

International Baccalaureate



Central High School Diploma Program and Career-Related Program Guide

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International Baccalaureate Organization

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 located in Cardiff, Wales. In the 1960's "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 1968. The Middle Years Program (MYP) was added in 1994, the Primary Years Program (PYP) in 1997, and the Career-Related Program (CP) 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. For more information on the IBO, visit www.ibo.org.

The educational philosophy of the IB 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 programs of international education and rigorous assessment.

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

International Baccalaureate Authorization

The International Baccalaureate Organization must authorize any school that wishes to offer the IB curriculum. Authorization is a rigorous process and is followed up by an in-depth review of the school and its programming every five years. A student must be enrolled in an authorized school to participate in the IB Diploma or IB Career-Related Program or to be eligible to sit for IB examinations.

IB Learner Profile

The aim of all IB programs 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. A central piece of the IB curriculum model, the Learner Profile defines the core values and qualities of the IB mission statement. IB schools and teachers promote the Learner Profile throughout the program and curriculum, and school as a whole.

IB learners strive to be:

Inquirers They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

International Baccalaureate Diploma and Career-Related Programs

The International Baccalaureate **Diploma Program** is a rigorous pre-university course of study, leading to comprehensive, written examinations that meets the needs of the highly motivated secondary school student. The DP is a comprehensive curriculum that allows its graduates to fulfill requirements of the various national systems of education.

The International Baccalaureate **Career-Related Program** is a framework of international education that incorporates the values of the IB into a unique program addressing the needs of students engaged in career-related education. CP students take a minimum of two IB Diploma Program courses. The program leads to further/higher education, apprenticeships or employment.

IB Teacher Training and Professional Development

All teachers of IB Diploma or IB Career-Related courses are trained at authorized IB workshops. The training sessions emphasize the requirements of the IB exams and course assessments. DP and CP teachers are also encouraged to periodically attend more advanced training sessions and to participate in targeted professional development activities.

Transfer/Transportation to Central High School

Springfield Public Schools students who do not live in the Central attendance area must apply for a transfer in order to attend Central. The electronic transfer request must be submitted through the SPS website. Most students who wish to pursue IB course options apply for a transfer in the fall of the 8th

grade year to begin attending Central High School in the 9th grade year using the SPS Transitional Transfer option. Any student who transfers to Central in the 10th or 11th grade year and who has played any varsity sport at another high school is ineligible to play the same varsity sport at CHS for 365 days following the effective transfer date. The same ineligibility ruling applies to students who transfer back to their home attendance area high school after playing any varsity sport at CHS. This MSHSAA ruling is non-negotiable.

There is no district-provided transportation to CHS for the IB program for students who live outside of the CHS attendance area, but the SPS district transportation office can provide information about pay to ride opportunities.

Springfield Public Schools and Missouri Graduation Requirements

In addition to completing the courses required for the IB Diploma or Career-Related Program, students must complete the following district and state requirements in order to graduate. Depending on the student's choice of Diploma Program electives (sixth subject), he or she may fulfill the graduation requirement for fine or practical arts through his or her IB course plan.

- 1 credit fine art – music, theater, or art
- 1 credit practical art – business, family and consumer science, technology, Media II, IB Film, or Journalism II
- ½ credit personal finance
- ½ credit health
- ½ credit Liberty and Law (taken online in conjunction with TOK for full Diploma Candidates)
- 1 ½ credits PE (½ credit may be waived by the building principal in the senior year if the student has taken a full schedule each year and has participated in the required number of hours of a school related extra-curricular physical activity)

IB Programs at Central High School

The IB Middle Years (MYP) is a broad curriculum framework that encourages students to make practical connections between their studies and the real world. As an authorized MYP school, Central High School applies the MYP framework to all 9th and 10th grade classes. Therefore, all 9th and 10th grade students are IB MYP students, but not all MYP students will be eligible to participate in the Diploma and Career-Related Programs. Students wishing to pursue the IB Diploma or Career-Related Program must indicate their desire to do so, must take pre-requisite courses, and will have access to the following options based on academic performance and individual interest:

Full Diploma Program (Diploma Candidates)

9th-10th grade: Required schedule of honors courses designed to meet pre-requisites of six DP courses.

11th-12th grade: Six DP courses and DP core.

Full Career-Related Program (Career-Related Certificate Candidates)

9th-10th grade: Schedule of two or more honors courses chosen based on ability and interest.

11th-12th grade: Two or more DP courses, career-related study and CP core.

Individual Diploma Program Courses (Diploma Program Individual Course Candidates)

9th-10th grade: Schedule of at least one honors course based on ability and interest.

11th-12th grade: One or more DP courses of the student's choice.



Diploma Program Curriculum

The subjects that comprise the DP curriculum are arranged according to six groups. Each Diploma Candidate is required to complete one course from each group. Each IB school may choose which specific courses to offer in each subject group. Diploma Candidates must also complete all elements of the DP core.

- Group 1: Studies in language and literature (the student's native language)
- Group 2: Language acquisition (a modern or classical second language)
- Group 3: Individuals and societies
- Group 4: Experimental sciences
- Group 5: Mathematics
- Group 6: The arts or another subject from groups 1-5 above

Diploma candidates must select courses in three of the groups to study at the Higher Level (HL) and three at the Standard Level (SL). A student may alternatively select four HL courses and two SL courses. Students in 11th grade are allowed to complete and take assessments for up to two SL courses. All HL courses are two-year courses that must be completed in the 12th grade. No student is permitted to take more than two one-year SL courses as part of his or her Diploma plan. Students who wish to take additional subject exams (beyond the required six) may do so with permission of the IB coordinator and counselor if all pre-requisites have been met.

Admission to the Central High Diploma Program Pathway

Eighth grade students gain admission into the pathway for the full Diploma Program based on interest and demonstrated ability. An application is available on the Central High School website from October to December 1 of each school year. Admission standards include a GPA of 3.0, the recommendation of the student's middle school, and strong communication skills as demonstrated by a student essay. Students who are not selected to begin the full pathway their freshman year are invited to re-apply in December of their 9th grade year for admission as sophomores. Students may transfer to Central High School regardless of acceptance into the Diploma Program pathway. Diploma Program candidates must submit a Diploma Program contract and a two-year Diploma Program plan at the time of scheduling.



Career-Related Program Curriculum

CP students must select a minimum of two DP courses, a minimum of two courses in a career pathway, and must complete all elements of the CP core. While CP students may select their DP courses at either the Standard or Higher level and based on ability and interest, at least one must be two-year course.

Approved career pathways at Central High School include Project Lead the Way (PTLW) Engineering, PTLW Biomedical, PTLW Computer Science and Pro-Start (Culinary Arts).

Admission to the Central High Career-Related Program Pathway

Students gain admission to the Career-Related Program based on having been previously admitted to the Diploma Program pathway **or** upon selecting the CP during the scheduling process in spring of the sophomore year. Students who select the CP must have complete the pre-requisite work for at least two Diploma Program courses and must be recommended by teachers for at least two Diploma Program courses. Career-Related Program Candidates must submit a Career-Related Program contract and two-year Career-Related plan at the time of scheduling.

