

International Baccalaureate



Ozark High School Programme Handbook

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For Ozark High School

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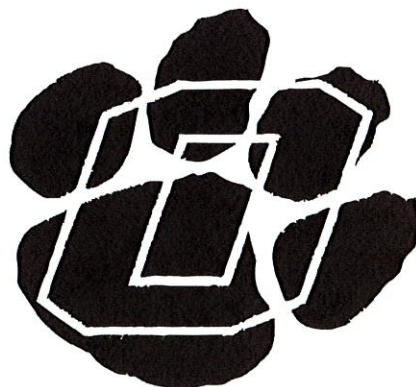


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The International Baccalaureate Diploma Programme

The IB Programme's educational philosophy of the organization is found in its mission statement:

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

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

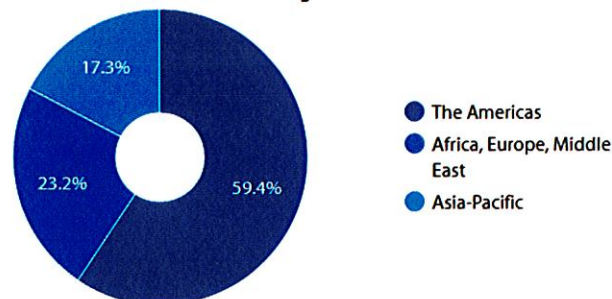
Because students in the twenty-first century are faced with a multitude of bewildering decisions, education must address the values as well as opportunities that will allow them to expand dramatically and develop sound judgment. As these young citizens are confronted with advanced technologies and global cultures and economies they must come to realize that they are bound together in a world community that will thrive only if its participants appreciate and understand cultural diversity. The IB mission statement is detailed in the IB Learner Profile.

History of the International Baccalaureate

A private, non-governmental organization, the IBO is a chartered foundation under the Swiss civil code. Its headquarters are in Geneva with regional offices located in Singapore, Switzerland, Argentina and the United States. The office of Curriculum and Assessment is in Cardiff, Wales UK. In the 1960s, the IBO grew out of international school efforts to establish a common curriculum and university entry credential for geographically mobile students. These efforts became known as International Baccalaureate in 1967. The Middle Years Program was added in 1992, the Primary Years Program in 1997 and the Career-related Programme in 2012.

The main activities of the IBO consist of the development of curriculum, the assessment of students, the training and professional development of teachers and the authorization and evaluation of schools. There are more than 1.4 million students at 4,871 IB World Schools across 153 different countries. For more information on the IBO, please visit <https://www.ibo.org>

Number of IB World Schools in each IB region



International Baccalaureate Authorization

In order to teach IB programmes, schools must be authorized. Every school authorized to offer IB programmes is known as an IB World School. IB World Schools go through an evaluation process every five years after authorization in order to maintain their World School status. IB World Schools are committed to international understanding through education. A student must be enrolled in an authorized school to be eligible to sit for the IB examinations.

IBO Governance and Administration

A foundation registered in Switzerland, the IB is non-profit. It is governed by an elected 17-member Board of Governors, which appoints the Director General, sets the strategic direction of the organization, adopts a mission statement, makes policy, oversees the IB's financial management, and ensures the autonomy and integrity of IB Diploma Programme examinations and other student assessment. Board membership represents cultural and geographical diversity.

The main sources of IB income are:

- authorization and evaluation fees
- workshops and conferences
- publications
- annual school fee
- examination fees
- other fees, including donations.

Ozark High School's Authorization as an IB School

In 2010, Ozark School District began exploring the requirements needed to become an IB World School. They visited other IB schools in the area and explored the curriculum of IB through professional development workshops that administration and teachers attended. The Ozark R-VI School Board gave permission to move forward with the authorization process and in April 2011, Ozark submitted the application granting authorization to become an IB World School. The first graduating class to receive diplomas was in 2015.

The IB Diploma Programme Curriculum

The International Baccalaureate (IB) Diploma Programme (DP) curriculum sets out the requirements for study of the DP. The curriculum is made up of the DP core and six subject groups. Made up of the three required components, the DP core aims to broaden students' educational experience and challenge them to apply their knowledge and skills.

The three core elements are: **Theory of knowledge**, in which students reflect on the nature of knowledge and on how we know what we claim to know. **The extended essay**, which is an independent, self-directed piece of research, finishing with a 4,000-word paper. **Creativity, activity, service**, in which students complete a project related to those three concepts.

The six subject groups are:

Group 1: Language A, Studies in language and literature

Group 2: Language B, Language acquisition

Group 3: Individuals and societies

Group 4: Sciences

Group 5: Mathematics

Group 6: The arts

Students choose courses from the six subject groups. Students may opt to study an additional sciences, individuals and societies, or languages course, instead of a course in the arts.

Students will take some subjects at higher level (HL) and some at standard level (SL). HL and SL courses differ in scope but are measured according to the same grade descriptors, with students expected to demonstrate a greater body of knowledge, understanding and skills at higher level. Each student takes at least three (but not more than four) subjects at higher level, and the remaining at standard level.

Standard level subjects take up 150 teaching hours. Higher level comprises 240 teaching hours.

Teacher Training and Professional Development

All teachers of IB Diploma Programme courses must be trained at an authorized IB workshop. The training sessions emphasize the requirements of the IB exams and course assessments. Diploma Programme teachers are also encouraged to periodically attend more advanced training session and participate in targeted professional development activities when the budget allows . The IB budget covers the expenses of teacher training.

IB Assessment

The IB uses several ways to assess student knowledge and understanding of the subjects. Each subject is tested through a number of different elements or components. Exams are taken at the end of the programme of study, and answers are marked (scored) by external examiners. As well as exams, assessment tasks are completed within school. These tasks are either internally assessed (they are marked by teachers and then moderated by examiners) or externally assessed (meaning they are sent directly to trained examiners to be marked).

