



RMIB PARENT HANDBOOK



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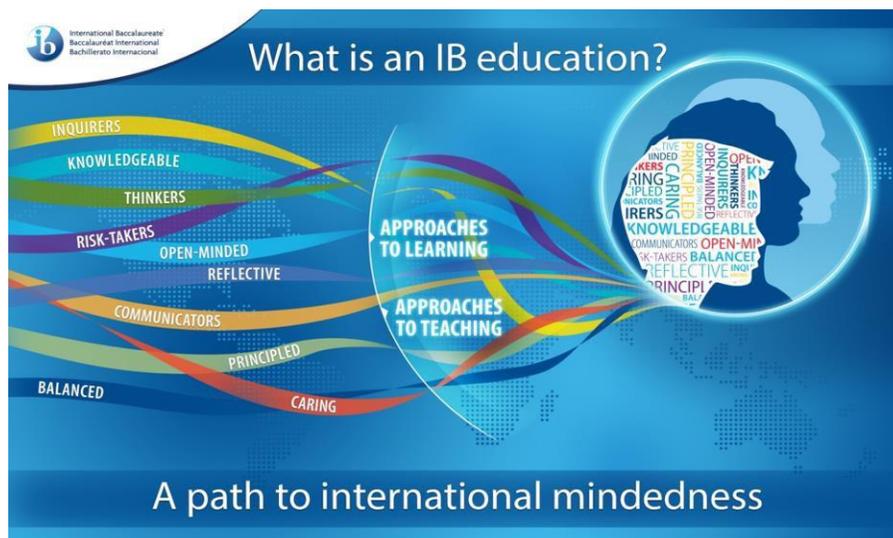
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RM International Baccalaureate Programmes

Richard Montgomery High School Mission Statement:

In order to prepare students to live in and contribute to a changing world and engage in active, lifelong learning, Richard Montgomery High School provides a balanced, varied school curriculum designed to meet the academic, cultural and social needs of individuals from the diverse backgrounds of our community.

IB 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 International Baccalaureate Organisation 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.

RM's Countywide IB Application-based Program:

Richard Montgomery High School's IB Programme is an IB continuum model recognized for its excellence throughout the world. Each year the school accepts approximately 125 students from a pool of over 1000 applicants countywide. Acceptance is based on a portfolio containing test scores, grades, writing samples and teacher recommendations. The IB Programme provides these students with a rigorous and demanding interdisciplinary liberal arts education, which, upon completion of the designated course of study, earns them an internationally recognized diploma. IB students also take advantage of the many AP classes offered at the high school and sit for both AP and IB examinations. RMHS offers the IB Middle Years curriculum program at an advanced level in 9th and 10th grades (designated "RMS"), as well as the IB Diploma Program in 11th and 12th grades.

IB Middle Years Programme (MYP):

The IB Middle Years Programme is a five-year program for students in grades 6 – 10. Students in the IB Programme at Richard Montgomery complete the two-year model of the IB MYP, which occurs in grades 9 and 10. Like the IB Diploma Programme, the MYP is academically rigorous and designed to focus on critical thinking, holistic development of the individual, communication in multiple languages and international-mindedness. RM's IB Programme is designed with vertical articulation, grades 9 – 12, in mind, and the advanced-level MYP course work (designated "RMS") is geared towards helping students achieve in the six subject areas as they attempt the Diploma. Consequently, delivery of the IB Middle Years Programme within the Magnet provides an excellent preparation for the IB Diploma Programme, as the two programs are part of one continuum of international education.

IB Diploma Programme (DP):

The Richard Montgomery High School DP, founded in 1987, has been continuously authorized and accredited by the International Baccalaureate Organization (IBO). The DP is a two-year program for students in 11th and 12th grades. The requirements for an IB diploma include IB course work and passing scores on examinations in English, a world language, mathematics, experimental science, social studies, and one elective; completion of a course entitled Theory of Knowledge, a 3,500-word extended essay, and satisfying the Creativity, Activity and Service (CAS) component. On average, approximately forty students join the full IB Diploma Programme beginning in their 11th grade year. These students join with the cohort of students in pursuing the full IB Diploma. Students who join in 11th grade did not take RMS- designated courses in 9th and 10th grade, but rather took rigorous classes as a part of the school-wide Middle Years Programme.

What's the Difference?

Richard Montgomery High School has had the countywide application-based International Baccalaureate Programme since 1987 and is also an IB World School. At RM we have the Middle Years Programme (grades 9 and 10) and the Diploma Programme (grades 11 and 12).

Application IB students enjoy the benefits of the MYP program in grades 9 and 10 and do not officially enter the DP until their junior year. The Diploma Programme takes place during junior and senior year and includes coursework, required IBO assessments, and externally assessed exams.