Admission to Central High Individual Diploma Program Courses

Students gain admission to individual Diploma Program courses by selecting those courses for which they have completed pre-requisite work and for which they have been recommended by their teachers when scheduling for the junior and/or senior year(s). Individual Diploma Program Course Candidates must complete an Individual Diploma Program Course Contract and a two-year plan at the time of scheduling.

IBO Assessment

At the end of 11th and/or 12th grades, Diploma Candidates, Career-Related Certificate Candidates, and Individual Diploma Program Course Candidates must sit for examinations in each of their chosen courses. These assessments are written by the IBO, and student responses are sent to trained IB examiners around the world for evaluation. Each course also requires at least one or more major project, paper, or oral assessment which may be graded the teacher, then moderated by the IB, or may be sent

directly to IB examiners for evaluation. Each required assessment is weighted as a percentage of the total course score that is graded on a 1-7 scale.

IBO Examination/Assessment Fees

Assessment fees, which are paid to the IB Organization, are the responsibility of students and their families. Registration takes place in the fall of the testing year, and fees are due to the Central High IB office (room 114) in October. Financial assistance for assessment fees may be requested for those families in need. The following guidelines are currently in effect:

- Students who qualify for free or reduced lunch or who are experiencing a temporary financial difficulty are eligible to apply for financial assistance **if** funds are available in a given year.
- Any student who is granted financial assistance is expected to complete all assessment components and sit for exams or to reimburse Central High school or other funding source the cost of his or her assessment fees.

A full refund of assessment fees will only be available if the student withdraws from a course and requests his or her reimbursement in writing prior to the November 15 registration deadline. A partial refund will be available if the student withdraws from a course and makes the request in writing prior to the January 15 late registration deadline.

Academic Expectations

Once students begin in a pre-Diploma (9th and 10th grade honors courses), Diploma, or Career-Related Program schedule of courses, they are expected to maintain academic excellence. Any student earning a D or F on a quarterly grade report is automatically considered probationary until the next marking period. A student earning a D or an F grade at the semester may be removed from those courses in which he or she is making insufficient progress. A student who is removed from an honors course at the semester but who earns an A or a B in the non-honors course the following semester and is recommended by his or her teacher may be re-assigned to an honors course for the next year.

Academic Honesty

All Central High School students are expected to adhere to the *Central High School Academic Honesty Policy*. The policy outlines the expectations and consequences of any act of academic misconduct involving coursework or assessments in any class at CHS. Additionally, any suspicion of malpractice on a formal IB assessment must be reported to the International Baccalaureate Organization by the IB coordinator. Academic misconduct may result in the student's removal from the IB program and/or in a refusal of the IBO to issue final course grades. See the *Central High School Academic Honesty Policy* for more information.

Citizenship and Program Eligibility

Violations of the Springfield Public Schools disciplinary scope and sequence may directly or indirectly result in consequences of lower academic grades, suspension from school activities, or removal from courses, any of which may result in IB Diploma or Career-Related Program ineligibility.

Students who represent Central High School in CAS or in Career-Related Program Service Learning activities are held to exemplary citizenship standards as outlined by the *Springfield Public Schools Citizenship Standards for Eligibility* for all extracurricular activities. Students who are suspended from or deemed ineligible for participation in one or more school activities are also ineligible for representing Central High School in in CAS/Service Learning activities and may therefore become ineligible for participation in the full IB Diploma or Career-Related Program. See the *Springfield Public Schools Citizenship Standards for Eligibility* for more information.

Short Term Out of School Suspensions

SPS district policy allows students assigned to out of school suspensions of 10 days or fewer to continue their coursework and remain in their assigned schedule if they enroll in a prescribed intervention program. IB Diploma or Career-Related Program teachers provide students attending district intervention programs reasonable opportunities to complete assigned work in order to earn credit in their courses, but final semester grades and resumed eligibility for participation in extra-curricular activities ultimately determine the student's eligibility to continue in individual Diploma Program courses or in the full Diploma or Career-Related Program pathway.

Long Term Out of School Suspensions

SPS provides students assigned long-term out of school suspensions (beyond 10 days) alternative pathways to gaining credits toward graduation through the Solutions program. Due to the high expectations for citizenship embedded in the IB Learner Profile, the participatory nature of IB Diploma or Career-Related Program courses, and the unique challenge of providing individual instruction at the level necessary for successful completion of all required homework, laboratory/practical experiences, interactive activities, and IBO assessments, students assigned to out of school suspensions of 10 days or more are automatically unenrolled from IB Diploma Program courses and are removed from the full IB Diploma or Career Program pathway.

Recommended Sequence for Diploma Program Coursework at CHS

GROUP 1: STUDIES IN LANGUAGE AND LITERATURE

Studies in language and literature is a study of literature in the student's native language. For most students at CHS, that will be English. Students whose mother tongue is other than English may select a second Group 1 in lieu of a Group 2 Language if proper arrangements are available.

Language A1: Literature (English) Course Sequence

9 th Grade	10 th Grade	11 th Grade	12 th Grade	Exam
English IH or IIH (Reed)	English IIH or AP English (Reed)	IB English IIIH	IB English IVH	HL English Exam

GROUP 2: LANGUAGE ACQUISITION

Language Acquisition includes a second language acquired by the student during the middle and/or high school years. CHS offers 2 languages that satisfy the Group 2 requirement: **French** or **Spanish**.

Many students will take an HL or SL exam in grade 12; however, students with prior language experience in middle school or otherwise may be able to advance through the sequence earlier. Those students may opt to take the SL exam in grade 11 after which they would not be required to take another course in the language in grade 12. A student who is not ready for the SL course in spite of prior experience or who wishes to make Language B a two-year SL option, may take Spanish or French IV or V prior to entering the SL Language course.

French or Spanish B Course Sequence Options

	9 th Grade	10 th Grade	11 th Grade	12 th Grade	Exam
Option 1	Pre-Diploma Language I	Pre-Diploma Language II	Pre-Diploma Language III	SL Language	SL Language B Exam

Option 2	Pre-Diploma Language II	Pre-Diploma Language III	SL Language	None	SL Language B Exam
Option 3	Pre-Diploma Language II	Pre-Diploma Language III	Language IV or V	SL Language	SL Language B Exam
Option 4	Pre-Diploma Language II	Pre-Diploma Language III	SL Language	HL Language	SL or HL Language B Exam

GROUP 3: INDIVIDUALS AND SOCIETIES

CHS offers 4 options that satisfy the Group 3 requirement. US history and World history are required courses for graduation from any SPS high school. In addition, all students are required to take ½ credit of Liberty and the Law. For Diploma Candidates, an additional credit of social studies is fulfilled by the IB Theory of Knowledge course.

Option A: History

History Course Sequence Options

	9th Grade	10th Grade	11th Grade	12th Grade	Exam
Option 1	US History H or AP Human Geography (Reed)	World History H	SL World History	None	SL World History Exam
Option 2	US History H or AP Human Geography (Reed)	World History H	None	SL World History	SL World History Exam
Option 3	US History H	World History H	SL World History	HL History of the Americas	HL History of the Americas Exam

Option B: IB Psychology

Students wishing to take both History and Psychology may take Psychology as a Group 6 subject.

