DIPLOMA PROGRAMME

STUDENT HANDBOOK

Lo-Ellen Park Secondary

2022-2023

IB OVERVIEW

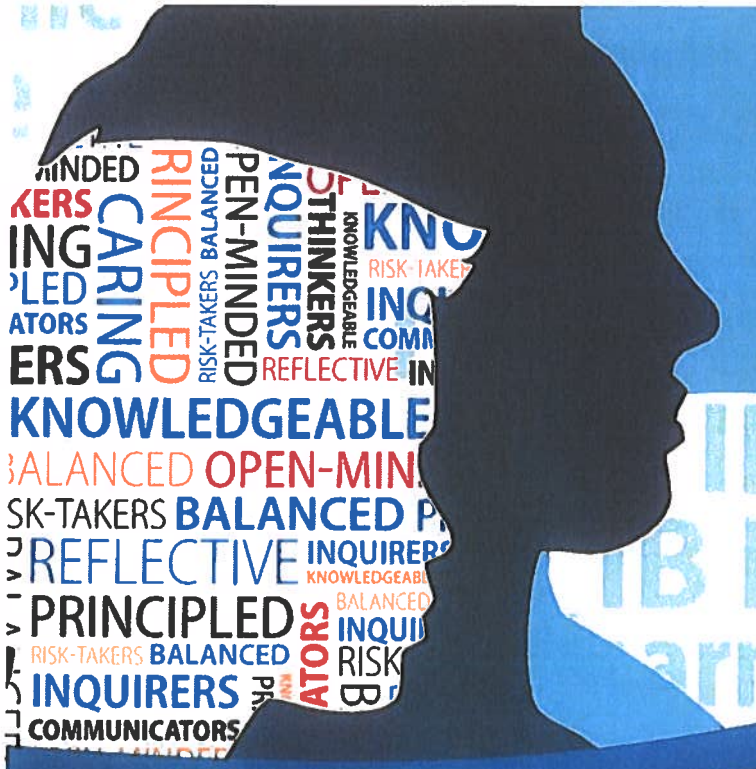
IB Mission Statement
IB Learner Profile
Programme Model

IB mission statement

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

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

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



THE IB LEARNER PROFILE®

IB learner profile

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

As IB learners we strive to be:

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

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

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

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

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

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

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

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

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

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

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

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Programme model

The Diploma Programme (DP) provides a challenging, internationally focused, broad and balanced educational experience for students aged 16 to 19. Students are required to study six subjects and a curriculum core concurrently over two years. The programme is designed to equip students with the basic academic skills needed for university study, further education and their chosen profession. Additionally the programme supports the development of the values and life skills needed to live a fulfilled and purposeful life.

Breadth and balance

A distinguishing characteristic of the DP is a concern with the whole educational experience of each student. The curriculum framework (see figure 1), and the supporting structures and principles, are designed to ensure that each student is necessarily exposed to a broad and balanced curriculum.

The learner profile and the core are positioned at the centre of the programme, reflecting the priority given to affective disposition as well as cognitive development, and a concern with developing competent and active citizens as well as subject specialists. The core requirements of theory of knowledge (TOK), the extended essay and creativity, activity, service (CAS) broaden the educational experience and challenge students to apply their knowledge and understanding in real-life contexts.

Figure 1
The Diploma Programme model

Students study six subjects concurrently. These include two languages, one subject from individuals and societies, one science, one mathematics subject, and one subject from the arts or another subject from the other groups. (See the *Handbook of procedures for the Diploma Programme* for a full description for this and other specific requirements.) There are also interdisciplinary subjects such as environmental systems and societies, and literature and performance, available to students. These options allow students to satisfy the requirements for two groups of subjects by studying one subject, thus allowing them to select another subject from any group to make up a total of six.

It is essential that a pre-university education equips students with the depth of discipline-specific knowledge and skills that they will need to follow their chosen university course and for use later in their professional lives. Specialization is encouraged in the DP by expecting students to study three (with the possibility of studying four) subjects at a higher level (HL). This is balanced with a requirement for breadth by expecting students to study three more subjects at standard level (SL) (or two when four HL subjects are completed).

IB learners and the IB learner profile

At the centre of international education in the IB are students with their own learning styles, strengths and challenges. Students come to school with combinations of unique and shared patterns of values, knowledge and experience of the world and their place in it.

Promoting open communication based on understanding and respect, the IB encourages students to become active, compassionate lifelong learners. An IB education is holistic in nature—it is concerned with the whole person. Along with cognitive development, IB programmes and qualifications address students' social, emotional and physical well-being. They value and offer opportunities for students to become active and caring members of local, national and global communities; they focus attention on the processes and the outcomes of internationally minded learning described in the IB learner profile.

The learner profile is the IB's mission in action. It requires IB learners to strive to become inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers (courageous), balanced and reflective. These attributes of internationally minded people represent a broad range of human capacities and responsibilities that go beyond a concern for intellectual development and academic content. They imply a commitment to implement standards and practices that help all members of the school community learn to respect themselves, others and the world around them.

The learner and the IB World School

The IB learner profile brings to life the aspirations of a community of IB World Schools dedicated to student- centred education. IB programmes promote the development of schools that:

- create educational opportunities for students that promote healthy relationships, individual and shared responsibility, including interpersonal competencies that support effective teamwork and collaboration

- help students make informed, reasoned, ethical judgments and develop the flexibility, perseverance and confidence they need in order to effect change that matters

- inspire students to frame their own inquiries, pursue personal aspirations, set challenging goals and have the persistence to achieve them

- foster the development of rich personal, academic and cultural identities.

