



Marymount Academy International



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Montreal, Qc H3W 2G9
(514) 488-8144

www.emsb.qc.ca/marymount

*Failure will never overtake me if my
determination to succeed is strong enough*
- Og Mandino

This agenda belongs to:

NAME _____

ADDRESS _____

CITY/TOWN _____ POSTAL CODE _____

PHONE _____ STUDENT NO. _____

Marymount Academy International

EDUCATIONAL PROJECT

Our MISSION:

Marymount Academy International believes in a respectful, caring and inclusive environment where students are empowered to meet the upcoming challenges of tomorrow.

Our VALUES:

Marymount Academy International believes in:

- A positive and inclusive school environment for all students
- Meaningful instruction and the pursuit of lifelong learning
- A sense of community and partnership among students
- The drive for excellence
- A strong sense of respect for self, community, & environment
- Education as a stepping stone to a complete and fulfilling life

Our VISION:

We envision Marymount Academy International to be a school, which emphasizes higher academic standards while continuing to recognize the individual needs of the student population. We foster increased participation in extra-curricular activities, and a greater sense of respect and community. Marymount graduates will be concerned and productive citizens in our ever-evolving society.

Code of Conduct

Students are expected to adhere to the EMSB's Code of Conduct. The Marymount Code of Conduct is intended to supplement it and help the development of the Marymount community. In addition, the Code of Learning has been established to assist students and staff alike to foster appreciation for a classroom environment that enhances the learning experience for all participants. More details on both codes are further explained in following pages.

The Marymount Academy International Code of Conduct

I will conduct myself with the utmost integrity throughout my time at Marymount Academy International.

Specifically, I will:

- Submit only original work, giving credit to others where appropriate;
- Not give or receive unauthorized aid in examinations or on assignments;
- Represent myself honestly to members of the Marymount community
- Appropriately represent Marymount to the outside world.

I will treat all members of the Marymount Academy International community with respect and civility.

Specifically, I will:

- Respect the rights and property of others;
- Actively work to enhance others' learning experience as well as my own;
- Will never make personal attacks on other students, faculty or staff; and
- Will never post or distribute offensive material or messages on the internet or in any other formats.

The Marymount Academy International Code of Learning

I will invest myself fully in the Marymount Academy International experience by adopting the attitude of a learner. I will:

- Arrive to class with proper materials and books
- Prepare thoroughly for class by doing any necessary prep work
- Arrive for sessions on time and remain for the duration of the class
- Participate actively in class discussions
- Recognize that the classroom is the responsibility of the teacher who may establish specific expectations of students
- Notify the school of absences, late arrivals or early departures
- Attend not only the classroom sessions, but also organized events outside of the classroom, such as tutorials, extra-curricular activities and school outings.

**The COUGAR CODE for Marymount Academy Community:
We are all in this together!**



**Marymount is a home and a community for all of us.
Take pride in who we are and where we come from.**

**Stay committed to your studies, your goals, and your
responsibilities here.**

**Marymount is a place where we help build each other up.
Seek help when you struggle and offer help to those who need.**

**Everybody deserves a fair chance.
Treat those around you with respect, dignity and kindness,
and you'll get the same in return.**

**High School is your chance to show what you are capable of.
Don't rob yourself of that opportunity.**

**Your potential, your responsibilities, & your successes all lie in
your hands, so make the most of them.**

Daily Time Table

Monday, Tuesday, Thursday, Friday

Period 1	9h to 10h20
Period 2	10h25 to 11h45
Lunch	11h45 to 12h45
Period 3	12h50 to 14h10
Period 4	14h15 to 15h35

Wednesday - Mini Day

Period 1	9h to 9h55
Period 2	10h to 10h55
Period 3	11h to 11h55
Period 4	12h to 12h55

- Students may enter the school as of 8h30 to go to the cafeteria, where a breakfast program is offered to all.
- Students are not permitted in other parts of the building before the 8h50 warning bell (prior to period 1) unless under the direct supervision of a staff member.
- Secondary 1 and 2 students must stay on school grounds during the lunch hour. Secondary 3, 4 and 5 students are permitted to leave the school grounds during the lunch hour.
- Students must use the designated entrances and exits only. Students who are late are to enter from the main entrance and report to the main office. This is the only time they are to use the main entrance.
- There is no cafeteria service on Wednesdays, since dismissal is at 12:55.
- Students are NOT permitted to have food delivered to the school at lunch, or at any other time.