Magnet 9th and 10th grade students apply for acceptance and take many of their classes with the cohort. About 40 RM students, many who have been in the IB continuum since grade school, enter the Diploma Programme during their junior year. However a student enters the program, the RM program attracts students who seek a challenging academic IB experience.

Although there are multiple IB Diploma Programs in Montgomery County Public Schools (MCPS), Richard Montgomery is the only program identified as a countywide application-based program. A four-year cohort model started in 1987, the IB Programme at Richard Montgomery is nationally recognized and designed for academically talented and motivated students. All IB Programme students complete the Middle Years Programme as well as the full Diploma Programme. The pace depth of instruction corresponds to the academic needs of its highly able, high-achieving students.





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.

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 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.



Academic Honesty Policy

Per IBO guidelines as stated in the Diploma Programme Assessment Procedures (A5.1 Policy):

The IB requires that every IB World School offering the DP must have a policy to promote academic honesty. This policy must be shared with DP candidates and their legal guardians when they begin the programme and must be followed up with reminders at regular intervals throughout the two years of the programme.

To that end, the following document outlines and explains the Richard Montgomery High School's International Baccalaureate Diploma Programme Academic Honesty Policy. Our goal is to ensure that students, teachers, and family members have access to and understand what constitutes academic honesty and misconduct and what it mean to be a principled student in the Richard Montgomery High School IB Programme. All of the information has been gathered from key IBO documents: Academic Honesty in the Diploma Programme, Diploma Programme Assessment Procedures, The Diploma Programme: From principles into practice. (All text in italics is from IBO documents.)

The IBO defines academic misconduct as “*behavior that results in, or may result in, the student or any other student gaining an unfair advantage (or a behavior that disadvantages other students)....*”

The following categories of “academic misconduct” have been defined by the IBO:

- **Plagiarism:** *the representation, intentionally or unwittingly, of the ideas, words, or work of another person without proper, clear and explicit acknowledgement. The use of translated materials, unless indicated and acknowledged, is also considered plagiarism. The IB uses plagiarism detection software to identify when this occurs. All candidates for the IB diploma are expected to acknowledge use of the work or ideas of another person in any work they may submit for assessment by using a standard style of referencing.*
- **Collusion:** *supporting academic misconduct by another student, for example allowing one's work to be copied or submitted for assessment by another.*
- **Misconduct:** *during an IB examination includes taking unauthorized material into an examination room, disruptive behavior and communicating with others during the examination.*
- **Communication about the content of an examination:** *24 hours before or after the examination with others outside their school community is also considered a breach to IB regulations.*
- **Duplication of work:** *is defined as the presentation of the same work for different assessment components and/or Diploma Programme requirements*

Other forms of academic misconduct (A5.2.3, Diploma Programme Assessment procedures):

- *duplicating work to meet the requirements of more than one assessment component*
- *falsification or inventing fictitious data for an assignment*
- *taking unauthorized material into an examination room*
- *disruption of an examination by an act of misconduct, such as distracting another candidate or creating a disturbance*

- *exchanging, supporting, or attempting to support, the passing on of information that is or could be related to the examination*
- *failing to comply with the instructions of the invigilator or other member of the school's staff responsible for the conduct of the examination*
- *impersonating another candidate*
- *theft of examination papers*
- *disclosure or discussion of the content of an examination paper with a person outside the immediate school community within 24 hours after the examination*
- *use of essay-writing services (ghost-written or purchased essays) offering assistance in writing essays or other assessment materials.*

What do we do as a community of teachers and learners to ensure that everyone adheres to the Academic Honesty policy?

Students

Students will be required to be familiar with the academic honesty policy and demonstrate their understanding of it through appropriate academic behaviors. If students have questions or concerns about the policy, they must seek guidance from teachers, counselors, or administrators to make sure that best practices are being adhered to by all members of the community. Students will be expected to sign the honor code.

Teachers

Teachers will provide consistent guidance pertaining to proper citation and will reinforce the meaning of academic honesty in his or her discipline. Teachers will be clear about expectations and redirect students who have misunderstood policy expectations.

School

The school will publish the academic honesty policy and make sure it is available to all stakeholders electronically and, if requested, on paper. Resource Teachers, counselors, Programme Coordinators and administrators will ensure that all students, teachers, and parents understand the policy and its implication.

Parents

Parents will sign their child's honor code to verify that the parent understands expectations regarding academic honesty and misconduct. Parents will encourage their children to seek guidance and self-advocate regarding issues surrounding academic honesty all the while reinforcing the necessity and importance of being reflective about conduct and principled in behaviors.

