

Senators Neuville and Pariseau introduced--

S.F. No. 1324: Referred to the Committee on Finance.

1 A bill for an act

2 relating to education finance; allowing school boards

3 to elect to levy debt service against referendum

4 market value; amending Minnesota Statutes 2004,

5 sections 123B.53, subdivision 4, by adding a

6 subdivision; 123B.55; 123B.71, subdivision 9; 126C.01,

7 by adding a subdivision.

8 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MINNESOTA:

9 Section 1. Minnesota Statutes 2004, section 123B.53, is

10 amended by adding a subdivision to read:

11 Subd. 1a. [DEBT SERVICE LEVIES; CHOICE OF TAX BASE.] A

12 school board may by resolution elect to levy the debt service

13 for a bond issued after July 1, 2005, against the alternative

14 referendum market value of the district, as defined under

15 section 126C.01, subdivision 3a, rather than the net tax

16 capacity of the district. A resolution to levy against the

17 alternative referendum market value must be passed at an open

18 meeting of the board, at least 60 days prior to the referendum

19 election.

20 [EFFECTIVE DATE.] This section is effective the day

21 following final enactment.

22 Sec. 2. Minnesota Statutes 2004, section 123B.53,

23 subdivision 4, is amended to read:

24 Subd. 4. [DEBT SERVICE EQUALIZATION REVENUE.] (a) The debt

25 service equalization revenue of a district equals the sum of the

26 first tier debt service equalization revenue and the second tier

1 debt service equalization revenue.

2 (b) The first tier debt service equalization revenue of a
3 district equals the greater of zero or the eligible debt service
4 revenue minus the amount raised by a levy of 15 percent times
5 the adjusted net tax capacity of the district minus the second
6 tier debt service equalization revenue of the district.

7 (c) The second tier debt service equalization revenue of a
8 district equals the greater of zero or the eligible debt service
9 revenue, excluding alternative facilities levies under section
10 123B.59, subdivision 5, minus the amount raised by a levy of 25
11 percent times the adjusted net tax capacity of the district.

12 (d) Debt service equalization revenue is determined as
13 provided under this subdivision regardless of whether the debt
14 service is being levied against net tax capacity or the
15 alternative referendum market value.

16 [EFFECTIVE DATE.] This section is effective July 1, 2005.

17 Sec. 3. Minnesota Statutes 2004, section 123B.55, is
18 amended to read:

19 123B.55 [DEBT SERVICE LEVY.]

20 Subdivision 1. [LEVY AMOUNT.] A district may levy the
21 amounts necessary to make payments for bonds issued and for
22 interest on them, including the bonds and interest on them,
23 issued as authorized by Minnesota Statutes 1974, section
24 275.125, subdivision 3, clause (7)(C); and the amounts necessary
25 for repayment of debt service loans and capital loans, minus the
26 amount of debt service equalization revenue of the district.

27 Subd. 2. [AID APPORTIONMENT.] A district's debt service
28 equalization aid must be apportioned between the net tax
29 capacity debt service levy and the alternative referendum market
30 value debt service levy in the same proportions as eligible debt
31 service revenues resulting from bonds issued against net tax
32 capacity are to eligible debt service revenues resulting from
33 bonds issued against the alternative referendum market value.

34 Subd. 3. [NET TAX CAPACITY DEBT SERVICE LEVY.] The levy
35 amount determined under subdivision 1, plus the eligible debt
36 service revenues resulting from bonds issued against net tax

1 capacity, minus the debt service equalization aid apportioned to
 2 the net tax capacity debt service levy, must be levied against
 3 the net tax capacity of the district as determined under section
 4 273.13 and must be included with the other net tax capacity
 5 levies certified to the county auditor under section 275.07.

6 Subd. 4. [ALTERNATIVE REFERENDUM MARKET VALUE DEBT SERVICE
 7 LEVY.] The eligible debt service revenues resulting from bonds
 8 issued against the alternative referendum market value, minus
 9 the debt service equalization aid apportioned to the alternative
 10 referendum market value debt service levy, must be levied
 11 against the alternative referendum market value of the district
 12 as defined in section 126C.01, subdivision 3a, and must be
 13 separately certified to the county auditor under section 275.07.

14 [EFFECTIVE DATE.] This section is effective beginning with
 15 taxes payable in 2006.

16 Sec. 4. Minnesota Statutes 2004, section 123B.71,
 17 subdivision 9, is amended to read:

18 Subd. 9. [INFORMATION REQUIRED.] A school board proposing
 19 to construct a facility described in subdivision 8 shall submit
 20 to the commissioner a proposal containing information including
 21 at least the following:

22 (1) the geographic area and population to be served,
 23 preschool through grade 12 student enrollments for the past five
 24 years, and student enrollment projections for the next five
 25 years;

26 (2) a list of existing facilities by year constructed,
 27 their uses, and an assessment of the extent to which alternate
 28 facilities are available within the school district boundaries
 29 and in adjacent school districts;

30 (3) a list of the specific deficiencies of the facility
 31 that demonstrate the need for a new or renovated facility to be
 32 provided, and a list of the specific benefits that the new or
 33 renovated facility will provide to the students, teachers, and
 34 community users served by the facility;

35 (4) the relationship of the project to any priorities
 36 established by the school district, educational cooperatives

1 that provide support services, or other public bodies in the
2 service area;

3 (5) a specification of how the project will increase
4 community use of the facility and whether and how the project
5 will increase collaboration with other governmental or nonprofit
6 entities;

7 (6) a description of the project, including the
8 specification of site and outdoor space acreage and square
9 footage allocations for classrooms, laboratories, and support
10 spaces; estimated expenditures for the major portions of the
11 project; and the dates the project will begin and be completed;

12 (7) a specification of the source of financing the project;
13 the scheduled date for a bond issue or school board action; a
14 schedule of payments, including debt service equalization aid;
15 whether the debt service will be levied against net tax capacity
16 or the alternative referendum market value; and the effect of a
17 bond issue on local property taxes by the property class and
18 valuation;

19 (8) an analysis of how the proposed new or remodeled
20 facility will affect school district operational or
21 administrative staffing costs, and how the district's operating
22 budget will cover any increased operational or administrative
23 staffing costs;

24 (9) a description of the consultation with local or state
25 road and transportation officials on school site access and
26 safety issues, and the ways that the project will address those
27 issues;

28 (10) a description of how indoor air quality issues have
29 been considered and a certification that the architects and
30 engineers designing the facility will have professional
31 liability insurance;

32 (11) as required under section 123B.72, for buildings
33 coming into service after July 1, 2002, a certification that the
34 plans and designs for the extensively renovated or new
35 facility's heating, ventilation, and air conditioning systems
36 will meet or exceed code standards; will provide for the

1 monitoring of outdoor airflow and total airflow of ventilation
2 systems; and will provide an indoor air quality filtration
3 system that meets ASHRAE standard 52.1;

4 (12) a specification of any desegregation requirements that
5 cannot be met by any other reasonable means; and

6 (13) a specification, if applicable, of how the facility
7 will utilize environmentally sustainable school facility design
8 concepts.

9 [EFFECTIVE DATE.] This section is effective July 1, 2005.

10 Sec. 5. Minnesota Statutes 2004, section 126C.01, is
11 amended by adding a subdivision to read:

12 Subd. 3a. [ALTERNATIVE REFERENDUM MARKET
13 VALUE.] "Alternative referendum market value" means the market
14 value of all taxable property in a district, except:

15 (1) class 2 property is excluded, other than the portion of
16 class 2a property consisting of the house, garage, and
17 surrounding one acre of land of an agricultural homestead; and

18 (2) class 3 property has an alternative referendum market
19 value determined by adding to its market value an amount equal
20 to 50 percent of the difference between its market value and its
21 net tax capacity multiplied by 100.

HANDOUT # 1

Comparison of Net Tax Capacity, Referendum Market Value and Alternative Tax Base

Preliminary

Taxes Payable 2005

ISD 2143	Waterville-Morristown					
	Net Tax Capacity	Percent of total	Referendum Market Value	Percent of total	Alternative Referendum Market Value	Percent of total
Farm house/garage	458,016	8.5%	45,801,600	12.4%	45,801,600	10.8%
Farm land	1,058,828	19.6%	0	0.0%	0	0.0%
Seasonal rec	480,797	8.9%	0	0.0%	48,028,020	11.3%
Residential homestead	2,629,849	48.6%	262,950,580	71.4%	262,950,580	61.9%
Residential nonhomestead	361,593	6.7%	34,310,840	9.3%	34,310,840	8.1%
Commercial - industrial	395,725	7.3%	22,668,098	6.2%	31,120,299	7.3%
Miscellaneous	26,228	0.5%	2,622,800	0.7%	2,622,800	0.6%
Total	5,411,036	100.0%	368,450,900	100.0%	424,834,139	100.0%

ISD 2144	Chisago Lakes Area					
	Net Tax Capacity	Percent of total	Referendum Market Value	Percent of total	Alternative Referendum Market Value	Percent of total
Farm house/garage	1,267,213	7.8%	126,392,820	8.7%	126,392,820	8.3%
Farm land	687,436	4.2%	0	0.0%	0	0.0%
Seasonal rec	317,269	1.9%	0	0.0%	31,726,900	2.1%
Residential homestead	11,337,054	69.6%	1,132,358,120	77.9%	1,132,358,120	74.7%
Residential nonhomestead	1,287,539	7.9%	116,742,980	8.0%	116,742,980	7.7%
Commercial - industrial	1,307,439	8.0%	72,844,765	5.0%	101,794,333	6.7%
Miscellaneous	76,072	0.5%	6,008,540	0.4%	6,008,540	0.4%
Total	16,280,022	100.0%	1,454,334,103	100.0%	1,515,023,693	100.0%

ISD 2149	Minnewaska					
	Net Tax Capacity	Percent of total	Referendum Market Value	Percent of total	Alternative Referendum Market Value	Percent of total
Farm house/garage	451,763	6.2%	45,176,300	10.6%	45,176,300	8.2%
Farm land	1,521,239	20.9%	0	0.0%	0	0.0%
Seasonal rec	1,048,255	14.4%	0	0.0%	104,791,720	19.1%
Residential homestead	2,761,434	38.0%	275,769,280	64.7%	275,769,280	50.2%
Residential nonhomestead	505,672	7.0%	45,292,226	10.6%	45,292,226	8.2%
Commercial - industrial	852,056	11.7%	48,574,665	11.4%	66,890,133	12.2%
Miscellaneous	134,060	1.8%	11,508,480	2.7%	11,508,480	2.1%
Total	7,274,479	100.0%	426,284,100	100.0%	549,428,139	100.0%

Fiscal Status -- Category Sort

K-12 Education Finance Committee, March 29, 2005, 9:00 a.m.

Bill Numb	Author	Description	Fiscal Impact Final?	Fiscal Note		Aid? Levy?	Bill Aid Bill Levy				
				Req'd/ Received	Dates		FY 2005	FY 2006	FY 2007	FY 2008	FY 2009
Category Fund Transfers/Accounting											
1367	Skoglund	Net Debt Limit Definition	<input type="checkbox"/>	<input checked="" type="checkbox"/>	3/10/2005	<input type="checkbox"/>	0	0	0	0	0
				<input type="checkbox"/>		<input type="checkbox"/>		0	0	0	0
Category General Levy											
1324	Neuville	Levying Debt Service Against Referendum Market Value	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	3/2/2005	<input type="checkbox"/>	0	0	0	0	0
				<input checked="" type="checkbox"/>	3/14/2005	<input type="checkbox"/>		0	0	0	0
<i>Would significantly alter tax burdens of different classes of property, but would not carry levy or aid costs</i>											
1420	Saxhaug	Health Care Costs Levy	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	3/4/2005	<input checked="" type="checkbox"/>	0	0	0	0	0
				<input checked="" type="checkbox"/>	3/21/2005	<input checked="" type="checkbox"/>		0	66,700,000	139,900,000	220,200,000
<i>Bill creates property tax recognition shift savings</i>											
1550	Saxhaug	Authorizing a Difference Levy	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	3/11/2005	<input type="checkbox"/>	0	0	0	0	0
				<input checked="" type="checkbox"/>	3/21/2005	<input checked="" type="checkbox"/>		0	0	0	0
<i>Bill would increase levies by an indeterminate amount. Bill would also increase the property tax recognition shift.</i>											
Category Other Programs											
1052	Marko	Elementary & Middle School Years International Baccalaureate Program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	2/22/2005	<input checked="" type="checkbox"/>	0	750,000	400,000	400,000	400,000
				<input checked="" type="checkbox"/>	3/16/2005	<input type="checkbox"/>		0	0	0	0
Total Aid Impact:							0	750,000	400,000	400,000	400,000
Total Levy Impact:								0	66,700,000	139,900,000	220,200,000

HANDOUT # 2

Senators Marko and Metzen introduced--

S.F. No. 1052: Referred to the Committee on Education.

1 A bill for an act

2 relating to education; providing for an elementary and
3 middle school years international baccalaureate pilot
4 program; appropriating money.