Psychology Course Sequence

9th Grade	10th Grade	11th Grade	12th Grade	Exam
US History H	World History H	SL Psychology	HL Psychology	SL or HL Psychology Exam

Option C: IB Global Politics

Students wishing to take both History and Global Politics may take Global Politics as a Group 6 subject. Global Politics is offered at the SL level only.

Global Politics Course Sequence Options

	9th Grade	10th Grade	11th Grade	12th Grade	Exam
Option 1	US History H	World History H	SL Global Politics	None	SL Global Politics Exam
Option 2	US History H	World History H	None	SL Global Politics	SL Global Politics Exam

Option D: Environmental Systems and Societies

Students may wish to satisfy the IB Group 3 requirement by taking the IB exam in the interdisciplinary course, Environmental Systems and Societies, which also satisfies the Group 4 (science) requirement. Students who wish to use the ESS course to satisfy both the Group 3 and 4

requirements must select two Group 6 subjects at the Higher Level in order to meet the DP requirement of 3 SL and 3 HL subjects. The Environmental Systems and Societies exam course is offered at the standard level only.

Environmental Systems and Societies Course Sequence Options

	9th Grade	10th Grade	11th Grade	12th Grade	Exam
Option 1	Honors History and Science	Honors History and Science	ESS	None	SL ESS Exam
Option 2	Honors History and Science	Honors History and Science	None	ESS	SL ESS Exam

GROUP 4: EXPERIMENTAL SCIENCES

CHS offers 3 options that satisfy the Group 4 requirement: Biology, Chemistry, and Environmental Systems and Societies.

Option A: Biology

Biology Course Sequence

9th Grade	10th Grade	11th Grade	12th Grade	Exam
Biology H	Chemistry H or other Honors Science	IB Biology I	IB Biology II	SL or HL Biology Exam

Option B: Chemistry

Students who are interested in Chemistry should take the following courses. Success in Chemistry is very dependent on strong math skills and should be considered only by students who excel at math.

Chemistry Course Sequence

9th Grade	10th Grade	11th Grade	12th Grade	Exam
Biology H	Chemistry H	IB Chemistry I	IB Chemistry II	SL or HL Chemistry Exam

Option C: Environmental Systems and Societies (see course sequence options under Group 3)

GROUP 5: MATHEMATICS

CHS offers 3 options that satisfy the Group 5 requirement: SL Mathematics Applications and Interpretations, SL Mathematics Analysis and Approaches or HL Mathematics Analysis and Approaches.

Option A: SL Mathematics Applications and Interpretations (MAI)

MAI may be taken junior year, however, because many colleges require four years of high school mathematics, most students take an additional advanced math elective after completing the course. MAI is offered as an SL course only.

MAI Course Sequence Options

	9th Grade	10th Grade	11th Grade	12th Grade	Exam
Option 1	Algebra I	Geometry H	Algebra II H	SL MAI	SL MAI Exam
Option 2	Geometry H or higher	Algebra II H or Higher	SL MAI	None or math elective	SL MAI Exam

Option B: SL Mathematics Analysis and Approaches (MAA)

SL MAA Course Sequence

9th Grade	10th Grade	11th Grade	12th Grade	Exam
Geometry H or higher	Algebra II H or higher	SL MAA I	SL MAA II	SL MAA Exam

Option C: HL Mathematics Analysis and Approaches (MAA)

HL MAA Course Sequence

	9th Grade	10th Grade	Summer	11th Grade	12th Grade	Exam
Option 1	Geometry H or higher	Algebra II H or higher	Math Analysis & Trigonometry	HL MAA I	HL MAA II	HL MAA Exam
Option 2	Algebra II H or higher	Math Analysis & Trigonometry	None	HL MAA I	HL MAA II	HL MAA Exam

GROUP 6: ARTS and/or ELECTIVE SUBJECT

CHS offers 5 arts/elective options that satisfy the Group 6 requirement: Art, Music, Theatre, Film, or an additional subject from Groups 1-5.

Option A: Visual Art

Visual Art Course Sequence Options

	9th Grade	10th Grade	11th Grade	12th Grade	Exam
Option 1	Art Foundations	Studio Art Course	SL Art Portfolio	None	SL Art Exam
Option 2	Art Foundations	Studio Art Course	SL Art Portfolio or Studio Art Class	SL Art Portfolio	SL Art Exam
Option 3	None	Art Foundations	Studio Art Course	SL Art Portfolio	SL Art Exam
Option 3	Art Foundations	Studio Art Course	HL Art Portfolio	HL Art Portfolio	HL Art Exam

Option B: Music

Students pursuing the IB music pathway must take a music course (choir, band, or orchestra) both prior to and concurrent with the IB Music Analysis course in order to fulfill the required hours and activities of the course. Additionally, while IB music includes a performance assessment, most of the course consists of music theory, analysis and research.

Music Analysis Course Sequence Options

	9th Grade	10th Grade	11th Grade	12th Grade	Exam
Option 1	Choir, Band or Orchestra	Choir, Band or Orchestra	Choir, Band or Orchestra AND SL IB Music	None	SL Music Exam
Option 2	Choir, Band or Orchestra	Choir, Band or Orchestra	Choir, Band or Orchestra	Choir, Band or Orchestra AND SL or HL IB Music	SL or HL Music Exam

Option C: Theatre

With permission of the instructor, students with previous experience in theatre may begin the IB theatre sequence with Drama II or higher. While there is a performance element to the course, the IB assessments are based on practical work, analysis, and research so students with no prior performance experience **may** be allowed directly into the IB Theatre course in certain circumstances and with the instructor's permission.

Theatre Course Sequence Options

	9th Grade	10th Grade	11th Grade	12th Grade	Exam
Option 1	Drama I	Drama II	IB Theatre	IB Theatre	SL or HL Theatre Exam
Option 2	Drama II	Drama III	IB Theatre	IB Theatre	SL or HL Theatre Exam

Option D: Film

Central Intelligence (CI) is a competitive broadcast journalism course that requires application and is not a pre-requisite for IB Film/Media II. Those participating in CI should schedule for both the CI course and the IB Film/Media II course junior and/or senior years.

Film Course Sequence Options

	9th Grade	10th Grade	11th Grade	12th Grade	Exam
Option 1	Media I	Central Intelligence or None	IB Film	None	SL Film Exam
Option 2	Media I	Central Intelligence or None	IB Film/Media II	IB Film/Media II	SL or HL Film Exam
Option 3	None	Media I	IB Film/Media II	IB Film/Media II	SL or HL Film Exam

Option E: An Additional Elective Course from Groups 1-5

Not all group 1-5 courses will be available as group 6 subjects due to constraints of the master and/or the student's individual schedule.

Summer School (*Explore!*) and SPS Online Courses

While it is not a requirement of the IB Diploma or IB Career-Related Program, many students take summer *Explore!* or SPS online classes in order to allow for more than one elective course during the school year. Courses taken in the summer often include PE, health, and personal finance. It is **not recommended** that students take required core classes such as math or English during the summer. Students who are interested in enrolling in these district options as soon as enrollment becomes available as some classes fill almost immediately.

