavior can result in a student disciplinary hearing to determine whether or not that student will continue in the IB program.

All administrative actions resulting from a discipline referral of an IB student or Suffolk Public Schools PreDP student will be reported to the IB Specialist. The IB Specialist will determine if a student disciplinary hearing is warranted. The two primary factors to be considered when determining whether or not to hold a hearing are 1) the effect of the student's behavior on the physical, mental, and or emotional wellbeing of his or her classmates, and/or 2) the extent to which the student exhibits habitual behavioral problems.

IB student disciplinary hearings will be attended by:

1. the IB Specialist
2. the Assistant Principal to whom the IB Specialist reports
3. An IB or pre-diploma teacher who does not currently teach the student (selected by the IB Specialist)
4. the student
5. the student's parent(s)/guardian(s)

At the hearing, the IB specialist will read a statement detailing the behavioral concerns in regard to the student. The student and/or parent(s)/guardian(s) will have an opportunity to make a statement in regard to the behavior After those statements have been made, the IB Specialist, teacher, and administrator will have an opportunity to ask questions of the student and/or parent(s)/guardian(s). Finally, the student and/or parent(s)/guardian(s) may ask questions of the student disciplinary hearing panel.

After the conclusion of the student disciplinary hearing, the IB Specialist, teacher, and Assistant Principal will discuss the student's behavior and subsequent referral. The teacher and Assistant Principal will make their recommendations for further action to the IB Specialist. The IB Specialist will make a final determination about whether the student will remain in the program without further disciplinary action, remain in the program with stipulations, or be removed from the IB program. The IB Specialist will make that determination within five school days of the hearing. All decisions of the IB Specialist can be appealed to the Principal of King's Fork High School.

Academic Progress Policy (updated 8/2023)

The IB Diploma Program is a rigorous, college preparatory program. Students must be conscientious and disciplined about their school work in order to be successful in the program. Because of the rigors of Diploma Program courses, all are weighted +1.0 (i.e., an A is a 5.0 instead of a 4.0). Most pre-diploma courses are weighted +0.5 (exceptions: pre-diploma foreign language courses are not weighted; pre-diploma AP US Government is weighted +1.0)

Academic Assistance Program

Students in the Diploma Program (11th and 12th grade) are expected to maintain a 3.3 GPA. Students in the Suffolk Public Schools pre-diploma program (9th and 10th grade) are expected to maintain a 3.0 GPA. The following actions will occur when a student earns below the expected GPA for a semester:

1. The following semester, the student is placed in the Academic Assistance Program. The purpose of academic assistance is to implement positive interventions that assist the student in improving his or her academic performance. Students who are on academic assistance must:
    a. Complete an Academic Improvement Plan after meeting with the IB Specialist, their teachers, and their parents. This plan must be turned in to the IB Specialist by the due date specified.
    b. Meet with the IB Specialist semi-weekly to discuss how they are progressing academically.
    c. Attend a weekly after school workshop to work on soft skills and academic content for an amount of time prescribed during the initial Academic Improvement Plan meeting.
2. If a student's GPA is not meeting expectations for two consecutive semesters, a conference will be held with the student, parents, IB Specialist, and IB guidance counselor. The purpose of this meeting is to determine what academic course of study would best meet the student's needs at that time.

Consequences for Failing a Course

Students who fail a Diploma Program course will be removed from the program. There are no opportunities to retake Diploma Program courses in summer school, and there is no room in the student's schedule during the school year to retake a course the student has failed. Students who fail a SPS pre-diploma course will be required to retake the course during summer school (if offered). Students who do not (or cannot) retake a SPS pre-diploma course he or she failed before the following school year will be removed from the program.

Consequences for Not Submitting Required IB Assessments

IB Diploma students are required to submit various assessments to their teacher in each course that are then submitted to the IB for either grade moderation or marking (depending on the assessment). In addition, students are required to turn in an extended essay to the Extended Essay Coordinator that is then submitted to the IB for marking. These assessments are a required component of the student's grade from the IB. The IB stipulates that schools have the authority to set internal deadlines for these assessments that students are required to meet.

If a student fails to submit an IB assessment, he or she is no longer eligible for a grade from the IB for that subject, and is no longer eligible for the IB diploma. Therefore, the following consequences will occur for students who fail to meet the deadlines established for IB assessments:

1. The parent will be notified by phone and email that the student has missed the deadline.
2. The student will be assigned detention for at minimum two days a week (as determined by the IB Specialist). The detention ends once the student submits an assessment that is satisfactory based on IB standards.
3. The student will have two weeks from the original due date to submit a late assessment. The KFHS grade for the assessment will be deducted 10% per school day that it is late.
4. If a student fails to submit an IB assessment within two weeks from the original due date, the assessment will no longer be accepted. The student will be removed from the IB diploma program. While they can continue to take IB courses (like any other KFHS student who meets the prerequisites), Suffolk Public Schools will no longer pay

for the IB examinations. Students removed from the program are no longer required to complete the extended essay, CAS, and will no longer take the Theory of Knowledge course.

Students are expected to maintain good academic standing at all times. In order to do so, a student must be committed to completing all assignments and assessments within a timely manner. Time management and adherence to deadlines is a necessary component for success in the post secondary world. In an effort to best prepare our students for success, we are committed to holding them accountable and encouraging timely completion of academic work.

All PreDiploma and IB students are required to submit assignments before or on the due date. Failure to submit work will result in a grading penalty as determined by the specific course teacher. Teachers will make students and families aware of their specific late policy. Please note that all student work submitted after five calendar days from the original due date WILL NOT be accepted and will result in a nonsubmission.

Please note that deadlines missed due to excused absences do not fall under this policy. Students who are absent from school and miss a deadline must do the following to ensure no penalty:

1) Bring in a note excusing the absence within (5) days of the absence. Failure to do so will result in an unexcused absence.
2) Communicate with the teacher to confirm an intended submission date immediately upon your return to school.
3) Submit the work.

Earning the IB Diploma

(from the Assessment Procedures published by the IBO)

1. Student must take six subjects, and will earn a grade of 1-7 in each subject
    a. Six subjects X 7 points each = 42 possible points from subjects
2. Students must take TOK and complete the EE, and will earn a grade of A-E for each component
    a. Students earn up to 3 bonus points from their combined performance in TOK and on the EE (see matrix at bottom of page)
3. Student must earn at least 24 points out of the 45 possible points
4. Additional requirements:
    a. Student must complete CAS requirements (determined by CAS Coordinator)
    b. Student must earn a “D” or higher in both TOK and EE.
    c. Student must not earn a grade of “1” in any subject
    d. Student must not earn more than two grades of “2” in all subjects
    e. Student must not earn more than three grades of “3” in all subjects
    f. Twelve points must come from three HL subjects. If student takes four HL subjects, the IB takes the highest three HL subjects to count for the 12 point minimum
    g. Nine points must come from three SL subjects. If student takes only 2 SL subjects, the student must earn five points from SL courses
    h. The student must not have been found guilty of academic misconduct.

	Theory of Knowledge (TOK)					
Extended Essay	Grade Awarded	A	B	C	D	E or N
	A	3	3	2	2	Failing Condition
	B	3	2	2	1	
	C	2	2	1	0	
	D	2	1	0	0	
	E or N	Failing Condition				

College Recognition of IB

In 2009 the Virginia General Assembly passed Code of Virginia 12-9.2:3.8 (SB 209), which required public colleges and universities in Virginia to fulfill the following obligations by May 31, 2011:

- Outline conditions necessary to grant International Baccalaureate (IB) and Advanced Placement (AP) credit, including minimum required scores on examinations for courses,
- Identify the specific course credit or other academic requirements a student satisfies by successfully completing an IB Diploma,
- Make policies for granting credit for standard and higher level IB courses comparable to those for AP courses,
- Report adopted policies to the State Council of Higher Education and publicize such policies on the institution's website.

As students consider their postsecondary options, we encourage them to research the IB credit policies of the schools they are considering. Often the easiest way to do this is to search the school's name and "IB credit." We do not maintain a list of colleges/universities and their credit policies as schools are constantly updating those policies. In addition, students are encouraged to maintain their coursework during their junior and senior years. Graduates are often successful in negotiating for additional college credit by meeting with department chairs at the college or university they attend.

Withdrawal Process for the IB Diploma Program

Upon being granted acceptance into the IB Diploma Program, students are also making a commitment to a long-term goal. The following information outlines the withdrawal policy of the program in regards to exiting the program (Suffolk Public Schools Pre-diploma and/or IB Diploma Program).

- All IB students (9th-12th) who wish to transfer out of the program, must do so prior to September 8, 2025.
- After September 8, 2025, students will no longer be able to transfer at will out of the Suffolk Public Schools PreDP or IB DP program until the end of the year (June 5, 2026).
- All IB students will be able to transfer out at will during the summer between grade levels. If the student is interested in continuing with one or more IB DP courses after withdrawal from the program, they MUST complete an Out of Zone Waiver and submit it to Dr. Rodney Brown in the School Administration Office (SAO). Please note that completing an Out of Zone waiver does not guarantee that a student will remain enrolled at King's Fork High School.
- IB students seeking to transfer out of the Suffolk Public Schools DP or IB Diploma Program must take the following steps:

    1. Must request a meeting in writing to the IB Specialist (Ms. Shawn Barnard).

    2. Will meet and discuss alternative courses of action other than transferring out.

    3. Will have their written request (see "Request to Exit IB Program") reviewed by the IB Specialist and administration.

    4. Final decision to allow a candidate to transfer out will be with the IB Specialist.

    6. Any candidate wishing to be dropped entirely from the Suffolk Public Schools PreDP or IB Diploma Program and all or any one DP course, can only do so before September 8, 2025. Any student who does not transfer out prior to September 8, 2025 will **not** be granted a transfer and will remain in all PreDP and/or IB DP classes and be responsible for completing any and all work assigned by the respective teacher.

    7. Any violation of the Academic Honesty Policy or minimum GPA requirements will factor into consideration for a request to transfer out.

Prior to any formal discussions of withdrawal, it will be the responsibility of the IB Specialist to provide assistance and resources to any students identified as needing or seeking help and assurances. It is also the responsibility of the students to understand this role of the coordinator and to seek out this help prior to any requests for withdrawal.

King's Fork High School
Home of the Bulldogs

351 Kings Fork Road *Suffolk, VA* *757-923-5240* *Fax: 757-923-5242*

Derrick Bryant, Principal Shawn Barnard, IB Specialist

Request to Exit the International Baccalaureate Program

Students requesting to exit the International Baccalaureate Program may do so by completing the following form. Please submit the form to the IB Specialist.

I am requesting to remove _____ from the International Baccalaureate Program at King's Fork High School.

Please circle the appropriate program: PreIB program (9th & 10th) IB Diploma Program (11th & 12th)

I would like the removal to be effective: (circle one)

Immediately (if processed BEFORE September 5, 2025) End of Year (June 15, 2026)

Reason for exiting the IB program (circle all that apply):

1. Student leaving Suffolk Public Schools
2. Student GPA is too low
3. Program takes up too much of students' time
4. Concerned with teaching and instruction*
5. Concerned with communication from program coordinator*
6. Other*

*If you circled options 4, 5, or 6, please describe your reason for exiting the program and/or what your specific concerns are:

_____

_____

_____

_____

I understand that if my son/daughter is zoned to go to a high school other than King's Fork High School, he/she will attend his/her zoned school. If the request for removal is made during the school year, your son/daughter will need to complete an Out of Zone waiver to remain at King's Fork High School. There is no guarantee that an Out of Zone waiver will be honored.

Parent Signature: _____ Date: _____

(Return this completed form to Shawn Barnard, IB Specialist, in the A200 Pod.)

Office Use:

Date Received: _____

Approved By: _____

Program Contact Information

Shawn Barnard, IB Specialist

Oversees the implementation of the IB Diploma program at King's Fork High School
Email: shawnbarnard@spsk12.net
Phone: 757-923-5240

Cassandra Requizo, IB Guidance Counselor

Serves as the guidance counselor for all students accepted into the IB program.
Email: cassandrarequizo@spsk12.net
Phone: 757-923-5240

Kerri Wyman, Extended Essay Coordinator

Oversees the introduction and completion of the extended essay with IB Juniors and Seniors.
Email: danielpine@spsk12.net
Phone: 757-923-5240

Christina Havlin, Creativity, Activity, and Service (CAS) Coordinator

Oversees the introduction and completion of the CAS requirements with IB Juniors and Seniors
Email: christinahavlin@spsk12.net
Phone: 757-923-5240

King's Fork High School Administration

All administrators can be reached at 757-923-5240, or via email:

- Mr. Derrick Bryant, Principal: derrickbryant@spsk12.net
- Dr. Tonya Spruill, Assistant Principal: tonyaspruill@spsk12.net
- Mr. Shelton Morgan, Assistant Principal: sheltonmorganr@spsk12.net
- Ms. Amura Cameron, Assistant Principal: amuracameron@spsk12.net
- Mr. Anthony Joffrion, Dean of Students: anthonyjoffrion@spsk12.net

Glossary of IB Acronyms and Terminology

There are many acronyms and terms that are unique to the IB program. The following are used in this program guide and may not be familiar to you:

Acronyms

- AOK: Areas of Knowledge: In TOK, specific branches of knowledge, each of which can be seen to have a distinct nature and different methods of gaining knowledge
- ATL: Approaches to Learning
- CAS: Creativity, Activity, and Service: One of the core requirements of the IB Diploma Program.
- DP: Diploma Program: A two year, rigorous, college preparatory program students complete during their Junior and Senior year
- EE: Extended Essay: One of the core requirements of the IB Diploma Program
- HL: Higher Level: Diploma Program courses are offered at either the higher or standard level
- IA: Internal Assessment: IB required assessment marked by the teacher and moderated by the IB
- IBMA: Mid-Atlantic Association of IB World Schools
- IBO: International Baccalaureate Organization: Parent organization that oversees all IB programs
- TOK: Theory of Knowledge: A course that is one of the core requirements of the IB Diploma Program.
- SL: Standard Level: Diploma Program courses are offered at either the higher or standard level
- WOK: Ways of Knowing: In TOK, identifiable methods an individual uses to acquire knowledge.