5 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MINNESOTA:

6 Section 1. [ELEMENTARY AND MIDDLE SCHOOL YEARS EDUCATION
7 INTERNATIONAL BACCALAUREATE (IB) PILOT PROGRAM.]

8 Subdivision 1. [DEFINITIONS.] The definitions in this
9 subdivision apply to this section.

10 (a) "International baccalaureate" or "IB" means an academic
11 curriculum for elementary and middle school years approved by
12 the International Baccalaureate Organization.

13 (b) "School district" means Special School District No. 6,
14 South St. Paul.

15 (c) "Pilot program" means a research and evaluation project
16 introducing the elementary and middle school years IB program
17 and measuring the effect of this integrated curriculum on
18 student learning.

19 (d) "Commissioner" means the commissioner of the Department
20 of Education.

21 (e) "Instructional year" is one year of full-time
22 instruction under the IB program for a given grade level.

23 Subd. 2. [LEGISLATIVE FINDING.] (a) The IB program is an
24 internationally recognized program of academic studies
25 emphasizing a rigorous curriculum, advanced student performance,

1 and development of critical thinking and application skills.

2 (b) Minnesota has nine IB programs at the secondary level,
3 but as yet no district has adopted this program as the basis for
4 its elementary course of studies for all students.

5 (c) Special School District No. 6, South St. Paul, has had
6 an established and successful secondary IB diploma program for
7 over ten years and is interested in becoming a pilot site for
8 implementation of the elementary and middle school years IB
9 programs as a means of advancing student performance.

10 Subd. 3. [PURPOSE.] The purpose of this section is to
11 provide funding for a five-year pilot program in a district with
12 an established IB program to assess the benefits of implementing
13 IB primary-level and intermediate-level programs across an
14 entire district and to measure its effectiveness in improving
15 student performance and academic achievement.

16 Subd. 4. [PILOT PROJECT PLAN.] (a) The school district
17 must file a plan with the commissioner for introducing the
18 elementary and middle school years IB programs into general use
19 in the district, including a detailed cost analysis, schedule of
20 preparatory activities, in-service for teachers, and curriculum
21 and instructional materials. The plan must include the costs
22 for startup and annual operation, instructional goals,
23 implementation plan, learning outcomes, and timelines for
24 achieving this implementation.

25 (b) Upon approval of the implementation and evaluation plan
26 and budget by the school board and the commissioner, the
27 commissioner shall authorize payment of funds to the district in
28 an amount up to the annual limit of the appropriation.

29 (c) Funds received under this section from any source may
30 not be used for unrelated curriculum, instruction or operating
31 expense purposes, or capital improvements.

32 (d) The pilot program must begin no later than the
33 beginning of the 2006-2007 school year and be completed by the
34 end of the 2010-2011 school year.

35 Subd. 5. [REPORTING REQUIREMENTS.] (a) By September 1 of
36 each instructional year following introduction of the curriculum

1 and for the duration of the pilot program, the school district
2 must report to the commissioner and the public on the funds
3 expended, performance level achieved by students in the program,
4 and overall progress made toward accomplishing the goals of the
5 program.

6 (b) At the completion of the final year of the pilot
7 program, a comprehensive assessment of the success of the
8 project will be prepared with the assistance of the Department
9 of Education and provided to the house of representatives and
10 senate committees having jurisdiction over kindergarten through
11 grade 12 education.

12 Sec. 2. [APPROPRIATION.]

13 Subdivision 1. [DEPARTMENT OF EDUCATION.] The sums
14 indicated in this section are appropriated to the Department of
15 Education in the fiscal years indicated.

16 Subd. 2. [ELEMENTARY AND MIDDLE SCHOOL YEARS INTERNATIONAL
17 BACCALAUREATE (IB) PILOT PROGRAM.] For the elementary and middle
18 school years IB pilot program:

19	<u>\$750,000</u>	<u>.....</u>	<u>2006</u>
20	<u>\$400,000</u>	<u>.....</u>	<u>2007</u>

21 Of this amount, up to \$750,000 may be used for
22 preinstructional startup costs, including staff, training,
23 curriculum materials, and preparation costs.

24 Up to \$400,000 may be used for operating costs for school
25 instructional years one through five.

26 Any balance remaining in the first year does not cancel but
27 is available in the second year.

28 Costs for testing, other assessment, and preparation of the
29 annual report must be paid from school district funds.

30 At the conclusion of the pilot program, the school district
31 must decide whether to continue the IB program and to pay all
32 costs for continuing the curriculum.

Fiscal Note – 2005-06 Session

Bill #: S1052-0 **Complete Date:** 03/16/05

Chief Author: MARKO, SHARON

Title: INTERNL BACCALAUREATE PILOT PRGM

Fiscal Impact	Yes	No
State	X	
Local	X	
Fee/Departmental Earnings		X
Tax Revenue		X

Agency Name: Education Department

This table reflects fiscal impact to state government. Local government impact is reflected in the narrative only.

Dollars (in thousands)	FY05	FY06	FY07	FY08	FY09
Expenditures					
General Fund		750	400	400	400
Less Agency Can Absorb					
-- No Impact --					
Net Expenditures					
General Fund		750	400	400	400
Revenues					
-- No Impact --					
Net Cost <Savings>					
General Fund		750	400	400	400
Total Cost <Savings> to the State		750	400	400	400

	FY05	FY06	FY07	FY08	FY09
Full Time Equivalents					
-- No Impact --					
Total FTE					

Bill Description

The Bill creates an elementary and middle school International Baccalaureate 5-year pilot program for the South St. Paul School District.

The South St. Paul School District is required to annually report, by September 1, to the commissioner of Education and provide expenditure data, student performance levels and over all progress made toward accomplishing the goals of the program.

At the end of the five-year pilot program, (FY 2011) the district must submit a comprehensive report of the pilot program to the House and Senate education committees. MDE is required to provide assistance to the district in developing this report.

Assumptions

The bill allows the district until FY 2011 to complete the five-year pilot program. It appears that the funding for FY 2006 is for start-up costs with the program implementation at the school sites in FY 2007 with the conclusion in FY 2011.

The bill requires MDE assistance in the creation of a comprehensive report for the legislature after the pilot program has been completed (FY 2011). This will require MDE staff time. It is unclear what the staff time requirement for MDE would be. It could be assumed that the district be responsible for the vast majority of the report with MDE only providing minimal oversight.

Expenditure and/or Revenue Formula

The Bill provides \$750,000 in FY 2006 and \$400,000 in FY 2007 for the district. The appropriation has carryover authority.

Long-Term Fiscal Considerations

It is assumed that this program would continue in future years at a base budget of \$400,000 per year.

Local Government Costs

This proposal is limited to the South St. Paul School District.

References/Sources

Agency Contact Name: Bulger, John 651-582-8781
FN Coord Signature: AUDREY BOMSTAD
Date: 03/16/05 Phone: 582-8793

EBO Comments

I have reviewed this Fiscal Note for accuracy and content.

EBO Signature: BRIAN STEEVES
Date: 03/16/05 Phone: 296-8674

**Senate Counsel, Research,
and Fiscal Analysis**

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**S.F. No. 1052 -Elementary and Middle School International
Baccalaureate Pilot Program**

Author: Senator Sharon Marko

Prepared by: Shelby Winiecki, Senate Research (651/296-5259)

Date: March 24, 2005



Section 1. [Elementary and middle school years education international baccalaureate (IB) pilot program.]

Subdivision 1. [Definitions.] defines “international baccalaureate” to mean an academic curriculum for the elementary and middle school students approved by the International Baccalaureate Organization, “school district” to mean Special School District No. 6, South St. Paul, “pilot program” to be a research and evaluation project implementing the IB curriculum and measuring its effect, and “instructional year” to be one year of full-time instruction for a given grade level.

Subdivision 2. [Legislative finding.] describes an IB program as an internationally recognized academically rigorous curriculum. The school district currently operates an IB diploma program at the secondary level.

Subdivision 3. [Purpose.] provides funding to implement a five-year IB pilot program in the elementary and secondary schools and to measure its effectiveness.

Subdivision 4. [Pilot project plan.] requires the district to file a plan with the commissioner. Following approval of the plan, the commissioner will pay the district up to the amount appropriated. The pilot program will be implemented in the school year 2006-2007 though the end of the 2010-2011 school year.

Subdivision 5 [Reporting requirements.] requires the district to report on the program to the commissioner and the public by September 1 of each instructional year. A final

comprehensive assessment will be prepared with the assistance of the Department for review by the legislative education committees.

Section 2. [Appropriation.]

Subdivision 1. [Department of Education.] appropriates money from the Department.

Subdivision 2. [Elementary and middle school years International Baccalaureate (IB) pilot program.] indicates that the appropriated money be used for the elementary and middle school years IB pilot program for the fiscal years 2006 and 2007. Any balance remaining in the first year is available in the second year. Testing, assessment, and preparation of the annual report will be paid from school district funds. If the district wants to continue an IB program following the conclusion of the pilot program, it must incur all costs.

SW:vs

MEMORANDUM

TO: Board of Education and Dr. Dana Babbitt, Superintendent
FROM: H. Butch Moening, High School Principal
DATE: January 24, 2005
RE: Report from the Task Force on the Feasibility of Implementing International Baccalaureate (IB) Primary Years (PYP) and Middle Years Programs (MYP)

INCLUDED IN THIS REPORT ARE:

1. Task Force Membership
2. Task Force Activities
3. General Recommendations
4. International Baccalaureate Organization (IBO) Programme Overview
5. Rationale for Adapting the MYP and PYP Program Models
6. Strengths and Concerns
7. Cost Summary
8. PYP and MYP Implementation Plan
9. Appendix
 - The IB PYP Frequently Asked Questions
 - The IB MYP Frequently Asked Questions
 - Bibliography

TASK FORCE MEMBERSHIP

Dr. Dana Babbitt, ex officio

Kay Ericson, ex officio

Ingrid Aasan-Reed Kathleen Johnson

Conrad Anderson John Laliberte

Kathy Fleming Kate McCarthy

Doug Frisk Butch Moening

Connie Garling Susan O'Brien

Patty Heminover Jane Stassen

TASK FORCE ACTIVITIES

After attending an initial IB Overview training offered by the Minnesota Department of Education in October, the IB Feasibility Task Force spent four months of reflective study and planning. The large group met numerous times and sub-committees were formed to analyze implementing primary and middle years programs, financial needs, and job descriptions. Task force members and teaching staff conducted site visits to Crosswinds Middle School and Highland Elementary, both local examples of IB Programmes. IB documentation and recommendations were reviewed. The group also reviewed and discussed current literature for best practices in educational programming and preparing students for a global workforce. Information about Primary and Middle Years programs was shared with community members through principal's newsletters, at parent meetings, at Curriculum and Instruction Advisory Committee meetings, and with staff through building faculty meetings and weekly bulletins.

GENERAL RECOMMENDATIONS

- All South St. Paul students should be provided with a rigorous curriculum that is academically responsive to their readiness level.
- South St. Paul Schools should prepare for the implementation of International Baccalaureate Primary Years and Middle Years Programmes beginning September 2005.

INTERNATIONAL BACCALAUREATE ORGANIZATION (IBO) PROGRAMME OVERVIEW

The three programs of the International Baccalaureate Organization—Diploma Programme (DP), Middle Years Programme (MYP), and Primary Years Programme (PYP)—aim to offer structured, challenging, educational programs to students around the world. In addition to offering an appropriate curriculum at each grade level, the IBO is committed to the promotion of international understanding through education.

The **Diploma Programme**, for juniors and seniors in high school, is a college-prep program that is recognized by colleges and universities around the world. Its system of external assessments, by which student work is sent to examiners around the world who assign grades based on standardized criteria, affords the DP its well-deserved reputation as a challenging and worthwhile high school curriculum. Participation in the Diploma Programme delivers a tangible reward in the form of advanced placement in colleges and universities that graduates may receive for good IB scores.

South St. Paul High School has been authorized to offer the Diploma Programme since 1987, and more than 40% of our students each year self-select into IB classes. Our participation in the DP has not only kept high-achieving students in the District, but it also continues to attract more than one hundred students a year to our high school through the State's open-enrollment option.

The **Middle Years Programme** will include all students in grades 7–10 in South St. Paul Junior and Senior High Schools. As part of the MYP, a student studies eight traditional subjects each year which

are organized around a framework for learning that is especially appropriate for the developmental level of students in this age group. The five elements of this framework, called the "Areas of Interaction," are addressed within each subject area, and across subject areas. For example, in the area "Approaches to Learning," a student will be introduced, perhaps in two or three separate classes, to various study skills and methods of learning, to discover how he/she can best learn new concepts and material. In the area "Community and Service," students come to realize their responsibility as a global citizen, and they undertake service projects in their school, local community, and in the world at large. In tenth grade, the final year of the MYP, each student completes a "Personal Project" on a topic that is of special interest to them. The student might make a canoe, create a story in cartoons, write a traditional paper—whatever enables them to follow their interests.

The MYP has no external assessments as in the DP; however, in each subject area students must be assessed according to criteria established by the IBO. Schools may choose to offer the MYP "Record of Achievement," an award for achievement in an individual subject, or the MYP "Certificate," indicating that the student has successfully fulfilled requirements in all eight subject areas and the Personal Project.