The relationships between teachers and students and the approaches to teaching profoundly shape educational outcomes: teachers are intellectual leaders who can empower students to develop the confidence and personal responsibility needed to deepen understanding. IB programmes emphasize "learning how to learn", helping students interact effectively with the learning environments they encounter, and encouraging them to value learning as an essential and integral part of their everyday lives.

IB programmes support inclusion as an ongoing process to increase access and engagement in learning for all students. Learning communities become more inclusive as they identify and remove barriers to learning and participation. Commitment to access and inclusion represents another aspect of the IB learner profile in action.

The Diploma Programme core

The three elements of the core, theory of knowledge (TOK), creativity, activity, service (CAS) and the extended essay, are an integral part of the Diploma Programme (DP) experience. The academic disciplines, while separate to the core, are nonetheless linked to it. The core relies on the disciplines to provide enrichment, and individual subjects should be nourished by the core. Teachers in each of the three elements of the core need to think about, and plan carefully, how TOK, CAS and the extended essay can feed into a deeper understanding of the subject matter studied by DP students. This might include, for example:

- transferring the critical-thinking process developed in TOK to the study of academic disciplines
- developing service learning opportunities in CAS that will build on a student's existing subject knowledge and contribute to the construction of new and deeper knowledge in that subject area
- exploring a topic or issue of interest that has global significance in an extended essay through one or more disciplinary lenses.

Theory of knowledge

DP subject guides help teachers to identify meaningful links between specific disciplines and elements of the core, and teachers should provide opportunities to allow for these links to be explored. TOK is a course that is fundamentally about critical thinking and inquiry into the process of knowing rather than about learning a specific body of knowledge. The TOK course examines the nature of knowledge and how we know what we claim to know. It does this by encouraging students to analyse knowledge claims and explore questions about the construction of knowledge. The task of TOK is to emphasize connections between areas of shared knowledge and link them to personal knowledge in such a way that an individual becomes more aware of his or her own perspectives and how they might differ from others.

Creativity, activity, service

The emphasis in CAS is on helping students to develop their own identities, in accordance with the ethical principles embodied in the IB mission statement and the IB learner profile. CAS complements a challenging academic programme in a holistic way, providing opportunities for self-determination, collaboration, accomplishment and enjoyment. It involves students in a range of activities alongside their academic studies throughout the DP. The three strands of CAS are creativity (exploring and extending ideas leading to an original or

interpretive product or performance), activity (physical exertion contributing to a healthy lifestyle) and service (collaborative and reciprocal engagement with the community in response to an authentic need). CAS contributes to the IB's mission to create a better and more peaceful world through intercultural understanding and respect.

Extended essay

The extended essay offers the opportunity for DP students to investigate a topic of special interest, in the form of a 4,000-word piece of independent research. The area of research undertaken is chosen from one of the DP subjects—or in the case of the interdisciplinary world studies extended essay, two subjects—and acquaints them with the independent research and writing skills expected at university. This leads to a major piece of formally presented, structured writing, in which ideas and findings are communicated in a reasoned and coherent manner, appropriate to the subject or subjects chosen. It is intended to promote high-level research and writing skills, intellectual discovery and creativity. As an authentic learning experience it provides students with an opportunity to engage in personal research on a topic of choice, under the guidance of a supervisor.

ASSESSMENTS

IB DP Assessment
IBSO Table of Equivalents
Award of IB diploma
DP Matrix
Exam Schedule
2 Year Exam Overview

IB Diploma Programme Assessment

A variety of different methods are used to measure student achievement against the objectives for each course.

External Assessment

A student's work is externally assessed by an examiner appointed by the IB, and not by the student's teacher for the subject concerned.

Examinations form the basis of the assessment for most courses because of their high levels of objectivity and reliability. They include: essays, structured problems, short-response questions, data-response questions, text-response questions, case-study questions, multiple-choice questions.

There are also a small number of other externally assessed pieces of work, for example, theory of knowledge essay and the extended essay. These are completed by students over an extended period under teacher supervision instead of examination conditions, and are then marked by external examiners.

Internal Assessment

Student's work is assessed by a teacher within the school however are checked by external examiners. Examples of internal assessments include: oral work in languages, laboratory work in the sciences, investigations in mathematics, etc.

Examiners

The IB uses about 5,000 examiners worldwide. They ensure that student work is assessed fairly and consistently.
Each subject has a group of senior examiners who prepare examination questions, set the standard for marking and determine the marks needed for the award of each subject grade. There is a chief examiner for each subject, usually an academic from higher education, with international authority in their field.

Grading

Diploma Programme students follow six courses at higher level or standard level. The grades awarded for each course range from 1 (lowest) to 7 (highest). *See IBSO Table of Equivalents.*

IBSO Table of Equivalents

IB Grade	OSSD %
7	97-100
6	93-96
5	84-92
4	72-83
3	61-71
2	50-60
1	Below 50

***IB grades are converted to a percentage for Ontario reporting purposes.**

Award of the IB diploma

The IB diploma is awarded based on performance across all parts of the Diploma Programme.