<u>Examples of tasks sent directly to examiners to be marked:</u>	<u>Tasks marked by teachers and moderated by examiners include:</u>	<u>Within each component there is a variety of assessment tasks,:</u>
<ul style="list-style-type: none">• Examinations (including on-screen)• Extended essays• Written assignment / written tasks• Theory of knowledge essays	<ul style="list-style-type: none">• Oral work in languages• Explorations in the sciences• Investigations in mathematics• Artistic performances• Portfolios / ePortfolios• Projects• Political Engagement Activities• Study Replications	<ul style="list-style-type: none">• Multiple-choice questions• Short-response questions• Extended-response questions• Essays• Presentations• Performances

An individual component can be made up of one or more tasks. Different assessment tasks are used to ensure the IB teacher uses the best tool to test the right skills. For example, an essay can be used to assess writing skills, a multiple-choice question can be used to assess ability to recall information related to the course, and a presentation can be used to assess communication skills. Having a variety of assessment tasks means student achievement is properly tested. Student results are determined by performance against set standards, not by each student's position in the overall rank order.

Students sit for external examinations in May at the conclusion of their course (this could be at the end of Year 1 or Year 2 depending on the course). The exams are written by the IBO and student responses are sent to examiners around the world for evaluation. Internal examinations are due at different times throughout the course and are graded by the teachers and samples are sent in to IBO for moderation by examiners to check whether the teacher's marking of the sample work is appropriate.

The International Baccalaureate assesses student work as direct evidence of achievement against the stated goals of the Diploma Programme (DP) courses. DP assessment procedures measure the extent to which students have mastered advanced academic skills in fulfilling these goals, for example: analyzing and presenting information, evaluating and constructing arguments and solving problems creatively.

Basic skills are also assessed including: retaining knowledge, understanding key concepts and applying standard methods. In addition to academic skills, DP assessment encourages an international outlook and intercultural skills wherever appropriate.

Examination Fees

Examination and registration fees are collected prior to testing because results are not received until after school has dismissed for the year. Ozark School District pays for students taking OTC Fast-track courses, AP exams and IB exams as long as students receive a passing grade in the course. Students who do not receive a passing grade are required to pay any fees associated with the course. Students receiving a passing grade (a 4 or above) on their exams will be refunded the amount paid for those exams including the registration fee. The refund is approved by the Board of Education and mailed after their regular board meeting on the third Thursday in August. Students who are on free or reduced lunch can visit with IB Coordinator for an alternative arrangement.

Registration and exam fees are set by IBO each year and may vary. The current price is located on the Ozark IB Blog <https://ozarkhighib.blogspot.com/p/announcements.html>

A partial payment for the exam and registration fees must be paid by November 15 of the testing year with the remainder paid in full by April 15. Payment can be made in the office by cash or check to the IB Coordinator, or paid online through RevTrack under Parent Portal Fees. <https://ozark.revtrak.net/>

University Recognition of the IB Diploma Programme

Students who earn the International Baccalaureate diploma may gain admission to colleges and universities throughout the world. Formal agreements exist between the IBO and ministries of education, public and private. Many North American colleges and universities offer advanced standing or course credit to students with superior IB examination scores. It is advisable to check with individual universities for their IB recognition policies. The IBO publishes regular updates and guides to university recognition on its website at: <http://www.ibo.org/university-admission/>

Certificate Students

While it is the goal of Ozark High School to promote the full Diploma Programme, it is recognized that certain exceptions may be made. A Certificate in an IB Diploma Programme course indicates the completion of all course requirements and exams in a particular IB subject rather than completion of all six subjects and core DP requirements. The score on an IB Certificate is often recognized by a university with advanced standing or an award of course credit in the same way as an AP score (Advanced Placement Program). Non-Diploma Program students wishing to take individual IB courses for IB Certificates may do so by teacher recommendation, and on a space available basis. All students wishing to complete IB Certificates should complete and return a Certificate contract to the IB Counselor when scheduling for those DP Courses.

Ethics and Online Submission Consent

All Ozark DP students are expected to sign a statement of ethics verifying that the course work and activities which they submit in fulfillment of IB requirements is their own work. Any suspicion of malpractice must be reported to the International Baccalaureate Organization by the IB coordinator. A breach of ethics concerning IB course work may result in the student's removal from the IB programme. In addition, IB students also have to consent to the IB Coordinator or another authorized staff member to upload their work to the IB eCoursework system. They must consent that the work is their own and have correctly acknowledged the work of others.

Admission into IB Diploma Programme

There are no specific requirements to take IB Diploma Courses. Ozark High School wants to encourage any student who wishes to take a DP course to do so. However, there are certain expectations and recommended pre-requisites when students sign up for courses. If students have not met a pre-requisite, they may not be able to enroll in an HL course.

Ozark High School Graduation Requirements

In addition to completing the courses required for the IB Diploma Programme, students must also complete the district and state requirements in order to graduate.

- 1 fine art credit—music, theatre, art
- 1 practical art credit—business courses, FACS, Ag, Project Lead the Way and Career Center Courses
- 1/2 personal finance credit
- 1/2 health credit
- 1 1/2 PE credits
- Government Credit including Missouri and Federal Constitution tests (Met in year 1 of Global Politics)

IB Learner Profile

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

IB learners strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives-intellectual, physical, and emotional-to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

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

Recommended Sequence for DP Coursework / Exams at Ozark High School

GROUP 1: Studies in Language and Literature

Language A is the study of the student's native language. All full diploma students are required to take English A: Literature and Language at the HL level. (The exception to this would be if a student is totally bi-lingual. These students may also select a Language A2 in their second language in lieu of a Language B.)

Recommended sequence for IB Language A

- Grade 9—Honors English I
- Grade 10—Honors English II
- Grade 11—IB English A: Literature and Language HL 11
- Grade 12—IB English A: Literature and Language HL 12

GROUP 2: Language Acquisition

Language B is a second language acquired by the student during the middle and / or high school years. Ozark High School offers two languages that satisfy the Group 2 requirement: French or Spanish.

Recommended sequence for IB Language B

- Grade 9—French I or II / Spanish I or II
- Grade 10—French II or III / Spanish II or III
- Grade 11—IB French B SL 11 / IB Spanish B SL 11
- Grade 12—IB French B SL 12 / IB Spanish B SL 12

Most students will be ready for French B or Spanish B at the SL level. However, in the case that a student does not have the language pre-requisites, Ab Initio (beginning level) in French or Spanish will be an option. This choice will be made by the teacher and student together.