The **Primary Years Programme** will be offered to all students attending Kaposia Education Center and Lincoln Center, and the PYP curriculum units will be the same at both elementary schools. A PYP student covers the traditional elementary school subjects. The curriculum is organized around age-appropriate themes that reflect the best practices in teaching at the elementary level. For example, in addressing one of the six themes, "Where we are in place and time," a student might go beyond the traditional study of South St. Paul to find links to other river cities around the world, asking such questions as, How are they like South St. Paul? How are they different from my community? Why are they different? In addressing each of the themes, teachers guide the students to higher levels of knowledge by using a process of inquiry, building on the students' own knowledge and innate ability to ask questions. The PYP concludes with a whole-class project in the sixth grade, a project which requires the students to address a real-world issue or problem. It must include written work, oral presentations, the use of technology, and performances in one or more of the arts.

There are no external assessments in the PYP; the quality of the program is maintained by adherence to PYP guidelines, collaboration among teachers, teacher training workshops sponsored by the IB office in North America, and by IBNA evaluations.

For more information on the MYP and PYP, visit our school's website, or check out the IBO website at www.ibo.org, and look for links to the North American regional office.

RATIONALE FOR ADOPTING THE MYP AND PYP PROGRAM MODELS

The South St. Paul Public Schools are committed to preparing our students for the future and accomplishing this in the most effective way possible. The future workplace will be constantly evolving to keep up with international competition. The majority of the new jobs created will require a minimum of two years of post secondary education or training. The unemployment rate in low-literacy groups will continue to rise. In that same future the number of students in high school will decline approximately 10.3% and this group will become increasingly diverse. Because the number of people entering the workforce is shrinking, workers must be better prepared so they can assume more demanding jobs and learn new skills as the job market changes.

To help our students meet the demands of the future workplace we need to provide them with a high quality education – one that is based on high international standards; one that utilizes the best strategies for teaching and motivating students; and one that focuses on developing life-long learners. The International Baccalaureate Programs meet these requirements. The programs focus on developing thinking skills and promoting an enjoyment of learning. The curriculum is developed locally using a step-by-step framework provided by IBO. District teachers are trained to incorporate IBO standards, Minnesota standards, and research based practices into trans-disciplinary units. Care is taken to ensure that students of all ability levels are engaged and challenged. The IBO programs develop attitudes and actions alongside the more academic areas and include an emphasis on community service. Their goal is to help students connect life at school with life at home and in the world.

Another key component of the programs is on-going assessment and reflection. The curriculum must be approved by the IBO and undergo periodic reviews. Teachers are taught to reflect on their practice and to review the units of study on a regular basis to improve them and to make them more effective. Students are also assessed before and after each unit to monitor their growth as well as the strengths and weaknesses of the units.

Change is difficult, and changing an entire school is particularly challenging. A cohesive, comprehensive model for change such as that provided by the IBO increases the chances for successful change. The IBO organization provides a framework for implementation, consultation services, and training for teachers and administrators. Teachers work together to develop the curriculum and to support each other in the change process. This will be made easier in our case because the district schools have been working toward becoming Professional Learning Communities (DuFour and Eaker) over the past few years. The staff is familiar with the concepts of teaming and reflecting on their teaching practice. The IBO training can build on this base.

Becoming an International Baccalaureate district would provide us with an identity that truly sets us apart from our neighboring districts. It would align us with a program that has a reputation for quality and high standards. It is a program that espouses the principles of educating the whole person for a life of active, responsible citizenship.

STRENGTHS AND CONCERNS

Strengths

- Cohesive educational model with a unifying educational philosophy K-12.
- Interdisciplinary approach to education which eliminates redundancy and provides greater depth in curriculum.
- Units designed using an inquiry approach to learning that builds on students' prior knowledge.
- Philosophy focused on the whole child.
- Developmentally appropriate curriculum.
- Early involvement in a world language.
- Inclusive program that sets high expectations for all students.
- Frequent assessment using rubrics.
- Global perspective that connects classroom to the outside world.
- PYP and MYP will lead to greater success in the diploma program.
- Differentiated instruction is built into all units of study.
- On-going professional development for teachers.
- Reputation of the IB program will keep SSP students here and draw students to the district.

Concerns

- Large financial commitment.
- Possible change in school calendar for staff training and team planning.
- Possible legislative changes in IBO and staff development funding.
- Graduation requirements may have to be adjusted.
- May require staffing changes for grades 7-10.
- May require a change in student schedule for grades 7-12.
- Community reaction to the program is not certain.
- Acceptance of the program by staff members is not certain.
- SSP may lose students because of fewer elective choices in grades 9 and 10.
- Implications for bargaining unit agreements.
- Implications for the pre-school program.

COST SUMMARY

2004-2005	COST	RESOURCE	TOTAL
Administrative (Application A Fees)	\$12,900	Educational Foundation?	
Staff Development	\$58,000	District	
Staffing (Grant Writer)	\$5,000	District-New	\$75,900
SUMMER 2005			
Staff Development	\$6,000	District	
Curriculum Development	\$18,292	District	
Curriculum Materials	\$50,000	District-New Capital	\$74,292
2005-06			
Administrative (Application B Fees)	\$13,500	District	
Administrative (Re-evaluate student schedule 7-12, course offerings 7-10, and graduation requirements)	Unknown	Unknown	
Staff Development	\$114,000	Outside	
Staffing (Coordinators)	\$150,000	Outside	\$277,500
SUMMER 2006			
Curriculum Development	\$22,017	District-New	
Curriculum Materials	\$100,000	District-Capital	\$122,017
2006-07			
Staff Development	\$6,000	District	
Staff Development	\$171,000	Outside	
Staffing (Coordinators)	\$150,000	Outside	
Staffing (Spanish Specialists)	\$100,000	District-New	\$427,000
SUMMER 2007			
Curriculum Development	\$37,126	District-New	
Curriculum Materials	\$150,000	District-Capital	\$187,126
2007-08			
Staff Development	\$150,000	Outside	
Staffing (Coordinators)	\$150,000	Outside	
Staffing (Spanish Specialists)	\$100,000	District-New	\$400,000
SUMMER 2008			
Ongoing Curriculum Revisions	Unknown	District	
Ongoing Curriculum Materials	Unknown	District	UNKNOWN
2008-09			
Administrative (Annual Basic Fee)	\$9,300	District-New	
Ongoing Staff Development	Unknown	Outside	
Staffing (Coordinators)	\$150,000	Outside	
Staffing (Spanish Specialists)	\$100,000	District-New	\$259,300

Educational Foundation?	\$12,900
District	\$101,792
District-Capital	\$250,000
District-New	\$373,443
District-New Capital	\$50,000
Outside	\$1,035,000
TOTAL	\$1,823,135

PYP AND MYP IMPLEMENTATION TIMELINE

TIME LINE	RECOMMENDATIONS	COST	RESOURCE
<u>IB: Consideration Phase</u>			
2004-05	<u>Administrative</u>		
	<p>Submit Application to South St. Paul Educational Foundation to cover costs of Application A fees (due May 2004). Coordinate with Foundation to develop Special Projects Fund to organize local community/business support. This Special Projects Fund could serve as a matching grant incentive for future corporate sponsorship.</p> <p>Explore implementation of all-day, every-day Kindergarten program as an invaluable beginning for the academic and social components of IB.</p> <p>Calendar committee creates a 2-year calendar for 2005-06 and 2006-07 school years.</p> <p>Explore Bellevue, Washington Model of late-start staff development for possible inclusion in the 2-year calendar. This model would allow for a K-12 late start/early release one day per week and extending the school day of remaining four days to maintain current level of student contact time. This late start/early release would provide critical professional collaborative time for teaching staff to develop and implement IB curricular concepts. Topics to be explored would include: prep time, union agreements, community response, impact on Community Education/Kid's Choice, and impact on busing.</p>		
MAY	<p>Complete Application form Part A: Application for Candidate status for Lincoln Center, Kaposia Education Center, and Junior High.</p> <ul style="list-style-type: none"> • 3 @ \$4,300 	\$12,900	SSP Ed Foundation
	<u>Staff Development</u>		
FEBRUARY	<p>Attend the IB Level I Training in held in February:</p> <p>HS/Junior High: Conrad Anderson, Joe Burk, Stacy Jeffery, Kathleen Johnson, Butch Moening, Chuck Ochocki, Abby Weis, Jim Woodburn.</p> <p>Elementary: Terry Bretoi, Connie Garling, Janelle Johnson, John Laliberte, Kate McCarthy and Jane Stassen.</p> <ul style="list-style-type: none"> • 14 @ \$1,500 	\$21,000	Title Programs

TIME LINE	RECOMMENDATIONS	COST	RESOURCE
<u>IB: Consideration Phase (continued)</u>			
MARCH	Secondary teachers/administrators visit an established Middle Years Programme. <ul style="list-style-type: none"> 8 Sub Days @ \$125 	\$1,000	Junior High Budget
APRIL	One teacher from each elementary building at each grade level, both assistant principals, certified Title teachers, IB Coordinators, and six secondary teachers will attend Level I IB Training. <ul style="list-style-type: none"> PYP: 14 Teachers, 2 Administrators, 2 Coordinators, MYP: 6 Teachers 24 @ \$1,500 	\$36,000	Title Programs
	<u>Curriculum</u>		
SPRING	Work on coordinating curriculum between Crosswinds Middle School and South St. Paul High School.		
	<u>Staffing</u>		
MARCH-APRIL	Finalize Job Description for IB Coordinator positions. Interview and recommend candidates prior to April training.	Beginning 2005-06	
SPRING	Re-evaluate roles and responsibilities of Gifted and Talented Coordinator and Reading Improvement Coordinator.	Not Determined	
	Grant Writer	\$5,000	General Fund

TIME LINE	RECOMMENDATIONS	COST	RESOURCE
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IB: Consideration Phase

SUMMER 2005 Staff Development

School Board members and district office personnel attend IB Regional Meetings.

- | | | |
|--|---------|--------------------|
| • 2 Board Members | \$3,000 | Board of Education |
| • 1 Director of Curriculum and Instruction | \$1,500 | C & I |
| • 1 Superintendent | \$1,500 | Superintendent |

Curriculum

Training of trainers for William and Mary Curriculum: Stassen/McCarthy	\$2,500	Staff Development
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Training for 2-10 Language Arts teachers in William and Mary Curriculum.	\$5,000	C & I
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Collaborative time for development of one PYP unit at each grade level K-6.

7th and 8th grade language arts inter-disciplinary unit development and planning

- | | | |
|---|---------|----------------|
| • 16 Teachers (2 per grade level/2 coordinators) @ \$28.78/hour/15 hours: Garling/Laliberte | \$6,907 | Title Programs |
| • 8 Teachers, 1 Coordinator @ \$28.78/hour/15 hours: Johnson | \$3,885 | Title Programs |

Curriculum materials will be identified to support the development of the first PYP unit at each grade level (K-6) in each elementary school.	\$50,000	C & I
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Curriculum materials will be identified to support MYP.

TIME LINE	RECOMMENDATIONS	COST	RESOURCE
IB: Candidate Phase: Trial Implementation			
2005-06	<u>Administrative</u>		
	Re-evaluate student schedule for grades 7-12, course offerings for grades 7-10, and graduation requirements.	Unknown	
	Host 2-day PYP consultant visit.		
	Host 2-day MYP consultant visit.		
June	Complete Application B for Lincoln Center, Kaposia Education Center, and Middle Years.		
	<ul style="list-style-type: none"> • 3 @ \$4,500 	\$13,500	District
	<u>Staff Development</u>		
	Continue Level I training for teaching staff.		
	<ul style="list-style-type: none"> • PYP – 28 Teachers @ \$1,500 	\$42,000	Outside Funding
	<ul style="list-style-type: none"> • MYP – 12 Teachers @ \$1,500 	\$18,000	Outside Funding
	Begin Level II training for teaching staff		
	<ul style="list-style-type: none"> • PYP – 14 Teachers @ \$1,500 	\$21,000	Outside Funding
	<ul style="list-style-type: none"> • PYP – 4 Administrators @ \$1,500 	\$6,000	Outside Funding
	<ul style="list-style-type: none"> • MYP – 12 Teachers @ \$1,500 	\$18,000	Outside Funding
	<ul style="list-style-type: none"> • MYP – 6 Administrators @ \$1,500 	\$9,000	Outside Funding
	<u>Curriculum</u>		
	7 th and 8 th grade social studies and language arts implementation.		
	7 th and 8 th grade remaining subject areas planning		
	9 th grade social studies and language arts planning.		
	Implement one PYP inter-disciplinary unit K-6.		
	<u>Staffing</u>		
	IB Coordinators up to 3 FTE (ongoing)	\$150,000	Outside Funding
	Re-evaluate roles and responsibilities of Elementary Media Specialists in areas of curriculum and technology support.		