A total of six subjects must be studied, with a combination of standard and higher levels (SL and HL). Students must also complete the "core", which is made up of creativity, activity, service (CAS), theory of knowledge (TOK) and extended essay (EE).

This handbook contains detailed information about what subjects, subject levels (SL or HL) combinations, and so on are permissible for a candidate to offer.

Each subject is graded 1–7, with 7 being the highest grade. These grades are also used as points (that is, 7 points for a grade 7, and so on) in determining if the diploma can be award.

TOK and the EE are graded A–E, with A being the highest grade. These two grades are then combined in the diploma points matrix to contribute between 0 and 3 points to the total. CAS is not assessed but must be completed in order to pass the diploma. See section A7.7.

The overall maximum points from subject grades and TOK/EE is therefore 45 ((6 × 7) + 3). The minimum threshold for award of the diploma is 24 points, below which the diploma is not awarded.

The additional requirements are the following.

- CAS requirements have been met.
- There is no "N" awarded for TOK, the EE or for a contributing subject.
- There is no grade E awarded for TOK and/or the EE.
- There is no grade 1 awarded in a subject/level.
- There are no more than two grade 2s awarded (HL or SL).
- There are no more than three grade 3s or below awarded (HL or SL).
- The candidate has gained 12 points or more on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
- The candidate has gained 9 points or more on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).
- The candidate has not received a penalty for academic misconduct from the Final Award Committee.

In addition, students who have completed these conditions through multiple languages may be eligible for a bilingual diploma (see section A7.6.2)

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.

Further details of how the diploma is awarded are contained in the *General regulations: Diploma Programme*.

Summary

- Students must study six subjects, plus TOK, EE and CAS. They must accumulate no fewer than 24 points from assessment in these subjects in addition to grade stipulations.
- They must meet all of the additional requirements listed above.
- They must do so within a maximum of three examination sessions.
- Candidates who successfully meet these conditions will be awarded the diploma.
- Candidates who take the diploma in multiple languages may be eligible for a bilingual diploma.

The following matrix will be used for award of points for TOK and the EE.

Extended essay: Grade awarded	Theory of knowledge (TOK): A	B	C	D	E or N
A	3	3	2	2	Failing condition
B	3	2	2	1	Failing condition
C	2	2	1	0	
D	2	1	0	0	
E or N	Failing condition				

Figure 9 Award of points for TOK and the EE

B7.8 Candidates suspected of academic misconduct

When the results are issued to schools on **5 July/5 January**, a candidate found guilty of academic misconduct will be issued an "N" in the subject or diploma requirement concerned. The candidate's results screen on IBIS will show this "N" for the subject but will not state the reason for that result. IB results documents will not convey the outcome of an academic misconduct investigation to universities or colleges either electronically or otherwise. This information is regarded as confidential.

In all cases where the final award committee has considered a breach of regulations, the head of school will be informed of the decision. The correspondence will be sent via email before the issue of results and copied to the school's DP coordinator, appropriate IB personnel and the chair of the Examining Board. For further information, refer to section A5 on academic honesty.

IB EXAM SCHEDULE: MAY 2023

Date	Morning	Afternoon
Wed May 3		HL English, Paper 1: 2.25hrs 12p.m.
Thurs May 4		HL English, Paper 2: 1.75hrs 1 p.m.
Monday May 8		SL Math Paper 1: 1.5 hrs 1 p.m.
Tuesday May 9		SL Math, Paper 2: 1.5 hrs 12 p.m.
Wed May 10		SL History, Paper 1: 1 hr SL History, Paper 2: 1.50 hrs 12 p.m.
Thursday May 11		HL Chemistry, Paper 1: 1hr HL Chemistry, Paper 3: 1.25 hrs 12 p.m.
Friday May 12	SL French, Paper 2: -Listening comprehension 0.75hrs 8:30 am	HL Chemistry, Paper 2: 2.25 hrs 12 p.m.
Monday May 15	SL French, Paper 1: 1.25 hrs SL French, Paper 2: -Reading comprehension 1hr 8:30 a.m.	
Wednesday May 17		HL Biology, Paper 1: 1hr HL Biology, Paper 3: 1.25 hrs 12 p.m.
Thursday May 18	HL Biology, Paper 2: 2.25 hrs 8:30 a.m.	

DP PROGRAMME: EXAM OVERVIEW

Below is a general overview of when you will write your IB exams during the two year DP programme.

This outline is for students entering Year 1 September 2022:

Year 1: Grade 11

History SL	Exam May 2023
French SL	Exam May 2023

Year 2: Grade 12

Biology HL	Exam May 2024
Chemistry HL	Exam May 2024
English HL	Exam May 2024
Math SL	Exam May 2024

3 Core Courses (Diploma Students only)

TOK	December/January 2024
Extended Essay	December/January 2024
CAS	End of May 2024

This outline is for students entering Year 2 September 2022:

Year 2: Grade 12

Biology HL	Exam May 2023
Chemistry HL	Exam May 2023
English HL	Exam May 2023
Math SL	Exam May 2023

3 Core Courses

TOK	December/January 2023
Extended Essay	December/January 2023
CAS	End of May 2023

ACADEMIC HONESTY

IB Academic Policy
LEP Academic Policy
Ethical Guidelines

A5.0 About this section

This section covers the theme of academic honesty—a core IB value that runs across all IB programmes.

