

# International Baccalaureate At Cobourg Collegiate Institute



## Parent & Student Handbook

THE IB PROGRAM AT CCI:

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### **IB Mission Statement**

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

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

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

### **Cobourg Collegiate Institute's Mission Statement**

We are engaging classes that develop globally-minded citizens.

We are innovative thinkers in a digital age.

We are an inclusive space offering diverse learning opportunities.

We are a fully composite programming in a state-of-the-art facility.

We are creative, critical and resilient lifelong learners.

We are confident, independent leaders with a positive sense of self and belonging.

We are respect, excellence and community.

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## **What is The IB Diploma Programme?**

The IB Diploma Programme is a comprehensive and specialized programme in grades 11 and 12 that demands the best from both motivated students and teachers. Since its creation, this sophisticated two year program has stood the test of time for over 900 000 students, in over 3400 schools, in 143 different countries. IB graduates are recognized by the world's leading post-secondary institutions.

Certified as an IB school in 2007, the IB Programme at Cobourg Collegiate strives to provide an exceptional learning environment for students. Students considering this programme should be highly motivated, curious, and possess a solid work ethic. IB students also display many of the following characteristics:

- Demonstrate initiative and intellectual curiosity
- Work independently
- Manage their time wisely
- Demonstrate strong critical thinking skills
- Promote international-mindedness and global citizenship
- Aim to be a supportive member of their peer group

## **The Benefits of the IB Programme**

Graduates of an IB Diploma Programme enjoy many benefits and advantages:

- Post-secondary institutions recognize the outstanding qualities of IB Diploma Programme students. As a result, transfer credits and access to scholarships and bursaries are possible depending on the institution.
- IB Diploma holders are ready to debate real world issues from an international perspective.
- They provide leadership and support in the local and global community and are active members in their communities.
- IB Graduates have polished research, writing, and communicating skills. They demonstrate a capacity for in-depth and interdisciplinary study while maintaining a broad perspective informed by different subject areas.
- IB Graduates are curious, ask challenging questions, and know how to express their opinions eloquently, both orally and in writing.

## **Further Benefits of the IB Programme**

- IB Diploma Graduates have advanced skills in a second language.
- IB Diploma Graduates provide the whole package that post-secondary institutions, as well as future employers are interested in: strong academics blended with leadership and commitment to community. The characteristics of the IB learner profile provides a strong foundation for success with their post-secondary aspirations.
- Internationally, the IB Diploma is held in very high regard. Moreover, many students earning the IB Diploma are awarded advanced university credits at prestigious universities around the world – as well as here in Canada. In addition, virtually all will recognize the IB Diploma as an admission credential.

## **The Unique Core Features of the IB Programme**

### **I The Extended Essay (EE)**

The Extended Essay of between 3200-4000 words allows the diploma candidate the opportunity to investigate a topic of passionate interest. Written during the grade 11 and 12 years, the essay requirements acquaint each student with the independent research and writing skills expected and demanded by universities. It is modelled after a thesis-driven Masters where the student works in conjunction with a faculty mentor through various stages of the research and writing process. We recommend that students devote a total of 40 hours of private study and writing time to the essay whose focus is chosen from one of the IB courses offered at CCI.

### **II Theory of Knowledge (TOK)**

Theory of Knowledge (TOK) is an interdisciplinary course taken in semester two of grade 11. TOK is intended to stimulate critical reflection on the knowledge and experience that IB students gain both inside and outside the classroom. The course challenges students to question the basis of knowledge, to beware of subjective and ideological biases, and to develop the ability to analyse evidence from a number of perspectives. It is a key element within the IB structure in encouraging students to appreciate other cultural perspectives and to promote internationalism. The course is unique to IB, which recommends at least one hundred hours of teaching time, and is granted a Grade 12 Academic Philosophy credit. All IB subject disciplines incorporate TOK issues and questions into their curriculum.

### **III Creativity, Action and Service (CAS)**

The International Baccalaureate Programme's goal is to educate the whole person and foster responsible, compassionate citizens of the world. The Creativity, Action Service (CAS) Leadership Program is a framework for experiential learning, designed to involve students in new roles. CAS is flexible in nature and seeks to reward students for their involvement in a wide variety of extracurricular and community activities. The emphasis is on learning by doing real tasks, with real consequences and then reflecting on these experiences over time. CAS encourages students to share their energies and special talents while developing awareness, concern, and the ability to work cooperatively with others. Students are encouraged to volunteer in their grade 9 and 10 years however, through CAS, the Ontario Secondary School Diploma (OSSD) volunteer requirements are completed. CAS begins at the beginning of September of the Grade 11 year and should be completed by the end of February of the Grade 12 year. A portfolio of the student's CAS activities is submitted on June 1st of their graduating year.

