

Massena Central High School

International Baccalaureate Diploma Programme

Parent/Guardian and Student Complaints Procedure



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The information in this document is informed by the

- International Baccalaureate® mission statement
- Massena Central School District's mission, vision and core beliefs
- the IB learner profile
- *Diploma Programme Assessment Procedures 2022, IBO*

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.

Massena Central School District 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.

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.

Complaints Process

Philosophy

The Massena Central High School (MCHS) administration and faculty believes that good communication is integral to a successful school environment. There may be instances where students or parents/guardians disagree with decisions made by the school. This document is meant to outline the process to be taken when such disagreements arise.

It is important to note that the International Baccalaureate Organization (IBO) does not deal directly with parents and students. The IBO has no jurisdiction over decisions made by IB World Schools. IB World Schools are solely responsible for the implementation of their programs.

Points of Contact

Students and parents/guardians are encouraged to discuss problems and complaints through emails, phone calls, and scheduled conferences.

Please use the following to determine who should be the point of contact:

Student's academic work, instructional materials and/or classroom environment

First contact: Classroom teacher

Second contact: IB Coordinator

Third contact: Principal

Personal Student Issues, Course Selection, Final Grades/Transcripts

First Contact: School Counselor

Second contact: IB Coordinator

Third contact: Principal

Special Needs / Learning Accommodations

First contacts: Special Education Teacher & IB Coordinator

Second contact: School counselor

Third contact: Principal

Results Inquiries and Other General Program Issues

First contact: IB Coordinator

Second contact: Principal

CLASSROOM TEACHERS	Andrea Vierno avierno@mcs.k12.ny.us	Language A: Literature HL I
	Carrie Thomas cthomas@mcs.k12.ny.us	Language A: Literature HL II
	Joseph Boyle jboyle@mcs.k12.ny.us	Spanish B
	David DeRushia dderushia@mcs.k12.ny.us	French B
	Kristopher Covell kcovell@mcs.k12.ny.us	History HL I
	Gregory Paquin gpaquin@mcs.k12.ny.us	History HL II
	Jan Normile jnormile@mcs.k12.ny.us	Psychology SL & HL Theory of Knowledge
	Cristina David cdavid@mcs.k12.ny.us	Biology HL
	Jodi LaGarry jlagarry@mcs.k12.ny.us	Biology SL
	John Croasdaile jcroasdaile@mcs.k12.ny.us	Physics SL
	Rebecca Violi rvioli@mcs.k12.ny.us	Mathematics Analysis SL I Mathematics Applications SL
	Michael Dabiew mdabiew@mcs.k12.ny.us	Mathematics Analysis SL II
	Christopher Lincoln clincoln@mcs.k12.ny.us	Music SL
	Chad Simpson csimpson@mcs.k12.ny.us	Visual Arts
IB COORDINATOR	Jan Normile jnormile@mcs.k12.ny.us (315) 764-3710 x3117	
PRINCIPAL	Alan Oliver aoliver@mcs.k12.ny.us (315) 764-3710 x3105	

Process

Please follow these general guidelines when submitting a complaint:

- 1) See above for the point of contact for the issue. Use the lowest level of authority first.
- 2) If possible, submit your complaint in writing either in a letter or an email.
- 3) Allow at least 24 hours for a response.
- 4) If the issue is not resolved at the first point of contact, move to the next point of contact.

The nature of the complaint will determine the steps taken to a resolution. Each complaint will be reviewed on a case-by-case basis.

Results Issues

Scores are issued in July. Students have the ability to request a re-mark of their externally assessed work in a subject.

****NOTE: There is a fee of \$123 per subject to request a re-mark.****

Category 1 re-mark

This is a re-mark of externally assessed material for an individual candidate. However, the re-marking does not include multiple-choice components of an examination in a sciences subject or components for which a mark has been carried over from a previous session. A re-mark cannot be requested for individual components.

In small-entry subjects and in subjects with few candidates for French or Spanish as the response language with a single examiner only, the re-mark has to be undertaken by the original examiner.

Definitively marked material: The re-marking does not include components that have been definitively marked. This is because definitively marked candidate responses are marked by the Principal Examiner, and used to ensure that examiners are marking to the correct standard. In these cases, the IB is confident the mark is correct and a re-mark cannot be requested.

The IB reserves the right not to allow a re-mark in any situation where doing so would undermine the integrity of the assessment system.

****NOTE:** While a grade may be increased after a re-mark, please be aware that a grade may be lowered as well. Permission must be obtained from the candidate or their legal guardian before a request can be submitted to the IB.