GROUP 3: Individuals and Societies (Social Studies)

All full diploma students are required to take Global Politics HL to meet this requirement. This course will also meet the Government requirement and students will take the Government EOC at the end of 1st semester of their Junior year.

Recommended sequence for Individuals and Societies

- Grade 9—Honors American History
- Grade 10—Honors World Cultures
- Grade 11—IB Global Politics HL 11
- Grade 12—IB Global Politics HL 12

GROUP 4: Sciences

Ozark High School offers three options that satisfy the Group 4 requirement: Biology, Chemistry, Environmental Systems and Societies and Physics.

Recommended sequence for Sciences

- Grade 9—Honors Physical Science
- Grade 10—Honors Biology
- Grade 11—IB Biology SL or HL 11 / IB Chemistry SL or HL 11 / IB ESS SL / IB Physics SL or HL 11
- Grade 12—IB Biology SL or HL 12 / IB Chemistry SL or HL 12 / IB ESS SL / IB Physics SL or HL 12

Environmental Systems and Societies is taught in one year. Students will take that exam at the end of the year they choose to take the course.

GROUP 5: Mathematics

Ozark High School offers two options that meet the Group 5 requirement: Mathematical Studies SL and Mathematics SL. Mathematical Studies is taught in one year, exam is taken at the end of that year and can be either their Junior or Senior year. Mathematics is taught over two years. It is recommended that students have completed Algebra II prior to taking an IB Math course.

Recommended sequence for Mathematics

- Grade 9—Algebra I or Honors Geometry
- Grade 10—Geometry or Honors Algebra II
- Grade 11—Algebra II / IB Mathematical Studies SL / IB Mathematics SL 11
- Grade 12—IB Mathematical Studies SL / IB Mathematics SL 12

GROUP 6: The Arts and / or Elective Subject

Ozark High School offers five art / elective options that satisfy the Group 6 requirement: Film HL, Environmental Systems and Societies SL (only if also taking Biology or Physics), Music SL, Psychology SL or HL and Visual Arts SL.

Recommended sequence for Film

- Grade 10—Summer School Introduction to Film
- Grade 11—IB Film HL 11
- Grade 12—IB Film HL 12

Recommended Sequences for Environmental Systems and Societies

** Listed in the Group 4 Sciences**

Recommended sequence for Music

- Grade 9, 10, 11, 12—band or choir
- Grade 11—IB Music (Theory and Analysis)
- Grade 12—IB Music (Performance)

Both Theory and Performance can be done in the same year if the student chooses

Recommended sequence for Psychology

- Grade 9—Honors American History
- Grade 10—Honors World Cultures
- Grade 11—IB Psychology SL / IB Psychology HL 11
- Grade 12—IB Psychology SL / IB Psychology HL 12

** IB Psychology SL is a one year course that can be taken either as a Junior or a Senior and exam is taken at the end of that year. **

Recommended sequence for Visual Arts

- Grade 9 or 10—Art Foundations
- Grade 10 or 11—choose from any advanced medium course
- Grade 11 or 12—IB Visual Arts SL

Core Requirements for the IB Diploma

In addition to the learner profile, IB coursework and exams, there are additional core requirements for full diploma students. These include the Creativity, Activity and Service (CAS), the Extended Essay (EE), and Theory of Knowledge (TOK) Presentation and Essay.

Creativity, Activity and Service (CAS)

Known by its acronym CAS, Creativity, Activity and Service is a fundamental part of the Diploma Programme. The intent of CAS is to foster the IB goal of educating the whole person by taking the student out of the academic world of scholarship and fostering a more compassionate and active citizen.

Creativity is exploring and extending ideas, leading to an original or interpretive product or performance.

Music, theatre, film, design technology, visual arts, dance, fashion and other experiences that involve creative thinking fall under creativity (for example, joining a choir or engaging with fashion design).

Activity is physical exertion contributing to a healthy lifestyle.

Taking on a new sport or extending your ability (for example, with football, dance, aerobics classes, biking or hiking).

Service is collaborative and reciprocal community engagement in response to an authentic need.

By investigating and identifying a community need, then determining a plan of action that respects the rights, dignity and autonomy of all involved (for example, reading to the aged or advocating for a cause).

CAS experiences may cover more than one strand; for example, planning sports events for disadvantaged children may involve both service and activity. Some CAS experiences may involve all three strands; for example, choreographing a performance that promotes the work of a non-profit organization involves creativity, activity and service.

The CAS Coordinator works with students during the TOK course to ensure they fulfill the eight learning outcomes and to help plan their total CAS hours. A system of self-evaluation requires and encourages students to reflect on the benefits to themselves and to others and to evaluate the understanding and insights acquired. Failure to complete and document approved CAS hours results in no diploma being awarded.

CAS Documentation Deadlines

Year 1

Date	Documentation
November-December	Information Meeting on CAS during TOK
January	Advisement Meetings for CAS Proposal / Approval
March—April	Mandatory Junior Advisement Meetings
May	All Junior Activities Fully Documented and Approved

Year 2

Date	Documentation
September	Summer Activities Documented
October	80% Documented C/A/S
March—April	Final Documentation / Review / Revision
May	CAS Closing Interviews

The CAS Handbook and other CAS information may be viewed on the Ozark High School CAS page <https://www.ozarktigers.org/Page/10959>

The Extended Essay

Each IB diploma candidate is required to undertake an original research project writing an Extended Essay of approximately 3,000—4,000 words. The extended essay is an in-depth study of a focused topic chosen from the list of available Diploma Programme subjects for the session in question. (This is normally one of the student's six chosen subjects for those taking the IB diploma, or a subject that a course student has a background in.) It is intended to promote academic research and writing skills, providing students with an opportunity to engage in personal research in a topic of their own choice, under the guidance of a supervisor (an appropriately qualified member of staff within the school). This leads to formally presented, structured writing, in which ideas and findings are communicated in a reasoned and coherent manner, appropriate to the subject chosen. It is mandatory that all students undertake three reflection sessions with their supervisor, which includes a short concluding interview, or *viva voce*, with their supervisor following the completion of the extended essay. An assessment of this reflection process is made at the completion.