ACADEMIC SUCCESS

At Marymount Academy International, we expect students to achieve academic success **in all courses** from Sec I through Sec V.

GRADUATION

In order to obtain a Quebec Secondary School Diploma, students must accumulate a total of 54 credits in Sec. IV and V. The following list stipulates the graduation requirements according to the Quebec Education Plan:

Course	Credits
Sec. V English	6 credits
Sec. V French	4 credits
Sec. IV History & Citizenship	4 credits
Sec. IV Science & Technology	4 or 6 credits
Sec. IV Science & Tech. of the Environment	4 credits
Sec. IV Math	4 or 6 credits
Sec. V Culture and Citizenship Courses or Phys. Ed and Health	2 credits
Sec. IV Arts (Visual Art, Music and/or Drama)	2 credits

PROMOTION CRITERIA

In order to be promoted to the next level, students must meet the following criteria:

Students must pass 2 out of 3 core courses (English, French, Math) AND must pass an overall majority of their course load. Students who do not meet the promotion criteria will have their file reviewed by the school team at the end of the year. In such cases, the decision to promote or retain a student lies at the discretion of the administration.

ACADEMIC RESPONSIBILITIES

STUDENTS

- All students are to conduct themselves with respect towards all members of the school community
- Each student is to arrive on time
- Each student must be prepared to participate in class.
- Each student is responsible for completing required assignments.
- Each student must respect deadlines (individual and group).
- When students are absent they are responsible for obtaining all missed work.
- Students must make all reasonable efforts to remain in good standing.

PARENTS

- Work with the school to ensure your child's success by monitoring his/her daily progress.
- Provide an appropriate work space and learning environment.
- If you have any concerns about your child's progress, please contact the teacher.
-

TEACHERS

- Teachers will contact parents when students are not fulfilling their obligations.
- When a student is experiencing academic difficulties and may be at risk, parents will be called in to discuss possible solutions (tutorials, IEPs, etc.).

ABSENCES & LATES

PARENTS ARE TO REPORT THEIR CHILD'S ABSENCE BEFORE 9:00 AM BY CALLING THE SCHOOL AT (514) 488-8144, OR BY ENTERING THE ABSENCE THROUGH THE MOZAIK PARENT PORTAL.

TRUANCY

Parents will be contacted and asked to meet with the administration regarding cases of chronic or suspicious absences. According to the Education Act, a child must attend school every day.

LATE FOR SCHOOL

When a student arrives at school late after 9h and before 9h15 the student must first report to the office, sign in, obtain a detention slip, and then go to class. The school detention operates daily after school for a period of 45 minutes.

ARRIVING AFTER 9h15 WITHOUT A JUSTIFIED REASON:

Arriving late for school interrupts learning; therefore, if a student arrives at school **after 9h15, the student may be sent home for a one-day suspension.** Special circumstances are reserved at the school's discretion. **Parents will be notified and students may be sent home if he or she is late more than two times in a four week period. This will be considered as a suspension.**

LATE FOR CLASS between classes:

Students who are late for class (i.e.: not in the classroom, at their desk, with all necessary materials, when the bell rings) will receive a **teacher detention**. If a teacher detention is skipped, they must serve two school detentions.

EARLY DISMISSAL:

Where an early dismissal is unavoidable, the **student must submit a note from the parent to the office first thing upon arrival in the morning.** At dismissal time, the student will be excused by the teacher and must go **sign out at the office before leaving.**

SKIPPING CLASSES:

Parents will be notified of all skipped classes, and students will be disciplined accordingly. Skipping classes is NOT an acceptable practice at Marymount Academy.