TIME LINE	RECOMMENDATIONS	COST	RESOURCE
IB: Candidate Phase: Trial Implementation			
SUMMER 2006	<u>Curriculum</u>		
	Collaborative time for development of two PYP units at each grade level K-6. 16 teachers (2/grade level/2 coordinators) @ \$28.78/hour/15 hours: Garling/Laliberte	\$7,771	Elementary Budget
	7 th and 8 th grade all remaining subjects inter-disciplinary unit development and planning 16 teachers, 1 coordinator @\$28.78/hour/15 hours: Johnson	\$7,339	Jr. High Budget
	9 th grade planning in social studies and language arts 16 teachers @ \$28.78/hour/15 hours	\$6,907	High School Budget
	Curriculum materials will be identified to support the development of the two PYP units at each grade level (K-6) in each elementary school.	\$100,000	C & I
	Curriculum materials will be identified to support MYP.		

TIME LINE	RECOMMENDATIONS	COST	RESOURCE
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IB: Candidate Phase: Trial Implementation

2006-07

Administrative

PYP Exhibition for students in last year of programme (grade 6)

Staff Development

School Board members and district office personnel attend IB Regional Meetings.

\$6,000

Board of Education

Continue Level I training for teaching staff.

- PYP—38 Teachers @ \$1,500

\$57,000

Outside Funding

- MYP—20 Teachers @ \$1,500

\$30,000

Outside Funding

Continue Level II training for teaching staff.

- PYP—14 Teachers @ \$1,500

\$21,000

Outside Funding

- MYP—16 Teachers @ \$1,500

\$24,000

Outside Funding

Begin Level III training for teaching staff.

- PYP—14 Teachers @\$1,500

\$21,000

Outside Funding

- MYP—12 Teachers @ \$1,500

\$18,000

Outside Funding

Curriculum

Require one trimester of language survey for 7th graders and one year of world language for 8th graders. This will require a change in staffing to be more efficient.

Work on planning and implementing remaining subject areas in grades 9 and 10 for next school year.

Full implementation for grades 7 and 8

Staffing

IB Coordinators up to 3 FTE (ongoing)

\$150,000

Outside Funding

Hire Spanish language teachers, one at each elementary building, serving prep time, and teaching students grades second half of two through six and consultation and direct instruction for grades K-1 (ongoing).

\$100,000

General Fund

Media Specialists no longer provide building-wide prep time K-6. They would provide prep/direct instruction to students in grades K-1 and first half of grade 2 along with curriculum support of grades 2-6.

TIME LINE	RECOMMENDATIONS	COST	RESOURCE
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IB: Candidate Phase: Trial Implementation

Summer 2007

Curriculum

Collaborative time for development of three PYP units at each grade level K-6. 16 teachers (2/grade level/2 coordinators) @ \$28.78/hour/30 hours: Garling/Laliberte	\$15,541	Elementary Budget
9 th grade all remaining subjects inter-disciplinary unit development and planning 16 teachers, 1 coordinator @\$28.78/hour/30 hours: Johnson	\$14,678	High School Budget
10 th grade planning in social studies and language arts 8 teachers @ \$28.78/hour/30 hours	\$6,907	High School Budget
Curriculum materials will be identified to support the development of the three PYP units at each grade level (K-6) in each elementary school.	\$150,000	C & I
Planning for remaining subject areas in grades 9 and 10.		

TIME LINE	RECOMMENDATIONS	COST	RESOURCE
2007-08	<u>Staff Development</u>		
	Continue Level I training for teaching staff.		
	<ul style="list-style-type: none"> • PYP—38 teachers @ \$1,500 	\$57,000	Outside Funding
	<ul style="list-style-type: none"> • MYP—32 teachers @ \$1,500 	\$48,000	Outside Funding
	Continue Level II training for teaching staff.		
	<ul style="list-style-type: none"> • 30 teachers @ \$1,500 	\$45,000	Outside Funding
	<u>Curriculum</u>		
	Full implementation for grades 7-10		
	Full implementation for grades K-6		
	<u>Staffing</u>		
	IB Coordinators up to 3 FTE (ongoing)	\$150,000	Outside Funding
	Spanish Specialists (ongoing)	\$100,000	General Fund

TIME LINE	RECOMMENDATIONS	COST	RESOURCE
Summer 2008	<u>Curriculum</u>		
	Ongoing curriculum revisions and improvements	Unknown	C & I
	Ongoing curriculum materials	Unknown	C & I

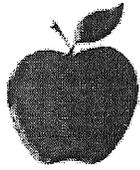
TIME LINE	RECOMMENDATIONS	COST	RESOURCE
2008-09	<u>Administrative</u>		
	IB annual basic fee 3 @ \$3,100 (ongoing)	\$9,300	General Fund
	<u>Staff Development</u>		
	Ongoing training for teaching staff and teachers not yet trained	Unknown	
	<u>Staffing</u>		
	IB Coordinators up to 3 FTE (ongoing)	\$150,000	Outside Funding
	Spanish Specialists (ongoing)	\$100,000	General Fund

APPENDIX

IB PYP Frequently Asked Questions

IB MYP Frequently Asked Questions

Bibliography



South St. Paul
PUBLIC SCHOOLS
SPECIAL SCHOOL DISTRICT NO. 6



The IB Primary Years Programme

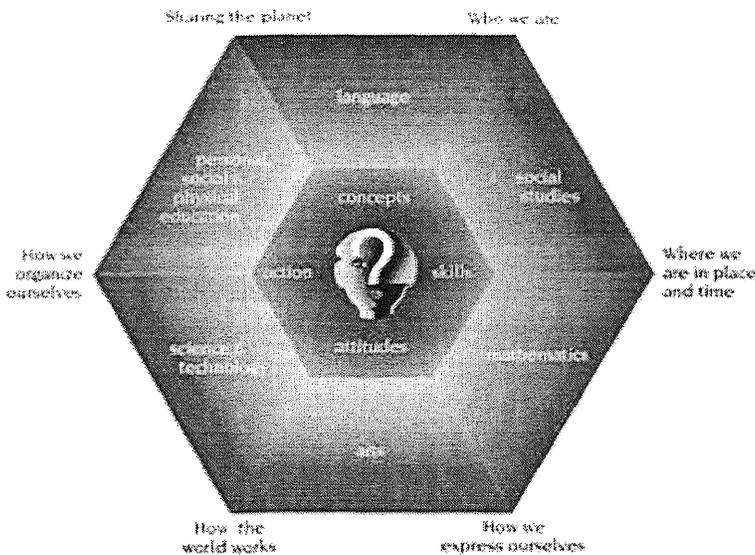
The South St. Paul School District is exploring the feasibility of adopting the International Baccalaureate (IB) Primary Years and Middle Years Programmes (PYP and MYP) in addition to the Diploma Programme (DP) that has been offered at the high school since 1986. The following are frequently asked questions about the MYP:

How is the Primary Years Programme different from other elementary school programmes?

The Primary Years Programme (PYP) provides an educational framework based upon what is currently known about how young children learn. It draws on the best practices in elementary school instruction. The PYP requires all teachers in the school to plan units of instruction and lessons collaboratively around six important themes. The collaboration facilitates a carefully thought-out and sequential development of skills, knowledge

and attitudes, while the organizing themes provide both students and teachers a rich and inviting learning environment in which they can explore. In brief, the six organizing themes are: Who we are; Where we are in place and time; How we express ourselves; How the world works; How we organize ourselves; and How we share the planet.

In the PYP, students are taught to understand that learning is about asking questions and looking for answers, which in turn may generate new, and perhaps more complex questions in need of answers. As teachers work with students through this programme of guided inquiry, they also help students understand what their relationship and responsibility is towards what they are learning. In the PYP character-building shares a prominent place alongside learning.



The PYP Curriculum Model

At the centre of the PYP curriculum are five essential elements: knowledge, concepts, skills, attitudes, and action. The aim of the programme is to help students acquire a holistic understanding of six main themes, shown on the outside of the programme model, through the interrelatedness of these essential elements.

ideal tool for learning. While the IBO does not define curriculum content in the Primary Years Programme, it does require all schools to develop their curricula around the following themes each year of the programme: *Who we are; Where we are in place and time; How we express ourselves; How the world works; How we organize ourselves; and How we share the planet.* These themes represent six broad ideas that are seen by the IBO as worthy of exploration by all schools everywhere. Teachers, then, develop units of inquiry around each theme using content knowledge as appropriate and the questions students themselves formulate. A school's programme of inquiry represents an articulated curriculum for the primary grades.

What does the Primary Years Programme mean by "a programme of inquiry"?

The philosophy of the Primary Years Programme is based on a commitment to structured inquiry as an

Does the Primary Years Programme’s “programme of inquiry” allow teachers to continue to teach what they have always taught?

A significant part what teachers have always taught, or what the state or province requires them to teach, can be integrated into the PYP’s programme of inquiry. However, schools may choose to address some parts of the curriculum outside the programme of inquiry framework. Regardless of what parts of the curriculum teachers decide are best taught inside or outside the programme of inquiry, all of their planning and assessing should be informed by the Primary Years Programme’s philosophy.

Can students with special needs participate in the Primary Years Programme?

Yes. IB-authorized schools are expected to involve all of their students in the Primary Years Programme, regardless of their learning needs. The IBO refers to this as a “whole-school approach.” The IBO expects that schools will make any necessary accommodation for students with special needs.

The Primary Years Programme (PYP), for students aged 3 to 12, focuses on the development of the whole child, in the classroom but also in the world outside, through other environments where children learn. It offers a framework that meets children’s several needs: academic, social, physical, emotional and cultural.
-www.ibo.org

How are students assessed in the Primary Years Programme?

Assessment in the Primary Years Programme is developed by the classroom teacher, rather than by the IBO. The IBO encourages schools to employ a wide range of assessment strategies that are both formative and summative. Any standardized tests required by local or national authorities may form a part of the PYP school’s assessment strategy. The IBO views assessment as needing to be authentic, essential, rich, engaging and feasible, and incorporates students in the evaluative process. Formative assessment is interwoven within the daily learning and helps teachers and students find out what they already know in order to plan the next stage of learning. Formative assessment and teaching are directly linked; neither can function effectively or purposefully without

the other. Summative assessment takes place at the end of the teaching and learning process and gives students the opportunity to demonstrate what has been learned. The IBO provides guidance on appropriate assessment in the PYP Assessment Handbook.

Do all students in a school have to follow the Primary Years Programme?

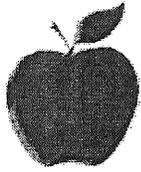
Yes. The IB Primary Years Programme is expressly designed for every student on campus. Schools are expected to implement the PYP using what is referred to as “a whole-school approach,” making appropriate accommodations for students with different learning needs. The IBO believes that all students can find tremendous growth and value in the Primary Years Programme.

Do Primary Years Programme students have to take IB examinations?

There are no IB examinations in the PYP. All student assessment is organized and conducted by the teachers in the school.

For more information about the IB Primary Years Programme...

- Check out the IB website at www.ibo.org
- Contact Connie Garling (Lincoln Center Principal)
(651) 457-9426 or cgarling@sspps.org
- Contact John Laliberte (KEC Principal)
(651) 451-9260 or jlaliberte@sspps.org



South St. Paul
PUBLIC SCHOOLS
SPECIAL SCHOOL DISTRICT NO. 6



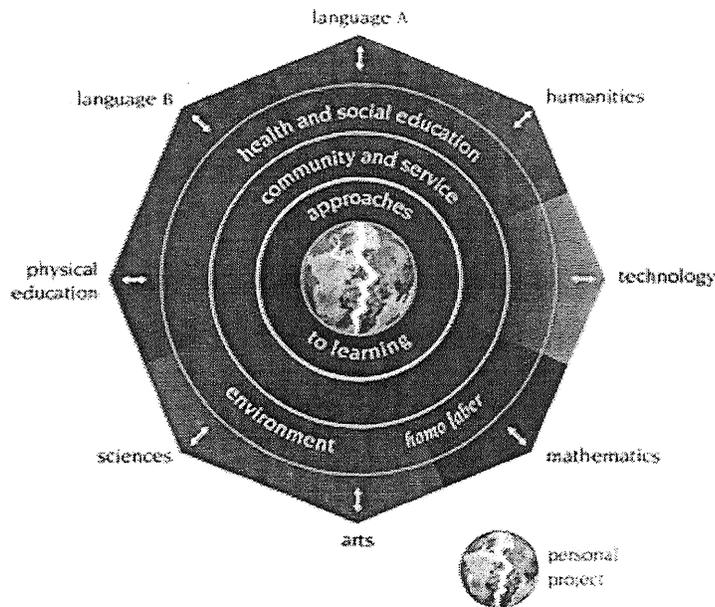
The IB Middle Years Programme

The South St. Paul School District is exploring the feasibility of adopting the International Baccalaureate (IB) Primary Years and Middle Years Programmes (PYP and MYP) in addition to the Diploma Programme (DP) that has been offered at the high school since 1986. The following are frequently asked questions about the MYP:

What is the International Baccalaureate (I.B.) Middle Years Programme?

The Middle Years Programme (MYP) is an educational framework that requires students to study in eight subjects (literature taught in the student's native language, foreign language, social studies, science, math, arts, physical education and technology) in each of the five years the programme lasts. Local, state, provincial, or national, curriculum requirements are the basis of each subject's content. Teachers present their curriculum focused

through the MYP's Areas of Interaction, so that the instructional strategies change, rather than the subject content. The model embodies three fundamental concepts: communication (valuing language acquisition in at least two languages); holistic learning (finding the connections across and within the subjects and grade levels); and internationalism (a growing understanding of a student's own culture coupled with an understanding and appreciation of other cultures).



The MYP Curriculum Model

The MYP provides a thorough study of various disciplines. It also accentuates the interrelatedness of them, acknowledging the role of the subject disciplines and transdisciplinary study.

What grades does the Middle Years Programme encompass?

In most schools in North America, the IB Middle Years Programme is a five-year programme that begins with grade 6 and continues through grade 10. In some schools, such as those in Québec, the MYP begins with grade 7 and continues through grade 11. There are some schools, however, where the MYP is only a four-year programme. In those cases, the programme begins in grade 7 and

continues through grade 10. The decision between a four- or five-year programme is determined by the local educational structures that exist.

Do all students in a school have to follow the Middle Years Programme?

The IBO believes that all students can find tremendous growth and value in the Middle Years Programme. It was designed to be inclusive, meaning that all students should be able to participate in it. Having said that, the IBO recognizes varying local needs and therefore permits schools the flexibility to determine which students it will enroll in the programme.

Do Middle Years Programme students have to take IB examinations?

No. There are no IB examinations in the Middle Years Programme. Instead, classroom teachers design their own examinations, using a common set of IB-designed assessment criteria to mark the examinations. The classroom teachers' marks are reviewed by a team of specially trained MYP teachers from around the world to ensure that the assessment criteria are applied equally to the work of all MYP students.

Does the Middle Years Programme lead directly to the Diploma Programme?

The IB Middle Years Programme (MYP) is an excellent preparation for the Diploma Programme. Many of the concepts, programme elements, and the underlying philosophy found in the MYP are consistent with those found in the Diploma Programme. Nevertheless, the MYP is not a prerequisite. Indeed,

An educational programme needs to provide them with discipline, skills and challenging standards, but also with creativity and flexibility. The IBO builds its programme around these considerations but it is also concerned that students develop a personal value system by which to guide their own lives, as thoughtful members of local communities and the larger world.

-www.ibo.org

schools and school districts may not offer both the MYP and Diploma Programme. Further, because schools and school districts establish their own enrollment criteria for participating in the Diploma Programme, a student's prior involvement with the MYP is not a guarantee of entry into the Diploma Programme.

Do Middle Years Programme students receive any acknowledgement for their work?

Students who complete the Middle Years Programme may receive an IBO certificate of achievement. While the certificate is not considered a diploma or a school-leaving certificate, it is evidence of a student's good preparation for further studies, such as the IB Diploma or other rigorous programmes. It represents significant achievement and takes into account academic as well as non-academic aspects, such as community service and the creation of a personal project.

How does a school become a Middle Years Programme school and how long does it take?

Schools wishing to offer the Middle Years Programme (MYP) to its students must be officially authorized by the International Baccalaureate Organization (IBO) to do so. Authorization is granted to schools that successfully complete the application process, wherein schools present detailed plans and evidence that they are prepared to offer the complete MYP and have spent at least one full year implementing the programme on a trial basis.

For more information about the IB Middle Years Programme...

- Check out the IB website at www.ibo.org
- Contact Butch Moening (Principal - Grades 9-12)
(651) 457-9402 or bmoening@sspps.org
- Contact Kathleen Johnson (Principal - Grades 7-8)
(651) 457-9403 or kmjohnson@sspps.org

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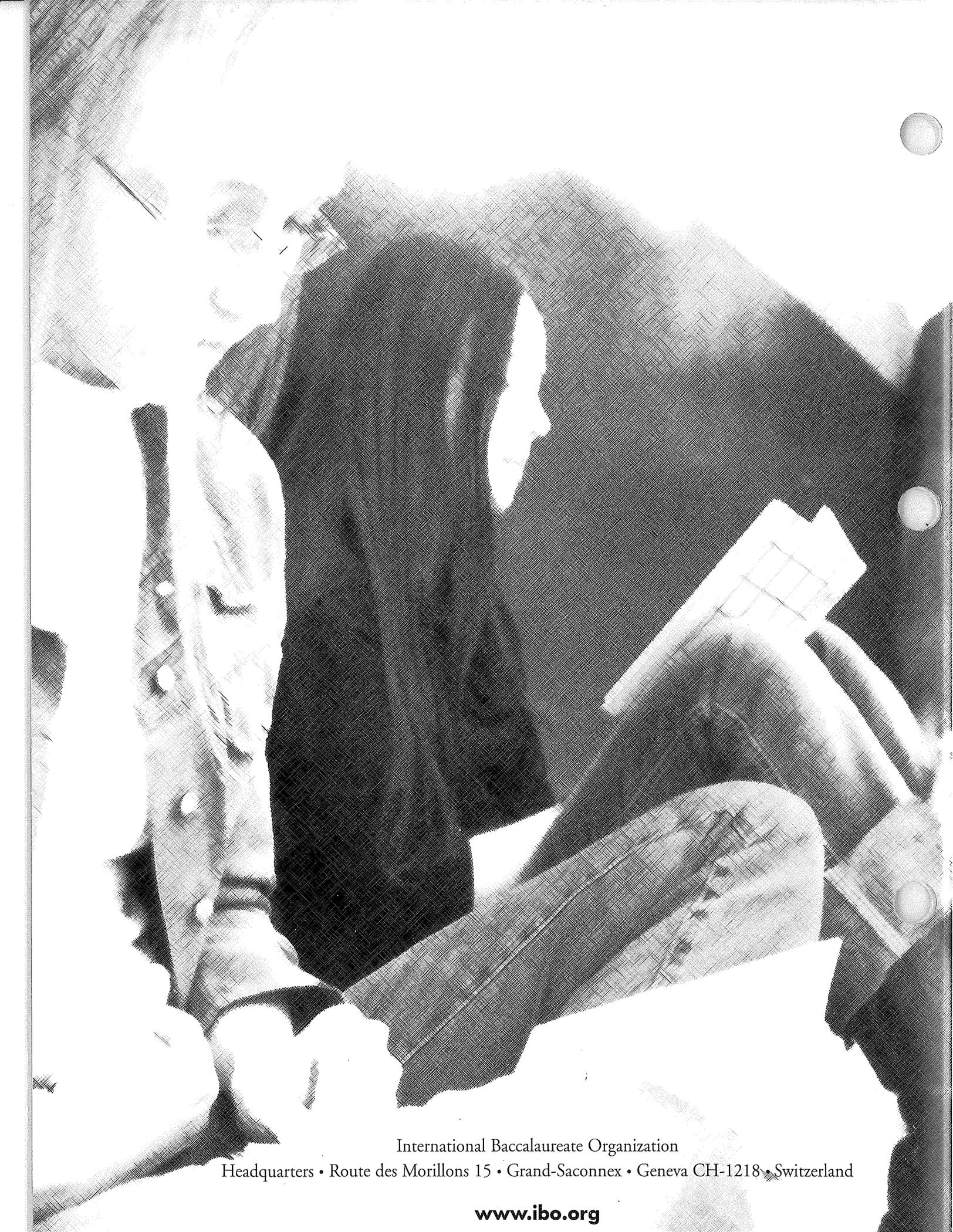


TODAY'S STUDENTS for TOMORROW'S WORLD



AN INTERNATIONAL EDUCATION



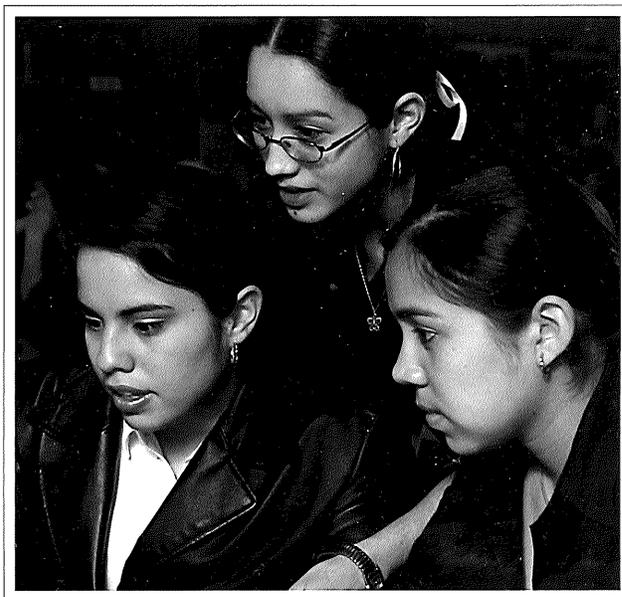


International Baccalaureate Organization
Headquarters • Route des Morillons 15 • Grand-Saconnex • Geneva CH-1218 • Switzerland

www.ibo.org

A pioneer in international education

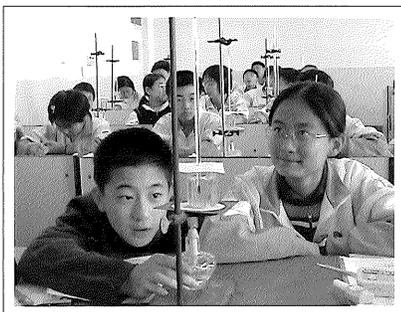
The International Baccalaureate Organization is a non-profit, Swiss educational foundation that was established in 1968. The Diploma Programme for which it is best known was developed by a group of schools seeking to establish a common curriculum and a university entry credential for geographically mobile students. They believed that an education emphasizing critical thinking and exposure to a variety of points of view would encourage intercultural understanding and acceptance of others by young people. They designed a comprehensive curriculum for the last two years of secondary school that could be administered in any country and that would be recognized by universities worldwide.



Grants from Unesco, the Twentieth Century Fund, the Ford Foundation and other groups made it possible to further develop the Diploma Programme which is now offered by a wide variety of schools and is accepted by universities around the world.

The IBO today

Today the IBO offers three programmes to schools. The Diploma Programme is for students in the final two years of secondary school. The Middle Years Programme, adopted in 1994, is for students aged 11 to 16, and the Primary Years Programme, adopted in 1997, is for students aged 3 to 12. The IBO in June of 2003 had 1,438 authorized schools in 114 countries. The number is nearly evenly divided between state schools and private, including international, schools.



The IBO provides a wide range of services to the schools that are authorized to administer its programmes. These include curriculum and assessment development, professional development activities for teachers, and research on issues related to international education. The IBO's web site provides information about the organization and its programmes: www.ibo.org

The IBO is governed by a Council of Foundation, whose members include regional representatives from governments and authorized schools and others in the field of education. Its headquarters are in Geneva, Switzerland, its curriculum and assessment activities and the business and financial operations are located in Cardiff, United Kingdom (UK) and its research activities are in Bath (UK). A worldwide network of regional offices and representatives works with authorized schools and with those interested in applying for authorization.

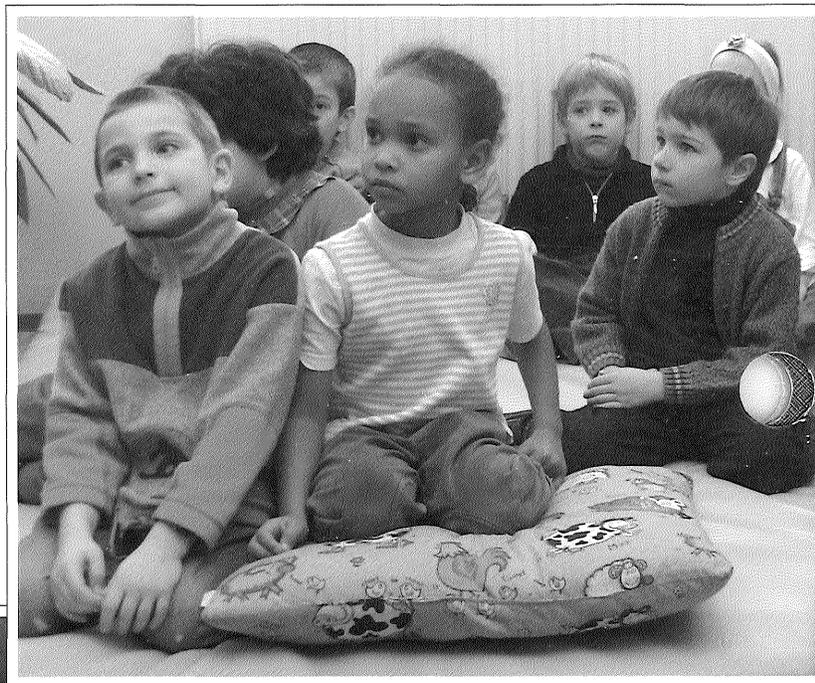
THE INTERNATIONAL BACCALAUREATE ORGANIZATION

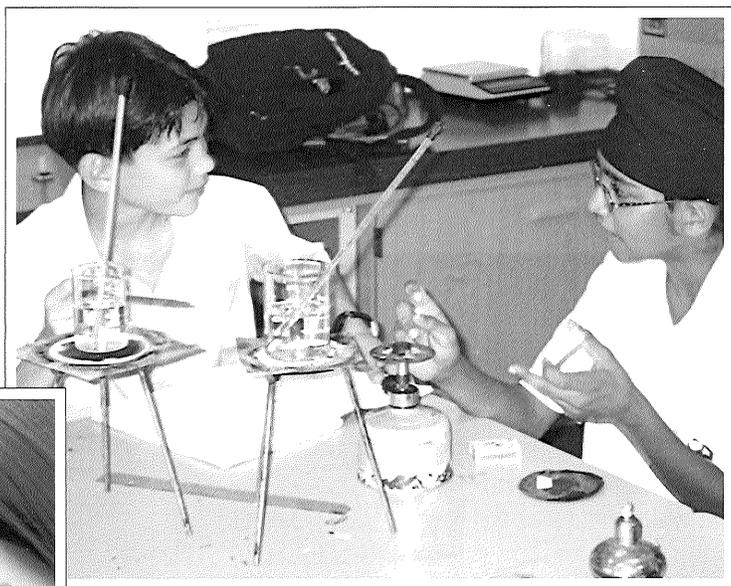
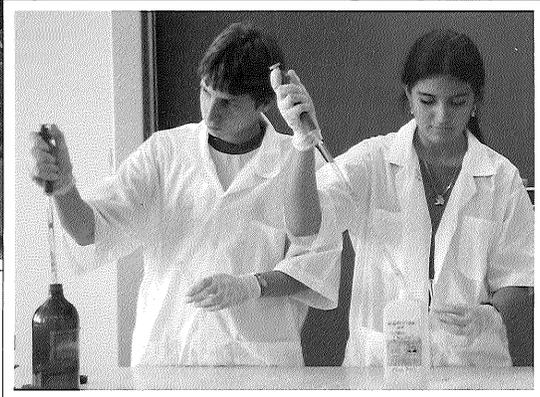
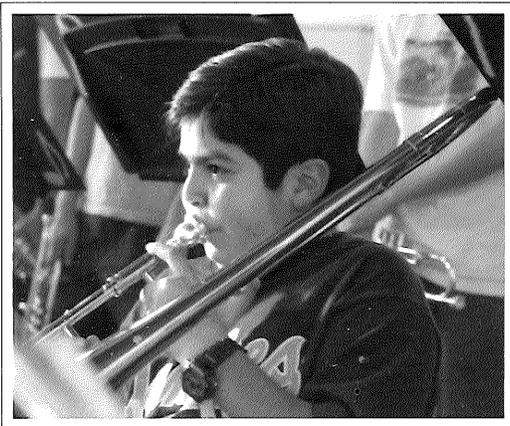
aims to develop inquiring,
knowledgeable and caring young people
who help to create a better and more
peaceful world through intercultural
understanding and respect.

To this end the IBO 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.

IBO Mission Statement
November 2002





The

Three Programmes

Introduction

The IBO offers three programmes of international education that span the primary, middle and secondary school years. The Primary Years Programme (PYP) is designed for students aged 3-12, the Middle Years Programme (MYP) for students aged 11-16, and the Diploma Programme (DP) for students aged 16-18. While these programmes form a continuous sequence, each may be offered independently.

The three programmes share a common philosophy and common characteristics. They develop the whole student, helping students to grow intellectually, socially, aesthetically and culturally. They provide a broad and balanced education that includes science and the humanities, languages and mathematics, technology and the arts. The programmes teach students to think critically, and encourage them to draw connections between areas of knowledge and to use problem-solving techniques and concepts from many disciplines. They instill in students a sense of responsibility towards others and towards the environment. Lastly, and perhaps most importantly, the programmes give students an awareness and understanding of their own culture and of other cultures, values and ways of life.

In all three programmes, the IBO offers to schools curriculum documentation, assessment procedures, teacher training workshops, school authorization and evaluation, and comprehensive support services in English, French and Spanish. In addition, both the PYP and the MYP can be taught in other languages provided certain conditions are met. Chinese has now been added as a fourth language in the MYP.

The

Primary Years Programme

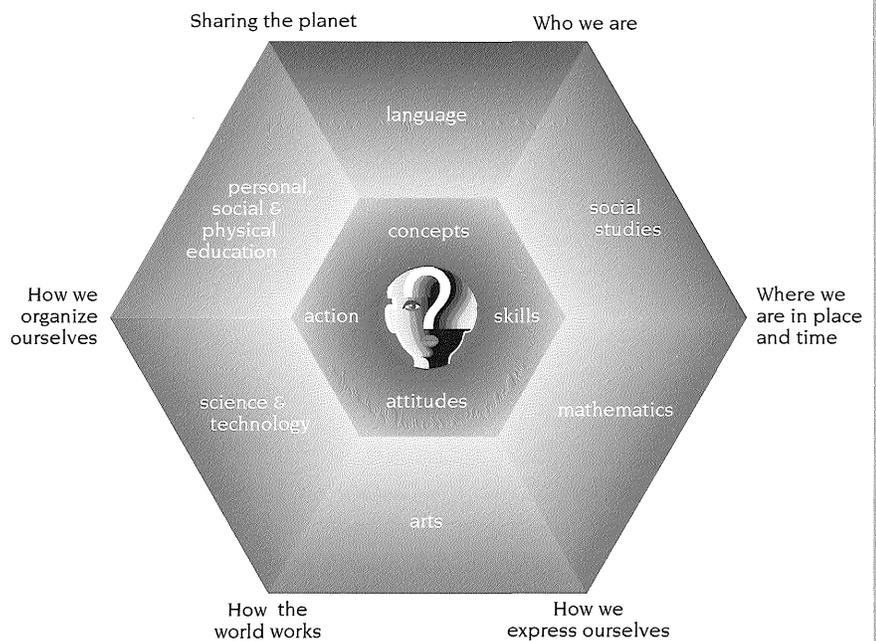
The Primary Years Programme (PYP), for students aged 3-12, focuses on the development of the whole child, addressing social, physical, emotional and cultural needs. At the same time, it gives children a strong foundation in all of the major areas of knowledge: mathematics, social studies, drama, language, music, visual arts, science, personal and social education, and physical education. The PYP strives to help children develop an international perspective—to become aware of and sensitive to the points of view of people in other parts of the world.

The curriculum in the PYP is organized around six themes:

- Who we are
- Where we are in place and time
- How we express ourselves
- How the world works
- How we organize ourselves
- Sharing the planet

These themes are intended to help children make sense of themselves, of other people, and of the physical environment, and to give them different ways of looking at the world.

The Primary Years Programme



Each theme works particularly well with one or two subject areas. For example, the theme “How we express ourselves” is often used to explore literature or the arts. “Where we are in place and time” lends itself to studying history.

However, the six themes are also transdisciplinary. That is, they go beyond any one of the subject areas. “How the world works,” for example, can serve as a theme for learning about electricity and how it is produced, how it affects our daily lives, how people lived (and continue to live) without electricity, and how to use electricity safely. The purpose of the themes is to encourage students to think broadly and deeply. In addition, by focusing on experiences and challenges shared by people throughout the world, they help students develop a sense of responsibility towards others.

Students in the PYP explore each theme by looking at a “unit of inquiry” that is related to the theme yet more narrowly defined. A unit of inquiry about stories might be based on the theme “how we express ourselves.” Students could talk about what a story is and why people tell stories. They might describe their favourite stories, discuss what they learn from them, consider how stories are told in theatre, music, puppetry and images, and create their own stories.

In each unit of inquiry, teachers pose a series of open-ended questions that encourage students to explore all of its aspects. These questions serve as starting points for a discussion and prompt students to come up with their own questions.

They include the following:

- **Form:** *What does it look like?*
- **Function:** *How does it work?*
- **Causation:** *Why is it the way it is?*
- **Change:** *How does it change over time?*
- **Connection:** *How is it connected to other things?*
- **Perspective:** *What are the points of view?*
- **Responsibility:** *What is our responsibility?*
- **Reflection:** *How do we know?*



Students look for answers to these questions in a variety of ways. They conduct surveys and analyse the results; they collect data, plot graphs, and look for patterns. They observe and measure physical characteristics, and develop and test hypotheses.

The PYP is based on the principle that children learn by using their previous experience to make sense of new information. To explore the concept of “the home,” based on the theme “Who we are,” a teacher might invite students to paint, model or provide photographs of their own homes and share stories about different homes and the experience of moving from one place to another. The teacher might pose such questions as “What makes the place where you live a home?” and “Do all people need a home?” This approach encourages students to reflect on their own experiences and those of others and to think beyond those experiences.

Language

The process of learning language in the PYP includes applying the skills of speaking, listening, reading and writing to a meaningful activity so that students can understand why they are important. For example, in a unit of inquiry on the home, students might write to their grandparents to ask them for a photograph of the grandparents’ home, or they might write or record a description of their own home to send to a friend who lives far away.

Mathematics

Similarly, one of the ways that students learn about mathematics is by applying their understanding of numbers, patterns and measurement to a project so that they can see the purpose. They might learn to measure accurately by building a kite. They might learn about whether to round numbers up or down by calculating how many buses are needed to bring all of the students to school.



The PYP exhibition

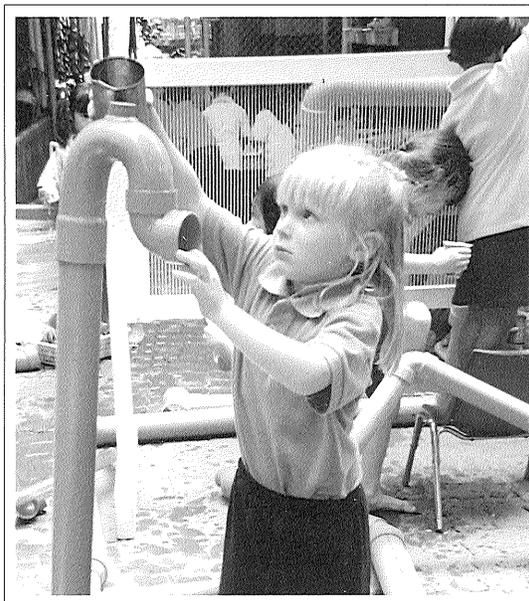
Students between the ages of 10 and 12, who are in the final year of the PYP, carry out a whole class project, or “exhibition”. The exhibition represents the culminating activity of the PYP. It requires students to analyse and propose solutions to a real-world issue or problem, drawing on what they have learned in the PYP. It must include written work, oral presentations, the use of technology, and performances in one or more of the arts. The exhibition may take the form of individual student projects, each of which addresses an aspect of an issue. It may constitute projects produced by groups of students. Or it can be a single project created by an entire class working together. In all cases, it must represent a collaborative effort and each student must make a substantial, identifiable contribution.

At one school, which was considering the addition of a new sports facility, a class researched what kind of facility the school should build. The students interviewed parents, students and community groups about their priorities. They talked to architects. They then used computers to create three-dimensional models of several facilities which they presented to the school.

An international perspective

In every aspect of school life, the PYP seeks to give students an appreciation of the perspectives of people from other cultures, regions and nations. The units of inquiry use resources and examples from a variety of cultures. Teachers encourage students to recognize that for any question or issue, there are different points of view.

In addition, all students have the opportunity to study a second language by age seven. Children learn to communicate in another language and also gain an understanding of the cultures in which the language is spoken.



Assessment

Assessment is used to guide teaching and as an opportunity for children to show, in a variety of ways, what they know and what they can do. In the PYP, it takes many forms that range from checklists to monitor progress to a portfolio of a student’s work. The IBO offers schools substantial guidance for assessment, including a detailed handbook and professional development workshops. Student portfolios and records of PYP exhibitions are reviewed on a regular basis by the IBO as part of programme evaluation.

The

Middle Years Programme

Δ12

The Middle Years Programme (MYP), for students aged 11-16, recognizes that students in this age group are particularly sensitive to social and cultural influences and are struggling to define themselves and their relations to others. The programme helps students develop the skills to cope with this period of uncertainty. It encourages them to think critically and independently, to work collaboratively and to take a disciplined approach to studying.

The MYP seeks to give students an international perspective—to help them become informed about the experiences of people and cultures throughout the world. It also fosters a commitment to help others and to act as a responsible member of the community at the local, national and international levels.

Students in the MYP study all the major disciplines, including languages, humanities, sciences, mathematics, arts, technology and physical education. The framework is flexible enough to allow a school to include subjects that are not part of the MYP curriculum but which might be required by local authorities. While the courses provide students with a strong knowledge base, they emphasize the principles and concepts of the subject. In science courses, students learn to develop and test a hypothesis, to design and conduct experiments, and to assess the validity of their conclusions. History courses teach students to evaluate and interpret historical evidence.

MYP courses approach topics from a variety of points of view, including the perspectives of other cultures. In mathematics classes, students explore how cultural, societal and historical forces have shaped mathematical thought. Art classes expose students to art forms and aesthetic values of cultures throughout the world.

Areas of interaction

Every subject group is organized, in part, around a set of perspectives that provide a framework for learning. These perspectives, known as “areas of interaction,” encourage students to make connections between subjects, to link what they learn to the real world and to global issues, and to reflect and act on their learning. The list opposite defines each perspective and gives examples of how they are developed in each of the subjects.

