

South Side High School and The International Baccalaureate Program

2019-2020



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IB WORLD SCHOOL MISSION STATEMENT

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

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

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

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THE IB LEARNER PROFILE

We hope that students who participate in the IB program develop to become...

- Inquirers:** who acquire the skills necessary to conduct purposeful, constructive research.
- Thinkers:** who exercise initiative in applying thinking skills critically and creatively to make sound decisions and to solve complex problems.
- Communicators:** who receive and express ideas and information confidently in more than one language, including the language of mathematical symbols.
- Risk-takers:** who approach unfamiliar situations without anxiety, have confidence and independence, are courageous and articulate in defending things in which they believe.
- Knowledgeable:** who have spent time in school exploring themes with global relevance and importance, and have acquired a critical mass of significant knowledge.
- Principled:** who have a sound grasp of the principles of moral reasoning, integrity, honesty and a sense of fairness and justice.
- Caring:** who show sensitivity towards the needs and feelings of others and have a personal commitment to action and service.
- Open-minded:** who respect the views, values and traditions of other individuals and cultures and who are accustomed to seeking and considering a range of points of view.
- Balanced:** who understand the importance of physical and mental balance and personal well-being.
- Reflective:** who give thoughtful consideration to their own learning and who analyze their personal strengths and weaknesses in a constructive manner.

GLOSSARY OF TERMS

EE	Extended Essay	A 3000-4000 word independent research paper submitted by full diploma students during the senior year. Students formulate an argument, use research to support that argument and reach a conclusion.
SL	Standard Level	Designates a course that is no less than 150 hours in length.
HL	Higher Level	Designates a course that is 240 hours or two years in length; taken junior <u>and</u> senior year.
CAS	Creativity Activity Service	Students must engage in the three categories -- Creativity, Activity, and Service -- via extracurricular activities during the course of two years.
IBO	International Baccalaureate Organization	IB Organization as a whole, which includes offices in Geneva, Switzerland; Bethesda, Maryland; Cardiff, Wales; The Hague, the Netherlands; and various regional offices. Contact www.ibo.org .
TOK	Theory of Knowledge	A required course for diploma candidates. Students explore the basis for knowledge and judgment.
IA	Internal Assessment	Evaluative work (presentations, oral interviews, papers, etc.) that is assigned and scored by South Side IB teachers using IBO's scoring criteria. The IA is then externally moderated by external examiners.
	External Assessment	Work sent to examiners and moderators of the IB Organization to be evaluated. Work is sent to examiners in over 100 different countries. IB exams (papers) are graded this way.

Two Ways to Participate in the IB Program

Option A: The Diploma Program

- Participate in and complete internal/external assessments for six IB courses:
 - Three (or not more than four) Higher Level courses
 - Three (or two) Standard Level courses
- Complete Theory of Knowledge (TOK)
- Submit an original Extended Essay, an in-depth study of a limited topic chosen by the student and supervised by a mentor
 - within a subject, no more than 4,000 words
 - approximately a 40-hour time commitment
- Complete a Creativity, Activity, Service (CAS) Plan
 - Experiences in the three aforementioned strands are guided by seven learning outcomes