The following list of behaviors are also considered forms of academic dishonesty:

1. *Looking on someone else's paper during a test or quiz.*
2. *Telling someone who has not taken a test or quiz what the questions or problems are.*
3. *Asking someone who has taken a test or quiz what the questions or problems are.*
4. *Talking to other students or with adults on a take-home exam or project when the teacher has asked that work be completed independently.*

5. *Hiding notes and referring to them during a test or quiz.*
6. *Sharing your paper during a test or quiz.*
7. *Using signals during a test or quiz to indicate answers to someone else in the room.*
8. *Using cell phones to text information from a test or quiz or taking pictures of testing material.*
9. *Tampering with an instructor's records or grades.*
10. *Misrepresenting the submission of information about events, hours, level of participation or other data regarding the Creativity, Activity, Service component of the programme.*

First instance

1. The student will receive a zero on the assignment.
2. The teacher will contact the Magnet Coordinator.
3. The teacher will contact the parent/ guardian.
4. The Magnet Coordinator, DP Coordinator, and the IB Student Support Assistant will meet with the student and parent/ guardian to review the academic progress of the student.

Second instance

1. The student will be administered the consequences as outlined in the first offense category.
2. When repeated infractions occur, parents and students will be counseled by the Magnet Coordinator, guidance counselor, and the DP Coordinator to determine in the RM program is a proper placement for the student.

In closing, students, teachers, and parents should be reminded of the guidelines provided for schools to establish *"positive expectations for conduct in an environment of mutual respect and dignity"* MCPS Student Code of Conduct:

1. *My words, actions, and attitudes demonstrate respect for myself and others at all times.*
2. *I demonstrate pride in my future, and in my school by arriving on time, dressed appropriately, and prepared to focus on my studies.*
3. *I always seek the most peaceful means of resolving conflict and obtain the assistance of teachers, administrators, or school staff when I am unable to resolve conflicts peacefully on my own.*
4. *I seek to correct any harm that I have caused to others in the school community.*
5. *I take pride in promoting a safe and clean learning environment at my school.*

We are so proud to host the MCPS Magnet International Baccalaureate Programme at Richard Montgomery High School, and we look forward to developing a nurturing and principled environment in which all IB learners can grow and thrive both personally and academically.

Are you completing your IB assignments honestly?

The IB expects Diploma Programme candidates to exercise academic honesty in all of their work, which includes acknowledging any sources used within an assignment.

The IB *General Regulations: Diploma Programme* defines malpractice as behaviour that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment components.

ASK FOR ADVICE

As a Diploma Programme candidate you are responsible for ensuring that all of the work you submit is authentic and that any sources used are appropriately acknowledged. If you have any doubts please ask for advice.

THINGS TO REMEMBER

- IB students are principled and act with integrity and honesty.
- IB students should be content creators not content imitators.
- If you engage in any form of malpractice you may not be eligible for a grade in the subject concerned.
 - Do it right, remember to cite!
Credit where credit is due!

EXAMPLES OF MALPRACTICE

- **Plagiarism** - the representation of the ideas or work of another person as your own.
- **Collusion** - supporting malpractice by another candidate, as in allowing your work to be copied or submitted for assessment by another candidate.
- **Duplication of work** - the presentation of the same work for different assessment components and/or IB diploma requirements.
- **Misconduct during an examination**, including the possession of unauthorized material.
- **Disclosing information** to another candidate, or **receiving information** from another candidate, about the content of an examination paper within 24 hours after the examination.

HOW TO AVOID PLAGIARISM

- Credit all the sources you use, even if you have paraphrased or summarized.
- Clearly distinguish between your work and the source being used (using quotation marks, indentation or a similar method).
 - Use a style of referencing that is appropriate for the subject.



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Baccalauréat International
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The IB takes academic honesty very seriously!

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Attendance Policy

Reasons for absenteeism must be explained in writing by parents or guardians and given to the attendance office according to MCPS policies. Make-up work or assignments and tests assigned during a legitimate absence will be accepted following the guidelines and the MCPS Attendance and Grading and Reporting Policy. Please refer to the [MCPS Student's Guide to Rights and Responsibilities](#) for clarification. In addition,

1. Teachers will notify the Magnet Coordinator if a student is absent three or more times monthly.
2. Teachers will notify the Magnet Coordinator if a student demonstrates strategic absenteeism, or the practice of repeatedly missing days on which assessments are due or taking place in class.

Consequences for strategic absenteeism:

First instance - Teachers will notify the Magnet Coordinator if there is a pattern of absences on due dates or assessment dates. The Magnet Coordinator will meet with the student and parents.