School Uniform

Students at Marymount Academy wear a uniform to school every day. The school uniform consists of the following items:

- Marymount Polo – short or long sleeve
- Marymount Button up blouse – with school tie (legacy item)
- Marymount Sweater – cardigan or ¼ zip sweater
- Black dress pants
- Black pleated skirt

Physical Education:

- Marymount t-shirt
- Marymount shorts OR Marymount sweatpants

All items must bear the Marymount school logo and are available for purchase at our uniform supplier (information below), with the exception of the black dress pants, and black pleated skirt.

Students must arrive to school in uniform and remain so throughout the day.

Pants **MUST** be of dress pant design. Jeans, track pants, or other types are **NOT** part of the school uniform and are not acceptable at school. Marymount sweatpants are **NOT** acceptable pants to be worn in regular classes. The black pleated skirt must be worn at the knee. If choosing the button up blouse, students must wear the accompanying tie, fitted properly at the neck.

During the months of September and May/June, students will be permitted to wear **dress shorts**. No running, sport, spandex or jean shorts are allowed. This decision will be at the discretion of the administration.

Pro Action Uniforms

3544 Rue Ashby
Saint-Laurent, QC
H4R 2C1
(438) 239-9000

Parents and students can purchase uniforms directly online by creating an account at the link below:

<http://www.proactionuniforms.com/code=MAR01>

For tailored fittings, please call the uniform supplier directly.

DISCIPLINE, SAFETY & SECURITY

Discipline Policies:

Marymount Academy is a place of growth, learning, and development. For this to happen, our school must be a safe and orderly environment for all its members. As such, there are specific rules and guidelines that all members must follow. These rules and guidelines are outlined in multiple sections of this agenda and addressed in each individual classroom by our teachers and other staff.

In general, these policies all follow the values and beliefs that are commonly shared in our school.

- All members of our school must be treated with respect, at all times.
- No person is permitted to make our school environment unsafe for others.
- No person is allowed to interfere with the learning and development of others.
- Students must always demonstrate honesty and take ownership and responsibility for their words and actions.

Specifically, there are some transgressions of school rules that are deemed serious offences, which must be dealt with in a non-negotiable manner. **These are considered ZERO Tolerance Issues.** In the following circumstances, students will be suspended for up to 5 days, and possibly transferred to another school:

- **Involvement in acts of violence against others (student or adult), within our school, or in the community.**
- **Possession, use, or distribution of any illegal substances such as (but not limited to) drugs or alcohol**
- **Possession of weapons or other dangerous objects.**
- **Harassment, intimidation, and/or bullying behaviour.**
- **Any act that is criminal in nature (vandalism, theft, etc.)**

Take note that transgressions of the school discipline policies are not limited by the physical grounds of the school. Students who are involved in situations outside of school property (or school hours) which may precipitate issues at school, may still be subject to consequences (example: cyber bullying between students over the weekend).

The application of school suspensions and/or transfer are at the sole discretion of the school administration. The degree and nature of such consequences is a decision that is uniquely subject to the judgement of the administrative team. Parents are expected, at all times, to work in cooperation with the school such situations.

We work hard to ensure our school is a safe environment for all. We have a Safe School Action Plan that outlines our strategies to take a proactive approach to school life, with a variety of pro-social activities and resources that promote positive approaches to the school environment. Our primary goals, in addition to academic success, is socialization and student safety, and all decisions will be made with the well-being of all students in mind.

Should any student be facing situations that are harmful, unjust, or otherwise in breach of our school code of conduct, (and are beyond regular classroom discipline issues dealt with by the teacher), we strongly encourage that student to reach out the administration so we can help.

School Detentions:

Students may be assigned a school detention (after school) by the administration, for any number of discipline issues. This may include arriving late to school, minor uniform infractions, inappropriate behavior, etc. Please note that:

- 1) **If a student fails to attend detention, they may receive a suspension.**
- 2) Students will not be permitted to participate in extra-curricular activities unless they serve their detentions and/or suspensions in full.