A5.1 Policy

The IB requires that every IB World School offering the DP must have a policy to promote academic honesty.

This policy must be shared with DP candidates and their legal guardians when they begin the programme and must be followed up with reminders at regular intervals throughout the two years of the programme.

IB teachers are best placed to determine whether candidates' work meets the IB's standards concerning academic honesty. The IB expects teachers to use appropriate means to ensure that work is, to the best of their knowledge, the candidate's authentic work.

Schools are responsible for checking and authenticating all candidates' work before submission to the IB for assessment or moderation. Non-authenticated work must not be submitted.

Learn more

More information about what academic honesty means and how it is applied in the IB context, including development of a school policy, can be found in *Academic honesty in the IB educational context*.

A5.2 What is academic misconduct?

There are a number of common ways in which academic misconduct occurs and these are outlined below. Coordinators should be aware of these when administering the DP and developing the school's academic honesty policy.

A5.2.1 Plagiarism

Plagiarism is defined as the representation, intentionally or unintentionally, of the ideas, words or work of another person without proper, clear and explicit acknowledgment. The IB uses plagiarism detection software to identify when this occurs.

All candidates for the IB diploma are expected to acknowledge use of the work or ideas of another person in any work they may submit for assessment by using a standard style of referencing.

Learn more

If a candidate uses the work or ideas of another person in any form of work that is submitted for assessment, they **must** acknowledge the source at the point of use, using a standard style of referencing, and add the source to the bibliography. This includes direct quotation, paraphrasing or summarizing.

The IB does not specify which style(s) of referencing or in-text citation should be used by candidates. This is left to the discretion of the school.

Failure of a candidate to acknowledge a source will be investigated by the IB as a potential breach of IB regulations. This may result in a penalty imposed by the final award committee.

Further information can be found in the IB publication *Effective citing and referencing* .

A5.2.2 Collusion

Coordinators need to be aware that candidates are expected to present assessments in their own words and acknowledge the words or ideas of others where collaboration has occurred. While group working is a key element in certain subjects, for example, sciences, collusion occurs when this goes beyond collaboration, for example, when a single version of a report is presented by a number of candidates as their own individual work.

A5.2.3 Other forms of academic misconduct

There are a number of other forms of academic misconduct.

Learn more

Other forms of academic misconduct include:

- duplicating work to meet the requirements of more than one assessment component
- falsification or inventing fictitious data for an assignment
- taking unauthorized material into an examination room (this poster gives details)
- disruption of an examination by an act of misconduct, such as distracting another candidate or creating a disturbance
- exchanging, supporting, or attempting to support, the passing on of information that is or could be related to the examination
- failing to comply with the instructions of the invigilator or other member of the school's staff responsible for the conduct of the examination
- impersonating another candidate
- theft of examination papers
- disclosure or discussion of the content of an examination paper with a person outside the immediate school community within 24 hours after the examination
- use of essay-writing services (ghost-written or purchased essays) offering assistance in writing essays or other assessment materials.

Coordinators should refer to *Academic honesty in the IB educational context* and the *General regulations: Diploma Programme* articles 13, 16, 20, 21 and 22 for further details.

Lo-Ellen Park Secondary School
Academic Honesty Policy

Academic honesty is central to creating an environment of trust upon which an academic community relies. Academic *dishonesty* undermines that environment. Students are thus expected to make ethical choices. Neither cheating nor plagiarism will be tolerated. This policy is intended to protect our students and to protect the integrity of our academic community.

ACADEMIC DISHONESTY, which includes both **plagiarism** and **cheating**, can include, but is not limited to:

- submitting someone else's work as your own;
- buying essays or assignments from Internet sites or from individuals and presenting these products as your own work;
- quoting directly or indirectly (using others ideas) from sources without proper citation. These sources include not only books but television, radio, audio, film, Internet sites, interviews, computer programs, images, etc. You must cite anything which is not your original work;
- self-plagiarism: this means submitting an assignment in a course which you have *already* used for credit in another course;
- writing an assignment for someone else or allowing someone else to copy your assignment for credit in a course;
- copying from another student's test, or allowing another student to copy during a test;
- using materials which are not permitted during a test;
- giving test questions or answers to a member of any class, or receiving test questions or answers from a member of any class;
- unauthorized collaboration: although collaboration is often encouraged unauthorized collaboration is not permitted;
- fabrication of data or sources;
- posting test/exam or assignment questions to a web or social media site.

CONSEQUENCES FOR ACADEMIC DISHONESTY may include one or more of the following:

- the assignment receives a zero, which might result in failure of the course;
- telephone call home from the teacher to notify parent(s)/guardian(s);
- meeting with parent(s)/guardian(s) and administration;
- loss of opportunity to win awards or participate in school activities;
- recording of infraction in academic records;
- suspension.

RESPONSIBILITIES OF STUDENTS, PARENTS AND TEACHERS

Students are expected to produce work which reflects their best efforts. They will be expected to adhere to the policy on academic honesty both inside and outside the classroom.

Parents/guardians are expected to support the spirit and intent of this policy by reviewing the policy and encouraging academically ethical behaviour.

Teachers are expected to promote academic honesty by making students aware of the policy, and by teaching the relevant practices for their course discipline. Teachers are expected to enforce the principles of the policy and to model the principles of the policy.