Key features of the Extended Essay

- The extended essay is compulsory for all students taking the Diploma Programme and an option for course students.
- A student must achieve a grade of D or higher to be awarded the Diploma.
- The extended essay is externally assessed and, in combination with the grade for Theory of Knowledge, contributes up to three points to the total score for the IB Diploma.
- The extended essay process prepares students for success at university and in other pathways beyond the Diploma Programme.
- When choosing a subject for the extended essay, students must consult the list of available Diploma Programme subjects published in the Diploma Programme Assessment procedures for the session in question.
- The extended essay is independent research on a topic chosen by the student in consultation with a supervisor in the school.
- It is presented as a formal piece of sustained academic writing containing no more than 4,000 words accompanied by a reflection form of no more than 500 words.
- It is the result of approximately 40 hours of work by the student.
- Students are supported by a supervision process recommended to be 3–5 hours, which includes three mandatory reflection sessions.
- The third and final mandatory reflection session is the *viva voce*, a concluding interview with the supervising teacher.

Policies relevant to the extended essay

All students undertaking an extended essay must understand the relevant policies related to ethical guidelines for carrying out research and those relating to academic honesty. Additionally, students must ensure they follow the policies related to specific subject areas, such as in the sciences, psychology, and social and cultural anthropology. In the sciences, this refers specifically to the animal experimentation policy, and in psychology and social and cultural anthropology it refers to ethical guidelines for undertaking research.

The EE Handbook and other EE information may be viewed on the Ozark High School EE page

Extended Essay Sample Deadlines

Date	Student / Supervisor Activities	Assignment	Outcome
September of Junior Year	EE coordinator presents EE requirements in TOK.	Student participates in EE Q&A and brainstorming sessions. Student offers initial suggestions for their subjects and topics.	Student begins EE writing process.
October of Junior Year	Student begins the research process under the guidance of the EE coordinator. Librarians discuss available resources and search engines and a visit to Drury takes place.	Student narrows to: <ul style="list-style-type: none"> • A discipline; • A topic and a few possible RQs; • A supervisor 	Discipline; Topic; RQ; Supervisor
November 1 of Junior Year	Student narrows his general subject area and arranges for EE Supervision. Student begins research and schedules needed meetings.	Subject area, supervisor, and a “research proposal” added to ManageBac. Arranges a conference and meets with the supervisor to discuss specific articles and sources found and refine the topic and research questions.	EE Year 1 Grade One (Research Proposal) EE Grade Two (Meeting One: Supervisor)
November 30 of Junior Year	Student refines research question, continues research and begins the Bibliography .	<ul style="list-style-type: none"> • Updates ManageBac to include a specific topic and research question; • Bibliography with eight sources complete 	EE Year 1 Grade Three (RQ and Bibliography)
December of Junior Year	Student continues research under the guidance of the EE Coordinator and supervisor. Student identifies 15-20 sources, develops a plan of investigation, and begins outlining the essay.	<ul style="list-style-type: none"> • Uploads specific research question in ManageBac • Uploads a Bibliography (15-20 sources) • Student meets and discusses plan of investigation, outline, and current developments with supervisor. 	EE Year 1 Grade Four (Approved Outline)
January of Junior Year	Student continues research and begins drafting the first draft of the EE.	<ul style="list-style-type: none"> • Student continues to modify outline; • Student continues to collect research; • Student submits 1500 words for review. 	EE Year 1 Grade Five (1500 Words)
February of Junior Year	EE coordinator meets with students in TOK to evaluate good/bad extended essays and to use the EE rubric. Student and supervisor meet to discuss draft.	<ul style="list-style-type: none"> • Student submits 2500 words for review; • Student reviews EE rubric and EE samples 	EE Year 1 Grade Six (2500 Words)
March of Junior Year	Student concludes work on first partial draft and submits draft through Unicheck for plagiarism.	<ul style="list-style-type: none"> • Student submits 3500 words for review • Unicheck plagiarism checker is utilized 	EE Year 1 Grade Seven (3500 Words and Unicheck)
April of Junior Year	Student and supervisor meet for a 30 minute to 1 hour reflective conference on the first draft.	<ul style="list-style-type: none"> • Student submits first full APPROVED AND SUB-MITTABLE draft; • Student submits full bibliography 	EE Year 1 Grade Eight (3800 Words and Bibliography)
May of Junior Year	Student continues revisions from spring conferences with supervisor.	Student takes supervisor notes for editing and revising over the summer.	N/A
October of Senior Year	Student completes second draft based on notes and suggestions from the supervisor.	<ul style="list-style-type: none"> • Student submits second full draft; • Schedules Viva Voche 	EE Year 2 Grade One (Second Draft and Viva Voche Scheduled)
December of Senior Year	Student completes coversheet with supervisor and reflects on their essay and the process of writing (exit interview).	Student arranges a conference with the supervisor and meets for the exit interview	EE Year 2 Grade Two (Viva Voche Completed)

Theory of Knowledge Course

TOK is often referred to as the capstone course of the diploma programme. It is a course unique to IB that provides continuity to all elements of the Diploma Programme. Students spend two years of class time reflecting upon all aspects of their studies and on how they know what they know. Students write two papers during the TOK course and give one formal presentation. Only Diploma candidates are permitted to enroll in TOK. The student has the opportunity through TOK, and in conjunction with the Extended Essay to earn bonus points toward the IB diploma. Time for CAS is allotted during the TOK class over the two year period.

Award of the IB Diploma

All assessment components for each of the six subjects and the additional Diploma requirements must be completed in order to qualify for the award of the IB Diploma.