TEACHER DETENTIONS

Classroom teachers may assign detentions to their students for infractions including, but not limited to: ***Being late for class, not being prepared for class, not doing assigned written or study work in class or at home, not having tests or agenda signed as required, disturbing the class, leaving class without permission.*** Teacher Detentions will take place at the discretion of the teacher.

CLEAN-UP DUTY

May be assigned to students for acts including, but not limited to: ***littering, causing a mess, misbehavior, or any act that the administration sees as a suitable consequence.***

SUSPENSION/ALTERNATIVE TO SUSPENSION PROGRAM

May be assigned at the discretion of the Principal or Vice-Principal. Parents will be informed. The student's parent/guardian must meet with the Principal or Vice-Principal to discuss the terms of re-admission on most occasions.

NECESSARY TRANSFERS

May be arranged at the discretion of the Principal and the school board for certain infractions. The student will remain suspended until the transfer can be arranged. This is in keeping with the E.M.S.B. Safe Schools Policy.

FAMILY TRIPS

As the school calendar provides a generous vacation schedule, we strongly discourage family trips which result in students' missing school. Such absences hurt the student whose work is interrupted. Our curriculum is quite demanding, therefore class attendance is crucial. **We strongly recommend that parents DO NOT plan trips during formal exam periods (i.e. midyear and final exams).**

PLAGIARISM

Copying the work of another without proper attribution is plagiarism. A student guilty of plagiarizing work will be given a score of **zero**, and their parents will be informed. The use of Artificial Intelligence (AI) applications or websites to generate texts or content for assigned and evaluated work is also considered plagiarism, and is subject to the same.

Please note that the Administration deals with students as individuals, and that the administration therefore reserves the right to interpret the rules within the context of both the child and the transgression.

VISITORS & OUTSIDERS

The school building and yard is for the use of Marymount students only. Visitors, including parents and former students must obtain written permission at the office to be in the building. Students must report outsiders in the school.

EMERGENCY DISMISSAL POLICY

Emergency situations may arise whereby students must be dismissed from school early (i.e.: extremely bad weather, no cafeteria services, power failures, loss of heat or water, etc.). The school will send a mass notification email to all parents in such a circumstance. Students who cannot go home will be permitted to remain at school until the end of the regular school day, provided it is safe to do so.

Parents are strongly encouraged to set up a plan of action with their child for such emergencies.

PARKING LOT SAFETY

If you drive your child to school, please DO NOT ENTER THE STAFF PARKING LOT, OR THE SCHOOL YARD WITH YOUR VEHICLE! This is a dangerous practice, and can result in a child being injured. Let your children off on Cote St. Luc Road in front of the school, or further down the hill.

OTHER IMPORTANT REMINDERS

STUDENT AGENDAS

Organization is a vital component of academic success. Students are expected to make proper use of the school agenda throughout the school year. If a student loses their agenda, it can be replaced at a cost of \$12.00, payable at the main office.

LUNCH

During the lunch period, students are not permitted on the first, second or third floors - including locker areas. Water is permitted at all times. No food or drink is allowed in classrooms at all times.. Students are expected to spend the lunch period in the cafeteria, the school yard, the library (limited number of spaces available), STEP, the gyms or the music area. Exceptions for teacher tutorials and staff supervised **activities will require written permission.**

LOCKERS

All students will be assigned a locker. **Students may not exchange or change lockers, nor may they take occupancy of a vacant locker without the authorization from the administration.** Students must keep their lock combinations confidential. **It is prohibited to open, tamper with, or use another student's book or coat locker for any reason - even with the student's consent.** Pupils are responsible for maintaining their lockers, both inside and out, in neat and clean fashion throughout the year. Stickers are strictly forbidden. **Marymount Academy reserves the right to inspect student lockers at anytime.**

CELL PHONES, & OTHER ELECTRONIC DEVICES

Cell phones are NOT permitted in the classroom. They are only allowed in the classroom with the direct permission of the teacher, for educational purposes. Failure to respect this rule will be considered insubordination which becomes a disciplinary issue and may result in the confiscation of the device. In some cases, parents may be asked to meet with administration if there is inappropriate use of the device, or non-compliance. The school will not be responsible for any items that are lost or stolen.