Personal project

In the final year of the MYP, students carry out individual projects on a topic that is of particular interest to them. The project may be an original work of art, an essay, a piece of fiction, an original experiment, or an invention. It is intended to be the culmination of the student’s experience with the five areas of interaction.

One student came up with an original design for a bike cart that can carry goods, such as groceries, → p. 10

Areas of interaction

Examples:

Art: Using drama to raise awareness of issues of teenage pregnancy or substance abuse

Humanities: Giving readings of plays or poetry in retirement homes or youth centres

Examples:

Science: Learning techniques for separating impurities from water; discussing the standards of water purity and how can we produce enough drinking water to meet the world's needs

Art: Analysing the use of graffiti

Examples:

History: Finding information from diverse sources; analysing, interpreting, and using data; reflecting on bias in historical sources

Science: Planning a fair test; constructing and testing a hypothesis

APPROACHES TO LEARNING ►

Teaches students "how to learn," including how to analyse information; how to develop, organize and present their ideas; how to access information from the library, the Internet and other media; how to work independently and collaborate with others; and how to solve problems. Students explore different learning styles and develop effective learning strategies.

◀ COMMUNITY AND SERVICE

Encourages students to use their skills and awareness of public issues gained in the classroom to help their communities and, equally important, to reflect upon their experience and consider how they can make a difference.

HOMO FABER ►

Looks at efforts to change or improve our lives and our world, focusing on the creation and discovery of technology, ideas, art, culture, languages, and systems (such as legal, government, health). Considers the ethical dimensions of advances in science, technology, medicine, and other areas.

◀ ENVIRONMENT

Examines our interdependence with the environment.

HEALTH AND SOCIAL EDUCATION ►

Increases students' understanding of health issues; develops their ability to evaluate and make decisions about health hazards they may face.

Examples:

Theatre: Investigating the setting, location, and construction of Greek amphitheatres

Science: Tracing the discovery and development of the x-ray

Geography: Comparing methods of energy production and reflecting on the implications

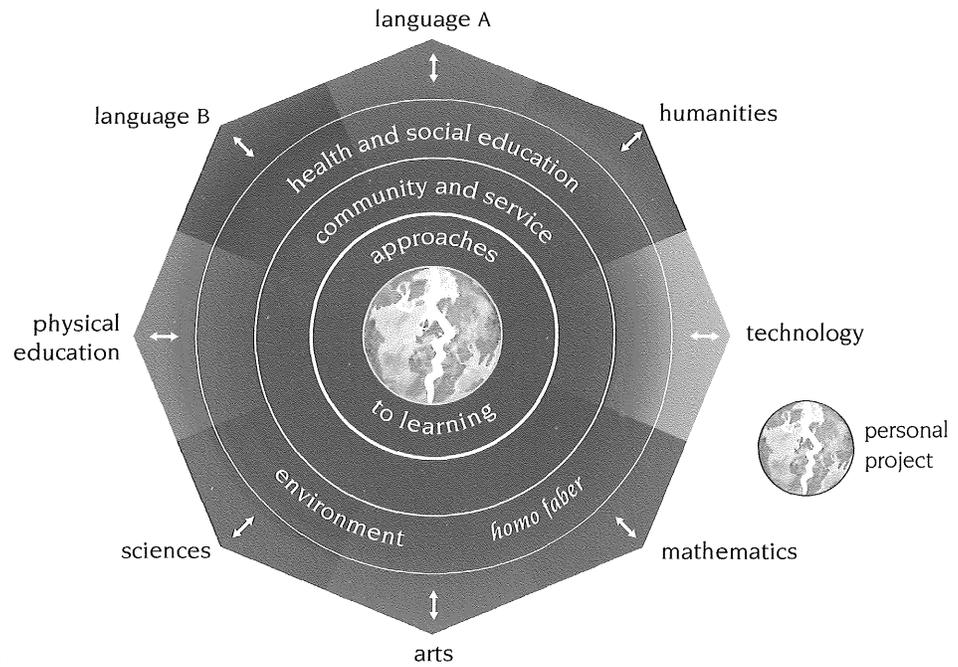
Examples:

Science: Exploring genetically modified foods

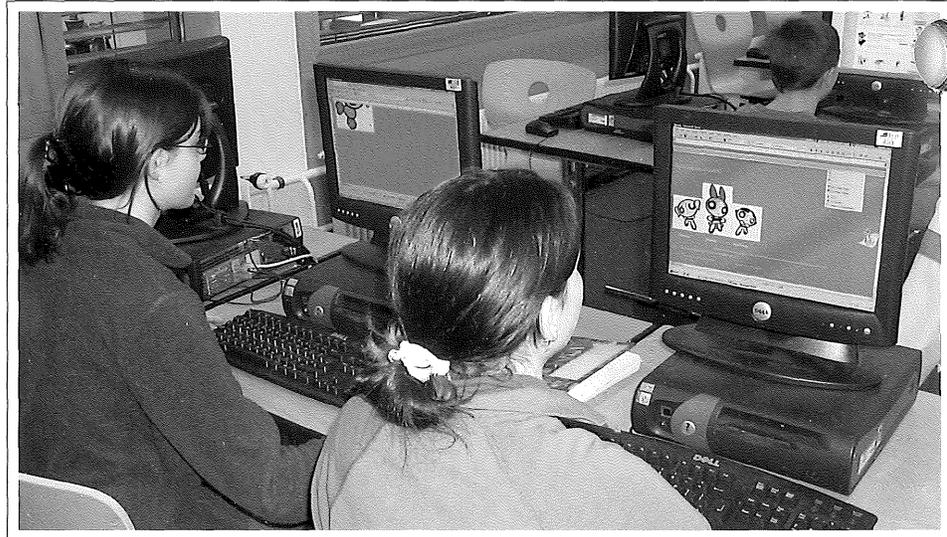
Statistics and probability: Assessing the use of data from disease-control centres



The Middle Years Programme

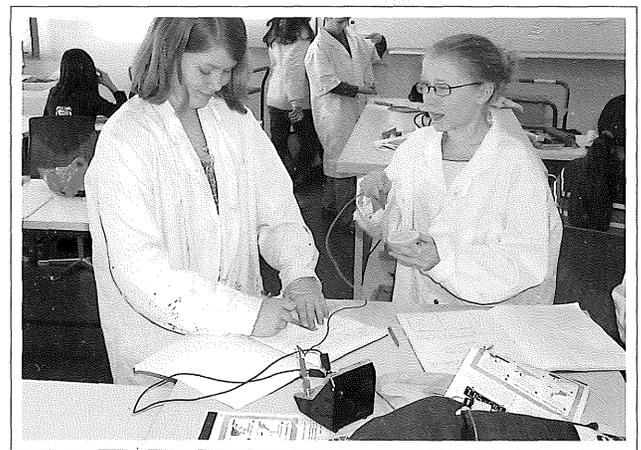


p. 8 → books, or beach gear. The project was an example of *homo faber*—the creation of a new product. It also, however, was intended as a service to the community. By designing a bike cart, the student hoped to increase the carrying capacity of bikes for people living in Holland and Asia, where the bike is a common form of transportation, and in developing countries that have little public transportation. He hoped as well that by increasing the utility of a bike, the cart would encourage people to use bikes more often, which would be good for the environment and good for their health.



Assessment

MYP teachers use a variety of tools to assess student progress, including oral presentations, tests, essays and projects, and they apply assessment criteria established by the IBO. Schools may opt for official IBO certification by asking the IBO to validate their internal assessment. This is often referred to as the “moderation system.” In this process, the IBO reviews samples of the schools’ assessment of student work and checks that the schools are correctly applying the MYP grading systems and criteria. The IBO offers guidance for teachers in the form of published examples of assessment.



Diploma Programme

The Diploma Programme (DP), for students aged 16-19, is a two-year course of study. Recognized internationally as a qualification for university entrance, it also allows students to fulfil the requirements of their national education system. Students share an educational experience that emphasizes critical thinking as well as intercultural understanding and respect for others in the global community.

The DP offers a broad and balanced curriculum in which students are encouraged to apply what they learn in the classroom to real world issues and problems. Wherever possible, subjects are taught from an international perspective. Economics courses, for example, look at economic systems from throughout the world. Students study six courses selected from six subject groups, including both the sciences and the humanities.

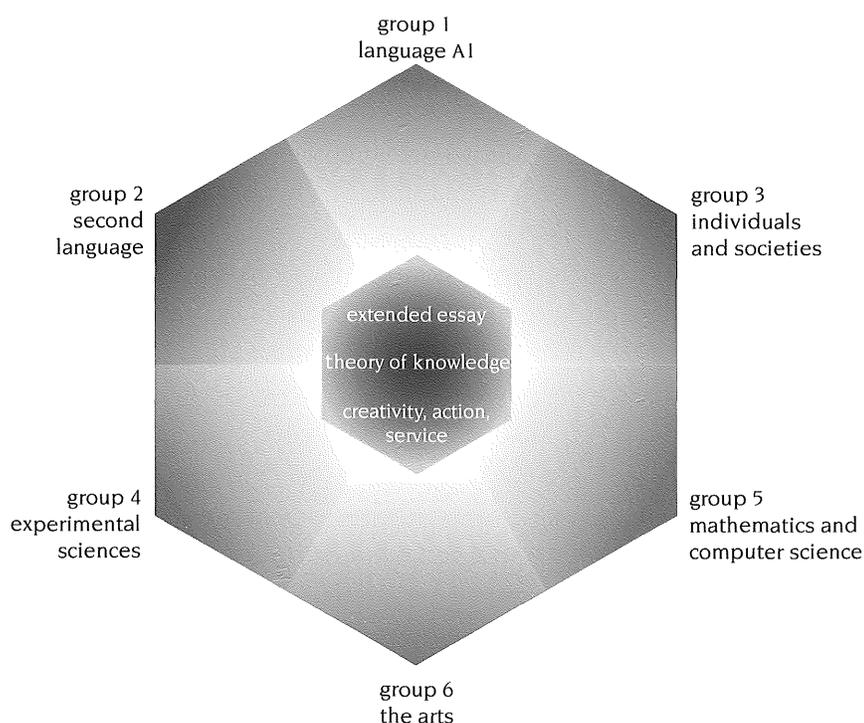
- **Group 1: *language A1***

Group 1 consists of literature courses in a student's first language. The courses introduce students to literature from a variety of periods, genres and styles. Students refine their skills in writing, speaking and analysis, and learn techniques of literary criticism. The courses help students maintain strong ties to their own cultures while giving them an international perspective through the study of literature from around the world.

- **Group 2: *language ab initio, language B, language A2***

The acquisition of a second language carries great importance in the Diploma Programme. Students learn to understand and use the language, and gain insights into the cultures of the countries where the language is spoken. This subject group includes courses for beginners (*ab initio*); second-language learners

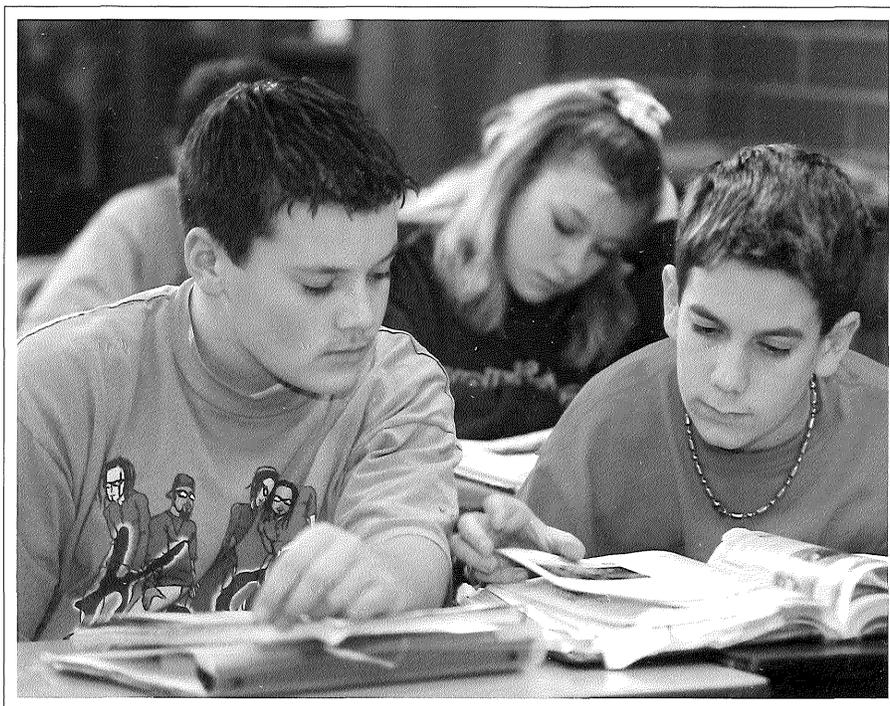
The Diploma Programme



with previous experience with the language (language B) and bilingual students with a high level of fluency (language A2).

- **Group 3: *individuals and societies***

This group includes nine subjects: economics, geography, history, philosophy, psychology, social and cultural anthropology, business and management, Islamic history, and information technology in a global society. By studying human experience and behaviour, as well as economic and social environments and institutions, students gain an appreciation of diverse perspectives and values. They learn to analyse concepts and theories, and to use quantitative and qualitative methods of data collection and analysis.