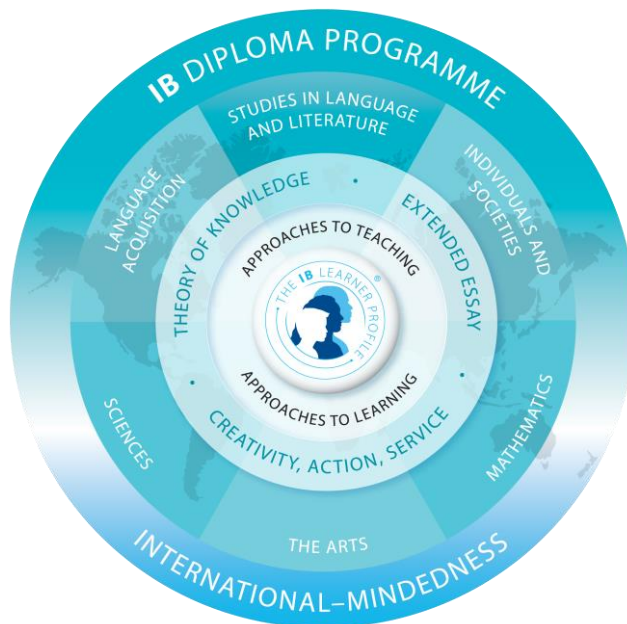
Requirements

To receive the diploma, students must earn a minimum of 24 points, and the three HL scores must total 12 or more points; other rules apply. Students may also earn up to 3 extra points for their Extended Essay and TOK marks. Failure to complete the EE and TOK requirements or elementary scores in either of these assessments will lead to failure to earn the diploma.

Option B: Individual Subject Certificates

Students who complete one or more IB courses but do not complete the Extended Essay, CAS or Theory of Knowledge requirements are IB course candidates. They will receive certificates from IBO and may earn college credit or advanced standing.

Planning an IB Diploma at South Side High School



Students wishing to take the full diploma must take one subject from each group and have three subjects at HL and three at SL (unless they are taking 4 HLs and 2 SLs). For their sixth subject, in addition to the courses offered in Group 6, they may also do a third language or a second course from Groups 3 or 4.

Requirements for an International Baccalaureate Diploma

Three Higher Level Courses
Three Standard Level Courses

One course from each of six core curriculum groups

Group 1: *Studies in Language & Literature*

Group 2: *Language Acquisition*

Group 3: *Individuals and Societies*

Group 4: *Sciences*

Group 5: *Mathematics*

Group 6: *The Arts*

ToK

Extended Essay

CAS

- ◇ **Each course is graded on a scale of 1 to 7; a minimum of 24 points is required to get an International Baccalaureate Diploma.**
- ◇ **Higher grades in one course may be used to make up for lower grades in another course, provided that the total points are 24+ and the 3 HLs average at least 4 points.**
- ◇ **ToK and the Extended Essay may contribute Bonus Points to the Diploma.**

International Baccalaureate Course Offerings at South Side HS

	<u>HIGHER LEVEL</u>	<u>STANDARD LEVEL</u>
<i>Group 1</i>		
STUDIES IN LANGUAGE & LITERATURE	ENGLISH	
<i>Group 2</i>		
LANGUAGE ACQUISITION	SPANISH B	SPANISH B
	FRENCH B	FRENCH B
<i>Group 3</i>		
INDIVIDUALS & SOCIETIES	HISTORY: AMERICAS	
	BUSINESS MANAGEMENT	BUSINESS MANAGEMENT
		PSYCHOLOGY
<i>Group 4</i>		
EXPERIMENTAL SCIENCES	CHEMISTRY	CHEMISTRY
	BIOLOGY	BIOLOGY
	PHYSICS	PHYSICS
		ENVIRONMENTAL SYSTEMS
<i>Group 5</i>		
MATHEMATICS		MATHEMATICS SL
		MATH STUDIES (PRE-CALC)
<i>Group 6</i>		
THE ARTS	VISUAL ARTS	VISUAL ARTS
	THEATRE ARTS	THEATRE ARTS
	MUSIC	MUSIC
	FILM STUDIES	FILM STUDIES

(Or a second Group 2, 3 or 4 subject in place of a Group 6 subject)

Two-Year Forecast:

Junior Year	Group	Senior Year
IB English	1	IB English
	2	
IB History	3	IB History
	4	
	5	
	6	
	CORE	TOK

The Central Elements - The Core of the Program

THEORY OF KNOWLEDGE

Theory of Knowledge is a unique course offered to IB students in the senior year. The course is an important component in providing a holistic education to students in the IB Program. The purpose of Theory of Knowledge is to explore the ways in which different disciplines search for truth. Students will be asked to reflect critically on the subjects they have already encountered in their school experience with an eye to understanding the fundamental concepts of the various disciplines and their validity. This approach helps students to analyze and integrate knowledge that they have already gained.