The IB Diploma is awarded to a candidate provided all the following requirements have been met:

- a. CAS requirements have been met
- b. The candidate has 24 or more points
- c. No N awarded for Theory of Knowledge, the extended essay or for a contributing subject
- d. No grade E awarded for Theory of Knowledge or the extended essay
- e. No grade 1 awarded in a subject
- f. No more than two grade 2s awarded (HL or SL)
- g. No more than three grade 3s or below awarded (HL or SL)
- h. The candidate has 12 points or more on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
- i. The candidate has 9 points or more on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).
- j. The candidate has not received a penalty for academic misconduct from the Final Award Committee.

A maximum of three examination sessions is allowed to satisfy the requirements for the award of the IB Diploma. The examination sessions need not be consecutive.

Form of the Results

Successful IB Diploma Candidates receives an IB Diploma and a document entitled “Diploma Programme (DP) Results” listing the total IB Diploma points score, the subject grades, confirmation of the completion of all CAS requirements and any points awarded and individual grades for the combination of theory of knowledge and the extended essay.

A Bilingual IB Diploma is awarded to a successful candidate who fulfills one or both of the following criteria.

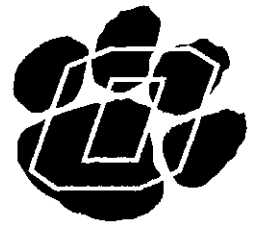
- a. Completion of two languages selected from group 1 with the award of a grade 3 or higher in both
- b. Completion of one of the subjects from group 3 or group 4 in a language that is not the same as the candidate’s group 1 language. The candidate must attain a grade 3 or higher in both the group 1 language and the subject from group 3 or 4.

An IB Diploma Candidate who fails to satisfy the requirements for the award of an IB Diploma will receive DP Course Results indicating the grades obtained in individual subjects, together with results in Theory of Knowledge and the extended essay, and confirmation of the completion of all CAS requirements, as appropriate.

DP Course Candidates receive DP Course Results indicating the results obtained in individual subjects and the core requirements, as appropriate.



Ozark High School
International Baccalaureate
Statement of Ethics and Online Submission Consent



I understand and accept the following statements:

- Participation in the International Baccalaureate Diploma Programme is an honor and a privilege.
- Successful participation in this program is a reflection of my personal integrity as well as that of Ozark High School and Ozark R-VI School District.
- Any grades, honors, awards, accolades, and scholarships granted to any IB student should be based on individual and honest efforts.
- The rules and regulations regarding the IBO curriculum and assessment procedures are strictly followed by Ozark High School staff.
- It is required by IBO policy that any suspicion of malpractice (cheating) must be reported to the IBO by the IB coordinator.

Therefore....

- I understand that each teacher's individual policy regarding cheating, plagiarism and other breach of ethics is absolutely supported by administration.
- I declare that all course work submitted by me in fulfillment of any course requirements is my own original work (except as allowed by IB course guidelines for group work).
- I further understand that any breach of ethics and any form of cheating in any course may result in failure of the class and expulsion from the IB programme.
- I consent to the Programme Coordinator or another authorized school staff member uploading my work to the IB eCoursework system.
- I consent to the IB's processing, use, disclosure, and transfer of my personal data, including without limitation any sensitive personal data and / or education records, as described in the IB's privacy policy and the privacy supplement, including worldwide cross-border transfers (including storage and access of such data outside of my country of residence).
- I confirm that I am at least 15 years old and that the version of any materials I pass to my programme coordinator or another school staff member to upload on my behalf is the correct and final version and is my own work and have correctly acknowledged the work of others.
- I understand that the failure to do this will be investigated as a potential breach of IB regulations.

Student Signature: _____ Date: _____

Print Name: _____

Parent Signature: _____ Date: _____



Ozark High School International Baccalaureate Full Diploma Student Contract

This contract must be turned into the IB Counsellor prior to a student's enrollment in any IB Diploma level course as a Diploma student.

It is the intention of Ozark High School IB to allow those students who wish to participate in the IB Diploma Programme the opportunity to do so. There are certain program requirements necessary for the potential diploma student to understand and agree to:

1. Placement in Diploma level IB courses is determined by teacher recommendation and by meeting pre-requisites.
2. Students who enroll as diploma candidates must complete all requirements of the Diploma courses for which they enroll. There are additional Core requirements for full diploma students completed during the TOK course in which only full diploma students may enroll (EE, CAS, TOK Presentation/Essay).
3. Students who enroll in a Diploma level course must take the IB exams. Students who wish to leave the course before completion will meet with an IB Attainment Committee to explain why they no longer wish to continue in the course. As part of this meeting the student will show the work they have completed up to that point and what they plan to take instead. There is a possibility of the loss of weighted credit for that semester if the student has not completed the internal assessments up to that point.
4. A partial payment for the exam and registration fees must be paid by November 15 of the testing year with the remainder paid in full by April 15. Students who receive a passing score of 4 or above on the exams are reimbursed the exam and registration fees for those courses. The reimbursement is sent after Board Approval at the August Board meeting following the release of exam results in July.
Free or reduced lunch students see IB Coordinator for alternative payment arrangements.

I would like to enroll as an IB diploma candidate in the following DP courses

Subject Area	Course Choice	SL or HL
Group 1: Study in Language and Literature	English A: Literature and Language	HL
Group 2: Language acquisition		SL
Group 3: Individuals and Societies	Global Politics	HL
Group 4: Sciences		
Group 5: Mathematics		SL
Group 6: The Arts / second subject		

We have discussed the student's plan for the IB Diploma and agree to meet all the expectations listed above. We understand that a failure to meet those requirements will result in the student's removal from these courses and as a full diploma candidate.

Student Signature _____ Date _____

Parent Signature _____ Date _____



Ozark High School International Baccalaureate Certificate Student Contract

This contract must be turned into the IB Counsellor prior to a student's enrollment in any IB Diploma level course as a Certificate student.