- **Group 4: *experimental sciences***

The sciences offered in this group are biology, chemistry, physics, environmental systems, and design technology. Students become familiar with the body of knowledge, methods and techniques that characterize science and technology, and learn practical laboratory skills.

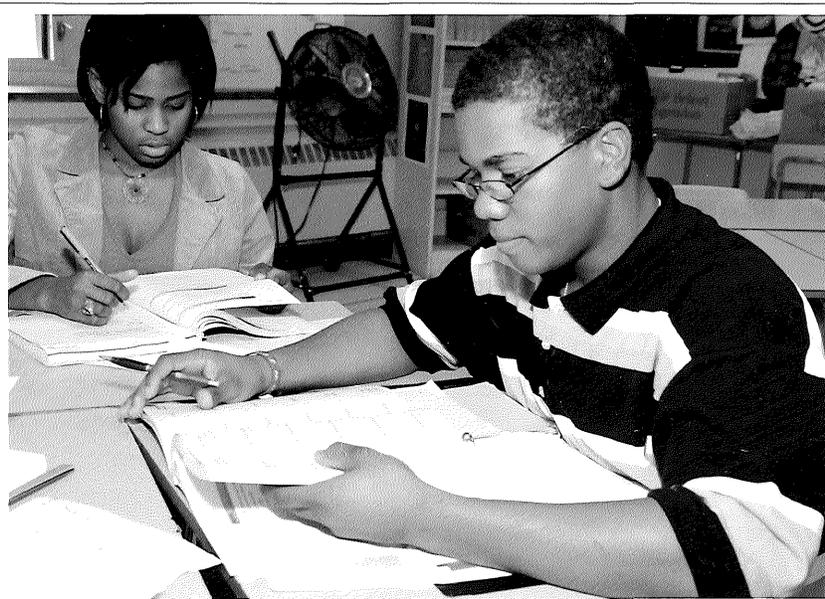
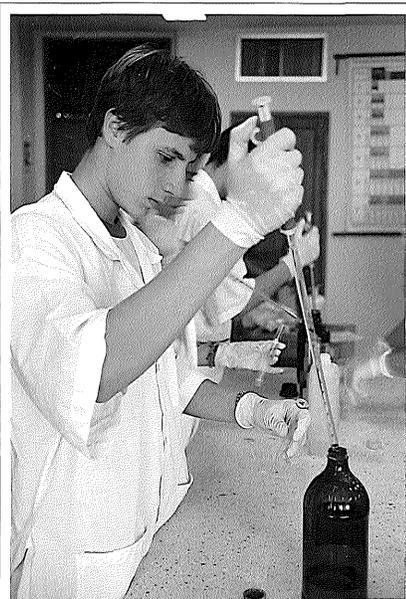
- **Group 5: *mathematics and computer science***

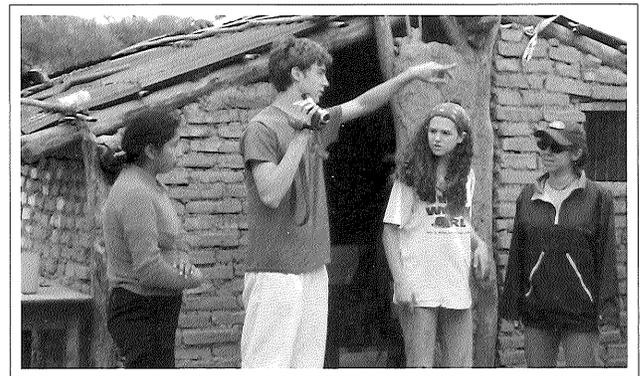
This group includes courses designed for a range of abilities and interests. Some are aimed at students who wish to study mathematics in depth, while others are for those who need mathematics to enhance their understanding of

other subjects. The courses seek to provide students with mathematical knowledge and principles. They help students develop logical and creative thinking in mathematics, and use abstraction and generalization to reach conclusions.

- **Group 6: *the arts***

The arts group includes visual arts, music and theatre arts. The emphasis is on making art. That is, students gain an understanding of the arts and learn to express themselves artistically by creating, producing or performing works of art. In addition, they explore art forms from cultures throughout the world.





Core requirements

At the heart of the Diploma Programme are three requirements that students must fulfil in addition to their coursework in six subjects.

Theory of knowledge

One of the most important components of the Diploma Programme is the theory of knowledge course, which challenges students to question the bases of knowledge—to reflect critically on how they know what they believe to be facts or the truth. It consists almost entirely of exploring questions about different sources of knowledge (perception, language, emotion, reason) and different kinds of knowledge (scientific, artistic, mathematical, historical), such as:

- Do we construct reality or do we recognize it?
- Does knowledge always require some kind of rational basis? Is there any kind of knowledge which can be attained solely through emotion?
- Is scientific knowledge progressive; has it always grown? Can we reach a point where everything important in a scientific area is known?

Creativity, action and service

Another important component of the Diploma Programme is creativity, action and service (CAS). To fulfil this requirement, students must take part in artistic activities (creativity); sports, expeditions or local or international projects (action); or community or social-service projects (service). Participation in CAS raises students' awareness of community needs and gives them an opportunity to apply what they have learned in the classroom to address those needs. It also gives them confidence in their ability to bring about change. The projects must have tangible results and offer real benefit to others.

The extended essay

An extended essay of 4,000 words offers students an opportunity to conduct an in-depth study of a topic of special interest. The experience and skills gained in carrying out independent research and producing a structured, substantial piece of writing provide excellent preparation for research at university level.



Assessment

The assessment of student work in the Diploma Programme is largely external. At the end of the programme, students take examinations which are marked by outside examiners who work closely with the IBO. The types of questions posed in the examination papers range from multiple-choice questions, essay questions, and data analysis questions to case studies. Students are also graded on the extended essay and on an essay and oral presentation for the theory of knowledge course.

A smaller part of the assessment of student work is carried out within a school by DP teachers. The work that is assessed includes oral commentaries in the languages, practical experimental work in the sciences, fieldwork and investigations, and exhibitions and performances in the arts. Examiners check the assessment of samples of work from each school to ensure that IBO standards are consistently applied.



For each examination session, approximately 80% of full diploma candidates are awarded diplomas. The majority of students register for the full diploma, but students may also register for a limited number of subjects, for which they are awarded certificates with the final grade.



Professional Development for Teachers

INTERNATIONAL BACCALAUREATE ORGANIZATION

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Online curriculum centre

DP home page | MYP home page | PYP home page

Select programme | Select curriculum area | Select support area | go

Welcome Anne. If you are not, Anne click here to log out.

My profile

Forums

View resources

Add resources

Your faculty member

My profile

Search

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OCC home

Welcome to the online curriculum centre

The online curriculum centre (OCC) is a password-protected IBO web site designed to support teachers of the three IB programmes. This web site is largely funded by The Goldman Sachs Foundation.

The OCC is partly managed by the online faculty, which has responsibility for two specific areas of the site: user resources and discussion forums. Members of this faculty also provide help and support for teachers delivering the IB programmes and are appointed for their subject expertise at:

Sciences

OCC home > MYP home > Sciences

Forums and resources

New messages

New resources

IBO publications

Personal project online training course

Guide

Guide to Programme Evaluation

OCC home > DP home

Diploma Programme

Welcome to the Diploma Programme (DP) home page of the OCC. You can use the interactive curriculum model below as a navigation tool for the site, or use the drop-down menus above. You may also navigate the site via the areas you have chosen for your user profile. These are listed in the shortcut bar above.

DP curriculum model

View model

The Diploma Programme

The IBO's Diploma Programme was created in 1962. It is a demanding pre-university course of study that leads to examinations. It is designed for highly motivated secondary school students aged 16 to 19.

The programme has earned a reputation for excellence.

OCC home > PYP home > E-learners

E-learners

This page gives you access to PYP discussion forums and "hot reads" for the PYP. Teachers may also find post resources, and examples of students' work and curriculum documents produced in their schools.

PYP discussion forum

Access the PYP discussion forum by clicking on **Forums** in the left-hand navigation bar. You can participate in discussions with PYP teachers throughout the world.

PYP resources

You can view details of resources submitted by PYP teachers by clicking on **View resources** in the left-hand navigation bar.

You can share details of your own resources by clicking on **Add resources** in the left-hand navigation bar.

Hot reads for the PYP

A short list of recommended reading from IBO staff, to be refreshed quarterly.

Discovering and Exploring Habits of Mind

A life like mine. How children live around the world

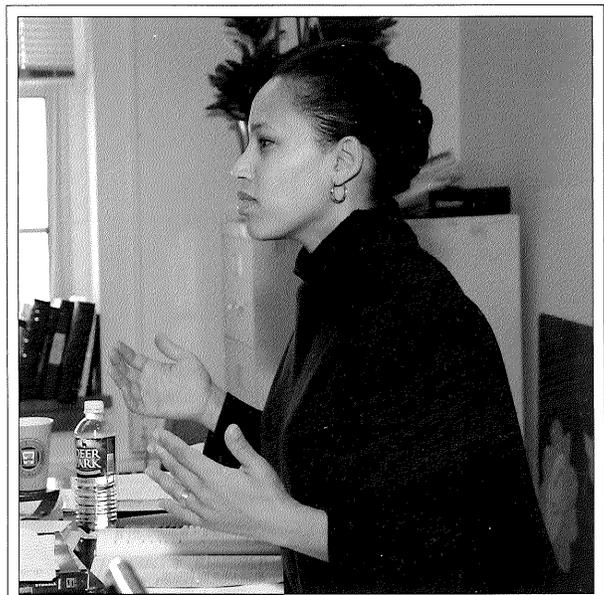
Understanding by Design

El aprendizaje a través de la indagación: docentes y alumnos diseñan juntos el currículo

The IBO offers a wide range of professional development resources and activities to teachers of the PYP, MYP and DP. Its professional development division works both independently and in collaboration with universities and professional development organizations.

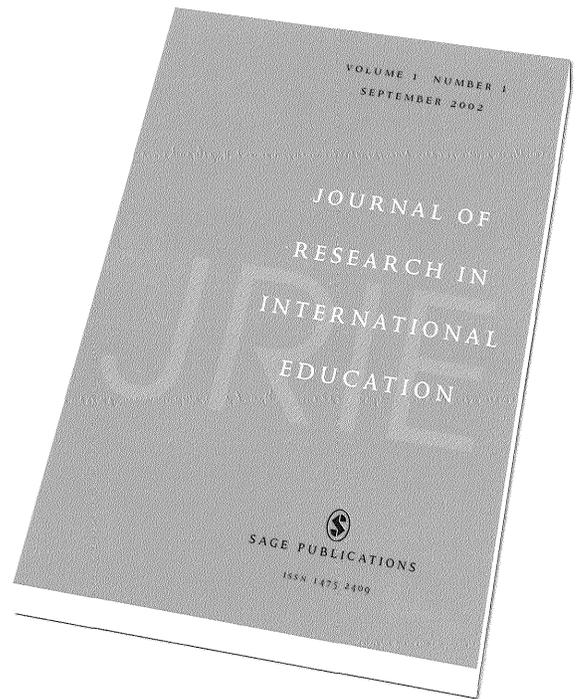
One of the IBO's most widely used resources is the online curriculum centre (OCC). The OCC is a password-protected site available in English, French and Spanish, with Middle Years Programme materials also available in Chinese. The site provides over 3,000 education materials, including IBO training modules, lesson plans and suggestions posted by other teachers from around the world. Teachers may consult with an online panel of experts who have extensive experience with IB programmes and substantial knowledge of their subject areas. The site enables teachers to interact with an online, international community of learners who are committed to sharing ideas and helping each other.

Teachers may also participate in professional development workshops which are led by practising IB teachers. The workshops are organized by the four regional offices of the IBO, which are located in Geneva, New York, Singapore and Buenos Aires. The IBO supports workshop leaders with a series of training programmes and comprehensive sets of support materials. Workshop leaders use a secure area of the OCC to collaborate with other leaders around the world in designing workshops and developing supplementary materials.



Research

The International Baccalaureate research unit (IBRU) conducts and supports research on curriculum development, professional development and assessment in the field of international education. These issues include the impact of the core values of the programmes on students as well as broader questions about international education. IBRU frequently collaborates with other research organizations and undertakes externally funded research. Current research projects include the evaluation of distance teaching using videoconferencing, interactive intergenerational learning, online assessment, and cultural influences in web-based learning technologies. The research unit maintains an international education research database as a resource for teachers and educators. It produces a peer-reviewed *Journal of Research in International Education* that is published three times a year and an online quarterly newsletter, *IB Research Notes*.



The IBO would like to thank the following schools
for contributing photographs:

American Community School at Beirut, Lebanon
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International School of Basel, Switzerland
International School of Milan, Italy
III Liceum Ogólnokształcące, Poland
Luther Burbank High School, USA
Lyseonpuiston lukio, Finland
New International School of Thailand, Thailand
Pembroke School, Australia
Poudre High School, USA
Seisen International School, Japan
Shuren Private School, China



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