## The IB Learner Profile

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

**Inquirers:** IB learners 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 and issues that have local and global significance. In doing so, 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 and justice. They have respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them. This includes a strong commitment to academic honesty and no tolerance for plagiarism.

**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 seek and evaluate a range of points, and 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 in the lives of others.

**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.

## Frequently Asked Questions about the IB at CCI

- ***What if I don't live near CCI?***

The IB Programme is a KPR Board-supported programme and students are guaranteed busing if they live outside of CCI's catchment area, and within Northumberland County.

- ***How much homework is there?***

The homework load is about the same as most academic classes in high school but will vary with the class and teacher, as with most high school classes. As an IB faculty we strive to make classroom extensions valid and engaging.

- ***Do I have to be really good at academics? What if I can't do it?***

While academics are a part of the programme, IB has multiple streams that can help you focus in the areas you see benefiting you most in the future. As an inclusive program we strive to keep IB accessible to students across Northumberland County.

- ***What if I need help?***

This inclusive and diverse program has supportive staff that only wish to see what's best for their students. Additional teacher support, academic support, as well as peer help is available. There are lots of support resources available to all CCI students to help ensure that they succeed.

- ***What about my social life and extracurricular activities?***

Social life and extracurricular activities are an important aspect of high school life, and the IB program supports this. CCI has many opportunities to participate in exciting and new extracurricular activities within the school. This includes opportunities many sports teams, clubs, music, drama performances, student council, GSA, and many more. In the IB programme the opportunity to complete the Creativity Action Service programme (CAS) helps to develop community leadership and balance academics and social priorities.

- ***What about IEP/Language accommodations?***

In the IB at CCI, we accommodate what you need to succeed - whether it's in class, exam, test help, or finding a study partner - we want what's best for your learning. The IB Programme includes many students who speak a variety of languages other than English and French. Language and IEP accommodations are provided in IB to make sure these students thrive.

- ***Is there a cost for the IB Programme?***

For the preparatory years, there a \$100.00 Administrative fee to help support the IB Program as a whole, which will be invoiced in October of your Grade 10 year. For the IB Diploma Programme (Grade 11 and 12) there is a cost of \$1250.00 per year for a total of \$2500.00. Traditionally, we invoice students twice a year in equal installments depending on the nature of their students' involvement with IB. The IB is a not-for-profit academic program.

- ***Is there financial support?***

We offer individual and flexible payment plans to accommodate your family's needs.

- ***Will I be separated from non IB students all the time?***

Opportunities to participate in extracurricular activities, and the priority of a school community, means that every student has the opportunity to connect with other students and participate in interests with diverse groups and individuals.

- ***How will IB help me with my Post-Secondary Pursuits?***

Most universities in Canada recognize the IB, and at many of them transfer credits that exempt students from first-year university courses are possible. Our graduates report a wide number of advantages ranging from course and content mastery, advanced time management skills, increased social and academic confidence, and many more.

“The IB standards demonstrate a very high degree of alignment with the Knowledge and Skills for University Success (KSUS) standards in all subject areas. In addition, many of the individual IB standards are at a level more advanced than entry-level college courses.” – David Conley and Terri Ward, Educational Policy Improvement Center, Eugene, Oregon, USA



## **Admission and Selection Process**

In grade 9 and 10 students are introduced to a variety of workshops (Grade 9) and an enhanced curriculum (Grade 10) that fosters critical thinking, and a strong sense of internationalism. Backward planning and scaffolding are regular practices aimed at offering consistent, clear support as students prepare for the IB Diploma Programme in grade 11 and 12. Projects and assessments count for their OSSD, but are enhanced by cultivating the rigorous thinking, writing, research and communication skills that are key components of the full diploma programme. The grade 9 and 10 programme also introduces the concepts of International-mindedness and interdisciplinary thinking that are key qualities which make IB unique. During Grade 9 students take regular de-streamed courses, and participate in monthly workshops that emphasize the attributes of the IB learner profile. The focus of the Grade 9 programme is the whole student mindset, as well as developing transferable skills. Grade 10 builds on this by adding development of subject specific skills in English, French, Humanities, Mathematics and Science.