By signing this, you are indicating that you have read this policy and understand the definition of academic dishonesty and its consequences.

Student's Name (**please print**)	Student's Signature	Date

Lo-Ellen Park Secondary School
Information and Communication Technology Acceptable Use Policy

1. Unacceptable Computer and Network Use: Computers and the internet offer a wide variety of educational opportunities for our students. Not all of the material available on the internet is beneficial to students and appropriate for school use. The school has implemented reasonable safeguards to limit access to offensive or inappropriate material; however, the final responsibility rests with the student. At the discretion of the *supervisor*, a student may be removed from computer use if he or she is found to be using the resource inappropriately.

Inappropriate use of computers, networks and personal devices includes:
-sites inciting hatred or intolerance toward others;
-accessing or transmitting obscene or pornographic material;
-using threatening or harassing statements, including the disparagement of others based on
-their race, national origin, sex, sexual orientation, age, disability, or religious beliefs;
-transmitting or soliciting sexually oriented messages, sounds, images, or video
-sites advocating or instructing in illegal or harmful activities game sites
-gaining access to the computer system by obtaining, sharing or using the password of another user.
In addition, attempts to bypass the internet security system or vandalizing computers or the network will be considered inappropriate use and subject to appropriate action. This is, by no means, a complete list of inappropriate use of computers and the network. If a student is in doubt about the appropriateness of an action, he or she should check with the supervisor before using the computer.

2. **Use of Personal Computers:** All computers used in the school are covered by the Acceptable Use Policy, including laptop computers, chromebooks, iPads and personal devices included cell phones.

3. **Email Accounts**: The Rainbow District School Board has provided email accounts for all staff and students at LEPSS. These accounts use Gmail and can be accessed both in the school or at home. While the main purpose of these accounts is school communication, students can use this account for personal communication provided that the Acceptable Use Policy is followed. Students should be aware that any messages or attachments sent using the @rscloud domain are **not** considered private. School administrators or designated personnel can monitor messages and take appropriate action if this resource is being misused. Remember that you are responsible for your email account. **Do not share your password and do not give your email address to those who may send inappropriate material.**

The school, **at its sole discretion**, reserves the right to immediately revoke the privilege of internet access if the student is abusing that privilege. It should be stated that the internet is an excellent resource for both teachers and students and its proper use should be encouraged. **Please sign and return this form to your home room teacher as agreement that you will abide by these rules.**

Student's Name (**Please Print**)	Student's Signature	Date

International Baccalaureate

Ethical guidelines for extended essays research and fieldwork

May and November 2013 examination sessions onwards

The following guidelines apply to research and fieldwork in all extended essays.

- Extended essay students must exercise the greatest sensitivity to local and international cultures.
- Any research/fieldwork that creates anxiety, stress, pain or discomfort for participants is not permitted.
- Any research/fieldwork that involves unjustified deception, involuntary participation or invasion of privacy, including inappropriate use of information technology (IT), email and the internet, is prohibited.
- All participants in research activities must be informed before commencing the research that they have the right to withdraw at any time. Pressure must not be placed on any individual participant to continue with the investigation beyond this point.
- Each participant must be informed of the aims and objectives of the research and in addition be shown the results of the research.
- Informed consent should be obtained from the people who are the subject of the fieldwork. Research involving children needs the written consent of parent(s) or guardian(s). Students must ensure that parents are fully informed about the implications for children who take part in such research. Where research is conducted with children in a school, the written consent of the teachers concerned must also be obtained.
- Extended essay students must avoid conducting research with any adult who is not in a fit state of mind and cannot respond freely and independently.
- If any participant shows stress and/or pain at any stage of the research, the research must finish immediately, and the participant must be allowed to withdraw.
- Participants must be debriefed and given the right to withdraw their own personal data and responses. Anonymity for each participant must be guaranteed.
- All data collected must be kept in a confidential and responsible manner and not divulged to any other person.
- Research that is conducted online, using IT methods, is subject to the same guidelines. Any data collected online must be deleted once the research has been completed. Such data must not be used for any purpose other than the conduct of the research.

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Guidelines for the use of animals in IB World Schools

Why have guidelines for use of animals in the classroom?

As respect for animals is a fundamental stepping stone in the development of respect for fellow human beings the IB animal guidelines seek to set out the parameters for the acceptable inclusion of animals in an IB World School.

What do the guidelines apply to?

These guidelines apply to the treatment of all animals in IB World Schools, to all students at all levels including PYP, MYP, DP and IBCC whether assessed or non- assessed, for extended essays, the group 4 project and the MYP project. The Guidelines cover any work, be it in classrooms or school laboratories, or in the general environment, that is anywhere where IB students may be working. The Guidelines apply to:

1. Keeping animals in schools
2. Animal Experimentation
3. The use of human subjects in investigations

The Guidelines

Keeping live animals in the classroom

Caring for classroom pets can provide a variety of authentic learning contexts for students at almost every level. It presents opportunities for students to develop compassion and empathy towards other living things and take action as a result of this learning. Ultimately the decision to care for a live animal lies with the classroom teacher and time should be taken to adequately research the animal and determine a suitable diet, housing, exercise and socialization for the animal as well as how its care fits into the curriculum. The following should be carefully considered before committing to the care of a classroom pet:

- Student sensitivity or allergies to particular species, their food or bedding materials
- Type of animal (domestic rather than wild, not venomous or vicious, diurnal rather than nocturnal etc)
- Arrangements for housing the animal safely, comfortably, cleanly and in a manner that is not disruptive to the classroom environment
- Arrangements for appropriate care of the animals over weekends and holidays
- Long term care of the animal in cases where a future student is allergic or the animal can no longer live in the classroom

Additionally, essential agreements should be established regarding when and how the animal is to interact with students. These should ensure the health and safety for both students and the animal (e.g. students wash their hands before and after handling).