Second instance - Teachers will notify the Magnet Coordinator if the behavior continues. A late grade penalty will apply to the assignments or assessments in question, not to exceed 10% of the points possible. The Magnet Coordinator will speak to the students and parents.

Regarding long-term assignments:

In the event that a long-term assignment has been given and the student is absent on the due date, unless there are extenuating circumstances that have been shared with the teacher and Magnet Coordinator, it is the student's responsibility to make sure the assignment is turned in on the due date via e-mail, another student, or a parent dropping off the assignment in the main office.

Attendance policy for IB & AP exams:

All IB Seniors who are full diploma candidates are excused from class from the day of their first exam until the day of their last exam. Other seniors who are taking 5 or more AP exams will have the same accommodations.

Juniors, sophomores, and freshmen, regardless of the number of exams they are taking, are excused from all classes only on the day of the IB or AP exam.



every day counts
ATTEND TODAY -
ACHIEVE TOMORROW!

Assessment Policy

Richard Montgomery High School follows the guidelines established by the Montgomery County Public School System (MCPS). Report card grades reflect overall achievement of MCPS standards for specific disciplines quarterly. Achievement grades are based on the following categories: homework completion, formative assessments, and summative assessments. Teachers enter their grades regularly on Synergy, an internet-based grading and attendance program. Students and parents may view grades through StudentVUE and ParentVUE. Our IB teaching staff regularly attend professional development and are kept up to date on changes in IB assessment practices in their courses by the IBDP Coordinator. IB faculty will actively participate in the ongoing development, review, and implementation of IB Program Assessment Policy.

Assessment Philosophy

The primary purpose of assessment and evaluation is to improve student learning. To ensure that assessment, evaluation, and reporting are valid and reliable, and that they lead to the improvement of learning for all students, teachers use practices and procedures that:

- are fair, transparent, and equitable for all students
- support all students, including those with special education needs and those who are learning the language of instruction
- are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible to the learning styles and experiences of all students
- are communicated clearly to students and parents at the beginning of the school year or course and at other appropriate points throughout the school year or course;
- are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning through both formative and summative assessment
- provide ongoing descriptive feedback that is clear, specific, meaningful, timely, and aligned to the IB assessment criteria to support improved learning and achievement

Assessment Practices

Assessment is the process of gathering information that accurately reflects how well a student is achieving the curriculum expectations in a subject or course. The primary purpose of assessment is to improve student learning.

Teachers obtain assessment information through a variety of means, which may include discussions, homework, group work, debates, projects, experiments, oral presentations, tests, quizzes, essays, and county, state and IB assessments.

As essential steps in assessment for learning teachers need to:

- plan assessment collaboratively and concurrently to standardize assessment of student work
- share learning goals and success criteria with students to ensure that students and teachers have a common and shared understanding of these goals
- gather information about student learning before, during, and at or near the end of a period of instruction, using a variety of assessment strategies and tools
- use assessment to inform instruction, guide next steps, and help students monitor their progress towards achieving learning goals

- analyze and interpret evidence of learning
- give and receive specific and timely descriptive feedback about student learning
- help students to develop skills of peer and self-assessment
- review and analyze IB assessment data to determine instructional practices
- use IB moderation feedback and subject report data to drive instructional modifications
- use both formative and summative assessments
- the IB teaching team lead by the IB Coordinator will establish an overall internal assessment calendar with student balance, as the central focus
- individual subject level PLCs (Professional Learning Communities) will establish specific student benchmarks to meet IB assessment timelines
- PLCs must be in compliance with all IB School Policies and MCPS Grading and Reporting Policies
- use ManageBac to provide standards to DP/CP students on Creativity Activity and Service/Service Learning, Language Development, Theory of Knowledge/Personal and Professional Skills, and Extended Essay/Reflective Project

Grades are assigned using the scale below.

89.5 – 100%	A
79.5 – 89 %	B
69.5 - 79%	C
59.5 - 69 %	D
Below 59%	F

Formal report cards are issued in November, January, April and June and Maryland High School Assessments in National, State and Local Government, the Maryland Integrated Science Assessment (MISA), the English and Algebra 1 PARCC are administered during the course of the year. All state assessments are administered during the 9th and 10th grade with the exception of MISA, which occurs in January of the junior year. The curriculum of all IB Science courses supports students in achieving the state science measures and administration of the MISA does not conflict with IB formal assessment windows. During the May testing window students who experience Advanced Placement (AP) and IB exam conflicts take a late AP exam that is ordered by the testing coordinator.

Richard Montgomery High School teachers provide continuous assessment and feedback in all IB classes utilizing formal IB assessments, grading rubrics, and standards based on the objectives of each group and subject.