### **Grade 9 Preparatory Year**

Entrance into the Grade 9 Programme is by application. An evening information session held in the late fall, highlights what the IB programme “looks like” for grade 9 students. All interested Grade 8 students in Northumberland County, and their parents, are invited to attend. Application packages are available at this session or through the IB Coordinator, either in print or electronic form. Applicants need to complete the application form, as well as provide a demonstration of their IB aspirations based off the IB learner profile. Examples of the demonstration include but are not limited to: a short personal essay, reference letters, video message, or other. Formal acceptance into the IB Programme, is communicated in mid-March. The philosophy of CCI’s IB Program is to be accessible to all interested students.

### **Grade 10 Preparatory Year**

Entrance into the Grade 10 Programme for students currently enrolled at CCI or for those enrolled at another school follows a process similar to the one above. NOTE: Students who wish to join the IB programme after completing grade 9 may do so, but must complete the application process.

### **Formal Acceptance into the IB Diploma Programme**

The philosophy of the IB Programme at CCI is based on a principle of inclusion rooted in the notion that a wide range of students, from diverse backgrounds, are capable of thriving in the IB Programme. However, full acceptance into the IB Diploma Programme at the end of grade 10 is not guaranteed.

Formal Acceptance into the IB Diploma Programme occurs towards the end of the grade 10 year, as a result of an assessment of each student’s performance in the Preparatory Years Programme. The IB Admissions Team, in consultation with faculty, reserves the right to council students out of the IB Diploma Programme for a number of reasons. These may include the professional judgement that a student’s academic performance in one or more subjects would hamper their ability to be successful in the full Diploma Programme. For example, a student who has a mark of lower than 70% in any of their Grade 10 courses may be required to have a meeting involving themselves, a parent or guardian, the IB coordinator and an administrator before moving into the full IB Diploma Programme.

Furthermore, students will be expected to maintain a 70% average throughout their time in the IB Programme at CCI. Failure to do so may result in a review of their suitability for the program as a whole. Additionally, a student's learning skills will be taken into account, as will disruptive and/or disrespectful behaviours, which counter the IB Code of Student Conduct, and/or which undermine the safe learning environment at the core of the IB philosophy.

As a result of this process, case-by-case recommendations will be made by the IB Coordinator, in consultation with the school principal, which will include a wide range of options:

- a) Acceptance into the full IB Diploma Programme;
- b) A recommendation that a student pursue course options in one or more IB courses rather than a full diploma;
- c) A one-semester trial for students who are at-risk in terms of academic performance, learning skills and/or poor conduct;
- d) Complete removal from the IB Programme and relocation into another stream of study.

### **Entrance into the Year 1 of the IB Diploma Programme (Grade 11 IB)**

Entrance into the Grade 11 IB Diploma Programme for students currently enrolled at CCI will be based upon successful completion of the Grade 10 Preparatory Year. Entrance into the Grade 11 IB Diploma Programme for students who are currently attending another school is based on an application package similar to the one mentioned above. Applicants complete a written task, and their most recent Grade 10 report card. Students applying from another IB school will be asked for a reference letter from their IB Coordinator along with a credit summary in place of an application.

PLEASE NOTE: Students must have successfully completed grade 11 Academic Mathematics (MCR 3U) and grade 10 Academic French (FSF 2D) to be considered for entrance into the IB programme.

### **Entrance into Year 2 of the IB Diploma Programme (Grade 12 IB) from another IB Programme**

Entrance into the Grade 12 IB Diploma Programme will be available only to those students transferring from another IB school who have successfully completed their Grade 11 IB year and whose subject selections can be accommodated by our programme and scheduling template.

## **The Official Requirements for an IB Diploma**

To be eligible to graduate from grade 12 with a full IB Diploma, a candidate must:

- Successfully complete all prescribed IB course work, assessments and examinations;
- Successfully complete all OSSD course work and examinations;
- Successfully complete of an Extended Essay (EE) of 3200 - 4000 words with consultation and support from an Extended Essay Supervisor;
- Successfully complete the Theory of Knowledge (TOK) course, including an essay on a prescribed title marked externally by trained IB markers, and a exhibition marked internally by subject teacher;
- Completion of the Creativity, Action and Service (CAS) Program;
- Receive a minimum total score of 24 points with each subject scored from 1-7, and then a maximum of 3 additional points awarded for EE, TOK, and CAS.

NOTE: A passing grade must be earned in both the EE and TOK unless the Diploma total score is over 28, then one failing grade may occur;

The following stipulations apply:

- No subject mark of 1;
- No subject mark of 2 in any Higher Level (HL) course, unless Diploma Point total is over 28;
- At least 12 points gained from three Higher Level (HL) courses;
- At least 9 points gained from three Standard Level (SL) courses;
- Grades A to D awarded for both EE and TOK, with no failing grade in either, except with a Diploma Point total of over 28;
- The candidate must not be judged guilty of malpractice (See Academic Honesty Policy)

NOTE: If a candidate is unsuccessful in achieving the above requirements, he/she will be awarded IB certificates for each IB subject completed. In addition, they will remain eligible for their OSSD.