The nature of the guidelines

IB animal experimentation guidelines may be more stringent than some local or national standards for experimentation in schools. Our standards for work in schools should also be more stringent than those of university and research and development committees as we are not carrying out essential, groundbreaking research. Practical work in schools has other purposes such as reinforcing concepts and teaching practical skills and techniques. Even in a practically based extended essay the work will not be fundamental, ground-breaking research.

Live animals in experimentation

Any planned and actual experimentation involving live animals must be subject to approval by the teacher following a discussion between teacher and student(s) based on the IB guidelines. This discussion should look at the 3Rs principle and the decision justified. The principles are:

- Replacement
- Refinement

- Reduction

Any investigation involving animals should initially consider the replacement of animals with cells or tissues, plants or computer simulations. If the animal is essential to the investigation refinements to the investigation to alleviate any distress to the animal and a reduction in the numbers of animals involved should be made.

Experiments involving animals must be based on observing and measuring aspects of natural animal behaviour. Any experimentation should not result in any cruelty to any animal, vertebrate or invertebrate. Therefore experiments that administer drugs or medicines or manipulate the environment or diet beyond that which can be regarded as humane is unacceptable in IB schools.

Animal dissection

There is no requirement in the PYP, MYP or in the DP group 4 sciences for students to witness or carry out a dissection of any animal, vertebrate or invertebrate. If teachers believe that it is an important educational experience and wish to include dissections in their scheme of work they must apply the following guidelines. The IB does not support animal dissection or the use of animal body parts in the PYP.

- Discuss reasons for dissections of whole animals with the students.
- Allow any student who wishes to opt out of the dissection to do so.
- Seek to reduce the number of dissections.
- Seek to replace animal dissection with computer simulations and/or use animal tissue, for example, hearts and lungs obtained from butchers, abattoirs or laboratory suppliers.
- Dissect animals obtained from an ethical source only, for example, no wild animals, animals killed on the road or endangered animals.

Experiments involving human subjects

Any experimentation involving human subjects must be with their direct, legally obtained written permission and must follow the above guidelines. In addition, the investigation must not use human subjects under the age of 16 without the written consent of the parents or guardians.

- Subjects must provide written consent
- The results of the investigation must be anonymous
- Subjects must participate of their own free will
- Subjects have the right to withdraw from the investigation at any time.

Investigations involving any body fluids must not be performed due to the risk of the transmission of blood-borne pathogens. An exception would be an investigator using their own saliva or sweat.

The use of secondary data

Secondary data acquired as a result of research that would not be in line with the above policy may be used under certain circumstances:

- Data acquired by professional researchers. In this case the data would be from research which is written up in academic journals and qualifies as ground breaking. Such research would have been presented to research committees for approval and be licensed.
- Research which was considered ethical at the time the research was conducted. Our view of animals and their welfare has moved on considerably in recent years. Much research conducted in a different culture would not be granted permission today even though at the time, it was considered acceptable. Data from such sources is acceptable.

Some secondary data exists that was considered unethical even within the cultural and historical context of the day. Such data is not acceptable under any circumstances.

What happens if the guidelines are not followed?

Internal assessment moderators or extended essay examiners who see evidence that the guidelines are not being followed at the school, in the sample work sent for moderation or in extended essays are required to complete a problem report form (PRF) to be submitted to IB Cardiff.

Helpful Tools

Message from IB Coordinator

Coping with School Stress

Command Terms

A message from the IB Coordinator

I would like to wish all Lo-Ellen Park Secondary IB students a great 2022-2023 school year! I am very excited to meet all of you and want you to know that I am here to support and guide you. In saying that, if ever you need to speak to me, my door is always open, I am in the IB office in Guidance. My contact information is as follows: wuorinj@rainbowschools.ca, (705) 522-2320 ext 6612.

Julie Wuorinen
IB Coordinator
French Immersion Teacher
Lo-Ellen Park Secondary

What steps should I take if I am having an issue with one of my IB classes?

1. **Talk to your teacher!** All teachers have different teaching styles, some may work for you and some may not. If you do not understand a lesson or concept, it is your responsibility as an IB learner to ask for clarification and if needed ask for extra help.
2. **Find a study group**. Find other IB students and study in a group. This helps increase understanding through conversations and makes it fun.
3. **Use on-line supports.** Talk to your teachers as there are many online supports that can assist you through your courses.
4. **Talk to the Coordinator.** If there continues to be issues after having tried these steps you are encouraged to have discussion with the IB Coordinator.

Academic Pressure: 5 Tips From An Expert On Coping With School Stress

Huffington Post- August 2014

Much has been made of recent studies revealing that Millennials (young people ages 18-29) are America's most stressed generation. But younger members of Gen Y know that the pressure begins long before they're legal. With exam pressures and college admissions anxiety at an all-time high, academic stress can become a daily struggle as early as middle school. According to an Associated Press/MTV survey, school was the most frequently-mentioned source of stress for 13 to 17-year-olds.

