

Massena Central High School

International Baccalaureate Diploma Programme

Admission Policy



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Philosophy

Our philosophy is strongly evidenced in our mission, vision and core beliefs:

Our Mission

Massena Central School District aims to educate, inspire and empower all students to fulfill their potential as learners and citizens.

Our Vision

We aspire to be a leading educational community that values diversity and prepares students to meet today's goals and tomorrow's opportunities.

Our Core Beliefs

1. Students are the first priority.
 2. *All students can learn and deserve a quality education that includes a variety of pathways.*
 3. We strive for excellence, have high expectations of our educational community and value progress as much as perfection.
 4. We act with character and integrity at all times.
 5. *Everyone is entitled to a safe, healthy and nurturing learning environment.*
 6. Parents and guardians play a pivotal role in students' success.
 7. The school is the heartbeat of our community and everyone benefits when we all work together.
 8. *All members of our diverse community are treated equally with respect and dignity.*
 9. Fiscal responsibility is a key factor in making decisions.
- Our mission is to educate, inspire and empower *all* students. We are teachers of all students.
 - Our vision states that we value diversity. We understand and appreciate that students come to school with their own learning styles, strengths and challenges. It is this diversity that is the foundation of an international education.
 - Our core beliefs (especially those italicized above) support that we believe *all* students can learn and they deserve to have a variety of pathways to succeed. *All* members of our diverse community are treated equally with respect and dignity.

The information in this document is also informed by the International Baccalaureate® Mission Statement:

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

To this end the organization works with schools, governments and international organizations to develop challenging 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.

We also believe that all students are capable of striving for and demonstrating all the attributes of the IB learner profile (on the following page).

IB Learner Profile

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

IB learners strive to be:

Inquirers	They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
Knowledgeable	They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
Thinkers	They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
Communicators	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
Principled	They act with integrity and honesty, with a strong sense of fairness, 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.
Open-minded	They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
Caring	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
Risk-takers	They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
Balanced	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
Reflective	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

Admission Practices in the Diploma Programme

- I. It is the philosophy of Massena Central that the DP Programme is open to all students.
- II. There are no prerequisites for courses (unless prior learning is required to be successful, such as in Mathematics).
- III. When a student with special needs shows interest in the Programme, the Diploma Coordinator, the student's Guidance Counselor, the student and the guardians will meet to discuss all aspects of the program to ensure all parties are fully informed and that suitable arrangements can be made. It must be understood by the student and guardian that the IBO may not authorize all special arrangements requested.
- IV. Please note two important practices to ensure students maintain the high level of effort needed to be successful in an IB course:
 - a. Students must complete all requirements of the first year of study in order to move on to the second year of study. This includes IAs, final exams, projects and any other assessment given by the first year teacher.
 - b. At the end of the first 5 weeks of a course, a student's progress will be evaluated. If insufficient effort or achievement is evident, the student will be placed on probation for the next 5 weeks. If improvement is not seen at the end of this probationary period, this could be grounds to remove the student from the course.