## **IB Assessment and Examinations**

The IB assessment system features a coherent programme of quality control which encourages both students and teachers to pursue high but attainable international academic standards. There are many quality checks within the IB structure which ensure quality control. Students and teachers are assessed both internally and externally. In addition to IB assessment protocols, school policies for assessments are strictly followed for all Diploma students.

### **Internal Assessment (IA)**

All courses require an Internal Assessment (IA's) designed by the subject teacher and verified by the IB curriculum regulation process which is then externally moderated by an IB examiner. IA's will vary by subject. They include such things as individual oral presentation, essays, labs, portfolio work, etc.

### **External Assessment (EA)**

All courses, with the exception of TOK, have a series of examination papers set by IB. They take place in May of Grade 12. Students may take up to two SL examinations in May of Grade 11. The number and type of examinations will vary per subject. Once written, these exams are sent to IB examiners all over the world to be marked. Please note that the IB examiners are monitored and their marking is moderated by yet another IB examiner. This ensures quality and consistency of assessment. NOTE: Standard Level (SL) courses span over two semesters, while Higher Level (HL) courses span over three semesters.

### **Interim and Predicted Grades**

An individualized report presenting predicted grades for all IB Diploma Candidates will be sent in Grade 12 in April to IB and to Universities. This additional reporting procedure sets our students apart from other applicants, as it helps universities award transfer credits which are valued at approximately \$1500.00-\$2000.00 apiece. Further, universities award scholarships and bursaries based on these predictions which are adjusted according to a student's final results.

## **IB Schools of Ontario (IBSO) Table of Equivalent Grades**

As a member of IB Schools of Ontario (IBSO), CCI applies a mark conversion scale to all IB summative assessments. They are marked using IB criteria generating a mark on a scale of 1 – 7. This mark is then converted to a percentage grade using the Table of Equivalent Grades as set by the International Baccalaureate Schools of Ontario (IBSO) and is used by all IB schools in Ontario. This scale was created in conjunction with the Ontario University Admissions Centre (OUAC).

### **IBSO Table of Equivalent Grades**

When an IB Diploma Candidate’s teacher has determined his or her predicted grade, specific percentages are selected from the appropriate ranges below. These percentage grades are then reported to the Ontario Universities Application Center for the OSSD credits that are considered equivalent to the IB Applicant’s subjects.

As shown in the right-hand column, both IB and percentage grades reflect Ontario Ministry of Education (MOE) assessment levels.

Specifically, IB grades of 5, 6, and 7 is linked to MOE level 4, which is defined as “a very high level of achievement that is above the provincial standard.”

A grade of 4 (the median on the IB’s 7-point scale) is linked to MOE level 3, which is defined as “a high level of achievement that is at the provincial standard.”

A grade of 3 on the IB scale is linked to MOE level 2 which is defined as “a moderate level of achievement that is below, but approaching the provincial standards.”

### **IBSO Conversion Scale – Standardized Grade Conversion Chart For Ontario IB Schools**

<b>IBSO Standardized Table of Equivalent Grades</b>		
<b>IB Score</b>	<b>Mark Range</b>	<b>Ontario Equivalent</b>
7	97 to 100%	Level 4+
6	93 to 96%	Level 4+
5	84 to 92%	Level 4
4	72 to 83%	Level 3
3	61 to 71%	Level 2
2	50 to 60%	Level 1

Application: Our IB faculty take a consistent and uniform approach to the calculation of grades. The IB grade is determined first, based on the IB assessment criteria. Next, all IB grades are converted to the Ontario percentage using the table above. It is the Ontario percentage grade that will appear on students report cards.

## **Conveying of IB Results**

The Guidance Department will assist the IB Programme Coordinator to ensure that IB graduates' transcripts are sent in June of Grade 12, for all IB Diploma and Course Candidates to their accepted Universities.

PLEASE NOTE: Universities outside of North America have much earlier dates for transcript requests. (Australia – October, Europe – April, etc.) It is the responsibility of students and their families to make requests to the IB Coordinator and/or Head of Guidance for transcripts for universities outside North America as soon as possible in order to avoid disappointment or deadlines missed.

On July 5th, the IB results will be available to the IB Coordinator during a specified time frame determined by IB.

On July 6th, individual Diploma and Certificate students can activate their results on the internet by using instructions and PIN numbers distributed during the May examination session. Universities offering scholarship monies often wait until final marks are awarded before settling on the amount.