IB Diploma Attainment Requirements

IB Diploma Program Components & IB Possible Scores

IB Group 1 – English	1-7
IB Group 2 – World Language	1-7
IB Group 3 – Social Studies	1-7
IB Group 4 - Sciences	1-7
IB Group 5 - Mathematics	1-7
IB Group 6 – Arts or Electives	1-7

At least 3 but no more than 4 subjects must be completed at Higher Level (HL). Only 6 IB subjects – one in each of these subjects - may contribute to the IB Diploma total score.

Theory of Knowledge (TOK) A-E Extended Essay (EE) A-E *See matrix below for how TOK and EE grades of A-E contribute to 3 additional points toward the IB Diploma total score.*

Creativity-Action-Service (CAS) - *CAS is pass/fail; CAS requirements are either met or not met.*

Points & Conditions Necessary to Successfully Earn the IB Diploma

- An IB score must have been awarded for each of the six IB Diploma subjects, TOK, and the Extended Essay.
Student must not have any scores of “N” – meaning “no score awarded” – due to malpractice or failure to submit any assessment component.
- CAS requirements must be met.
- Student must have a score of D or higher in *both* Theory of Knowledge and the Extended Essay (no E score).
- Student must earn *at least* 24 total points.
(45 total pts. possible – 42 from IB subjects + 3 from TOK/EE, as below)
 - Students must earn a total of *at least* 12 points in HL subjects
(for candidates who register for four HL subjects, the three highest HL grades will count toward this total).
 - Students who take 3 HL and 3 SL subjects must earn *at least* 9 points total in the SL classes.
 - Students who take 4 HL and 2 SL subjects must earn *at least* 5 points total in the SL classes.
- The student must earn a 2 or higher in all subjects (no scores of 1).
 - There may be no more than *two* scores of 2, overall.
- There may be no more than *three* scores of 3 or lower, overall.

TOK/Extended Essay Point Matrix

Students may earn points towards the total IB Diploma score of 45 if their Theory of Knowledge Paper and Extended Essay (both externally assessed) meet the grades assigned in the associated matrix and point value.

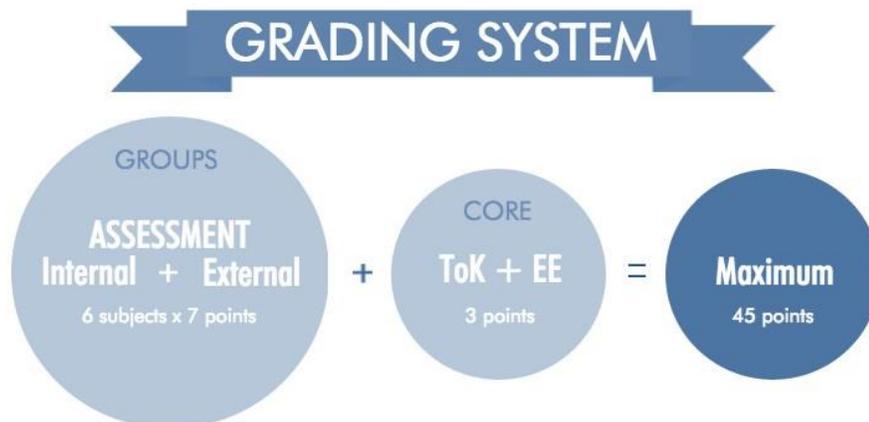
These three points are not extra points, they are points given for required components of the Diploma Program if the student makes the marks presented.

Students who are awarded an E for either assessment will not be eligible for the IB Diploma regardless of their total points awarded, as an E in either requirement results in a Failing Condition.

ToK/EE	A	B	C	D	E
A	3	3	2	2	Failing condition
B	3	2	2	1	
C	2	2	1	0	
D	2	1	0	0	
E	Failing condition				

IB Bilingual Diploma

A bilingual diploma will be awarded to a successful candidate who completes two languages selected from group 1 (English plus Chinese, French or Spanish), with the award of a grade 3 or higher in both languages.



College and the IB

The International Baccalaureate Programme is recognized around the world as a superior preparation for higher education at the college and university level. Please see our website [College and the IB](#) for links to helpful information about university admissions for IB Diploma Students. At Richard Montgomery High School the DP students are helped in their college search by their counselors and our [College and Career Center](#).

In the fall of their senior year, the IB Magnet Office gives each DP senior a letter stating that they are in good standing in the RM IB Program. This is given as a pdf so they it may be uploaded in applications as the student deems appropriate. The counselors include the RM Profile and IB Magnet Programme to the student's applications through Naviance. These profiles can also be found on the RM website. Some institutions require predicted IB scores. We will give a letter with those scores on an as needed basis.