EXTENDED ESSAY

The Extended Essay is an independent study project completed by IB Diploma candidates by January of their senior year. This work is done under the supervision of a teacher-mentor and may be done in any of the IB subject area courses.

CREATIVITY, ACTIVITY, SERVICE

CAS is a required component of the IB Diploma Program. It involves those learning experiences undertaken by IB Diploma Candidates outside of the classroom under the general headings of *Creativity* (e.g. engagement in the arts, designing and implementing service projects, etc.), *Activity* (e.g. participation in athletics, dance, expeditions), and *Service* (community and social service activities). Students are expected to be involved in CAS over the two years of the Diploma Program. Working with a CAS advisor, the students will engage in systematic self-evaluation of their experiences.

THE EXTENDED ESSAY

GENERAL INFORMATION

The Extended Essay provides diploma candidates with an opportunity to engage in independent research. “Emphasis is placed on the process of engaging in personal research, on the communication of original ideas and information in a logical and coherent manner, and on the overall presentation of the essay in compliance with the guidelines” (Extended Essay Guide, 2018).

What are the requirements?

The essay must be approximately 4000 words and be written in a specified IB subject area. Candidates select a topic within this subject area and must then craft a narrowly focused research question. The paper presents an extended argument, supported by research, that reaches a conclusion. All essays must follow the IB Guidelines for formal presentation and must be written to meet the IB subject area and general criteria. Students also reflect on their progress throughout the process and complete a reflection form following multiple conferences with their mentor.

When does the writing occur?

The writing and planning of the Extended Essay should take place gradually over the course of two years. The process will be worthwhile and gratifying if deadlines are followed.

What resources are available?

Mr. Reid and Mr. Falivene are the Extended Essay coordinators, and each student also chooses a member of the faculty as a mentor. In addition, Mrs. McGuire, the school librarian, has IB training and is available to support students. The databases and other media sources in the South Side library are extensive and cater to the requirements of the Extended Essay.

How much work will the essay really be?

Students are encouraged to follow the IB guideline of 40 hours and to plan out blocks of time over the two-year period. Students are highly encouraged to attend the summer workshop, held in early August, so that the majority of the work is completed before the start of the senior year. The essay is an important part of the diploma; failure to submit an essay or elementary performance on either the EE or the TOK assessments is a failing condition for the diploma.

Note: The Extended Essay may not be duplicated by the student for any other IB assessments submitted, e.g. TOK paper, History internal assessment, etc.

The following timetable will be used to award a grade of “P” [Pass] for the IB Extended Essay Course on your report card.

To be completed by the end of the period indicated:

Junior Year	1 st Marking Period (by Oct 4 th)	>Attend IB Anticipated Diploma Candidate In-School Orientation >Read through Extended Essay General Guidelines, Extended Essay Timeline (orientation folder) and Subject Specific Guidelines (IB office)
	2 nd Progress Report Period (by Dec 13 th)	>Choose a mentor and a subject area; discuss your preliminary plan >Complete Mentor/Subject Form (due Nov 4 th to the IB office) >Meet with mentor >Begin preliminary research notes in your Researcher’s Reflection Space and begin generating a bibliography to demonstrate the feasibility of your topic
	3 rd Progress Report Period (by March 6 th)	>Meet with mentor formally for first reflective session to discuss your research and experience >Complete the first reflective statement (Word doc or Form EE/RPPF*) within 3 days and submit to turnitin.com for mentor’s review
	3 rd Marking Period (April 6 th)	>Submit research question and bibliography to turnitin.com >Meet with mentor to discuss progress, create outlines, and revise question/essay focus as needed
	4 th Marking Period (by May 28 th , 2020)	>Submit 750-1000 words and bibliography >Meet with mentor to discuss both draft and summer plans
Senior Year	Aug 3-6 2020**	>Attend summer writing workshop
	1 st Progress Report Period (by Sept 16 th)	>Submit 2500-3000 word draft to mentor, EE Coordinator and turnitin.com
	1 st Marking Period (by Oct 9 th)	>Meet with mentor formally for interim (second) reflective session to discuss your draft >Complete the interim reflective statement (Word doc or Form EE/RPPF*) within 3 days and submit to turnitin.com for mentor’s review
	2 nd Marking Period (By Dec 14 th , 2020)	>Complete any revisions to final draft >Submit one print copy of Extended Essay to mentor and one electronic copy to turnitin.com >Make sure the first and interim reflective statements are completed and signed off on
	3 rd Marking Period (By Feb 12 th , 2021)	>Meet with mentor for final reflective session – Viva voce >Complete the final reflective statement within 3 days and submit completed Form EE/RPPF to turnitin.com