Whether it's your parents pushing you to boost your GPA, teachers criticizing you for a less-than-stellar test scores, or your own drive to get in to your first-choice college — or some combination of the three — academic pressure can get the best of you if you don't learn how to deal with it properly.

"I think it all ties in to fear," Susan Stiffelman, author of "Parenting Without Power Struggles," tells the Huffington Post. "Fear of not getting into a college, fear of not getting financial support if that's what you need, fear of not shining in college or in high school so that you're employable. Fear is a powerful motivator, but it also creates and generates tremendous amounts of stress."

We chatted with Stiffelman, a psychotherapist who has helped countless teens cope with school stresses, about her best tips for managing academic anxiety. Scroll down for five helpful ways to get through your high school years with less stress.

1. Take time for self-care.

Stiffelman emphasizes that you have to start with the basics, like sleep. "You have to give your organism the means to cope with stress, and that includes healthy food, non-harmful substances, sleep (dramatically more than most kids think they need), down time... Building into your day right-brain activity that lets you digest what you've been going through and process it. Those are some basic and almost biological needs we have."

Taking time to pause from the relentless pace of everyday life and enjoy creative activities that keep you from dwelling on or stressing over school pressures can go far in decreasing your stress levels.

2. Learn to change your thinking.

"You cannot get stressed out unless you believe your thoughts," says Stiffelman. "All stress is precipitated by stressful thinking."

When you start stressing about not finishing your project on time, your mind builds a case for why what you believe is going to happen will happen — and this can be paralyzing. So, when combating negative thinking patterns, Stiffelman recommends coming up with specific examples to counter the stressful thoughts. Think instead of concrete ways that you can create the time to work on a project, and how your previous line of thinking isn't accurate.

3. Take assignments one baby step at a time.
Stiffelman advises her young clients to chunk their work down into manageable, bite-sized portions that feel less overwhelming than looking at the big picture. If you have an essay to write that's making you feel anxious, list the individual steps that lead to the destination of the essay being finished (finding sources, creating an outline, writing an intro), and the task will begin to feel less daunting. "List what you have going on, and list how much time each thing is going to take," she suggests. "Chunking things down makes them feel more manageable and less anxiety-inducing."

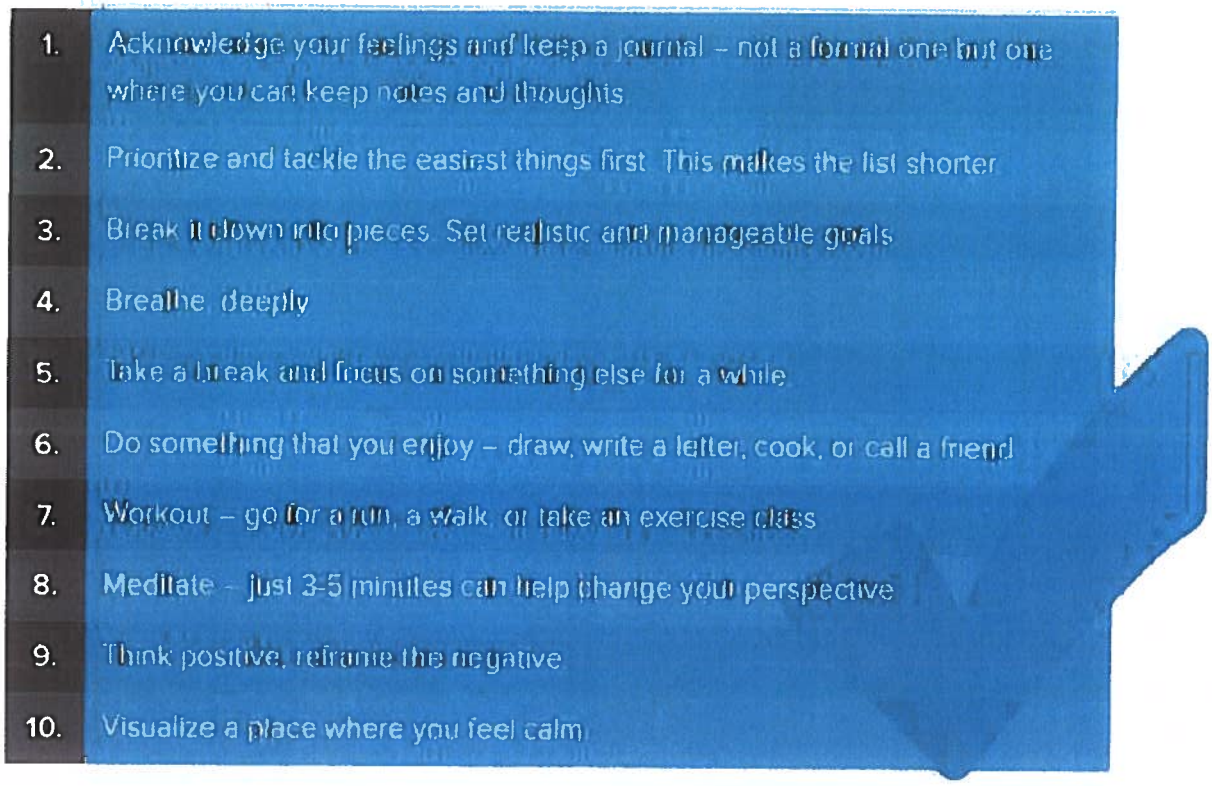
4. Lower your goals.
No, we're not talking about being a slacker. According to Stiffelman, following the truism "Lower your goals, you'll achieve more," can help to relieve stress and boost academic success.
Instead of setting your goal to be getting the highest grade in the class, set a goal to feel satisfied with your performance.