It is the intention of Ozark High School IB to allow those students who wish to participate in IB Diploma courses the opportunity to do so. However, these courses may be taken on a space available basis and placement in these courses is not guaranteed. With this and other program requirements in mind, it is necessary for the potential certificate student to agree to the following expectations:

1. Placement in Diploma level IB courses is determined by teacher recommendation and on a space available basis. Certificate students may be removed from the course if necessary to accommodate full Diploma students.
2. Students who enroll as certificate students must complete all requirements of the Diploma courses for which they enroll. There are no exemptions for Diploma Program requirements even if they are not necessary for completion of the Certificate.
3. Certificate students who enroll in a Diploma level course must take the IB exams. Students who wish to leave the course before completion will meet with an IB Attainment Committee to explain why they no longer wish to continue in the course. As part of this meeting the student will show the work they have completed up to that point and what they plan to take instead. There is a possibility of the loss of weighted credit for that semester if the student has not completed the internal assessments up to that point.
4. A partial payment for the exam and registration fees must be paid by November 15 of the testing year with the remainder paid in full by April 15. Students who receive a passing score of 4 or above on the exams are reimbursed the exam and registration fees for those courses. The reimbursement is sent after Board Approval at the August Board meeting following the release of exam results in July.
Free or reduced lunch students see IB Coordinator for alternative payment arrangements.
5. Certificate students are not eligible to take the Theory of Knowledge courses. TOK is reserved for Full Diploma students working towards the completion of the Core requirements for the Diploma.

I would like to enroll in the following DP course(s) as an IB Certificate student:

Course Title	Which Years? (Junior / Senior)	SL or HL

We have discussed the student's plan for IB Diploma level courses and agree to meet all the expectations listed above. We understand that a failure to meet those requirements will result in the student's removal from these courses.

Student Signature _____ Date _____

Parent Signature _____ Date _____

IB Coordinator Job Description

The IB Coordinator is responsible for every aspect of the International Baccalaureate Diploma Programme in the Ozark R-VI School District.

These responsibilities include, but are not limited to:

- Ensuring students' progress through the IB program
- Building and maintaining relationships with students, parents and teachers
- Working with teachers on curriculum development within the IB subject areas
- Managing the IB budget
- Working with the Creativity, Activity, Service Coordinator and the Extended Essay Coordinator to assist students in meeting those diploma requirements
- Working with teachers on preparation for student exams
- Organizing and administering all IB exams
- Organizing and facilitating parent meetings
- Monitoring student academic progress
- Observing IB classes
- Monitoring requirements of the program from the International Baccalaureate
- Creating the IB Student Handbook for the program
- Participating in the Midwest IB Schools group
- Working with the administration to design the IB master schedule of class offerings
- Meeting ALL IB deadlines

IB Counselor Job Description

The responsibilities of the counselor for the IB program include, but are not limited to:

- Advocating for student
 - Student/student
 - Student/parent
 - Student/teacher
 - Teacher/parent
- Building and maintaining relationships with students, parents and teachers
- Delivering Missouri Comprehensive Guidance Model curriculum:
 - Personal and social development
 - Crisis counseling
 - Group counseling
 - Personal counseling
 - Academic development
 - Enrollment and registration
 - Scheduling to meet program and graduation requirements
- Facilitating students' progress through the IB program
- Developing stress management and time management skills
- Presenting IB program information to parents and students
- Assisting with all IB exams
- Working with the administration to design the IB master schedule of class offerings
- Recruiting new students through visits to other buildings and with 10th graders
- Working with students on college choice and college applications

Creativity, Activity and Service (CAS) Coordinator Job Description

The responsibilities of the IB CAS Coordinator include, but are not limited to:

- Having a solid understanding of the IB CAS philosophy and requirements
- Creating the framework for management of the IB requirements, monitor student progress and ensure successful completion of the diploma requirement
- Helping students plan their CAS activities and encourage perseverance to completion
- Planning and facilitate final student exhibitions
- Increasing awareness of international mindedness through CAS role models (e.g. facilitate discussion on CAS readings)
- Exemplifying the global mission of CAS through personal action
- Building relationships with service organizations/groups to help students complete their CAS projects

Ozark High School IB Assessment Practices

Ozark High School recognizes that teaching, learning and assessment are fundamentally interdependent. We realize students have different learning styles, unique backgrounds, and a variety of personal educational goals. Therefore, assessment must vary accordingly. While a variety of assessments are used in each IB course, assessment structures are consistent through the entire Diploma program. These consistencies include being criterion-referenced and the issuance of formative and summative assessments.

In addition to the required IB course-specific assessments, each teacher compiles further assessments to evaluate students. The performance on these assessments will be reported as a letter grade. Students are evaluated using the 1-7 IB grade scale, allowing students to compare their preparedness against a subject-specific scale. Teachers grade summative assessments with the 1-7 scale, and provide those results to students along with the results of the official IB internal assessment. The student have a cumulative understanding of their achievement level. Note that the 1-7 marks only report achievement, not effort, motivation or behavior. However, the letter grade may include consideration of those factors. Junior Finals are 10% of a student's letter grade. Seniors take mock IB exams in the spring as important preparation for External Exams. School level exams are combined with IB moderated and IB marked assessments to determine a student's final grade. Students receive weighted classroom grades reported through Tyler Student Information System (Ozark R-VI electronic grading system). In high school, semester grades earned become part of the student's transcript to may be reported to colleges, employers, and others.

Following IB guidelines, teachers use a multiplicity of formative and summative assessments. Formative assessments used are wide in variety, including homework, quizzes, exams, discussions, reports, essays, lab work, artwork, projects, group and oral presentations, individual oral commentaries and observation. Teachers use data from formative assessments to improve instruction. Summative assessments occur at the end of a unit or semester and provide the foundation of a student's grade. Both types of assessments provide significant feedback resulting in student achievement.

Ozark High School's mission is to inspire and empower students to become productive citizens who are life long learners. Ozark teachers plan to provide fair, meaningful and rigorous assessment to ensure students have the opportunity to demonstrate their mastery of concepts and skills. Mastery of concepts and skills allows teachers, students, and parents confidence in the student's progress toward becoming active, compassionate and lifelong learners.

For more information see Ozark IB Assessment Policy in its entirety on the high school website IB page.

Ozark Language Policy

English is the language of instruction at Ozark High School, with the exception of the French and Spanish classes, whose language of instruction is primarily the target language (French or Spanish) with increasingly less supplementary English used as students progress through the program and into the IB Diploma Programme.

With regard to students entering Ozark whose mother tongue is not English, Ozark welcomes and supports these students, strives to identify them and their needs, and provides services to assist them in their acquisition of English. During the enrollment process, students with Low English Proficiency (LEP) are identified. To determine whether a student speaks another language besides English in the home, a Home Language Survey is filled out when students register. One of our English Language Learner (ELL) teachers screen the LEP student to determine their English proficiency level. Based on the results of this screening, an LEP student may qualify for ELL services.

See full details of Ozark IB Language Policy on the high school website IB page.

Ozark Inclusion Policy

Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers. Inclusion is an organizational paradigm that involves change. It is a continual process of increasing learning and participation for all students. It addresses learning support requirements and questions the broader objectives of education, the nature of pedagogy, curriculum and assessment. It is an educational approach to which all schools should aspire. Inclusion is facilitated in a culture of collaboration, mutual respect, support and problem-solving involving the whole school community.

At the center of international education in the IB are students with their own learning styles, strengths and challenges. Students come to school with combinations of unique and shared patterns of values, knowledge and experience of the world and their place in it. Barriers to learning may be found in the way schools are organized and resourced, the cultures and policies, the approaches to teaching and learning, the physical aspects of buildings and the ways in which individuals within the school community interact on a daily basis.

Ozark School District will work with educators, learning support professionals, parents, students and all stakeholders to put in place processes to remove barriers to learning for every member of the school community. It is the responsibility of every teacher, as a teacher of all students, to make sure that each student is exposed to teaching and learning that reaches them as individual learners.

Ozark supports access for all students to the IB programme and philosophy. The school develops and implements policies and procedures that support the IB programme. The school provides support for its students with learning needs and support for their teachers. Collaborative planning and reflection incorporates differentiation for students' learning needs and styles. The written curriculum provides opportunities for reflection on human commonality, diversity and multiple perspectives. Teaching and learning addresses human commonality, diversity and multiple perspectives. It also differentiates instruction to meet students' learning needs and styles and fosters a stimulating learning environment based on understanding and respect while encourages students to demonstrate their learning in a variety of ways.

See full details of Ozark IB Language Policy on the high school website IB page.

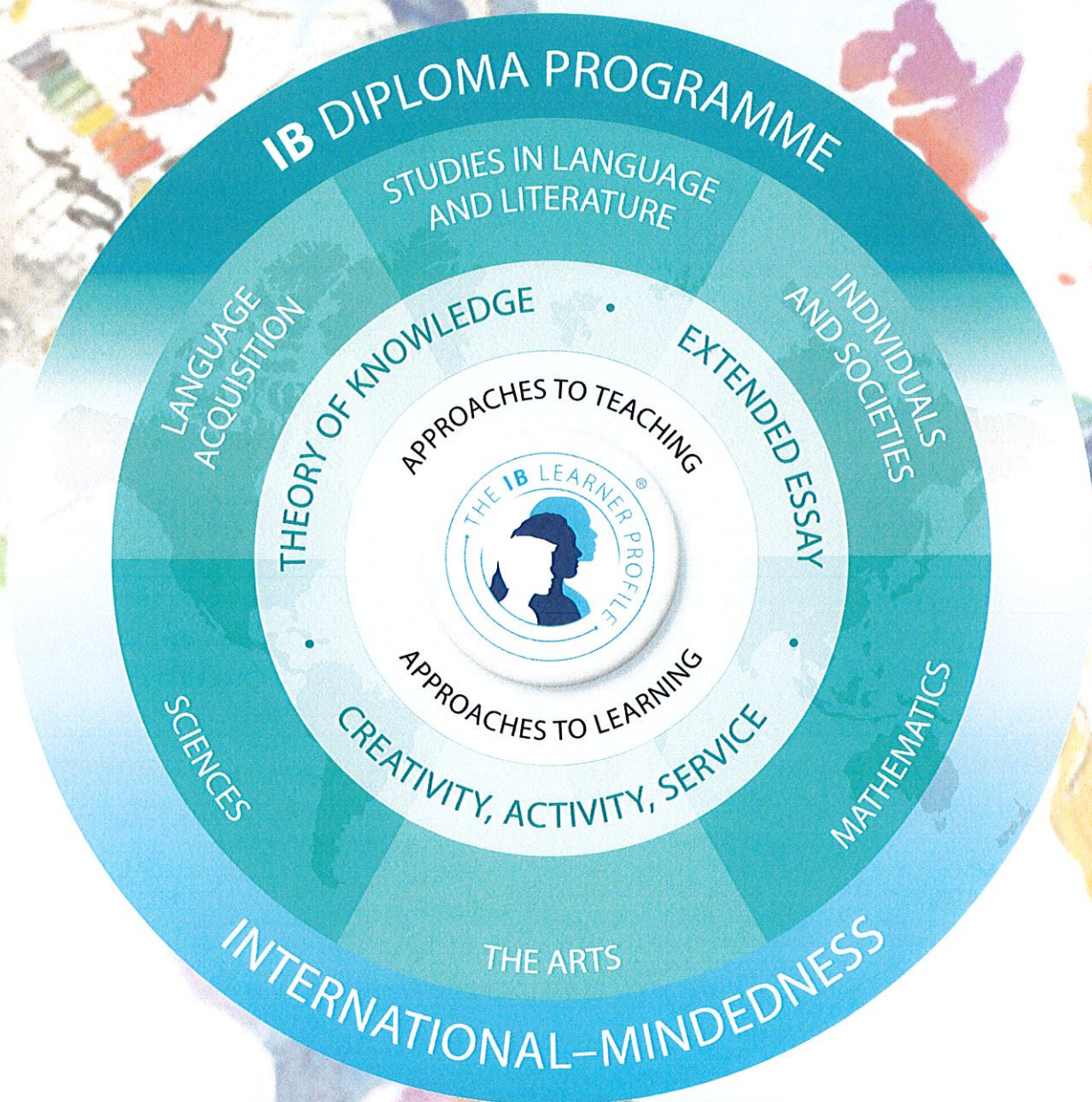
Specialized IB Acronyms and Vocabulary

- **Academic Honesty** is part of the IB learner profile under being “principled” and “thinkers”. The IB upholds principles of academic honesty, which are seen as a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment. All school handbook academic honesty regulations apply to IB courses. Specifics discussed in the Academic Honesty Policy and Statement of Ethics Contract.
- **Anticipated candidate** is an 11th grade student who is taking the entire IB Diploma Programme curriculum with the intention of earning the diploma by completing IB DP requirements in 12th grade.
- **Certificate candidate** is an 11th or 12th grader who is taking one or more individual IB Diploma Programme courses but who does not plan to earn the IB Diploma. Certificate students must complete the same requirements for each individual course as do Anticipated and Diploma candidates.
- **Creativity, Activity and Service (CAS)** is the extra-curricular requirement for earning the IB Diploma. Students participate in activities in the arts, athletics and community service designed to create reflective experiences and to meet the learning outcomes set up by the student during 11th and 12th grades.
- **Diploma candidate** is a 12th grade student who is taking the entire IB Diploma Programme curriculum with the intention of earning the diploma.
- **Diploma Programme** is the worldwide programme of curriculum and assessment for students in grades 11th and 12th. All IB schools participate in uniform teacher training and networking, as well as a common assessment system in which exams and other work are graded internationally.
- **External Assessment** consist of the written exam papers that are sent to examiners to be scored. External assessment usually accounts for 70-75% of the student’s score in each subject.
- **Extended Essay (EE)** is an independent research project required of all IB Diploma Candidates, chosen and undertaken by the student in one of over twenty subject areas. Each student must secure a advisor from the OHS faculty and work within a given timeline. Students will receive a class grade in their IB TOK class for meeting each deadline. A rough draft must be completed by the end of the junior year and the final draft with viva voce completed by the end of first semester of their senior year.
- **Group 1: Language A** is the student’s first language. Ozark High School offers the English A: Language and Literature course at the HL level to complete this requirement.
- **Group 2: Language B** is the student’s chosen second language. Ozark High School offers French B and Spanish B courses at the SL level to complete this requirement.
- **Group 3: Individuals and Society** is the social studies component. Ozark High School offers Global Politics at the HL level (required for full diploma students) and Psychology at the SL and HL levels.
- **Group 4: Experimental Sciences** is the science component. Ozark High School offers Biology at the HL and SL levels, Chemistry at the HL and SL levels, Environmental Systems and Societies at the SL level and Physics at the HL and SL levels. There is also a Group 4 Project that is a required experiment that must be completed for sciences as the internal assessment for those courses.

- **Group 5:** is the Mathematics component. Ozark High school offers Mathematical Studies and Mathematics both at the SL level for this area.
- **Group 6:** is the Arts/Elective area of the IB curriculum. The choices at Ozark include Film, Music, Visual Arts or a second subject from groups 2-5.
- **Higher Level (HL)** are those IB courses that have a minimum 240 hour requirement. They are taught over two years and culminate in an exam at the end of the course. In order to earn the diploma, students must have three HL courses and score a minimum of 12 points in those courses.
- **IB Americas** is the IB regional office for the Americas including North, Central and South America and the Caribbean. They are headquartered in Bethesda, Maryland.
- **IBCA** is the IB Curriculum and Assessment center for all IB coursework that is headquartered in Cardiff, Wales UK.
- **IB Certificate** is a document issued by the IBO in October after the exam session. A certificate confirms the completion of one or more individual IB courses without completing the requirements of the diploma.
- **IB Diploma** is a document issued by the IBO in October after the exam session. The diploma indicates a student has completed and passed these requirements: assessments and exams taken in six academic areas (3HL and 3SL), an Extended Essay, required CAS activities and the completion of Theory of Knowledge presentation and essay.
- **IB Examinations** are the written (essay) examinations taken by students in May at the culmination of one or two years of study. Exams are arranged in 'papers' (parts) 1, 2, and 3. Each paper requires 1-3 hours of writing. Exams are externally assessed.
- **IB Examiners** are experienced IB teachers and/or college instructors with expertise in each subject area who score the internal assessment samples and the IB exam papers.
- **IBO** is the International Baccalaureate Organization, the governing body of the IB programme located in Geneva, Switzerland.
- **IB Scores** are grades ranging from 1 (lowest) to 7 (highest) for each IB subject exam taken. Final scores are a composite of internal and external assessments. Diploma candidates must score a minimum of 24 points in six subjects and meet other prescribed conditions to earn the diploma. Course students must score a 4 to be considered passing a course.
- **Internal Assessment (IA)** is a prescribed course project (paper, presentation, oral recording, experiment, etc.) for each IB course. Individual IB teachers score this portion of the IB grade for each course and send the scores to IBCA.
- **Moderation** is the process by which internal assessment done by the teacher is evaluated by expert examiners. After each teacher submits internal assessment samples, IB compares that teacher and their group of students with others around the globe, and may re-mark any of the samples submitted for moderation. This process is to insure uniformity in scoring among all IB schools.

- **Orals** are recorded examinations in English and French or Spanish that are required as part of the Internal Assessment for those courses. Oral exams are conducted in December of examination year for English and February in examination year for French or Spanish.
- **Predicted Grades** are submitted to IBCA by the teachers of each IB course for each student in the course. Predicting the score that teachers think their students will earn is another way that teachers are able to compare their grading standards with those of other teachers of the same course.
- **Pre-DP** are courses recommended for students in grades 9 and 10 that will help better prepare them for the IB coursework in grades 11 and 12. They are not required, but are definitely recommended for student success in the programme.
- **Standard Level (SL)** are IB courses that have a minimum 150 hour requirement. They can be one or two year courses and culminate in an exam at the end of the course.
- **Theory of Knowledge (TOK)** is a course reserved for full diploma candidates only in which the study of knowledge—its worth, veracity, and forms—is considered. Written papers and presentations are required and time will also be devoted to CAS requirements.

The IB Diploma Programme Curriculum Model



Full Diploma Core Requirements

Creativity, Activity, Service

Extended Essay

Theory of Knowledge