After universities are confirmed in May, the Magnet Office asks seniors for their destination college or university. This information is entered in the IB system so that IB transcripts can be sent out in a timely manner to their chosen school. We also ask students for all the institutions that accept them. This way we can share the aggregate information to the younger students.

We are very proud of the range and diversity of the institutions our students choose to attend. Many RM DP students enjoy multiple acceptances and a choice of schools. We hear from our alumni that they are well prepared to succeed at the university level.

IB Senior Celebration Awards

The IB Senior Celebration Awards were created to promote the work of students who have demonstrated excellence in CAS, Theory of Knowledge, the Extended Essay, and as an overall IB learner. Students who receive these awards have their names engraved on a perpetual plaque outside the IB Magnet Office.

Commitment to CAS: this student demonstrated a sincere dedication to the IB spirit and process of CAS by engaging in experiences and projects that benefited the school or community and beyond.

Excellence in the Extended Essay: this student engaged fully with the EE assignment. The end process was insightful and reflected an interest in and commitment to content and process.

Excellence in Theory of Knowledge: this student participated in TOK class for 3 semesters with enthusiasm and engagement. The student's presentation and paper reflected an understanding of the purpose of examining knowledge from various points of view and an awareness of themselves as knowers.

Overall IB Learner: This student came to each class ready to participate, engage, inquire, and learn each day. They demonstrated aspects of the Learner Profile consistently and was respectful to classmates and teachers.

Special Educational Needs Policy

At Richard Montgomery High School (RMHS), the shared belief is that a high-quality education is the fundamental right of every child. Accordingly, all RMHS students are encouraged to participate in IB programs and courses. All children will receive the respect, encouragement, and opportunities they need to build the knowledge, skills, and attitudes to be successful, contributing members of a global society.

Richard Montgomery High School (RMHS), in conjunction with Montgomery County Public Schools, is committed to providing a free appropriate public education to all students. Special education is a broad term describing the education of students who have intellectual, behavioral, or emotional disabilities. Specially designed instruction is provided at no cost to parents to meet the unique needs of each child with an Individualized Education Program (IEP) or a formal Section 504 Plan.

The Special Education Department at RMHS services students who have an IEP. Each IEP is designed to meet the individual needs of the student, provide access to the general and IB curriculum, and meet grade-level standards established by the state of Maryland. All special education students who enroll in the IB MYP, IB Diploma Programme as well as IB Course students are afforded the same levels of support as all special education students attending RMHS. Counseling Services will provide support services for students with 504 plans. All IEPs and 504 plans at RMHS maintain compliance with guidelines established by Federal Law and are reviewed and updated annually according to these mandates.

The following are illustrative examples of services that students may access depending upon their IEP/504 Plan:

- Adapted instructional materials and/or presentation (large print, audio assistance, etc.)
- Modified assessments
- Additional support for study skills, social skills, or academic achievement through the Special Education Academic Center and Resource Classes
- Transition goals and related services to ensure that students are equipped for higher education and employment opportunities, as well as other types of community engagement post-high school

Special Education and 504 services are provided through: direct classroom instruction, small group pull-out, consultation and collaboration with regular education teachers, speech therapy (direct and indirect) and consultation with the school psychologist and guidance counselors. Each student needing special services is assigned a case manager who ensures that the student's IEP is understood and followed by all classroom teachers. The case manager is also responsible for following all of the necessary steps in creating, implementing, and revising a student's IEP/504 so that the document continues to outline appropriate goals, services, and accommodations for the student, ensuring access to the general education and IB curriculum in the least restrictive environment.

Special Education and 504 plan students at RMHS are provided equal access to the IB Diploma (and Career Related) Program(s). Opportunities to engage in all IB subject areas are extended to all students. The IB DP Coordinator, student case managers and classroom teachers will work together to ensure the appropriate accommodations to support special education students are in place in all IB classes. The IB DP Coordinator will ensure that application for any assessment accommodation is made to IBO according to IBO's guidelines. Special Education Case Managers, the Special Education Resource Teacher and Counseling staff will assist the DP coordinator to ensure proper selection of student supports via the IBIS choices to establish the proper level of examination accommodations. All assessment accommodations will be provided to students according to the expressed allowances given to us for each student from the Inclusion office in Cardiff.

This policy will be reviewed and revised annually by the faculty and school Leadership team; student and parent voice will be used in this process.

Policy Distribution

- All candidates upon enrollment in the DP via TOK
- All course candidates upon enrollment in the DP level course
- Parents/Guardians of all candidates upon enrollment in the DP or a DP level course.
- Annually to all staff
- Posted on school website

Accommodations for EMLs (Emergent Multilingual Learners)

A variety of types of accommodations may be used to support Emergent Multilingual Learners as they develop English language proficiency. These include the following:

Accommodations related to instructional strategies, such as:

- extensive use of visual cues
- use of graphic organizers
- allowance of extra time
- pre-teaching of key words
- simplification/repetition of instructions as needed
- simultaneous use of oral and written instructions.

Accommodations related to learning resources, such as:

- extensive use of visual materials
- use of adapted texts and bilingual dictionaries
- use of technology

Accommodations related to assessment strategies, such as:

- allowance of extra time
- use of alternative assessment strategies (e.g., oral interviews, learning logs, or portfolios)
- use of simplified language and instructions (e.g., in the context of tasks that require completion of graphic organizers and cloze sentences).

This policy will be implemented in the following manner:

- a. It will be posted on the school IB web page so that stakeholders may view it at any time
- b. It will be included in the IB Manual which is distributed to students and parents at the time of enrollment in the program.
- c. The policy will be made available to all IB students through their TOK class.

This policy will be reviewed and revised each school year by the school leadership team; student and parent voice will be used in this process.

Advocacy at RMHS

Teachers, school counselors, students, parents, coordinators, administrators, and staff all work together to advocate for the needs of our students at Richard Montgomery High School. In order to do so effectively, we must have clear expectations about how to best advocate for needs and how to support one another. Below are suggestions for best practices for students, parents, teachers, school counselors, and coordinators. **(As a best practice, students should always initiate advocacy by contacting their teachers before pursuing other pathways.)**

How students can best advocate for themselves...

- Approach teachers before or after class or during lunch or after school to ask about materials, assessments, or other concerns.
 - Understand MCPS policies regarding grading and reporting (no extra credit, no “bumping” grades, etc.)
 - [Link to MCPS Grading and Reporting Policies](#)
 - Discuss with the teacher what they can do to help students grow academically and meet with success.
 - If parent-teacher communication is what is called for, that contact will be more productive if the teacher has heard from the student first.
- If needed, ask a trusted adult to help you advocate for yourself.
 - A trusted adult would be:
 - a school counselor
 - a teacher
 - a staff member
 - a parent
- If issues are unresolved, speak to department Resource Teacher.
- If issues remain unresolved, speak to the appropriate Coordinator and/or Administrator.

How parents can best advocate...

- Encourage students to self-advocate (see above for student self-advocacy).
 - If concerns persist after students self-advocate, contact the teacher (email, phone call, or parent-initiated conference with the teacher).
- When necessary, contact the department Resource Teacher.
- When necessary, contact the appropriate Coordinator and/or Administrator.

How teachers can best advocate. . .

- Explain to students how to best advocate for themselves in the course (i.e. office hours, email, etc.)
- When students do not self-advocate, initiate conversations with students.
- If concerns regarding a student persist, engage in a two-way conversation with the parent through a phone call, email, or a teacher-initiated parent conference.
 - For a teacher-initiated parent conference, the teacher should coordinate with the parent to determine a mutually agreeable time for this meeting.

How school counselors can best advocate...

- Listen to the student. When listening to the student, ensure that the student has already communicated with the teacher.
- Communicate student concerns to the teacher and gather teacher feedback related to the concern.
 - Share student comments when appropriate.
- Develop intervention plans to address the needs of the student's academic and personal needs, as well as college/ career plans and social-emotional well-being.
- When there are concerns from multiple teachers regarding a student, the counselor should be consulted for additional possible next steps, i.e. parent phone call, parent conference, counselor meeting with student, grade level administration consultation, etc.
 - In the instance that a parent conference involving multiple teachers is needed, the counselor will coordinate the parent conference.
- Communicate with other staff, administrators, and outside agencies as needed.

How the MYP and Diploma Programme Coordinators can best advocate...

- Listen to the student. When listening to the student, ensure that the student has already communicated with the teacher.
- Communicate student concerns to the teacher and gather teacher feedback related to the concern.
 - When appropriate, share student comments with teachers regarding assignments, instruction, assessments, etc.
 - When appropriate, assist teachers and students in developing a plan to elevate learning.
- Communicate with counselors and parents.
- When necessary, contact the administrator for additional support.

How the Administrators can best advocate...

- Listen to students. Ensure student has already communicated with the teacher, resource teacher, counselor, and coordinator, if applicable.
- Communicate student concerns to the teacher and gather teacher feedback related to the concern.
 - When appropriate, share student comments with teachers regarding assignments, instruction, assessments, etc.
 - When applicable, assist teachers and students in developing a plan to elevate learning.
- Communicate with students and parents.
- When there are concerns from multiple teachers regarding a student, the administrator collaborates with the counselor.
 - In the instance that a parent conference involving multiple teachers is needed, the counselor will coordinate the parent conference. The administrator will attend the conference to partner with the counselor and teachers in informing the parents of the concern and possible next steps.