Core Requirements for the IB Diploma

In the required coursework within each of the six subject groups, there are three additional features of the IB Diploma Program curriculum model. These include Creativity, Activity, Service (CAS), the extended essay (EE), and the Theory of Knowledge (TOK) course.

Creativity, Activity, Service

Creativity, Activity, Service is a fundamental part of the Diploma Program. 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 interpreted to include a wide range of performing and visual arts activities as well as the creativity students demonstrate in designing and implementing service projects.

Activity includes participation not only in individual and team sports but also in local or international projects that produce sweat. This requirement encourages participation in activities that promote physical fitness and well-being.

Service entails a wealth of unpaid service and humanitarian activities that improve the life of the local, national or global community.

Each school appoints CAS advisors who will work with students beginning the junior year to see that they fulfill the eight learning outcomes and to help in planning their approximately 150 hour total CAS program. A system of self-evaluation requires students to log activities and encourages them to reflect on the benefits to themselves and to others, and to evaluate the understanding and insights acquired. Each IB school sets internal deadlines for the completion of this requirement. **Since failure to complete and document approved CAS hours will result in no Diploma being awarded, students who have not complied with the deadlines for CAS will not be allowed to register for 12th grade DP assessments as Diploma Candidates.**

The CHS student CAS guide is available through ManageBac (electronic management system) and additional information is provided by the IBO at:

<http://www.ibo.org/programmes/diploma-programme/curriculum/creativity-activity-and-service/cas-projects/>

<http://www.ibo.org/contentassets/5895a05412144fe890312bad52b17044/cas-2016-english-1st-final-web.pdf>

The Extended Essay

Each IB diploma candidate is required to undertake an original research project writing an Extended Essay of approximately 4,000 words. This offers the student the opportunity to investigate a special interest topic, which may or may not be connected to one of his/her six courses of study. The expected writing skills are those of university level. The student may select a topic in one of 60 subjects available in the IB curriculum. Each student also selects a faculty supervisor to provide academic guidance as well as ensure proper procedure. The Extended essay is assessed according to general and subject-specific criteria. General criteria relate to the appropriateness of the research question, the way in which the material is handled, the level of analysis, and the quality of the argument. Subject-specific assessment criteria relate to how the candidate manages his/her chosen topic within the context of the subject in which the paper is registered. Each school sets internal deadlines and grading for the completion of this essay.

The CHS student Extended Essay guide is available through ManageBac (electronic management system) and the complete IBO Extended Essay guide at:

https://ibpublishing.ibo.org/extendedessay/apps/dpapp/index.html?doc=d_0_ee_yyy_gui_1602_1_e&part=1&chapter=1

Extended Essay Deadlines

The bulk of the extended essay is written in the junior year with the support of the extended essay coordinators and the extended essay supervisors. Students are expected to meet internal deadlines to assure completion of the essay and to post those deadlines on the ManageBac website. Complete instructions and deadlines are provided at the beginning of the junior year. **In addition to meeting assigned deadlines, students are responsible to consult the Extended Essay guide frequently, to conduct appropriate and ethical research, to format and edit their work carefully, and to set up and attend meetings with their Extended Essay supervisors as required.**

Theory of Knowledge

TOK is often referred to as the 'capstone' course of the diploma program. It is a course unique to IB that provides continuity to all elements of the Diploma Program. Students spend 100+ hours of class time over the course of the two years of the Diploma Program during which they are asked to reflect upon all aspects of their studies and on "*how they know what they know.*" At Central High School, only Diploma candidates are permitted to enroll in TOK, which is taught during a required TOK learning lab junior year and as a full year course during the senior year. The student has the opportunity through TOK, and in conjunction with the Extended Essay to earn "bonus" points toward the IB Diploma.

Conditions for the Award of the IB Diploma

Performance in each subject is graded on a scale of 1 point (minimum) to 7 points (maximum). For the IB Diploma, a maximum of 3 bonus points may be awarded for combined performance in Theory of Knowledge and on the Extended Essay. The maximum total Diploma Program points score, is, therefore 45 points.

A candidate is eligible for the award of the IB Diploma if the following conditions have been met:

1. CAS requirements have been met.
2. The candidate's total points are 24 or higher.
3. No grade of N has been given for theory of knowledge, extended essay or for a contributing subject.
4. No grade of E has been awarded for theory of knowledge and/or the extended essay.
5. No grade of 1 has been awarded in a subject/level.
6. No more than two grades of 2 have been awarded (HL or SL).
7. No more than three grades of 3 or below have been awarded (HL or SL).
8. The candidate has gained at least 12 points on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
9. The candidate has gained at least 9 points on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).

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

Core Requirements for the IB Career-Related Certificate

The IB Career-Related Program requires completing a minimum of two IB Diploma Program courses and assessments. In addition to the required IBDP courses, there are three additional features of the IB Career-Related Program curriculum model. These include Service Learning, the Reflective Project, Language Development, and the Personal and Professional Skills (PPS) course.

Service Learning

All CP students are required to engage in a service learning program. Completion of service learning is based on student achievement of the five service learning outcomes.

All students are required to maintain and complete a service learning portfolio as evidence of their engagement with service learning throughout the program and of application of the five stages of service learning. While not externally assessed, the portfolio gives students an opportunity to outline and reflect on their service learning experience. This provides the school with evidence that the student has achieved the five service learning outcomes.

As part of the program, students engage in three interviews with their service learning coordinator. These formal interviews are documented by the coordinator and the student as further evidence of student achievement of the five outcomes.

The first interview is at the beginning of the service learning program.

The second interview is at the end of the first year of the service learning program.

The third interview is at the end of the service learning program.

The provision of service learning is expected to run concurrently with the other components of the CP core.

The complete Service Learning guide is available through the IBO website or by request.

<https://resources.ibo.org/cp/subject-group/Core/resource/11162-38307?lang=en>

Reflective Project

The reflective project is an in-depth body of work produced over an extended period of time and submitted towards the end of the CP. It is the product of the students' own initiative and should reflect their personal experience of the CP. The reflective project is intended to promote high-level research, writing and extended communication skills, intellectual discovery and creativity through a variety of different approaches. Students are helped to recognize and make use of the links between all strands of their CP in order that the reflective project can be a formal representation of their studies overall.

The reflective project focuses on an ethical dilemma of an issue directly linked to the student's career-related study.

In addition to a written essay, students keep a record of their reflections on the process of undertaking and completing the reflective project using the Reflections on planning and progress form (RPPF). This record forms part of the final reflective project assessment.

The complete Reflective Project guide is available through the IBO website or by request.

<https://resources.ibo.org/cp/subject-group/Core/resource/11162-38309?lang=en>

Language Development

All CP students are required to complete the language development core component and the language portfolio, including those students studying a Diploma Program (DP) language acquisition course.

Should a student undertake a DP language acquisition course in addition to the minimum requirement of two DP courses for the CP, the language development requirement is satisfied. However, the language portfolio must still be completed to the satisfaction of the school.

The minimum requirement for satisfactory completion of language development is that students have developed their language ability when mapped against the language phases. There is no requirement for students to move from one phase to the next, only that they have evidence of language development in the target language.

The provision of language development is expected to run concurrently with the other elements of the CP core.