LOST OR STOLEN ITEMS

Students are advised to NOT bring expensive items including jewelry, hats, clothing and shoes at school. The school will not accept responsibility for lost or stolen items (including textbooks). Found articles should be given in at the office.

SUPPORT SERVICES

If parents have concerns they are asked to correspond with the school in writing or by leaving a telephone message at the main office. Messages will be returned as soon as possible.

GUIDANCE SERVICES

The guidance department is equipped to provide a full range of personal, academic and career counseling services, and help students learn to make academic and career choices based on ability and interest. The Guidance Counselor has an open door policy whereby students are always welcome. Additionally, Marymount is fortunate to have the services of a licensed **psychotherapist** on site. This staff member will meet with students who may be facing personal difficulties, or conduct groups therapy sessions with multiple students experiencing similar difficulties.

STEP

STEP is a resource centre designed to support all members of the Marymount Academy International community. It is open throughout the school day. Students needing remedial support may receive help from both teachers and peer tutors. A full computer lab allows students at all levels to work on project based learning. STEP also provides a supervised and supportive environment for students to work and socialize before school and during lunch. **Study Hall is a program offering students the extra time and support required in order to achieve academic success.**

TUTORIALS

Students are **encouraged to seek extra help from their teachers. Tutorials take place outside of class time.** Students may be assigned tutorials at their own request or that of their parents, their teachers or the administration. Peer tutoring may also be arranged.

SPIRITUAL ADVISING

The Spiritual and Community Advisor helps promote understanding and acceptance of all cultural practices, and helps to develop a spirit of Global Humanism within the school.

HEALTH SERVICES AND WELLNESS

The local CSSS Nurse and Social Worker are not present on a daily basis, but serve as important resources that can be called upon. IT'S VERY IMPORTANT that the school be aware of any medical problems.

LIBRARY:

The library is for quiet study, reading and research. The hours will be posted. A school ID card is required to borrow books; fines will be levied for overdue books. Jackets and school bags are not permitted.

ACTIVITIES

The Student council and Leadership organize dances, fundraisers, ski trips, and activity days throughout the year. Marymount is active in interscholastic sports such as basketball, soccer, track & field, badminton, cricket, and volleyball through the GMAA. House league intramurals take place at lunch. Teachers also host a variety of other activities or clubs such as dance, music, chess, etc... The roster of activities vary from year to year, and is dependent on student interest and teacher availability. **Students are strongly encouraged to participate in a club, sport or other activity. These activities are proven to increase student engagement in school, foster positive relationships between staff and students, and generally adds to a positive school experience.**

INTERNATIONAL BACCALAUREATE PROGRAMME

Middle Year Programme

Marymount Academy is proud to offer a local programme of enriched studies based on the curricular model and with the philosophies of the International Baccalaureate Organization Middle Year Programme (IBMYP) at its core. This section describes the IBMYP for those Marymount students who have been accepted in the program.

The Mission Statement of the IBO:

The International Baccalaureate Organization aims to develop enquiring, knowledgeable and caring young people to help create a better, more peaceful world through intercultural understanding and respect. To this end it works with school, 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.

Middle Years Programme Curriculum

The programme model for the MYP contains a single circle for the four areas, which serve as contexts for learning that could better enable interdisciplinary learning.



- Approaches to learning—this demonstrates the commitment to approaches to learning as a key component of the MYP for developing skills for learning.
- Approaches to teaching—this emphasizes the MYP pedagogy, including collaborative, authentic learning through inquiry.
- Concepts—this shows the emphasis placed on a concept-based curriculum..