Academic Supports

Career Center: Utilize the [Career Center](#) and Naviance Student for post high school planning. Ms. Jeanpierre, our College and Career Information Coordinator, is available to meet with students and families about the college application process and to help them use Naviance Student, a free online college and career organization program. Parents can request their own Naviance Student account by sending an email to Ms. Jeanpierre. Students, you can meet with Ms. Jeanpierre without an appointment before school, during lunch, or after school. You can also email her to make an appointment at beryllynn_jeanpierre@mcpsmd.org

Counselors: Your counselor is a great resource to help you get organized, improve your study skills, and create an academic improvement plan to help you achieve your goals. Counselors can be seen without an appointment every day before school, during lunch, or after school. You can also email your counselor to have quick questions answered or to set up an appointment. All counselor email addresses are on the [counseling page of the RM website](#).

Writing Center: Students can visit the [Writing Center](#) every day at lunch in Lab 37.

Homework Club: Students can receive academic assistance or study with the Homework Club located in the Media Center on Tuesday and Thursday afternoons from 2:40 pm. – 4:15 pm. Contact Mr. Stillman for more information at todd_e_stillman@mcpsmd.org

Library/Media Center: The Librarian Media Specialist and Assistants are available to help you with research with books and online databases. We have purchased over 150 reference ebooks you can access at home and MCPS has online encyclopedias, reference books and other resources you can access from home. Just stop by to pick up a sheet of logins and passwords. If you don't have a computer at home, we have chromebooks for student home use. Forms must be signed by parents or guardians. Links are also on [Destiny](#) the online library catalog.

Teacher Email Addresses: Almost all teachers are available to meet with their students before school, during lunch, or after school. Contact your teacher in person or via email to set up a time to meet. All teacher email addresses can be found on the [RMHS Staff Directory](#).

Counselors at RMHS: The Counseling Department's phone number is 240-740-6100. Counselors are assigned by students' last names.

Ms. Evan Anderson – G, H, I

Ms. Julie Colatrella – D, T, V

Mr. Geoffrey Finch – Ba-Ben, S

Ms. Brigid McKelvey – J, N, O, Q, Y, Z

Mr. Marcus Turner – F, M

Ms. Shannon Chen – C, E

Mr. Paul Craft – P, R, U

Ms. Rachel Greene – Beo-Bz, L

Ms. Antoinette Phillips – Resource Teacher – K

Tips for Student Success

Activity Buses - If you need to stay after school for extra academic help, to attend a club, or to participate in a sport, you can take an “Activity Bus” to get home. There are four buses that run on Tuesdays and Thursdays, leaving Richard Montgomery at 4:35 p.m. Check the Bus Route Schedule on the RMHS website.

Check the [DP & Magnet News](#) for news, parent presentations, twitter feed, and important links.

Check the [Richard Montgomery High School Website](#) for such things as the activities calendar, a list of school clubs, summer packets, staff email addresses, counseling resources, and the college application process.

Counseling - Talk to your counselor or another trusted staff member if you are not feeling good about yourself or are having problems that are keeping you from being successful. You can drop in to see your counselor before school, during lunch, or after school without an appointment or you can ask your teacher for a pass to see your counselor. Or you can set up an appointment to see your counselor by [emailing](#) them.

Credit Recovery - If you need to repeat a class, ask your counselor about the Credit Recovery Program. A LIMITED number of classes will be offered. Your counselor will let you know if you are eligible for the program.

Health - If you have a health concern, big or small, visit our school nurse, Ms. Jean Gambo. Her office is across from the gym and the number is 301-610-8015. She is knowledgeable about community resources and can connect you with them.

Involve yourself in your classes. Keep your mind from wandering by taking notes, underlining sections, discussing topics with others, or relating your homework to something you are studying in another class.

Student VUE and ParentVUE – StudentVUE and ParentVUE are the primary home-to-school communication vehicles for schools to share information regarding grades, attendance, scheduling, and more. For more information, go to the [MCPS website](#) for links, guides and help.

PTSA- Join the PTSA. Go to [PTSA webpage](#) for more information.

Student Service Learning - Turn in your SSL forms to Ms. Anderson in the counseling office. To learn about SSL opportunities, email Ms. Anderson at Evan_E_Anderson@mcpsmd.org.



[Support the RM IB Foundation](#): A parent group dedicated to the RMIB Program.

Last Revised on November 4, 2022