The complete Language Development guide is available through the IBO website or by request.

<https://resources.ibo.org/cp/subject-group/Core/resource/11162-38310?lang=en>

Personal and Professional Skills (PPS)

Personal and professional skills is designed for students to develop attitudes, skills and strategies to be applied to personal and professional situations and contexts now and in the future. In this course the emphasis is on skills development for the workplace, as these are transferable and can be applied in a range of situations.

The overall aims of personal and professional skills are for the students to:

- develop as reflective and lifelong learners who can adapt to diverse situations
- recognize personal strengths and identify ways to overcome challenges
- be aware of and respond effectively to ethical dilemmas
- value diversity of cultures and perspectives
- demonstrate the ten attributes of the IB learner profile

Other qualities the course encourages include:

- responsibility
- perseverance
- resilience
- self-esteem
- academic honesty.

The complete PPS guide is available through the IBO website or by request.

https://resources.ibo.org//data/d_0_carec_gui-16_1512_1p_e.pdf

Conditions for the Award of the IB Career-Related Certificate

The Certificate of the Career-related Program of the International Baccalaureate will be awarded subject to satisfactory completion of the following requirements by a candidate:

- a. The candidate has completed the specified career-related study.
- b. The candidate has been awarded a grade 3 or more in at least two of the Diploma Program courses registered for the Career-related Program.

- c. The candidate has been awarded a grade of at least D for the reflective project.
- d. Personal and professional skills, service learning and language development requirements have been met.
- e. The candidate has not received a penalty for academic misconduct.

All candidates will receive program results detailing their level of achievement in the Diploma Program courses and the reflective project along with the status of completion of the Career-related Program core.

ManageBac (Electronic Management System)

All students participating in Diploma Program courses (Diploma Candidates, Career-Related Certificate Candidates and Individual Diploma Program Course Candidates) are required to upload assignments and assessments in ManageBac as requested by their instructors. Deadlines for core program requirements are also managed through this system and assessments may be submitted directly from the ManageBac system to Turnitin.com for verification of authenticity or to the IB Information System (IBIS) for evaluation as required.

ManageBac website: <https://central.managebac.com/login>

University Recognition of the Diploma and Career-Related Programs

Students who earn the International Baccalaureate Diploma or Career-Related Certificate gain admission to colleges and universities throughout the world. Formal agreements exist between the IBO and ministries of education, public and private. Many colleges and universities offer advanced standing and/or course credit to students with superior IB examination scores. 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/diploma/recognition/>.

Dual Enrollment/Dual Credit Options

Dual enrollment refers to an arrangement between a local university and a high school to offer college credit for advanced courses taught by the high school instructor at a reduced tuition rate. While some Diploma Program and career-related studies classes are offered with a dual enrollment option, it is at the discretion of the student and his or her parents as to whether or not to select and pay for the dual credit. The selection of dual credit may be a good option for students who are uncertain as to whether or not they will gain university credit for a particular course based on their IB exam score for that course.

Central High School Assessment Policy

Philosophy Statement

Assessment at Central High School is a transparent, ongoing, and reflective process. It allows students to demonstrate mastery of content within the prescribed curriculum, in addition to honing their skills as critical thinkers and writers. For teachers, assessment provides a benchmark of student achievement and an opportunity to give constructive feedback to students. An important shared quality of the assessment process for both teachers and students is self-evaluation. Self-evaluation allows students to recognize their strengths and weaknesses in a particular course and adjust to become more successful. The process allows teachers to reflect on which practices were most/least effective, the content areas that require more time, and which students might benefit from remediation. In our International Baccalaureate Programs (Middle Years Program, Career-Related Program, and Diploma Program), there are a variety of assessment types that achieve these goals: formative, summative, internal and external.

Assessment Practices

All Diploma Program teachers, Career-Related Program core teachers, and a number of representatives in each subject area of Middle Years Program teachers at Central High School receive training in IB content area standards. With the aid of resources including the *IBO Programme Resource Centre*, regular collaboration with other IB teachers, curriculum guides for each subject, MYP Building Quality Curriculum feedback, and examiner feedback, teachers review their use of assessment criteria and methods of instruction. To make these criteria accessible to students the use of mark schemes is encouraged. Where appropriate, the mark schemes are taken directly from the International Baccalaureate Organization (IBO). Furthermore, teachers have worked in subject area groups to align curriculum and instructional practices and regularly meet to assess the effectiveness of instruction and evaluation strategies.

Grading and Marking

Teachers are responsible for designing and providing formative assessment structures and practices that help students to improve their understanding of what constitutes excellence and where their own work stands in relation. Central High School uses a number of practices and instruments to support this, including: teacher-supported self-evaluation, systematic use of detailed assessment descriptors (mark schemes, matrices), and peer evaluation mediated by the teacher.

IB assessment emphasizes criterion-related (as opposed to norm-referenced) assessment in order to judge students' identified levels of attainment, rather than in relation to the work of others. Teachers at Central High School develop their own formative assessments as a means of instruction of major concepts in the IB curriculum and prepare students for summative course and IB assessments. Middle Years Program and Diploma Program teachers are encouraged to ensure that final course grades are reflective of the student's mastery in that subject (ability to recall, adapt and apply knowledge and skills to new questions and contexts).

Recording and Reporting for the Springfield Public Schools

- Springfield Public Schools recognizes high school academic performance with the letters A, A-, B+, B, B-, C+, C, C-, D+, D, D-, and F as composite scores of graded assignments/assessments in each course.
- Teachers maintain accurate and up-to-date records of academic performance through an online grade book.
- Parents and students may access grade reports at mid-quarter, quarter, and semester.
- Parents and students may check grades at any time through an online gradebook system which is password protected.
- Parents and students should consult individual course syllabi for specific details of assessment criteria.
- Teachers record and report state-required End of Course Examination scores in Algebra I, English II, Biology and Government.

Recording and Reporting in the Middle Years Program

- Students receive final grades issued by the Central High School Middle Years Program teachers at the end of the school year. In addition, students receive final Personal Project scores issued by IBO in July following the sophomore year. The final Personal Project grade is the result of the standardization of assessment of the Personal Projects within Central and the moderation of a sample of Personal Projects by the IBO.
- All subjects must assess using the Middle Years Program criterion specific for the subject at least twice during the course. The criterion scores are based on an 8 point scale and are available in each subject guide. All subjects use the following numerical scale: 8 (Excellent), 7 (excellent), 6 (very good), 5 (good), 4 (satisfactory), 3 (mediocre), 2 (poor), 1 (very poor). These scores are posted by teachers in the Learning Mastery gradebook of Canvas as a way to communicate mastery of skills to both students and parents.
- The Middle Years Program Coordinator and Personal Project Coordinator will post predicted IB Personal Project scores through the IB Information System (IBIS).
- An assessment calendar is published each school year indicating deadlines for the Personal Project.
- Access arrangements for assessments may be requested in advance per the Central High School *Special Education Needs and Inclusive Education Policy*.

Recording and Reporting in the Diploma and Career-Related Programs

- Teachers use past IB exam questions and scoring mark schemes in their classes for instruction and assessment purposes.
- Teachers evaluate Internal Assessments using IBO assessment mark schemes.
- Teachers post Internal Assessment and predicted IB grades through the IB Information System (IBIS).
- Students receive final grades issued by the IBO on July 6 of the testing year. The final grade is a composite of internal (teacher graded) and external (IB examiner graded) assessment components required for each course.
- While each subject uses a specific scoring guide, all subjects use the following numerical scale: 7 (excellent), 6 (very good), 5 (good), 4 (satisfactory), 3 (mediocre), 2 (poor), 1 (very poor).
- In addition to their Diploma Program coursework, Diploma Candidates must successfully complete Theory and Knowledge and the Extended Essay. TOK and EE grades are evaluated by the IBO as A (excellent performance), B (good performance), C (satisfactory performance), D (mediocre performance), E (elementary performance).
- Diploma Candidates must earn at least 24 points in six IB subjects, and meet all other conditions prescribed by the IBO in order to receive the IB Diploma.
- In addition to their Diploma Program and career pathway coursework, Career-Related Certificate candidates must successfully complete Personal and Professional Skills and the Reflective Project. PPS and the RP are evaluated by the IBO as A (excellent performance), B (good performance), C (satisfactory performance), D (mediocre performance), E (elementary performance).
- An assessment calendar is published each school year indicating deadlines for internal and external assessment components and other program requirements.
- Access arrangements for assessments may be requested in advance per the Central High School *Special Education Needs and Inclusive Education Policy*.

Central High School Academic Honesty Policy

Rationale/Statement of Purpose

Central High School's *Academic Honesty Policy* guides the development of all students in our school. We seek to support students as they "...act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities," and as "They take responsibility for their own actions and the consequences that accompany them." (*IB Learner Profile*).

Definition of Academic Misconduct

Academic misconduct includes any behavior that results in, or is intended to result in, a student gaining an unfair advantage on any assignment or assessment. These may include, but are not limited to:

Plagiarism: the representation of the ideas or work of another person as the student's own.

Collusion: supporting misconduct by another student, as in allowing one's own work to be copied or submitted for assessment by another student.

Duplication of work: the presentation of the same work, in whole or in part, for different assessment components in another course.

Cheating: any other method of gaining advantage on an assignment or assessment. Examples of cheating include, but are not limited to, sharing answers with another student, accessing answers through an electronic device, fabrication of data, copying from an outside source or other student during a test, stealing and/or distributing copies of assessment materials, falsifying performance records, or sabotaging the projects/experiments of other students.

Central High School Administrators will:

- support teachers and staff in the development and application of consistent policies and procedures in promotion of academic honesty throughout the school and provide resources for those efforts as needed.
- inform stakeholders of the school-wide procedures and consequences related to academic misconduct as needed.
- apply penalties consistently and fairly when infractions occur, in accordance with the academic honesty policy.
- maintain records of infractions, and communicate with parents and staff as necessary.

Central High School Teachers will:

- teach students the tools for academic honesty, including appropriate academic citation systems, in-text citations, preparing bibliographies, maintaining research records, etc.
- support students as they develop academic honesty practices, with lessons that reflect students' increasing knowledge and skills over time.
- inform students of the procedures and consequences related to academic misconduct through course syllabi and oral communication.
- maintain records of infractions, and communicate with staff and parents as necessary.
- use plagiarism detection software as a vehicle for assessment submission, self and peer assessment of work, and as a tool for ensuring academic integrity of student work.
- prior to posting the grade for the final version of any IB assessment component, teachers will verify authenticity through a plagiarism software report or using other authentication method as appropriate per component.

Central High School Parents/Guardians will:

- support their student's coursework.
- acknowledge that academic honesty is an integral part of their student's education, and expect their student's work to be the result of his or her own effort.
- encourage the student to discuss his or her work in order to reinforce the tools for academic honesty taught in the classroom.
- communicate their concerns and questions with teachers and administrators as necessary.

Central High School Students will:

- acknowledge that academic honesty is an integral part of their education and preparation to be lifelong learners.
- act with honesty and integrity, by refusing to participate in any form of academic misconduct.
- develop skills and practice using tools for academic honesty, including citations, bibliographies, and other research record keeping.
- accept the consequences of their actions if infractions occur.

School-Wide Procedures and Consequences Related to Academic Misconduct

First offense: The teacher determines classroom level consequence that aligns with academic misconduct consequences outlined in his or her course syllabus. Typical consequences include no credit for the assignment or requiring the student to re-do the assignment for partial credit. The teacher conferences with the student in order to provide age-appropriate guidance for maintaining academic honesty. The teacher informs the student's parent/guardian of the incident. The teacher documents the incident and maintains the evidence of misconduct.

Second offense: In addition to procedures for a first offense, the teacher writes a disciplinary referral and submits it to the appropriate administrator along with evidence of the incident. The administrator documents the incident and determines the appropriate building-level consequence. Parents are automatically notified and the incident becomes a part of the student's permanent disciplinary record.

Subsequent offenses:

In addition to procedures for first and second offenses, additional referrals to the office for academic dishonesty may result in expulsion from honors courses and lead to ineligibility for participation in the IB Diploma Program, Career-Related Program, and/or A+ Programs.

Additional Expectations and Consequences for International Baccalaureate Assessments

Candidates Submitting IB Assessments will:

- sign a declaration of authenticity to be kept on file with the appropriate program coordinator indicating that work submitted for assessment either directly through IBIS (IB Information System), through ManageBac, or to a teacher or program coordinator is the correct and final version, is his or her own work, that the words and ideas of others whether written, oral, or visual are correctly acknowledged, and giving permission for the teacher or program coordinator to upload work on the candidate's behalf as needed.
- submit final versions of assessment components through plagiarism detection software or using other authentication method as appropriate per component.
- personally upload assessment components to ManageBac and/or IBIS as requested.

If, **prior** to the teacher posting grades to IBIS (Predicted Grades and/or Internal Assessment grades) or the teacher, coordinator, or student submitting final assessment components to IBIS (External Assessment), it is determined that an IB Candidate is guilty of malpractice on any IB assessment component, the assessment component **will not** be submitted, the teacher will post a zero grade to IBIS for that assessment, and the student will be ineligible for a grade in the subject concerned. The teacher will inform the program coordinator of the incident as soon as he/she suspects malpractice on the assessment.

If, **after** assessment grades have been entered by the teacher (Predicted Grades and/or Internal Assessment grades) or final components have been submitted to IBIS (External Assessment), it is determined that an IB candidate is guilty of malpractice on any IB assessment component, the assessment component and evidence of malpractice will be submitted to the IBO. The IBO process for determining and ruling on malpractice will go into effect, consequences of which may result in no grade awarded for the subject. See *General Regulations: Diploma Programme* for more information.

Appeals:

Any appeal should be directed to the head of school.

Central High School Language Policy

Philosophy

Language is the key to precise communication and is inextricably linked to learning and understanding. The linguistic and cultural framework of language affects a student's perspective and understanding of concepts. Language, in all its forms, enables interpersonal and intrapersonal connections that lead to lifelong learning.

The study of one's own language and other languages amplifies one's ability to explore and understand the world and all its disciplines. Language study, especially that including authentic literature, allows students to better understand different cultures and perspectives, opening the door for the genuine awareness and appreciation of diversity.