An extra circle highlights other key components of the model. Inquiry-based learning may result in action, which may in turn be demonstrated by students in the form of service in the community. The MYP culminates in the personal project, and this features on the model now. This circle demonstrates the clear alignment with action and service, and with the culminating activities in the PYP and the DP.

There are still eight subject groups, presented without distinct lines between them to indicate the interdisciplinary nature of the MYP.

The emphasis is on the fluidity of the curricular framework and the interrelatedness of the subjects. Aspects of the areas of interaction are addressed naturally through the distinct disciplines.

The overall philosophy of the programme is expressed through three fundamental concepts that support and strengthen all areas of the curriculum. These concepts are based on:

- intercultural awareness
- holistic learning
- communication

Taken as a whole, the curriculum provides a balanced education that will equip young people for effective participation in the modern world.

The Eight subject areas in each year of the programme include:

1. Language A (English Language Arts)
2. Language B (French)
3. Mathematics
4. Sciences
5. Humanities
6. Arts
7. Physical Education
8. Design

Some of these subject areas such as Design may be integrated in modular courses within other subject areas.



Art work by Sneha Sneha 2023

IB Learner Profile

The learner profile is central to the definition of what it means to be internationally minded, and it directs us to focus on the learning.



IB learner profile

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

As IB learners we strive to be:

INQUIRERS We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.	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.
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.	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.
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.	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.
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.	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.
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.	REFLECTIVE We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

 International Baccalaureate
International Baccalaureate
Bachillerato Internacional

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Attaining the International Programme Certificate

The IB will award an *MYP Certificate* to each candidate who has:

- gained a grade total of at least 28 points from six subject groups, the interdisciplinary on-screen examination and the personal project combined, out of a possible maximum of 56 points
- gained at least a grade 3 in at least one subject from each subject group
- gained at least a grade 3 for the personal project
- gained at least a grade 3 for the interdisciplinary on-screen examination
- completed the school's requirements for service as action.

- IB Publications: Middle Years Programme Assessment procedures 2022 Pg. 84 _____)

The Global Contexts

MYP global contexts provide shared starting points for inquiry into what it means to be internationally minded, framing a curriculum that promotes multilingualism, intercultural understanding and global engagement. These contexts build on the powerful themes of global significance that structure teaching and learning in the IB Primary Years Programme.

MYP global context	
identities and relationships	<i>Who am I? Who are we?</i>
orientation in space and time	<i>What is the meaning of “where” and “when?”</i>
personal and cultural expression	<i>What is the nature and purpose of creative expression?</i>
scientific and technical innovation	<i>How do we understand the world in which we live?</i>
globalization and sustainability	<i>How’s everything connected?</i>
fairness and development	<i>What are the consequences of our common humanity?</i>

These (and other) contexts for teaching and learning inspire explorations of our common humanity and shared guardianship of the planet. They invite reflection on what it means to members of local, national and global communities, and they reflect the real-life issues and concerns of adolescent learners.

Over the course of their MYP journey, students will encounter these six MYP global contexts in every subject group. Working collaboratively, teachers may identify other contexts that provide academic rigour, motivation for learning, opportunities for personal development and support for developing the attributes of the IB learner profile.