* = **The EE/RPPF form** will be available via Google Classroom and the Library Media Center website.

** = **tentative date**

Creativity, Activity, Service (CAS)

Creativity, Activity, Service (CAS) is at the heart of the Diploma Program. It is one of the three essential elements in every student's Diploma Program experience. It involves students in a range of activities alongside their academic studies. The three strands of CAS, which are often interwoven with particular activities, are characterized as follows:

Creativity: arts and other experiences that involve creative thinking

Activity: physical exertion contributing to a healthy lifestyle

Service: an unpaid and voluntary exchange that has a learning benefit for the student

CAS enables students to enhance their personal and interpersonal development through experiential learning. At the same time, it provides an important counterbalance to the academic rigors of the rest of the Diploma Program. A good CAS program should be both challenging and enjoyable, a personal journey of self-discovery. Each individual student has a different starting point, and therefore different goals and needs, but for many their CAS activities include experiences that are profound and life-changing.

For student development to occur, CAS should involve:

- real, purposeful activities, with significant outcomes
- personal challenge--tasks must extend the student and be achievable in scope
- thoughtful consideration, such as planning, reviewing progress, reporting
- reflection on outcomes and personal learning

Successful completion of CAS is a requirement for the award of the IB Diploma. Students need to document their activities in a CAS portfolio and provide evidence that they have achieved seven key *learning outcomes*. Students must also participate in a collaborative CAS project of at least one month's duration from planning to completion. The project may address one CAS strand or combine multiple strands.

Learning Outcomes:

As a result of their CAS experiences as a whole, including their reflections, there should be evidence that students have:

- **increased their awareness of their own strengths and areas for growth**
- **undertaken new challenges**
- **planned and initiated activities**
- **shown perseverance and commitment in their activities**
- **worked collaboratively with others**
- **engaged with issues of global importance**
- **considered the ethical implications of their actions**

All seven outcomes must be present for a student to complete the CAS requirement. Some may be demonstrated many times, in a variety of activities, but completion requires that there is some evidence for every outcome.

Creativity, Activity, Service (CAS)

Suggested project and activity possibilities

Here are some examples of activities submitted by previous IB Diploma Candidates. While it is not necessary that all components be met equally, it is important that all three are represented in your CAS reports over the two years.

NOTE: This is not an all-inclusive list. It is provided to help you get started. The more interesting, unique, and fun you can make a project or activity, the more beneficial it will be to you and your learning. If you need help meeting any of your CAS components, please see your CAS advisor or the CAS Coordinator for guidance.

Creativity

Art: computer graphics, web design, photography, painting, ceramics, sculpture, mural design

Writing: *Context*, *Colonnade*, *Sportsman*, poetry, creative writing

Drama: Drama Guild, performance, stage crew, musical theatre, student-directed plays

Music: vocal or instrumental

Dance: tap, jazz, modern, ballet

Activity

Sports: intramural and interscholastic as well as travel teams, recreational teams outside of school

Recreational/skill/athletic activities: skiing, swimming, fishing, skating, yoga

Red and Blue

One-time events: Relay For Life, walk-a-thons, World Food Day, Out of the Darkness Walk

Service

Clubs: Environmental Awareness, Amnesty International, Key Club, Leo Club, National Honor Society, SGA, SHOP, Athletes Helping Athletes, SADD

One-time events: Blood Drive, Sharing Conference

Tutoring: Homework Helpers, tutoring at the EOC or Hispanic Brotherhood, Peer Tutoring Program

Scouting: Boy Scouts of America, Girl Scouts of America

Hospital volunteer: Mercy Hospital, South Nassau Hospital

Temple groups and religious service projects

ANCHOR

Volunteering at a local soup kitchen or shelter

Island Harvest, New Grounds, Habitat for Humanity

Pediatricians for Central America's Children

GET INVOLVED: MAKE A DIFFERENCE!

GENERAL OVERVIEW OF THE TWO-YEAR CALENDAR

This is a general calendar to help you plan. Dates are subject to change.

Junior Year

Senior Year

September	<ul style="list-style-type: none"> Attend IB Orientation Introduction to the Extended Essay process and CAS requirements CAS Planning form 	<ul style="list-style-type: none"> EE: 2500-3000 word draft due; complete 2nd reflective session and statement Register for May exams Summer CAS Report #5
October	<ul style="list-style-type: none"> Exam Payment Due (10/15) - students verify registration 	<ul style="list-style-type: none"> Exam Payment Due (10/15) - students verify registration Begin Musical performance recording Theatre Research Presentation due Historical Investigation Due CAS Report #6
November	<ul style="list-style-type: none"> Last time to change registration without financial penalty (11/10) CAS Report #1 Choose an EE mentor and subject area; complete Mentor/Subject Form 	<ul style="list-style-type: none"> Last time to change registration without financial penalty (11/10)
December	<ul style="list-style-type: none"> Meet with EE mentor to begin research Conduct initial research for the EE, keeping notes in the Researcher's Reflection Space 	<ul style="list-style-type: none"> CAS Report #7 (activity sheet) EE final version due (Turnitin.com)
January	<ul style="list-style-type: none"> Math SL Project due CAS Report #2 	<ul style="list-style-type: none"> Theatre Director's Book due Visual Arts Comparative Study due CAS Report #8
February	<ul style="list-style-type: none"> Begin Music Compositions Continue to work on the EE process 	<ul style="list-style-type: none"> TOK Essay Spanish and French Orals Group 4 Internal Assessments due Musical Links Investigation due EE: Complete 3rd reflective session/viva voce
March	<ul style="list-style-type: none"> Complete 1st reflective session and statement for EE Math Studies Project due Internal assessment grades submitted - Math, Physics SL CAS Report #3 	<ul style="list-style-type: none"> TOK Presentation Collaborative Theatre Project due Film Portfolios due Psychology Internal Assessment due Visual Arts Exhibition All internal assessment grades submitted
April	<ul style="list-style-type: none"> Submit research question and working bibliography for EE 	<ul style="list-style-type: none"> Final CAS evaluations and reflections due Solo Theatre Project due Film Independent Project due
May	<ul style="list-style-type: none"> IB Exams (up to 2) EE: 750-1000 word draft and bibliography due CAS Report #4 	<ul style="list-style-type: none"> IB Exams
June	<ul style="list-style-type: none"> IB English 11 Orals Final Exams 	<ul style="list-style-type: none"> Final Exams Graduation
July-August	<ul style="list-style-type: none"> IB exam scores available online Summer EE workshop (Aug 3 - 6) 	<ul style="list-style-type: none"> IB exam scores available online IB transcript sent to college/university selection

Internal Assessments (IAs) are formative assignments that make up a part of the final IB score awarded. Dates for these activities will vary slightly from year to year. IAs may include: English Orals, Historical Investigation, Psychology Project, World Language Orals, Science Investigations, SL Math Investigations and Math Studies Project, Visual Arts Exhibition, Music Performance and Composition Work, Theatre Arts Collaborative Project, and the Film Production Portfolio.

SOUTH SIDE HIGH SCHOOL IB SUBJECT TEACHERS 2019-2020

IB GROUP	IB SUBJECT	Grades	First Name	Last Name
Group 1 English	Facilitator/Language A1	11/12	Bruce	Hecker
	Language A1	12	Katie	Burke
	Language A1	11/12	Jessica	Harnden
	Language A1	11/12	Michael	Musilli
	Language A1	12	Lisa	Ries
	Language A1	11	Kimberly	Kelly
	Language A1	11	Jean	Mann
	Language A1	11	Elizabeth	Rick
	Language A1	11	Christopher	Webster
Group 2 Foreign Language	Facilitator/Language B Spanish	11/12	Silvia	Bonanno
	Language B Spanish	12	Jeanette	Lynagh
	Language B Spanish	11/12	Jason	Miller
	Language B Spanish	11	Maria	Schneider
	Language B French	11/12	Nicolas	Pernot
Group 3 Individuals & Society	Facilitator/IB History	12	Cynthia	Vitere
	IB History	12	Vincent	Falivene
	IB History	12	Brendan	Junkins
	IB History	12	Michael	Maschio
	IB History	11	Natalie	Antuofermo
	IB History	11	Margaret	Kelly
	IB History	11	Kristin	Wendling
	IB History	11	Patrice	Williams
	Psychology	12	Kevin	Kennedy
	IB Business Management	11/12	Peter	English
	IB Business Management	11/12	Brian	Manolakes
Group 4 Experimental Science	Facilitator/IB Environ. Systems	12	Joseph	Saccone
	IB Environ. Systems	12	Gerry	D'Angelo
	IB Environ. Systems	12	Robert	Frampton
	Biology	12	Jennifer	Sullivan
	Biology	12	Jason	Van Eron
	Biology	11	Christine	Falciano
	Chemistry	12	Adam	Sisak
	Chemistry	11	Karen	LaPorte
	Physics	11/12	Cristie	Tursi
	Physics	11	Mary	Coleman
Group 5 Math	Facilitator/SL Math	11	Mary	Coleman
	SL Math	11	Matthew	Sussman
	Math Studies	11	Michael	Casamassima
	Math Studies	11	Frederic	Paul
	Math Studies	11	Louis	Petersen
	Math Studies	11	Jeff	Rubinfeld
Group 6 The Arts	Facilitator/IB Visual Arts	11	Keith	Gamache
	IB Visual Arts	11	Paul	Sementelli
	IB Visual Arts	12	Christopher	Karaktin
	IB Visual Arts	12	Melissa	Lamoureux
	IB Film Studies	11/12	David	Shotwell
	IB Music	11/12	Doreen	Fryling
	IB Theatre Arts	11/12	Pamela	Seiderman
Core Elements				
Theory of Knowledge	ToK	12	Vincent	Falivene
	ToK	12	Bruce	Hecker
	ToK	12	Michael	Musilli
	ToK	12	Pamela	Seiderman
Extended Essay	EE Coordinator	11/12	Russell	Reid
	EE Coordinator	11/12	Vincent	Falivene
CAS	CAS Sr. Coordinator	12	Doreen	Fryling
	CAS Jr. Coordinator	11	Michael	Musilli
Librarian			Carolyn	McGuire

COLLEGES AND THE IB DIPLOMA

How are diploma points awarded?

Each course is graded on a scale of 1-7. To earn the diploma, students must receive a total of 24 or more points, and the three HL scores must total 12 or more points. Students may also earn up to 3 extra points for their Extended Essay and TOK marks. Failure to complete the EE and TOK requirements will lead to failure to earn the diploma. Other rules apply.

How do colleges award credit?

Many colleges award credit for HL courses, though the required scores may vary; some will recognize a score of 4 or 5 while others will only offer credit for a 6 or 7. Some colleges are beginning to award credit or, in some cases, advanced standing for SL courses as well. Ultimately, different colleges have different policies. One way to get current information is to go to www.ibo.org/en/university-admission/recognition-of-the-ib-diploma-by-countries-and-universities. Once there, click on “University policy index” to download details on college/university recognition policies. College websites often publish their IB recognition policies as well.

How do colleges consider IB in the admissions process?

Colleges report that they are interested in students who take the most challenging and rigorous curriculum available. Students presenting a transcript with IB courses cannot count on getting into the school of their dreams, but they can be assured that their application will be given serious consideration.

Visit <https://vimeopro.com/iboorg/stanford-testimonials> to view video clips of admissions officers from Stanford University, University of Rochester and DePaul University discussing the value of an IB Diploma.

International Baccalaureate Program

To: Students Interested in the International Baccalaureate Program
From: Elizabeth Nisler-Cross, IB Coordinator
Date: September 6, 2019
Subject: **IB Registration Information 2019-2020 School Year**

I wish you well as you embark on or continue with your IB journey this year. Please remember that as a student enrolled in an IB/AP class, you must sit for either the IB exam and/or the AP exam in May. The Fee Schedule for the May 2020 International Baccalaureate Exams is on the reverse side of this sheet. Registration for AP exams is conducted through the Counseling Center.

The only IB subjects requiring payment are those in which students will be sitting exams this May. For example, juniors who are taking IB Math SL, IB Physics, and IB English HL will only pay for the IB Math SL and IB Physics exams this year; they will pay for English in their senior year, when they complete the two-year sequence. Students will register for exams during school hours, and **payment is due on or before October 15**. Please bring a check or money order, made out to “South Side High School,” to Ms. Davis in Room 1412, **starting September 20**. We ask that payment be made in person, so students can read and confirm their own registration. If, for any reason, payment according to this deadline will not be possible, please contact me prior to the deadline. If the cost of the program creates a financial hardship for you or your family, speak with your school counselor or me.

Please be aware that the **IB fees are non-refundable and non-transferable**. Once you are registered, you may switch subjects or levels until November 10 without a late charge. You may switch levels or courses and/or late register until January 11, but only at a substantial additional charge, and only if another South Side student has registered for the subject and level during the initial registration session.

Lastly, if you are interested in learning more about college placement, you should visit www.ibo.org/en/university-admission/recognition-of-the-ib-diploma-by-countries-and-universities for a listing of college IB policies. You can also check the catalogs or websites of the colleges you are applying to in order to determine the grades needed to gain advanced standing or credit.

If you have any questions, my office phone number is 255-8834. I can also be reached by e-mail at enisler@rvcschools.org.

International Baccalaureate Fee Schedule 2019-2020

Students take an IB exam in the following courses:

IB Biology SL/HL	IB Math Studies/Pre-Calc
IB Business Management Year 2	IB Music Year 2
IB Chemistry SL/HL	IB Physics HL
IB English 12	IB Physics SL
IB Environmental Systems SL	IB Psychology
IB Film 2	IB Spanish 6
IB French 6	IB Theatre IV
IB History 12	IB Visual Arts 2
IB Math SL	

Fees for ALL students taking IB exams are as follows:

Please only count courses that will be completed **this year**.

One Exam	\$115.00
Two Exams	\$230.00
Three Exams	\$345.00
Four Exams	\$460.00
Five Exams	\$575.00
Six Exams	\$690.00

LATE REGISTRATION may be possible. The **additional** FEE for LATE REGISTRATION is \$100.00 for the registration. AMENDMENTS to initial registrations can be made until January 11th. The AMENDMENT FEE is \$122.00. Refunds **are not** possible.

ALL REGISTRATIONS ARE NON-REFUNDABLE AND NON-TRANSFERABLE

CHECKS ARE PAYABLE TO SOUTH SIDE HIGH SCHOOL

PLEASE RETURN PAYMENT TO ROOM 1412

BY OCTOBER 15TH AT THE LATEST