Due to language's profound link to learning, all teachers need to utilize language to empower their instruction and their students. By being intentional with their language, teachers are able to clarify concepts through precise communication. Concurrently, teachers are responsible to educate their students about how to communicate properly within their given disciplines.

School Language Profile

Language of Instruction

The primary language of instruction at Central High School is English. Professional development emphasizes reading and writing across the curriculum. Therefore, in all classes, students are developing their literacy and overall proficiency with the primary/target language.

Students are required to take four years of English. English classes focus on literary analysis. Students are prompted to think critically about characters, setting, theme, purpose, and point of view by considering the cultural and historical context of the work. Therefore, students are able to connect literature to social and personal development. Student writing assignments include analytical, persuasive, informative, and expository essays in which students must focus on the organization and clear communication of thoughts and arguments. Students are also called upon to present ideas orally in both the presentational and conversational setting. This requires students to present and defend their own ideas while considering others' ideas in order to reach conclusions collaboratively regarding the literature.

In addition, students can choose to enhance their proficiency with the English language through a variety of elective courses including: speech and debate, broadcast media, theatre, and journalism.

Accommodations are provided to those students identified to have language-related learning disabilities. Services are provided to students who have educationally identified impairments of speech (articulation) or the cognitive processing of language. Students needing special education services are identified by using assessments that comply with state requirements. Students qualify for services based on discrepancies between cognitive ability and performance that have a significant impact on the student's ability to access the curriculum. State requirements and assessments can be found on the Missouri Department of Elementary and Secondary Education website (www.dese.gov).

The local and national requirements regarding meeting the needs of all students with disabilities are based on the provisions of the Individuals with Disabilities Education Act (IDEA). An IEP (Individual Education Plan) team consisting of regular education teachers, special education teachers, parents, students, and other qualified professionals determines the accommodations, modifications, and related services necessary for the student to access a free and appropriate public education. Such accommodations commonly include (but are not limited to) extended time for oral or written presentations and therapies provided by a certified speech and language pathologist.

Language Acquisition Programs

Central High School has comprehensive French and Spanish programs available to all students within the school. Each program offers approximately ten different courses to accommodate students at their given levels of proficiency. All courses integrate all communicative skills (reading, writing, speaking, listening, and cultural understanding) and relate linguistic concepts to real-world themes and tasks. This curriculum is designed to align with ACTFL's proficiency guidelines, MYP language development phases, DP Language B objectives, and district mandated instructional goals. Central High School administrators and counselors accommodate the programs with requested resources and promote the program throughout the scheduling process. The library further supports language acquisition by maintaining a collection of French and Spanish literature. Students with particular interest in their target language/culture can also amplify their study with extracurricular clubs sponsored by department faculty, including honor societies for French and Spanish students.

Students enrolled in the IB Diploma Program (IBD) are required to complete a prescribed series of honors courses that lead to completion of the Diploma Program Standard Level (SL) or Higher Level (HL) course in Spanish or French. Students electing to enroll in individual IB courses or those participating in the IB Career-Related Program (IBC) also have access to this series of courses based on interest and having met prerequisites.

Students enrolled in the IB Career-Related Program (IBC) are presented with various options to help them complete the 50 required hours of language development. These options include both lecture and online courses offered through the school district and local universities. IBC students complete the language development portfolio as part of their Personal and Professional Skills (PPS) course. The portfolios are distributed for evaluation to language-appropriate instructors and are evaluated per a rubric focused on evidence of growth in each communicative skill/objective.

Central High School also provides ELL (English Language Learners) services to 9th-12th grade students who speak a primary language other than English. The program typically services students representing approximately twenty-five different mother tongues. A student's enrollment in the ELL program is based upon his/her English proficiency as indicated by the ACCESS test in compliance with the WIDA consortium and the Missouri Department of Elementary and Secondary Education. Detailed identification procedures can be accessed at <http://dese.mo.gov/special-education/compliance/ell-special-education> or <http://www.springfieldpublicschools.org/pages/SPSMO/About/Services/E-M/ELL>.

Based on ACCESS results, students receive individual language plans that include accommodations and specialized classes addressing the four main communicative skills (reading, writing, speaking, and listening). In the specialized classes, students develop their English proficiency by exploring authentic English literature and clarifying concepts from the students' coursework through class and group discussions in both English and the students' mother tongues. In addition, students receive accommodations such as extended time and assistance on tests, especially those with an extensive reading component.

Support for Mother Tongues Other than English

Students enrolled in ELL writing/reading courses are prompted to read and write in their native language on various assignments. Students are brought to the library to find literature in their native tongue. In addition to online resources, the Central High School library has developed a collection of novels and other works written in or translated to the mother tongues most commonly represented in our student body. These resources are available to students for both academic and recreational use.

Native Spanish and French speakers are also welcome to take upper level courses in those languages to improve their literacy and overall proficiency with the language. For many ELL students, this provides a class in which they can simultaneously learn and serve as classroom experts. They are able to enrich the learning experience of other students by sharing their own cultural and linguistic experience as they expand their own understanding to include cultural perspectives and vocabulary from other countries/dialects. When funding and enrollment allow, we create a separate section of Spanish for native/heritage speakers that more specifically focuses on their particular learning needs.

IB Diploma Program or IB Career-Related Program students who speak a mother tongue other than English, Spanish, or French are allowed to enroll in a School Supported Self Taught Language A. Students who choose this option work independently with support from language A and language B instructors. This support ensures that students adhere to IB requirements regarding structure, content, pacing, and assessment. Per IB guidelines, these students connect with an educated native speaker so that they have guidance as they develop their literacy with the mother tongue.

Collective Commitments

Considering Central High School's language philosophy and profile, we, as educators, commit to the following practices:

- To be intentional with our use of oral and written language in the classroom to facilitate clear and accurate communication.
- To help students develop appropriate communication skills within each subject area.
- To recognize language's connection to every level of knowledge and understanding.
- To assist any/all students who have language-related learning difficulties.
- To allow speakers of languages other than English to integrate their own linguistic/cultural backgrounds into the classroom whenever appropriate for learning objectives.
- To encourage students to utilize foreign language study as a way to communicate and think as global citizens.
- To teach students to appropriately use technological resources to augment and facilitate both language acquisition and mother-tongue support.

Central High School Special Education Needs and Inclusive Education Policy

Central High School has a statutory responsibility to provide an inclusive, broad, and balanced curriculum for all students, regardless of ability. The Special Education Needs (SEN) policy places great emphasis on the responsibilities of the classroom teacher to be aware of and make provisions for students with special educational needs and the rights of students and parents to be fully informed of that provision. The purpose of the SEN program is to provide equitable access to the curriculum via accommodations and modifications through Individual Education Plans (IEP) or Under Section 504 of the Rehabilitation Act of 1973.

This SEN policy embodies the holistic and inclusive values of the IB curriculum. It is available in the school SEN office and the IB coordinator's office. It is also available to parents and students on request and is an essential element in the effective implementation of appropriate provisions for students with special education needs and disabilities.

The local/national requirements for teachers in meeting the needs of all students with disabilities are based on the provisions of the Individuals with Disabilities Education Act -2004 (IDEA) and Section 504 of the Rehabilitation Act of 1973 (Section 504) and Title II of the Americans with Disabilities Act (ADA). The special education services implemented range from providing services to students with severe physical and cognitive disabilities, to those with mild to moderate physical and cognitive disabilities. Approximately ten percent of the school population receives special needs services. Highly qualified teachers, who are trained to teach the students in different content areas, are an integral part of the educational program at Central High School; other related service providers (including but not limited to speech language therapists, occupational therapists, and physical therapists) are also available to provide additional support for these students.

A variety of services are in place for students with disabilities to ensure that they receive the best education possible, regardless of their abilities. Different screening tools and qualified staff are utilized to administer the appropriate tests and ensure that students who receive SEN services are properly

identified according to IDEA and Section 504 mandates. Parents, the student, and teachers are notified of the results of testing through the IEP evaluation team and/or the school district's 504 coordinator. Each student that is evaluated for SEN services is a part of the IEP or Section 504 evaluation team and takes part in the decision-making and transition-planning processes.

Students' special education service files are housed within the records office of the school. They are also available electronically to the special education teachers who work directly with the student; these teachers can access the files at any time. When a student transfers, the student's files move as well. The files contain information such as: current/previous IEPs, educational testing, psychological testing, social case history, speech language testing (as needed), dual language assessments (as needed), and current school grades. All teachers who work with the student are included on the IEP team, are informed of any changes made to the student's IEP, and are informed after a re-evaluation is completed.

Student 504 files are also housed within the records office of the school and within the district office of the 504 Compliance Coordinator, and can be accessed at any time. Section 504 documentation is available electronically to teachers. Documentation is also communicated to teachers and counselors as new students enroll with 504 Plans. The Section 504 team is formed by the Section 504 district coordinator, Section 504 building coordinator, school nurse, parent/guardian, student and any other staff as deemed appropriate.

Students who receive SEN services have access to services such as community-based instruction, career planning, life skills instruction, and support within regular curriculum.

Assessment Access for IB Middle Years, Diploma, or Career-Related Program Candidates

The overarching principle behind providing assessment accommodations in the IB Programs at Central is that "The IB believes that all candidates should be allowed to demonstrate their ability under assessment conditions that are as fair as possible. Standard assessment conditions may put candidates with learning support requirements at a disadvantage by preventing them from demonstrating their level of attainment. Inclusive assessment arrangements may be authorized in these circumstances. This policy applies to candidates with long-term or permanent challenges" *Candidates with Assessment Access Requirements*.

Some inclusive access arrangements require prior authorization, while others are left to the discretion of the classroom teacher and IB coordinator. Those accommodations that require prior authorization by the IBO are specific to individual needs and are granted on a limited basis. Each request for inclusive arrangements will be evaluated individually and based on the student's regular classroom accommodations. Additional principles and specific guidelines can be found in the IBO publication, *Candidates with Assessment Access Requirements*. Students who do not currently access accommodations through an IEP or 504 may also consult the *Candidates with Assessment Access Requirements* to help determine if they qualify for arrangements based on their specific needs.

Inclusive arrangements may be planned based on teacher's observations of the candidate in the classroom during class work and tests. Additionally, IB instructors concerned with the legibility of a student's handwriting may contact the appropriate IB coordinators to arrange for the student to begin using a word processor as his/her regular way of working in class and for taking exams.

Requesting Diploma or Career-Related Program Assessment Accommodations

1. Parent/Student Requests for Accommodations:

- Must be made in writing to the IB Coordinator by the parent or student no later than November 1 of the testing year.
- Provide documentation as required by the IBO which includes:
 - medical/psychological documentation by a qualified professional
 - educational documentation (IEP, 504)
- If needed, the Diploma or Career-Related Program Coordinator will submit formal request for accommodation(s) no later than November 15 of the testing year.

2. Teacher Requests for Handwriting Accommodations:

- Must be made in writing to the Diploma Program coordinator no later than November 1 of the testing year.
- Provide documentation as required by the IBO which includes:
 - A letter from the Learning Support/Inclusion Coordinator or the Special Education Needs Coordinator
 - A sample of the candidates writing in a classroom writing task or earlier test to submit as educational evidence
- If needed, the Diploma or Career-Related Program Coordinator will submit formal request for accommodation(s) no later than November 15 of the testing year.

Responsibilities of the School

- The school will work with the Exceptional Student Services of Springfield Public Schools to ensure the program is in compliance with federal and state laws regarding students with special education needs.
- The school will provide guidance to students with special education needs to help them make informed decisions concerning application to the IB Diploma or Career-Related Programs.
- The school, along with the Exceptional Student Services of Springfield Public Schools, will raise staff awareness of the needs of our exceptional students.
- The school will provide resources for the implementation and continuation of the Special Education Needs Policy.
- Exceptional Student Services of Springfield Public Schools will provide the teachers with all IEP's and 504 plan documentation.
- Exceptional Student Services personnel, school guidance counselors, and support facilitators will provide updates and host meetings for IEP and 504 reviews.
- The school will facilitate the provision of appropriate accommodations as outlined by Exceptional Student Services of Springfield Public Schools.

Responsibilities of the IB Coordinator

- The IB Coordinator will work collaboratively with faculty to support students with special education needs.
- The IB coordinator will consult all teachers at an early stage in the candidate's study of the Diploma Program to determine if inclusive access arrangements are needed.
- The coordinator obtains consent from the candidate and from the candidate(s) parent or legal guardian prior to submitting an inclusive access request to the IBO.
- The IB coordinator will submit an inclusive access request to the IBO for students' accommodations in assessment type and circumstances as needed.
- The IB coordinator will provide inclusive access accommodations as needed and as approved by the IBO.
- The IB Coordinator will maintain discretion and confidence in providing special education needs services.

Responsibilities of the Faculty

- The classroom teacher will comply with all federal and state laws regarding special education needs.
- The classroom teacher will participate in all required training when available.
- The classroom teacher will identify struggling learners and refer the student to the counselor or IB coordinator as needed.
- The classroom teacher will implement the appropriate interventions as outlined in the IEP or 504 plans.
- The classroom teacher with the assistance of the Learning Support/Inclusion Coordinator and

counselor will become familiar with the special needs of the exceptional student.

- The classroom teacher will provide differentiated instruction as outlined in the IEP or 504 Plan.
- The classroom teacher will maintain discretion and confidentiality in providing special education needs services.

Responsibilities of the Parent/Guardian

- Parents/guardians will play an active role in their child's education.
- Parents/guardians will be knowledgeable about the educational resources to which their child is entitled under the school district policy.
- Parents/guardians will communicate to the school all information and documentation regarding their child's special education needs.
- Parents/guardians will communicate with the school regarding any changes in their child's special education needs.
- Parents/guardians will make requests for needed child studies and services from the school or school district in a proactive manner.
- Parents/guardians will provide documentation needed for IBO accommodation requests.

Responsibilities of the Student

- Students will be proactive in asking for assistance from the school administrators, faculty, and staff.
- Students will be active participants in classes and meetings.
- Students will follow all Springfield Public School and IB policies and procedures.