In late August or early September, Diplomas and Certificates are mailed to the school. They will be available for pick up from the school upon arrival. Students may leave a forwarding address if they wish the Diploma/Certificate to be mailed. However, this must be done in June.

Challenging IB Marks: Challenges to IB marks are called “Enquiry upon Results”, and must be conducted by the IB Coordinator. It is our policy to challenge a grade which would prevent a student from obtaining their IB diploma. The costs for doing so will be absorbed by the school. Students may wish to challenge results that do not threaten the IB diploma. These costs — \$125 USD per challenge — must be paid by the students family.

“We have learned that it’s not enough for students to study content in isolation; they must use their content knowledge to solve problems, make conjectures and inferences, and think deeply about the big questions of the disciplines. The IB standards seem to be particularly well suited to achieving these aims.” – David Conley, CEO of Education Policy Improvement Centre

## **Calculator requirements**

Graphing Calculators are used frequently in the IB Programme. CCI has enough graphing calculators for all IB students. If you wish to purchase your own, we recommend the TI-84 Plus (Texas Instruments).

## Preparatory Years (Grade 9 and 10) Course Selection

CCI offers a two year Preparatory Programme that provides students with the opportunity to try IB and to ensure their attributes reflect that of the IB profile.

In Grade 9 students take a regular timetable of de-streamed courses plus they participate in monthly workshops that emphasize the development of the skills and confidence necessary for success in the IB Diploma Programme. Each month focuses on a separate attribute of the IB Learner Profile. The focus of the Grade 9 portion of the programme is on developing the whole student mindset and encouraging skills that are transferrable to all courses and aspects of student life.

### Grade 9 Monthly Workshop Themes (Based on the IB Learner Profile)

#### Semester 1

September	October	November	December	January
Balanced	Communicators	Thinkers	Caring	Risk-Takers

#### Semester 2

February	March	April	May	June
Open-minded	Principled	Inquirers	Knowledgeable	Reflective

In Grade 10, students study English, French, Science, History and Mathematics in the IB style, which emphasizes critical thinking, and a strong sense of internationalism, while covering the Ontario curriculum. They also take a Grade 11 Math course, while in Grade 10. Backward planning and scaffolding are regular practices aimed at offering consistent, clear support as students prepare for the IB Diploma Programme in grade 11 and 12. Projects and assessments count for their OSSD, but are enhanced by cultivating the rigorous thinking, writing, research, and communication skills that are key components of the full diploma programme.

Grade 10 Courses
English
French
Science
Mathematics (Grade 10)
Mathematics (Grade 11)
History
Civics/ Careers **
Elective

**NOTE\*\*:**

- Students who participate in the full IB Diploma Programme will receive a substitution credit for Careers and Civics. (This is earned through such areas as CAS hours and TOK.)
- French Immersion Students do need the Careers and Civics courses for their French Immersion Certificate
- If a student leaves the IB Diploma Programme they must take Careers and Civics either through summer school or e-learning.

The whole student approach of IB prepares students for many futures. Top level skills in critical thought, writing, reading, presentation, lab preparation and research are essential in making IB one of the best university preparation programs in the world.

**Sample Grade 11 Timetable 2021-22 – if your IB student were entering year one of the diploma program (grade 11) this year.**

<b>Semester 1 Courses</b>	<b>Semester 2 Courses</b>
English 3U (HL IB English semester 1)	Theory of Knowledge (TOK) – Cross-listed in OSSD with Philosophy (HZT 4U)
French 3U	French 4U
Physics 3U or Biology 3U	History HL or Socio/Cul/Anthro HL
Math AA (SL)	Math AA (Calculus) (SL)

**Sample Grade 12 Timetable 2019-20 – If your IB student were entering year two of the diploma program (grade 12) this year.**

<b>Semester 1 Courses</b>	<b>Semester 2 Courses</b>
English 4U HL	English (ETS 4U) HL
Biology 4U HL or Physics 4U HL	Biology 4U HL or Physics 4U HL
History or Socio/Cul/Anthro HL	History or Social and Cultural Anthropology HL
Chemistry 3U or Dance or Theatre SL	Chemistry 4U or Dance or Theatre SL

When we timetable your classes, Biology and Physics will be scheduled at the same time. If you are thinking of Engineering, you must take Chemistry and Physics. If you are wishing to take Life Sciences at University, you should take Biology and Chemistry. For Sciences, Architecture and Engineering, you must take Mathematics. If you are thinking of taking Social Sciences or Humanities at University, then take Biology and History or Socio/Cul/Anthropology.

The interdisciplinary nature of the IB philosophy gives students an enriched perspective on global issues.



## **IB Examinations**

All IB Examinations run world-wide during the first three weeks of May. This schedule is released at the beginning of the academic year.

The French SL, and Math AA SL exams are written in May of Grade 11. All other IB exams are written in May of Grade 12.

## **Higher Level vs. Standard Level Courses**

IB Courses are offered at the Standard and Higher levels which correspond to the number of class hours involved, and the degree of subject specialization desired by the student. Standard Level (SL) courses consist of 150 classroom hours, and are taken over two semesters. Higher Level (HL) courses consist of 240 classroom hours, and are taken over three semesters. To achieve a full IB Diploma, a student must successfully complete three HL courses, and three SL courses. All IB courses are cross-listed with existing credits in the Ontario system.

Standard Level courses offered in the IB Programme at CCI: French, Math, and Chemistry or Dance or Theatre.

Higher Level courses offered in the IB Programme at CCI: Biology or Physics, Socio-Cultural Anthropology or History, and English.

## IB Fee Payment Schedule

### Scenario 1: For Full IB Diploma Students Only

The IB Programme at CCI is a not-for-profit, self-sustaining programme which depends on fees from participating families. A full IB diploma consists of six IB courses, Theory of Knowledge (TOK), the Extended Essay (EE), and Community, Action and Service (CAS). Please follow the payment scheme in the tables below, which shows payments spread out over the grade 11 and 12 years. For full diploma students this equates to four equal payments of \$625.00 for a total of \$2500.00. A \$100 administration fee will be charged to all Grade 10 pre-IB students and their families.

Grade 11 IB Year		
Installment #	Amount	Due Date
Installment 1	\$625.00	Due October 15th of grade 11 year
Installment 2	\$625.00	Due April 1st of grade 11 year

Grade 12 IB Year		
Installment #	Amount	Due Date
Installment 3	\$625.00	Due October 15th of grade 12 year
Installment 4	\$625.00	Due April 1st of grade 12 year

### Scenario 2: For Individual B Course Students Only

Students may take individual IB courses in any of six IB subject areas. Each individual IB examination course costs \$500.00, the TOK course costs an additional \$100, and the Extended Essay costing \$50 if they choose to write. The sum total will be billed in four increments using the same timetable as seen above.

#### Payment Preferences:

We accept cash, cheques (made payable to Cobourg Collegiate Institute), or using the School Cash Online service. Please be aware that alternate financial arrangements can be made through the IB Coordinator where required.

## **Withdrawal Options from the IB Programme**

If a student decides to withdraw from the program, the following steps are required:

- 1) Discussion between classroom teacher, student and parents.
- 2) Discussion with IB Coordinator and/or other IB representative.
- 3) IB Coordinator contacts parents for written or verbal approval and refers student to Guidance Counselor.
- 4) With Guidance Counselor, student summarizes credit count and sets up revised timetable, acknowledging that not all desired class changes can be accommodated due to class size, availability, and course selection.
- 5) Credit count summary and revised schedule sent home for parental signature.
- 6) NOTE: Schedules will only be revised if possible as all schedule changes are dependent upon space in other appropriate courses.

## **Grade-by-Grade Scenarios**

### ***Scenario I: Withdrawing in Grade 9 Semester 1 OR 2:***

Students will be accommodated in regular program as soon as they withdraw from the Preparatory IB Program only if space permits. Otherwise they will remain in Preparatory IB Courses until the end of the first semester or the end of the year. The student will be given a regular stream option form for grade 10. No adjustment of marks required.

### ***Scenario II: Withdrawing in Grade 10 Semester 1 OR 2:***

Students will be accommodated in regular program as soon as they withdraw from the Preparatory IB Program only if space permits. Otherwise they will remain in Preparatory IB Courses until the end of the first semester or the end of the year. The student will be given a regular stream option form for Grade 11. Guidance Counselors will ensure students are on track to fulfill OSSD requirements in Careers/Civics. No adjustment of marks required.

### ***Scenario III: Withdrawing in Grade 11 Semester 1:***

Students will be accommodated in regular stream program at the end of the first semester of the IB Diploma Program only if space permits. Otherwise they will remain in IB Courses until the end of the year and will be given a regular stream option form for grade 12. IB marks (French and Math) will be converted to OSSD equivalent marks.

### ***Scenario IV: Withdrawing in Grade 11 Semester 2:***

All students will remain in IB courses for the remainder of the academic year and will be given a regular stream option form for grade 12. IB marks (French and Math) will be converted to OSSD equivalent marks.

### ***Scenario V: Withdrawing in Grade 12 Semester 1:***

Counselors will attempt to schedule students into regular stream courses. IB marks from any completed courses will be converted to OSSD equivalents.

### **Code of Student Conduct for CCI's IB Students**

The four central elements of the International Baccalaureate Programme are:

- Academic Excellence
- Achievement of Learner Profile
- Embracing International Mindedness
- Practicing Responsible Leadership, both at school and in the community

### **The Desired Profile for Cobourg Collegiate's IB Students**

***The CCI's International Baccalaureate Student emulates the following traits and attitudes on a consistent basis:***

- Is motivated and demonstrates intellectual energy and curiosity;
- Accepts challenges and demonstrates personal initiative;
- Is able to learn independently, while demonstrating strong interpersonal and co-operative skills essential to effective team-building;
- Displays academic potential, has above-average standing, and a broad range of academic and other interests;
- Displays a good command of spoken and written language and a commitment to second-language learning;
- Is actively involved in the extracurricular life of the school and the wider community, and demonstrates a capacity and willingness to assume a leadership role;
- Has a global perspective and demonstrates an appreciation of, and sensitivity to, other cultures and ways of knowing;
- Accepts responsibility for their own learning;
- Accepts responsibility for the consequences associated with their behavior and actions.

## **Rules and Policies Specific to IB Diploma Students**

An IB Diploma or Course student must:

- Adhere to the Rules of Conduct for students of Cobourg Collegiate as laid out in the Student Agenda;
- Successfully complete all prerequisite IB courses prior to continuing to the Diploma Programme;
- Maintain a minimum academic standing of 70%;
- Respect the Learner Profile and Academic Honesty Policies (Failure to abide by the rules for academic honesty will result in parents being contacted and may result in removal from the Programme);
- Complete and submit on time, all Internal Assessments, the Extended Essay and TOK Essay according to the schedules provided by faculty and IB coordinator.
- Complete all IB assignments by the deadlines set by the teachers/coordinator. Please note that all assignments, with the exception of internal and external assessments, will be provided a clearly articulated deadline window.
- Attend ALL classes regularly and with punctuality.

NOTE: persistent unauthorized absences will result in a conference with parents and may result in your being withdrawn from IB May exams with the consequence that June Ontario Exams will need to be written for credit.

### **Classroom Engagement and Attendance**

As a student, the IB candidate is expected to be an ambassador of the programme and the school. IB students must adhere to the Cobourg Collegiate Code of Conduct. As such, they are expected to attend all classes regularly and on time.

This expectation is most important in the weeks prior to the final IB evaluations in May. Numerous absences and consistent tardiness may impact the grades and may result in parents being called in for an interview with the teacher and the IB Coordinator. If the situation persists the student may be refused admittance to the exams.

### **Deadlines**

Many deadlines in the IB Programme are fixed externally. Careful consideration of these real deadlines is an important part of faculty and administrative planning in the IB Programme. Therefore, for all Diploma students in Grades 11 and 12, assignments will have a “window” for submission. On the last date of the period given, the window will be closed and the assignment will no longer be accepted.

### **Working Together for IB Student Excellence**

Our goal in the IB Programme at CCI is to build honest, meaningful and mutually-supportive relationships with families and students. In our experience most tensions can be successfully navigated with honest communication, and a mutual commitment to non-confrontational problem resolution. In the event that there are concerns, we respectfully request that families consider the following protocol to guide them through the process of addressing these:

Step 1 Student meets with teacher

Step 2 Family contacts teacher

Step 3 Family contacts IB Coordinator

Step 4 Meeting with family, teacher, student, and IB Coordinator

Step 5 Involvement of Principal

### **Grade 12 Post Exam Expectations**

The IB Schedule and the OSSD schedule do not always correspond. There are times when IB assignments and/or examination dates fall outside of the OSSD schedule. This is particularly true at the end of the grade 12 year, where IB Diploma graduates will complete their May exams approximately one month before their OSSD exams. However to maintain the requirements of the Ontario Secondary School Diploma, the last month of school is mandatory to attend, and meaningful instruction will be provided.

## **Accommodations for Assessment**

In addition to adherence to district policy and administrative regulations, CCI's IB Programme follows IB regulations and expectations as stipulated in Section 4 of the IBO Candidates with Special Assessment Needs document. It is common practice for the IB Diploma Programme Coordinator to make formal requests for special arrangements submitted to the IBO at least 12 months prior to a student writing the IB exam. Please understand that supporting documentation, such as a medical certificate, must accompany these requests.

This document outlines the characteristics of students who may require special assessment arrangements due to one or more of the following:

### **Specific learning issues, language and communication disorders**

- Significant issues in reading, writing, spelling or manipulating numbers associated with issues in processing symbolic language (for example, problems interpreting music notation, dyslexia, dyscalculia).
- Speech and language issues characterized by communication problems (for example, aphasia, dysphasia, articulation problems).
- Social, emotional and behavioural issues
- Includes: attention deficit disorder (ADD)/attention deficit hyperactivity disorder (ADHD); autistic spectrum disorders; withdrawn, depressive or suicidal attitudes; obsessive preoccupation with eating habits; school phobia; substance abuse; disruptive antisocial and uncooperative behaviour; and anger, frustration and violence.
- Physical and sensory conditions
- Physical disabilities include a wide range of conditions that are not always immediately obvious, but affect mobility.
- Sensory issues: hearing – embraces an extensive range of hearing loss from mild to profound and can present communication difficulties; visual – includes difficulties with either the structure or function of the eye, affecting vision.

### **Medical conditions**

- The most common being: congenital heart disease, epilepsy, asthma, cystic fibrosis, haemophilia, sickle cell anaemia, diabetes, renal failure, eczema, rheumatoid disorders, allergies, leukemia and other cancers.

### **Mental health issues**

- A wide range of conditions that can affect a person's state of mind, ranging from psychotic conditions, such as schizophrenia and manic depression, to eating disorders, anxieties and emotional distress caused by circumstances in a candidate's life.

## **IB Accommodations for Special Educational Needs**

The following are a list of arrangements that may be granted students in the IB Programme.

**Additional time** – usually 25% more time is allowed for the candidate, which gives them an extra 15 minutes for every hour of exam time.

**Rest periods** – supervised rest time may be allowed, during which time the candidate is not allowed to work on their exam.

**Information and communication technology** – a computer or other assistive technology could be used to record responses instead of handwriting the answers. The student cannot use any software that would give the candidate an unfair advantage during the exam. Voice-activated technology or augmentative speech equipment can be requested when this has been the candidate's regular classroom practice.

**Modifications to examination papers** – normally made for candidates with hearing or visual issues, such as providing an exam in Braille, enlarged print, print on coloured paper, modifications to the visual complexity of the exam or modifications to the language of the exam paper.

**Alternative venues for examinations** – if a candidate is too ill to attend school, but on medical advice is able to take the examinations at home or in hospital, authorization may be given for the examination to be taken at an alternative venue. In principle, the examination should be taken at the same time as other candidates in the group. A qualified invigilator must be present.

**Extensions to deadlines** – in cases of illness or accident where a candidate is genuinely prevented from completing work in time for the coordinator to submit the work to the examiner.



## **A Message from the IB Diploma Programme Coordinator**

Congratulations on your acceptance into the International Baccalaureate (IB) Programme at Cobourg Collegiate Institute.

We are very excited about the IB Diploma Programme and the many opportunities this world-renowned education provides for our students. This programme will allow you to challenge yourself and will encourage you, with the help of our dedicated teachers, to reach beyond the regular high school curriculum. The International Baccalaureate Diploma Programme is regarded globally as the premier university-preparation programme. It is designed for motivated, university-bound students who seek the challenge of a well-rounded education with an international perspective. Cobourg Collegiate Institute is the only school in Northumberland County authorized to provide the IB Diploma Programme.

IB graduates are highly prized by universities. Indeed, an IB Diploma translates into various advantages such as preferred program placement, increased access to scholarships, and may earn advanced standing or university credits with their IB Diploma. Moreover, the IB Programme offers intrinsic, lifelong rewards such as intellectual confidence, polished skills in writing and speaking, excellent critical thinking skills and a deepened understanding of internationalism and ethics. These combine to give IB graduates a significant advantage.

CCI is an exciting school filled with many opportunities. I encourage you to get involved in extra-curriculars, clubs, activities, and teams. I urge you to become a leader in the school community and make your high school experience the best it can be. Help make CCI an even better place than it already is.

We look forward to welcoming you to CCI and to our IB Programme. Timetables for next year will be sent to students as soon as they become available. Look for information on Grade 9 Orientation Day from your Link Crew Leaders in August.

If you have any questions please do not hesitate to contact me via email ([scott\\_caister@kprdsb.ca](mailto:scott_caister@kprdsb.ca)) or telephone (905-372-2271 ext. 288).

Once again, congratulations on your acceptance into the programme recognized around the world as the gold standard for high school education.

Sincerely,

Scott Caister

IB Coordinator Cobourg Collegiate Institute