5. Stay balanced during exam periods.
The importance of taking breaks and working in time to relax during your busiest and most stressful periods can't be overestimated, Stiffelman urges. Not matter how hard you push yourself, nobody can maintain constant focus, and you will burn yourself out if you try. Take frequent, short breaks for fun activities so that you'll be able to go back to your writing or studying refreshed.
"Do something that, even for 15 minutes, brings you back to yourself," says Stiffelman. "I'll often say, 'What did you love to do when you were six years old?' Do a little bit of that when you're in prep mode to counterbalance the stress — no brain can work for 24 hours."

https://www.huffingtonpost.com/2013/02/27/academic-pressure-5-tips-_n_2774106.html

Relaxation Techniques and Tools

Our expert Melissa Cohen, LCSW, has a few tips that can help ease stress. These are her best options for anyone facing a stressful time, including college students, parents, employees, and more.



https://www.learnpsychology.org/student-stress-anxiety-guide/

Command terms

Students should be familiar with the following key terms and phrases used in examination questions, which are to be understood as described below. Although these terms will be used frequently in examination questions, other terms may be used to direct students to present an argument in a specific way.

Analyse	Break down in order to bring out the essential elements or structure.
Annotate	Add brief notes to a diagram or graph.
Apply	Use an idea, equation, principle, theory or law in relation to a given problem or issue.
Calculate	Obtain a numerical answer showing the relevant stages in the working.
Classify	Arrange or order by class or category.
Comment	Give a judgment based on a given statement or result of a calculation.
Compare	Give an account of the similarities between two (or more) items or situations, referring to both (all) of them throughout.
Compare and contrast	Give an account of similarities and differences between two (or more) items or situations, referring to both (all) of them throughout.
Construct	Display information in a diagrammatic or logical form.
Contrast	Give an account of the differences between two (or more) items or situations, referring to both (all) of them throughout.
Deduce	Reach a conclusion from the information given.
Define	Give the precise meaning of a word, phrase, concept or physical quantity.
Demonstrate	Make clear by reasoning or evidence, illustrating with examples or practical application.
Derive	Manipulate a mathematical relationship to give a new equation or relationship.
Describe	Give a detailed account.
Design	Produce a plan, simulation or model.
Determine	Obtain the only possible answer.
Differentiate	Obtain the derivative of a function.
Discuss	Offer a considered and balanced review that includes a range of arguments, factors or hypotheses. Opinions or conclusions should be presented clearly and supported by appropriate evidence.
Distinguish	Make clear the differences between two or more concepts or items.

Draw	Represent by means of a labelled, accurate diagram or graph, using a pencil. A ruler (straight edge) should be used for straight lines. Diagrams should be drawn to scale. Graphs should have points correctly plotted (if appropriate) and joined in a straight line or smooth curve.
Estimate	Obtain an approximate value.
Evaluate	Make an appraisal by weighing up the strengths and limitations.
Examine	Consider an argument or concept in a way that uncovers the assumptions and interrelationships of the issue.
Explain	Give a detailed account including reasons or causes.
Explore	Undertake a systematic process of discovery.
Find	Obtain an answer showing relevant stages in the working.
Formulate	Express precisely and systematically the relevant concept(s) or argument(s).
Hence	Use the preceding work to obtain the required result.
Hence or otherwise	It is suggested that the preceding work is used, but other methods could also receive credit.
Identify	Provide an answer from a number of possibilities.
Integrate	Obtain the integral of a function.
Interpret	Use knowledge and understanding to recognize trends and draw conclusions from given information.
Investigate	Observe, study, or make a detailed and systematic examination, in order to establish facts and reach new conclusions.
Justify	Give valid reasons or evidence to support an answer or conclusion.
Label	Add labels to a diagram.
List	Give a sequence of brief answers with no explanation.
Measure	Obtain a value for a quantity.
Outline	Give a brief account or summary.
Plot	Mark the position of points on a diagram.
Predict	Give an expected result.
Present	Offer for display, observation, examination or consideration.
Prove	Use a sequence of logical steps to obtain the required result in a formal way.
Show	Give the steps in a calculation or derivation.
Show that	Obtain the required result (possibly using information given) without the formality of proof. "Show that" questions do not generally require the use of a calculator.

Sketch	Represent by means of a diagram or graph (labelled as appropriate). The sketch should give a general idea of the required shape or relationship, and should include relevant features.
Solve	Obtain the answer(s) using algebraic and/or numerical and/or graphical methods.
State	Give a specific name, value or other brief answer without explanation or calculation.
Suggest	Propose a solution, hypothesis or other possible answer.
To what extent	Consider the merits or otherwise of an argument or concept. Opinions and conclusions should be presented clearly and supported with appropriate evidence and sound argument.
Trace	Follow and record the action of an algorithm.
Verify	Provide evidence that validates the result.
Write down	Obtain the answer(s), usually by extracting information. Little or no calculation is required. Working does not need to be shown.