Terms

- **External Assessment:** Required IB assessments that are marked by the IB. These can include timed examinations and papers that students complete in class.
- **Invigilator:** Proctor for IB examinations (usually the IB Specialist or an IB teacher)
- **ManageBac:** The online platform that King's Fork High School students use to manage their core components: extended essay, TOK, and CAS.
- **Moderation**: Internal assessments marked by the classroom teacher are moderated by the IB. The process of moderation involves sending a sample to the IB to determine if the teacher's marks are acceptable. If the marks are consistently too high or low, all student scores (including those not sent in the sample) are adjusted up or down. If the teacher marks are inconsistent, the IB may request more student samples to moderate.
- **Viva Voce**: The final interview between the extended essay supervisor and diploma candidate in which the supervisor judges the student's engagement in the writing process.

King's Fork High School's
Suffolk Public Schools PreDP (9th-10th) & International Baccalaureate Diploma Program (11th-12th)
Commitment and Acknowledgment Agreement

1. We understand that a student must meet all of the requirements necessary for either registering for a DP course or for the full IB Diploma Program.

2. We understand that if a student wishes to drop a Suffolk Public Schools PreDP or IBDP course, they may only do so prior to September 3, 2024. Any student who wishes to exit the program or course after this date will be subject to an academic penalty of an F on their transcript for any and all courses that are dropped.

3. We understand that if a student is enrolled in the full Diploma Program and wishes to drop from the program, it will only be considered after following the procedures outlined in the IB Handbook.

4. We understand that any diploma or pre diploma student that is not zoned for King's Fork High School will be withdrawn from KFHS effective after withdrawal from the program. The student will need to be enrolled in their home zoned school. Students may complete an Out of Zone waiver if they'd like but approvals are not guaranteed.

5. We understand that all IB subject examination fees for full diploma program students are paid by SPS, totaling $714 per student. We also understand that all IB examination fees for DP courses for KFHS students not enrolled in the full diploma program are paid by the students themselves. IB tests with the exception of TOK cost $119 per assessment. It is also understood that if a student drops from the full diploma program (or their status in the program has changed from full diploma to course student due to academic misconduct) OR an IB DP course after January 15th that they will be responsible for paying the examination fees back to SPS. Additionally, if a student changes an IB course (for example, moves a course from SL to HL) after the November 15th deadline for registration, the student must pay the appropriate late fees.

6. We understand that any student who is registered for an IB exam and 1) does not complete the mandatory internal assessment component by the teacher's internal deadline or 2) does not sit for the examination in May will be responsible for paying SPS the subject assessment fees. Failure to close any debts may result in the inability for KFHS to send full IB results to the student's university of choice Additionally, if a course student chooses not to complete the internal assessments (IA) and/or not to sit for the IB external examination (EA), then they forfeit any paid fees. We also understand that IAs in the Diploma classes are tied to class grades and failure to complete them can result in a "0" grade being awarded for the assignment.

7. We understand that a student who elects to take the final DP examinations must sit for the examinations unless he or she is seriously ill or there is a death in the family; in the case of illness the student must have a signed doctor's note. If the student is able to take over 50% of an IB examination (including internal assessments and other papers), they will receive full credit for the final exam in the class. If a diploma candidate is not able to take over 50% of the exam, they may choose to sit for the exam in November of that year; course candidates must wait until the following May.

8. We are aware that the document, "*General Regulations for the Diploma Program*," is posted in part in the IB Handbook and in its entirety at www.ibo.org. We understand it is our responsibility to become familiar with its contents.

9. We understand that students are expected to complete all internal and external assessments for all IB DP courses.

10. We have read and understand all policies included in this handbook, especially Academic Honesty and Principled Behavior. We understand that failure to meet these expectations could result in removal from the Suffolk Public Schools PreDP and IBDP.

I have read and understand both the requirements and commitments to the IB Diploma Program and I affirm that I will abide by them.

Student Name (print)_____

Student Signature _____ Date _____

I have read and understand both the requirements and commitments to the IB Diploma Program and I affirm that I will abide by them.

_____ _____

Parent/Guardian Signature Date