Assessment

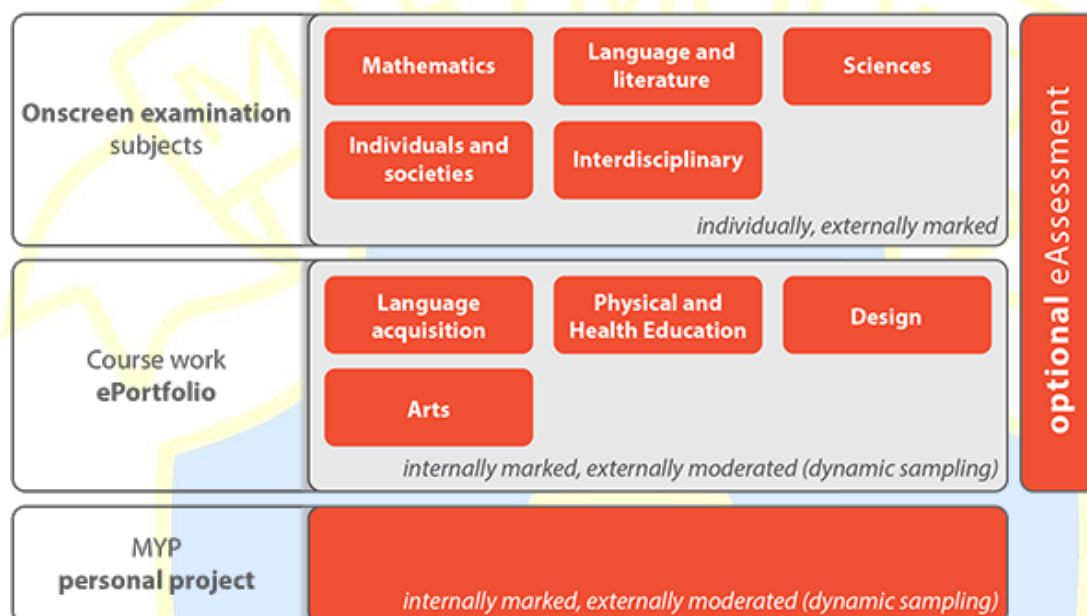
For Sec V students, external moderation of the Middle Years Programme (MYP) Personal Project will be mandatory. At the same time, we can register for **optional** e-Assessment in all other elements of the programme - with students earning a formal, internationally-recognized certificate if they meet the success criteria.

How e-Assessment works

Once a student registers for e-Assessment in the MYP, the IB will be able to assess students' work in two ways:

- E-Portfolios of coursework, including a compulsory e-Portfolio for the personal project.
- on-screen examinations, with each exam lasting two hours.

The graphic below shows how these two types of assessment are divided across the MYP's different subject groups.



MYP assessment focuses on tasks created and marked by classroom teachers who are well-equipped to make judgments about student achievement. Until now, the MYP has maintained international standards and validated student grades through a system of moderation of samples of student coursework—teachers have selected student work that represents a range of achievement and submitted it to the IB to ensure that the standard of marking is in line with the organization's expectations. Students from moderating schools have been eligible for the MYP Certificate and records of achievement. All MYP subject groups prescribe detailed assessment criteria that teachers use to evaluate student achievement. This internal assessment of coursework remains a cornerstone of the MYP.

The new MYP includes a range of strategies for assessing what students know and are able to do. As well as the mandatory external moderation of the personal project in 2016, schools may offer MYP e-Assessment, in which IB examiners assess:

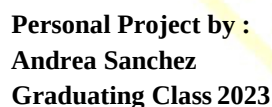
- sample e-Portfolios in order to moderate results to international standards for:
 - Language acquisition, validating student achievement in reading, writing, listening and speaking
 - Coursework in arts, design or physical and health education
- selected courses in language and literature, sciences, mathematics, individuals and societies, and interdisciplinary learning through two-hour onscreen examinations.

Service as action is a foundational element of the International Baccalaureate (IB) Middle Years Programme (MYP). It seeks to develop caring members of the community who act to make a positive difference to the lives of others and their environment. Service as action requires students to engage with their local community through community or personal projects and provides opportunities for students to explore, design, implement, and reflect on their efforts to positively impact their local environment. Through service as action experiences, students learn the value of community participation and gain a deeper understanding of the issues facing their immediate surroundings.

Requirements:

Sec. IV & V: 6 hours 40 minutes EVERY TERM (20 hours in total)

The Personal Project is a significant body of work produced over an extended period of time. It provides an excellent opportunity for students to produce a truly creative piece of work of their choice, and demonstrate the skills they have learned through Approaches to Learning. The personal project holds a very important place in the programme. It is a prerequisite to graduate with an IB Certificate and must be successfully completed by students in the final year (Secondary V). The preparation for personal projects begins in final months of secondary 4.



Process:

