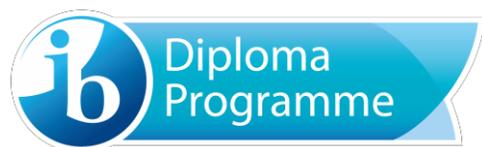


Oakland High School
International Baccalaureate Diploma Program

HANDBOOK



Ann Borombozin
Coordinator of the International Baccalaureate Diploma Program



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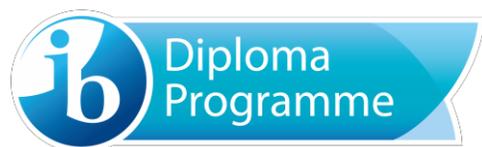
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Welcome Letter

Dear IB Diploma Program Parents/Guardians and Students:

Welcome to another great academic year in the IB program at Oakland High School! By electing to complete this rigorous and rewarding program, you have placed yourself among some of the most talented and hardworking students across the world. You will be completing the same program of study as any other IB Diploma Candidate across the world and will be challenged to better yourselves as writers, researchers, thinkers, and overall students.

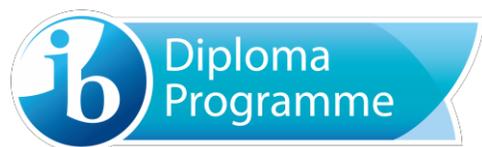
These will be some of the most fun, challenging, and satisfying times of your high school experience! Your OHS administration, IB faculty, and IB community of students are all here to help you on this path to success, and we invite you to keep an open line of communication with us as you start this year. We all want to see you succeed and are happy to help, whether with content, time management, or general study skills.

This handbook describes the IB Diploma Program model, along with the OHS IB policies and procedures. Please read the information provided, and see me with any questions! Contact information for coordinators, faculty, administration, and guidance may be found at the end of the Handbook.

We hope you have a great year!

Sincerely,

Ann Borombozin, IB Coordinator
and the Oakland High School IB Faculty



The Learner Profile



IB learner profile

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

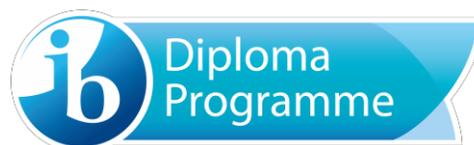
As IB learners we strive to be:

<p>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.</p>	<p>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.</p>
<p>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.</p>	<p>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.</p>
<p>THINKERS We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.</p>	<p>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.</p>
<p>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.</p>	<p>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.</p>
<p>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.</p>	<p>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.</p>

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.

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The Program Model

The IB Diploma Program is a challenging two-year pre-university curriculum primarily aimed at students aged 16 to 19. It leads to a qualification (the IB diploma) that is widely recognized by the world's leading universities.

The curriculum contains six subject groups together with the program core: creativity, activity, service (CAS); the extended essay (EE); and theory of knowledge (TOK). This is illustrated by the below Diploma Program model.



Candidates studying for the diploma select six subjects from the subject groups. At least three and no more than four subjects are studied at higher level (courses representing 240 teaching hours), and the remaining two or three subjects are studied at standard level (courses representing 150 teaching hours). All three parts of the core—extended essay, theory of knowledge, and creativity, activity, service—are compulsory and are central to the philosophy of the Diploma Program.

- The extended essay has a prescribed limit of 4000 words. It offers the opportunity to investigate a topic of individual interest and acquaints

students with the independent research and writing skills expected at university.

- The interdisciplinary theory of knowledge course is designed to provide coherence by exploring the nature of knowledge across disciplines, encouraging an appreciation of other perspectives.
- Participation in the CAS program encourages candidates to be involved in artistic pursuits, sports, and community service work. The program fosters students' awareness and appreciation of life beyond the academic arena.

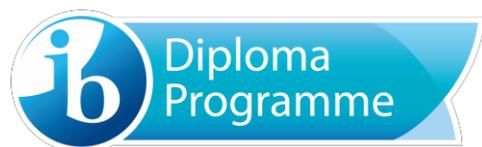
At the end of the two-year program, candidates are assessed both internally and externally in ways that measure individual performance against stated curriculum and assessment objectives for each subject.

In nearly all subjects, at least some of the assessment is carried out internally by teachers, who mark individual pieces of work produced as part of a course of study. Examples include oral exercises in language subjects, projects, student portfolios, reports, class presentations, practical laboratory work, mathematical investigations, and artistic performances.

Some assessment tasks are conducted and overseen by teachers but are then marked externally by examiners. Examples include written assignments or tasks for language subjects in groups 1 and 2, the essay for theory of knowledge, and the extended essay.

Because of the greater degree of objectivity and reliability provided by the standard examination environment, externally marked examinations form the larger share of the assessment for most subjects.

The grading system is criterion-related (results are determined by performance against set standards, and not in relation to the performance of other students); validity, reliability, and fairness are principles of the Diploma Program's assessment strategy.



Earning the Diploma

This section of the Handbook provides a “big picture” overview of how to earn the IB diploma. More detailed information may be found in the **Assessment and Grading Scale** section of the Handbook.

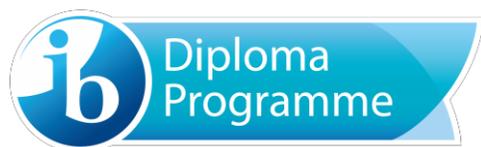
Over the course of the Diploma Program, students will take six [6] exams—one from each of the six IB subject groups. Students may take anywhere from 0–2 exams their eleventh grade year and will take the remaining exams their twelfth grade year. Each exam is scored on a scale of 1–7. In order to get the diploma, students must earn twenty-four [24] total points in addition to successfully completing their EE, CAS, and TOK requirements.

The EE and TOK requirements are scored on a letter scale (A–E). Based on a combination of scores, students may earn up to three [3] extra points as a result of exceptional work in these areas (see the Diploma Points Matrix in Appendix for more information). CAS is judged holistically as either “successfully completed” or “not successfully completed” and must be deemed acceptable in order to get the diploma.

In addition to the information listed above, IB describes certain failing conditions; these conditions are listed below.

Failing Conditions (effective May 2015)

- CAS requirements have not been met.
- Candidate’s total points are fewer than 24.
- An N has been given for theory of knowledge, extended essay or for a contributing subject. (An N is awarded if the exam or internal assessment is not completed or if academic misconduct occurs.)
- A grade E has been awarded for one or both of theory of knowledge and the extended essay.
- There is a grade 1 awarded in a subject/level.
- Grade 2 has been awarded three or more times (HL or SL).
- Grade 3 or below has been awarded four or more times (HL or SL).
- Candidate has gained fewer than 12 points on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
- Candidate has gained fewer than 9 points on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).



How to Earn the Tennessee High School Diploma through Enrollment in the IB Diploma Program

In pursuit of the IB Diploma, students must also complete prescribed academic obligations to earn the Tennessee high school diploma. Be advised that careful scheduling is necessary in order to maximize your credits. Following is an outline provided by OHS Guidance followed by possible course substitutions specific to the IB Diploma Program.

**Oakland High
School**



High School Graduation Requirements

Freshmen entering year 2009 and beyond

English – 4 Credits

English 1	1 Credit
English II	1 Credit
English III	1 Credit
English IV	1 Credit

Science – 3 credits

Biology I	1 Credit
Chemistry or Physics	1 Credit
Another Lab Science	1 Credit

Math – 4 Credits

(Students MUST Take a Math Each Year)

Algebra I	1 Credit
Geometry	1 Credit
Algebra II	1 Credit
Upper Level Math	1 Credit

Social Studies – 3 Credits

Geo., World, Ancient, Modern or European History	1 Credit
U.S. History	1 Credit
Economics	.5 Credit
Government	.5 Credit

P.E. and Wellness – 1.5 Credits

Wellness	1 Credit
Physical Education	.5 Credit

Personal Finance - .5 Credit

Personal Finance	.5 Credit
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Fine Arts – 1 Credit

1 Credit

Foreign Language – 2 Credits (Must be the Same Language)

2 Credits

Elective Focus – 3 Credits

3 Credits

Elective – 1 Credit

1 Credit

23 Total Credits Required for Graduation



Course Substitutions

The following are possible course substitutions to fulfill Tennessee high school diploma requirements:

2 years of JROTC may substitute for Wellness

3 years of JROTC may substitute for Government and Personal Finance

1 year of any one of the following courses may substitute for Economics:

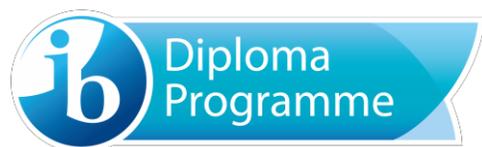
- Business Economics
- Consumer Economics
- Marketing and Management I
- Virtual Enterprise

IB History HL (2 years) may substitute for ALL of the following:

- US History AND
- Government AND
- Economics

Important Notice

IB History SL does NOT fulfill TN state high school graduation requirements for US History, Government, or Economics. Students who elect to take IB History SL will need to fulfill their state graduation requirements for US History, Government, and Economics separately.



Academic Standards in order to Maintain Good Academic Standing

IB Diploma candidates must hold themselves to the highest academic standards. The rigor of the Diploma Program requires that each student demonstrate diligence and discipline to master the challenging course content and the many intellectual and practical demands of the Program.

The Coordinator and faculty have established academic standards such as grade point average (GPA) requirements and deadlines to support students' academic goals and to foster their success within the Program.

The Coordinator will review each IB student's grades at the end of each quarter to determine his/her academic standing. Students [1] must maintain a cumulative 3.000 GPA and [2] must not earn a grade of D or lower in any IB course.

If a student fails to meet the above conditions, the student will be placed on probationary status within the Diploma Program. A letter notifying student and parent of probationary status within the Program will be sent via USPS and e-mail.* Probationary status entails a mandatory conference with the Coordinator, the teacher(s) of the relevant subject(s), at least one parent or legal guardian, and the student. This team will work together to devise a plan to address the areas needing improvement. The teacher of the subject in which the student has earned an unsatisfactory grade may elect to assign regular study sessions to assist with the student's understanding of course content. Any student displaying issues in time management or study skills should speak to his/her teacher or the Coordinator to devise strategies to develop any skills not meeting expectations.

In addition, students must adhere to the deadlines assigned for submission of their work. Every opportunity will be made to provide a window for submission with as little overlap as possible. IB deadlines are specific, and failure to submit on time could result in forfeiting your Diploma opportunity. The Coordinator will work with the faculty to minimize the volume of work due at one time; however, planning ahead is an essential component to succeeding as a Diploma candidate. Students who have experienced success in the past have demonstrated excellent time management and discipline in meeting intermediate and final deadlines. Laying out steps and setting intermediate goals within a project may prove helpful in managing the workload of the Diploma Program.

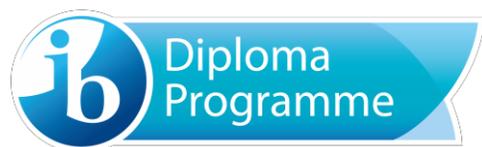
IB faculty members are always available to discuss the structure of their courses and time management strategies with their students. Teachers may build in



supports to ensure that students successfully meet deadlines and are equipped with study skills that will help them perform their best on assessments.

When a student is placed on probationary status, he/she has one academic quarter to earn satisfactory grades of C or above in all IB classes. A student who continues to earn unsatisfactory grades of D or lower will be removed from Diploma candidate status. Any test fees that have already been paid will not be refunded.

**It is the responsibility of the student to ensure that mailing and e-mail addresses are current in the Skyward system.*



Assessment and Grading Scale

There are two relevant areas to discuss in regards to assessment and grading: [1] IBO exams and [2] Oakland High School classroom grades.

IBO Exams

Each IB course is followed by an official IB exam, which is scored on a scale of 1–7. This score is determined as a result of multiple forms of assessment, which may include any combination of the following:

- 1–3 exams in the month of May
- Written assignments
- Oral assignments
- Other subject-specific assignments—see your instructor for details.

IBO has created grade descriptors for each score in each course, and these grade descriptors are available on the OHS IB website. Generally, a score of 1–3 is below expectations, a score of 4 is satisfactory, and a score of 5–7 is above expectations.

TOK and EE are scored on a scale of A–E, where scores are qualified according to the following:

- A Significantly above expectations
- B Above expectations
- C Satisfactory
- D Below expectations
- E Failing

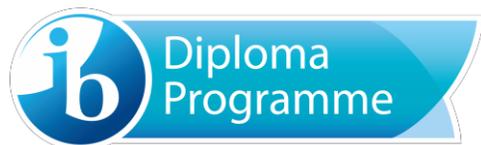
CAS is judged holistically as either “satisfactory” or “unsatisfactory”.

Oakland High School Classroom Grades

Since it is the nature of each course to have different objectives, content, and IBO assessment requirements, classroom assessment and grading policies will vary from course to course. It is our goal that the classroom grades will be as representative as possible of the IB assessment criteria. Many classroom assessments and assignments will be modeled after or include prior IB exam questions. Whenever possible, these assessments will be scored according to the IB rubric.

Grading Scale

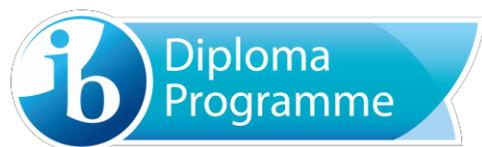
The standard Rutherford County Schools grading scale applies to classroom grades:



A	=	> 92.49
B	=	84.50 - 92.49
C	=	74.50 - 84.49
D	=	69.50 - 74.49
F	=	< 69.49

Rigor Points

Due to the rigor of IB courses, each student receives five [5] percentage points on his/her quarter grade. Therefore, a grade of 90% in the course becomes a 95% after the five [5] rigor points are added.



Code of Conduct

An International Baccalaureate student accepts challenges, demonstrates personal initiative, displays strong academic potential, and is highly motivated. Students within the IB Diploma Program are therefore held to higher academic and behavior expectations.

Respect for the person, property, ideas, and perspectives of others and a commitment to intellectual and personal growth are values essential to membership in the IB Diploma Program. The Program has the right and obligation to act upon conduct not in accord with the informing principles of the IB Code of Conduct and/or the Oakland High School Student Handbook, whether or not such behaviors are expressly prescribed below. Extreme or repeated offenses may result in dismissal from the IB Diploma Program.

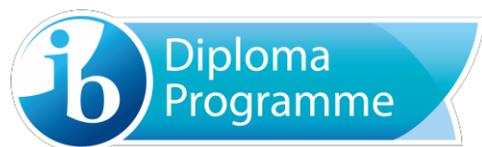
Examples of behaviors that violate these values are illustrated below; however, these examples are not exhaustive.

- Skipping school
- Bullying/harassment
- Forging
- Lying
- Fighting
- Earning in-school suspension (ISS) or out-of-school suspension (OSS)
- Acting with intentional disrespect
- Failing to report disciplinary consequences (*see below*)
- Performing any other action that is unethical, illegal, or breaks the rules/policies in the Oakland High School Student Handbook.

IB candidates are expected to attend class regularly and be punctual. Numerous absences or tardies will affect performance and may result in a parental meeting.

IB candidates are required to report any circumstance that results in ISS or OSS to the IB Coordinator within seventy-two [72] hours after disciplinary action has been assigned. Failure to report as described above may result in further disciplinary action.

The Code of Conduct is partially adapted from the NCHERN Group Model Development Code of Student Conduct as well as from the Kenner Collegiate Code of Conduct and is used here with permission.



Academic Honesty Policy

Statement of Purpose

The International Baccalaureate (IB) program at Oakland High School is committed to providing an encouraging and supportive environment for students to think independently and communicate effectively and honestly. The IB Learner Profile states that among other characteristics, students should strive to be communicators and principled, and the adherence to this academic honesty policy will allow our students to discuss and present knowledge issues and findings with transparency and honesty.

Student Responsibilities

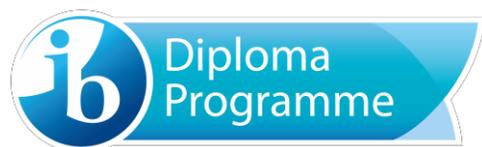
Students will:

- submit only authentic work.
- appropriately acknowledge all outside knowledge and work within the text and in a reference or works cited page.
- understand proper citation methods and documentation. Any questions or concerns must be addressed prior to turn-in dates. SEEK HELP if you don't understand.
- adhere to turn-in dates in order to allow appropriate feedback prior to final IB submission.
- comply with all IBO policies as pertain to academic honesty. See Academic Honesty in the IB Educational Context (for exams beginning in 2015).

Teacher Responsibilities

Teachers will:

- provide suitable opportunities for students to practice skills necessary for ethical research practices without punishment.
- outline clear expectations and guidelines for citations and research practices within each individual subject.
- provide resources and tools to assist students in proper research practices.
- inform students of suitable group work collaboration as opposed to collusion and unethical assistance.
- check all IB submissions for plagiarism and give feedback to students and parents in the event that academic malpractice is suspected.



School Responsibilities

Oakland High School will:

- adhere to all IB Policies and Procedures to ensure proper conduct throughout all courses, submissions, and examinations.
- provide support to instructors and supervisors to allow full adherence to the academic honest policy.
- provide professional development opportunities to engage entire faculty in the creation of a culture supporting proper research methods and academic honesty.

Parent/Guardian Responsibilities

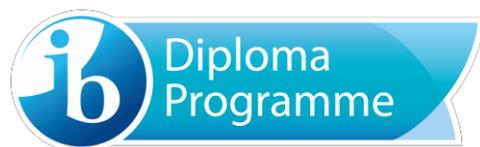
Parents will:

- be aware of Oakland's Academic Honesty Policy and all associated responsibilities and actions.
- support the teachers and administration in any action taken as a result of academic misconduct.
- encourage students to adhere to all posted guidelines regarding academic honesty and to seek help if there is any misunderstanding.
- reach out to teachers and administration in the event that additional resources are needed for adherence to this policy.

Academic Honesty — Diploma Program

The Diploma Program is undoubtedly full of pressures, time constraints, and high expectations. Along with these stresses, students face added pressure from college applications, end of the year examinations, and all the emotional pressure that goes along with high school. Despite the enormous pressure faced by our students, they must still maintain their independence and integrity when submitting work that they claim to be their own. It is our goal as educators to provide the students with meaningful and helpful resources to develop a set of skills necessary for the next two years as well as college and life beyond their formal education.

There is no doubt that the resource landscape has changed a great deal with the most recent technological revolution. Given the vast access to both informal and formal sources, each researcher must independently authenticate his/her sources and effectively credit all individuals. Students do not magically know how to appropriately credit sources, so it is our job as teachers to guide them through this process. Ultimately, however, it is the student's responsibility to turn in authentic work that is both ethical and transparent.



We will strive to provide a “safe and encouraging learning environment” to allow students an opportunity to practice proper research practices while also supporting the development of student skills and capacities (Academic Honesty, 2014, 1). The following policy will serve to develop a framework of clear expectations and responsibilities, while also providing a support network founded on growth and development.

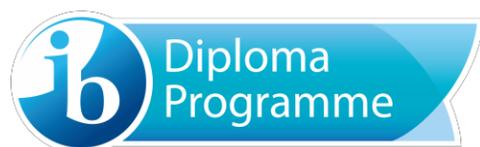
Investigation and Reporting of Misconduct

In the event that academic misconduct is suspected, the following procedures will apply:

- The teacher will inform the Coordinator of any potential student academic misconduct. This includes, but is not limited to cheating, plagiarism, and collusion.
- The Coordinator and teacher will then speak to the student and the parents and inform them of the investigation regarding the suspected misconduct.
- If evidence of misconduct is provided and confirmed within a class setting (classroom assignment or examination), the Coordinator will notify the student and parents of the consequences:
 - First Offense — A grade of zero will be given on the assignment.
 - Second Offense — The student will be immediately removed from Diploma Candidate status. In the event that the misconduct has followed the submission of college recommendations, all colleges will be notified of the change in status.
- If evidence of misconduct is provided and confirmed on any IBO assessment (e.g., internal assessments, external assessments, and/or any drafts or works in progress of internal or external assessments), the Coordinator will notify the student and parents of the consequences:
 - The student will immediately forfeit his/her classroom score on that particular assignment, earning a zero for that assignment.
 - The student will be immediately removed from diploma candidacy.
 - The IBO will be immediately notified, along with prospective colleges and associated scholarship offerings.
- All suspected misconduct, investigation findings, and communication will be kept on file for each Diploma Candidate. Students may view his/her file upon request.

Measures Taken to Provide Support

- Introduce research-writing skills in the ninth and tenth grade years as a part of enrichment in Advanced Honors (AH) courses.
- Practice and discuss these skills through the Extended Essay writing process.



- All teachers within the IB Program have been trained on the Academic Honesty Policy and are knowledgeable about the measures of support necessary to provide an encouraging and supportive environment.
- All teachers within the IB Program are unified in their approach to research-writing skills and procedures to be followed within the IB framework of Oakland High School. All expectations will be effectively communicated to students).

The Rights of the Student

In the event that a student is accused of academic misconduct, the student has the right to have a parent/guardian present during discussions of the investigation and associated consequences. The student also has the right to see all associated evidence and offer an explanation of any of such events. The student also has the right to appeal any decision of the Coordinator and teachers to the high school administrators in the event that drastic consequences have been rendered. Finally, the student has the right to learn from his/her mistakes and continue to better themselves as a student and person without judgment in the classroom.

Special Note Regarding Electronic Devices and Assessments

Any use of an electronic device, other than an approved calculator, during an assessment will automatically qualify as evidence of academic misconduct. No cell phone, tablet, or other electronic device is to be in the possession of the student throughout the course of ANY assessment, formal or informal.

Frequently Asked Questions

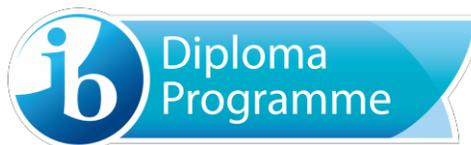
1) What is plagiarism?

The International Baccalaureate Organization (IBO) defines plagiarism as “the representation of the ideas or work of another person as the candidate’s own” (General Regulations: Diploma Program, 2011, 8).

2) Are there other ways to be guilty of academic misconduct, in addition to plagiarism?

Yes. The IBO specifically mentions three other forms of academic misconduct. They are defined as follows (General Regulations: Diploma Program, 2011, 8):

- Collusion: supporting the malpractice of another conduct, as in allowing someone to copy your work to be submitted.
- Duplication of Work: presentation of the same work from a different assessment and/or other IB assignment.
- Any other behavior that gives a particular candidate an unfair advantage over other candidates (falsifying CAS records,



manipulating data within IAs, divulging information from IB assessments or assignments, or any misconduct within an IB examination).

3) How do I know if I have plagiarized?

There are several reputable and reliable free online services that may serve as student plagiarism checkers. Students are encouraged to utilize these sources as a learning tool; these sites change frequently and may be found on the OHS IB website. In addition to online tools and sites, ASK for help if you have questions regarding proper citation of your sources. Your teachers are here to help and want to make sure that you are learning the skills necessary for the rest of your life.

4) What style does IB expect us to use (e.g., APA, MLA)?

IB has no preference so long that you are properly crediting and citing your sources. There are many styles, and they vary by subject and discipline. APA and MLA are the most commonly used, so we suggest that you familiarize yourself with one of these and make it your default style.

5) Are all assignments under the same level of scrutiny in regard to authentic work?

Although ALL assignments should be done with the highest level of academic honesty, it would be misleading to assert that they were all under the same level of scrutiny. If you were to envision a spectrum of scrutiny, all internal assessments and external assessments would be at the highest level, followed by class reports and presentations. All of these assignments mandate citations and proper crediting, but the format isn't as scrutinized in the latter. At the very bottom of the spectrum would be a dinner conversation with your friends or family; let's be real, giving proper citation would just be weird, but if you could drop a name or two that would be great!

6) What do I do if I suspect one of my classmates of academic misconduct?

There is no doubt that this can be a tricky and uncomfortable situation, but it is NEVER okay to be dishonest or lie, in an academic context or otherwise. It is our primary goal to make sure that we maintain the highest standards for all of our students, and it is a priority to also maintain the integrity of the IB Program. We also want to make sure that all students have the opportunity to be successful. If the student is truly struggling with the skills necessary for proper citation and academic honesty, please encourage him/her to seek help from a teacher. On the other hand, if the student is blatantly disregarding this Academic Honesty Policy it is your duty to

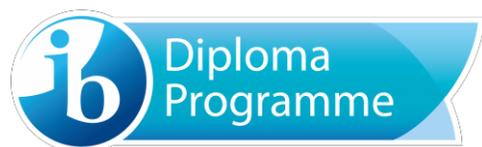


privately notify a teacher or administrator. We will use the utmost discretion throughout the investigation process and we will protect your involvement to the best of our ability. It takes all of us to make academic honesty a priority within our program and our school, and we thank you for taking this seriously.

References

Academic honesty in the IB educational context. (2014). Retrieved from International Baccalaureate Organization website:
<http://www.ibo.org/globalassets/digital-toolkit/brochures/academic-honesty-ib-en.pdf>

General regulations: Diploma Program. (2011). Retrieved from International Baccalaureate Organization website:
<http://www.ibo.org/globalassets/publications/become-an-ib-school/dp-general-regulation-2014.pdf>



Fee Requirements

In order for IBO to produce high-quality assessments, there is a test fee charged for any student taking any IB exam. These fees CHANGE each year and are charged by IBO to the student. Oakland High School collects these fees from the students and forwards it as a lump sum to IBO in order to process payment for all IB exams. For students on free or reduced lunch, the state subsidizes a *portion* of these fees. Students should contact Mrs. Borombozin for an updated invoice if they qualify for reduced test fees.

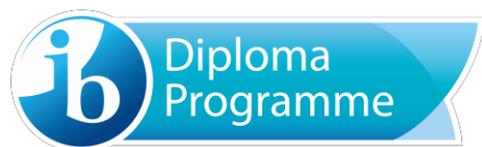
Students who wish to change their testing enrollment are charged a fee by IBO; this rate varies depending on when the request is made. Students wishing to withdraw from any exam(s) will not have their test fees refunded. Late fees apply per IBO to all late payments.

Students who are removed from the program or who are otherwise disqualified from testing for any reason (including, but not limited to, academic misconduct, violating the code of conduct, failing to stay in good standing) will not receive any refund for testing costs. In addition, students with testing conflicts (for example, an exam conflicting with a sports event) who choose not to take their test will not receive any refund for testing costs. This policy applies because IBO will not reimburse Oakland High School for change in testing status.

The per-subject fee is paid for each test registered for and is \$119 per exam for May 2020 exams.

Students may pay their fees in one lump sum up front, or in 3 payments. However, students who have not paid either their total or their first payment by the deadline will not be registered for exams.

Students who are concerned about affording the cost of testing should speak with Mrs. Borombozin individually by September 18th in order to set up an individualized payment plan. We will work with students in any way we can to lessen the burden through manageable payment plans. Students MUST make the first installment of their payment plan PRIOR to the registration deadline in order to be registered for testing. Any student, including diploma candidates, who has made no payments by the registration deadline will NOT be registered for any exams. Remaining balances must be paid (payment plans must be completed) by November 1st; any student with remaining balances will not have his/her IB results sent to any college or university and will have exam results and diploma status locked until payment is made in full.



Special Educational Needs Policy

Oakland Student Population

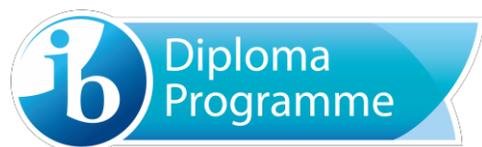
As with persons within any population, students within the IB Diploma Program have a range of educational needs. Oakland High School follows all Rutherford County Schools policies relating to students with special needs and accommodations. All federal and state policies are also adhered to when issuing Individualized Education Plans (IEPs) for students in need of additional differentiation or assistance in the general education classroom. The IB program also serves many gifted and talented students; these students are also designated as entitled to special education accommodations according to state law. In addition to IEPs, we also serve students with 504 Plans that dictate special modifications when an IEP is not suited or necessary for that student. Such 504 Plans often serve to grant students extra time or other assessment accommodations.

Protocol for Services and Assistance

Rutherford County Schools work on a referral basis for issuing IEPs for students that may need additional services. Once students are referred for special education assessments, a committee is put together to determine the proper action for the student and what may be necessary to meet their educational needs. This committee represents teachers, parents, guidance counselors, special education teachers, and medical professionals. In addition to the referral process, Rutherford County has recently instituted the Response to Intervention (RTI) program designed to build skills when a student lacks the necessary competency to stay at grade level. Both IEPs and RTI serve to assist students in maintaining the status within a traditional classroom setting.

IB Students and Special Education

The IB Program complies with all legal documents and provides all legal accommodations and supports in the classroom setting. Any student who receives special accommodations through an IEP, 504, or other legal document will need to file paperwork with the Coordinator in order to request such accommodations on IB examinations. In all cases that special accommodations have been requested, the Coordinator will file the proper paperwork with IBO in a timely manner to assure that assessment accommodations may be processed. IBO makes the final decision regarding all accommodation requests.



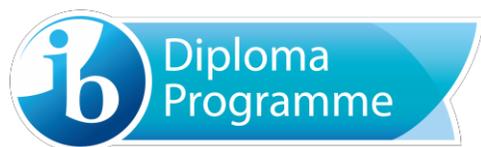
Language Policy

Philosophy

The International Baccalaureate Organization (IBO) aims to provide equal services and opportunities to students around the globe while minimizing any language obstructions. Furthermore, student experiences are intended to have a global and multicultural significance with international-mindedness being a priority within the educational framework. To this end, International Baccalaureate (IB) world schools must operate in an inclusive manner to facilitate learners from any language background while simultaneously providing support in the organization's working language. As an IB World School, Oakland High School is committed to the inclusion and fostering of students from all linguistic backgrounds while continuing to develop communication skills in the native language. English is the working language of our institution, and all courses and assessments are delivered in English with the natural exception of Language B. The Language B courses are currently delivered in Spanish or French.

Importance of Language

The International Baccalaureate Diploma Program strives to produce globally minded citizens that appreciate and communicate with individuals and groups around the world. To prepare these students for entry into a global economy and integrated social network, we adhere to IB's philosophy of language development. The working language (English) is continuously fostered within our curriculum to produce effective and motivated communicators, and the inclusion of a second language creates culturally aware citizens.



Glossary of Terms and Common Abbreviations

CAS Creativity, Activity, Service

CAS is a component of the IB core that focuses on experiential learning. Through this program, students are asked to choose areas of interest in which they will explore opportunities for personal enrichment and growth.

CAS Coordinator: Jessica Tucker

EE Extended Essay

The extended essay is a component of the IB core; it is a research paper in which students choose their own area of interest from one of their six group classes to explore. They develop individually an original question that they research through multiple types of sources and write a paper less than 4000 words in length.

EE Coordinators: Ann Borombozin and Katie Moisant

EA External Assessment

An assessment designed by IBO and scored by an IBO examiner. This may be an exam that a student takes in May or could be a body of work that is done in the context of the course, overseen by the instructor, and then sent to IBO for grading.

Group There are six IB-defined groups of classes; the groups are numbered as follows:

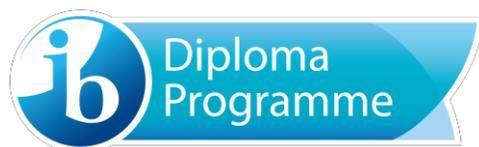
- Group 1 Native Language
- Group 2 Language Acquisition
- Group 3 Individuals and Societies
- Group 4 The Sciences
- Group 5 Mathematics
- Group 6 Fine Arts (or Elective)

HL Higher Level

An HL course is an IB course designed to include 240 teaching hours and cover a range of complex content. Students take at least three group courses at the Higher Level; students should choose areas of academic strength for their HL classes.

IA Internal Assessment

An assignment designed by IBO that is completed under the oversight of the instructor and then scored by the instructor. Once scored by the teacher, the work is then sent to IBO to be moderated by IB examiners to ensure



equitable and accurate grading among all IB World Schools and teachers' score reliability.

IB International Baccalaureate

IBO The International Baccalaureate Organization

IBO is the world organization that serves as the governing body of all IB instructional content and assessment.

SL Standard Level

An SL course is an IB course designed to include 150 teaching hours and cover a broad range of content. Students take up to three group courses at the Standard Level.

TOK Theory of Knowledge

All students must complete the theory of knowledge course, an IB core class that explores different types of knowledge and ways of knowing. Students are asked to explore “big ideas” from multiple perspectives and to wonder how they know what they know.

TOK Instructor: Ann Borombozin & Anna Shadburn

The diploma points matrix

May 2015 onwards

		Theory of knowledge					
		Grade A	Grade B	Grade C	Grade D	Grade E	No grade N
Extended essay	Grade A	3	3	2	2	Failing condition	Failing condition
	Grade B	3	2	2	1	Failing condition	Failing condition
	Grade C	2	2	1	0	Failing condition	Failing condition
	Grade D	2	1	0	0	Failing condition	Failing condition
	Grade E	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition
	No grade N	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition



7 Learning Outcomes of CAS

Identify own strengths and develop areas for growth

Students are able to see themselves as individuals with various abilities and skills, of which some are more developed than others.

Demonstrate that challenges have been undertaken, developing new skills in the process

A new challenge may be an unfamiliar experience or an extension of an existing one. The newly acquired or developed skills may be shown through experiences that the student has not previously undertaken or through increased expertise in an established area.

Demonstrate how to initiate and plan a CAS project

Students can articulate the stages from conceiving an idea to executing a plan for a CAS project or series of CAS projects. This may be accomplished in collaboration with other participants. Students may show their knowledge and awareness by building on a previous experience, or by launching a new idea or process.

Show commitment to and perseverance in CAS experiences

Students demonstrate regular involvement and active engagement in activities over the course of their time in the Diploma Program.

Demonstrate the skills and recognize the benefits of working collaboratively

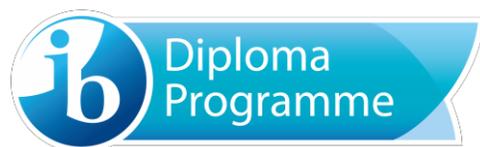
Students are able to identify, demonstrate and critically discuss the benefits and challenges of collaboration gained through CAS experiences.

Demonstrate engagement with issues of global significance

Students are able to identify and demonstrate their understanding of global issues, make responsible decisions, and take appropriate action in response to the issue either locally, nationally or internationally.

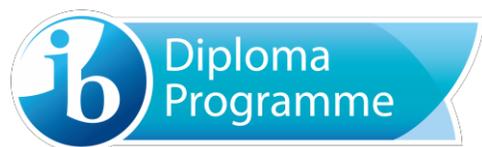
Recognize and consider the ethics of choices and actions

Students show awareness of the consequences of choices and actions in planning and carrying out CAS activities and projects.



Candidate Consent

By signing the declaration at the conclusion of this Handbook, you understand and consent to the 1) the Coordinator or another authorized school staff member uploading your work to the IB's eCoursework system and 2) the IB's processing, use, disclosure, and transfer of your 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 your country of residence). You also confirm that you are at least 15 years old and that the version of any materials you submit to your Coordinator or another school staff member is the correct and final version, is your own work, and that you have correctly acknowledged the work of others. Failure to do this will be investigated as a breach of IB regulations.



International Baccalaureate Faculty Directory

Coordinator

Ann Borombozin
borombozina@rcschools.net
(615) 904-3780 ext. 23988

Diploma Program Core

Anna Shadburn, Theory of Knowledge (year 1)
shadburna@rcschools.net

Ann Borombozin, Theory of Knowledge (year 2)
borombozina@rcschools.net

Ann Borombozin and Katie Moisant, Extended Essay coordinators
borombozina@rcschools.net / moisantk@rcschools.net

Jessica Tucker, CAS coordinator
tuckerj@rcschools.net

Group 1

Tim Nance, English
nancet@rcschools.net

Group 2

Alex Grammer, French
grammera@rcschools.net

Minerva Salazar-Lopez, Spanish
salazar-lopezm@rcschools.net

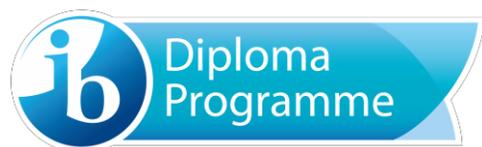
Group 3

James Huffman, History
huffmanj@rcschools.net

Dr. Sarah Masnik, Psychology
masniks@rcschools.net

Sherri Rogers, Business Management
rogerss@rcschool.net

Matt Snow, History
snowm@rcschools.net



Group 4

Alice Brank, Chemistry
branka@rcschools.net

Shelli Knechtel, Biology (year 2); Environmental Systems and Societies
knechtels@rcschools.net

Jessica Tucker, Biology (year 1)
tuckerj@rcschools.net

Group 5

Randy McClellan, Mathematics HL
mcclellanr@rcschools.net

Joan Simmons, Math Studies, Math SL
simmonsj@rcschools.net

Group 6

Frank Baugh, Visual Art
baughf@rcschools.net

Amy Couch, Theatre
coucham@rcschools.net

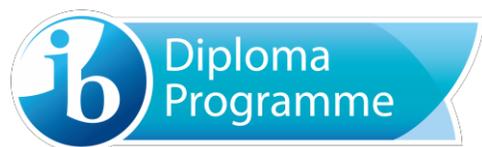
Ty Jessup, Music
jessupt@rcschools.net

Administration

John Marshall, Principal
marshallj@rcschools.net
(615) 904-3780 ext. 23901

Tim Roediger, Assistant Principal (A-E)
roedigert@rcschools.net
(615) 904-3780 ext. 23904

Sherry Mullen, Assistant Principal (F-K)
mullens@rcschools.net
(615) 904-3780 ext. 23913



Brad Decker, Assistant Principal (L-Q)
marshallj@rcschools.net
(615) 904-3780 ext. 23920

Ericka Coronado, Assistant Principal (R-Z)
coronadoe@rcschools.net
(615) 904-3780 ext. 23903

Guidance Staff

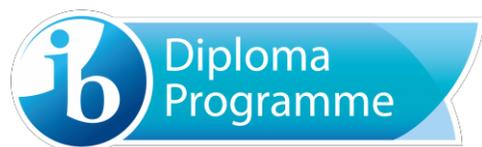
Jana Hudson, guidance counselor (A-E)
hudsonj@rcschools.net
(615) 904-3780 ext. 23907

Nikki Ciletti, guidance counselor (F-K)
cilettin@rcschools.net
(615) 904-3780 ext. 23975

Missy Blissard, guidance counselor (L-Q)
blissardm@rcschools.net
(615) 904-3780 ext. 23918

Teri Pigg, guidance counselor (R-Z)
piggt@rcschools.net
(615) 904-3780 ext. 23910

Jane Lisle, guidance secretary
lislej@rcschools.net
(615) 904-3780 ext. 23911



Requirement for Graduating in Red Gown

Full IB Diploma Candidates are eligible to graduate in a red robe if they meet the following requirements:

- 1.) Extended Essay completed and submitted on time. Extended essay must meet the minimum requirements of the rubric.
- 2.) TOK written assignment completed and submitted on time. Written assignment must meet the minimum requirement of the rubric.
- 3.) All CAS activities, reflections and evidence submitted in ManageBac by April 15th and CAS coordinator must sign off on CAS completion. This includes the completion of a CAS project.
- 4.) All IA's must be completed and submitted on time. All IA's must meet the minimum requirements of the rubric.
- 5.) All IB Exams must be taken.
- 6.) All final IB course grades for the year must be a grade of C or above.
- 7.) All exam fees must be paid in full to the IB coordinator.

