



DOBBS FERRY HIGH SCHOOL



IB WORLD SCHOOL HANDBOOK

2019

Dobbs Ferry High School IB Handbook

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A Message from the IB Head of School & the IB Coordinator

In 1998, Dobbs Ferry High School became the first “IB World School” in Westchester, a distinction that is officially authorized by the International Baccalaureate Organization (IBO). At the time, the IBO was still relatively unknown as an academic organization, yet its concept of a uniform international curriculum was far ahead of its time. Today, the IBO is internationally regarded as an academic model, firmly rooted in its commitment to providing students with opportunities to develop the skills necessary to succeed in a globally interdependent world. The IB Diploma Program’s interdisciplinary approach is one that is widely viewed by colleges and universities around the world as a comprehensive approach to higher education preparation. The curriculum, authentic assessments, promotion of international mindedness, and thorough teacher training are among the many reasons why the IBO has become a desirable pursuit, and why it has attracted media attention all over the world.

All Dobbs Ferry students are IB students and all staff and students strive to model the IB Learner Profile. While all 11th and 12th Graders take, at a minimum, IB English and math, many other courses are available to them and some opt to pursue the IB Diploma.

The IB Diploma is a comprehensive, two-year course of study beginning in eleventh grade. The coursework is intellectually stimulating and leads to examinations on which students must demonstrate critical understanding of subject matter. Classes in ninth and tenth grades are designed to prepare students for success in the IB Diploma Programme. The learning experiences and skills that are emphasized in the earlier, MYP grades are in-line with the rigors of our IB courses and the IB Learner Profile.

IB courses are open to all students. Students should consult their teachers, guidance counselors, and the IB Coordinator in order to make informed decisions. Colleges and universities are eager to attract IB Diploma students because they are recognized as being prepared to participate in college-level work, they have proven that they can do independent research and study, they have cultivated sound thinking and communication skills, they have engaged in extracurricular activities in addition to academic studies, and they are globally minded.

Please contact Marion Halberg (IB Coordinator) at halbergm@dfsd.org or Dr. John Falino (IB Head of School) at falinoj@dfsd.org should you have any questions.



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.



Definition of Terms and Abbreviations in the IB Diploma Program

CAS - Creativity Activity Service: CAS involves those learning experiences beyond the classroom in three categories- Creativity, Activity, and Service- in extracurricular activities during the course of two years.

Diploma Candidate – Student who is taking the full IB Program in junior and senior years and is also completing the CAS, EE, and TOK components. Upon satisfactory completion of the IB Diploma Program, an IB Diploma will be issued by IBO.

Diploma Course Candidate – Student who is taking one or more IB courses in Junior and/or Senior years. Diploma Course Candidates earn certificates for each IB Course they complete.

EE - Extended Essay: A 4,000-word independent research paper submitted by full Diploma Candidates during the senior year. Students formulate an argument, use research to support that argument and reach a conclusion.

HL - Higher Level: Designates a course that is 240 hours or 2 years in length: taken junior and senior years.

SL - Standard Level: Designates a course that is no less than 150 hours in length. All SL courses are offered over two years except for IB science courses since they include double period classes every other day.

IA - Internal Assessment: Evaluative work (presentations, oral interviews, papers, etc.) that is assigned and scored by the IB teachers using IBO's scoring criteria. The IA is then externally moderated (scored) by external examiners.

IBO - International Baccalaureate Organization: IB Organization as a whole, which includes offices in Geneva, Switzerland, Maryland, Vancouver, Cardiff, and various regional offices. Visit the web site for more information: www.ibo.org

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 (known as papers) are graded this way.

TOK - Theory of Knowledge: A required course for Diploma Candidates but open to all students. Students explore the basis for knowledge.

Manage-Bac – Manage-Bac is a management software program used by both students and teachers to create and monitor activities throughout the IB programs.

MYP – Middle Years Program is the IB Program in place in Grades 6 through 10.

How to Participate in the IB Program at DFHS

There are two ways to participate in the Diploma Program at Dobbs Ferry High School. Students may either opt for the full IB Diploma Program or for individual IB DP courses. Each pathway is described below and should be discussed with a student's guidance counselor during guidance and schedule planning sessions

The Diploma Program

Students who opt for the full IB Diploma course of study will

- Participate in and complete six IB courses
 - Three (or not more than four) Higher Level courses
 - Three (or two) Standard Level courses
- Complete Theory of Knowledge
- Submit an original Extended Essay which is an in-depth study of a topic chosen by the student and begun in junior year and supervised by a teacher mentor. The EE must be
 - Within a subject offered at DFHS
 - No more than 4,000 words
 - Involve an approximately 40-hour time commitment
- Complete a Creativity, Activity, Service (CAS) plan including
 - Varied experience over two years
 - Reflections on CAS activities

Diploma students are assessed both through Internal Assessments and External Assessments in each of their IB courses. Each course is graded based on all assessments on a scale of 1 – 7 (except TOK). To earn the IB Diploma, students must receive a total of 24 points and the three HL courses must total 12 or more points. If a 2 is scored on one HL course, or the three HL courses total 11 points, then a total score of 28 is required to earn the diploma. Students may earn up to three extra points for their EE and TOK marks. Failure to complete the EE or TOK requirements or elementary scores (see page 13) in either of these assessments will lead to failure to earn the diploma.

Individual IB DP Courses

Students who complete one or more IB courses, but who do not complete the EE, CAS and TOK requirements are IB Course Candidates. All students at DFHS enroll in at least two IB DP courses (English and math), and most opt to enroll in at least one more.

Planning an IB Diploma at DFHS

Students who pursue an IB Diploma must complete courses in the six subject areas or groups. Students take one course (3- 4 HL and 2- 3 SL) in each subject group in addition to the core requirements of TOK, EE, and CAS.

A MINIMUM OF 24-28 TOTAL DIPLOMA POINTS DERIVED FROM SCORES IN...

Group 1 - English

Group 2 - Spanish, French or Italian

Group 3 - History

Group 4 - Biology, Chemistry or Physics

Group 5 - Mathematics

Group 6 - Art, Film or Music (or a second Group 2 or Group 4 subject)

**Three of the above courses from the six groups must be Higher Level (HL).*

Additional Diploma Requirements

Theory of Knowledge (TOK) earns a letter grade. Extended Essay (Independent Study), and Creativity, Action, Service (CAS) will be reflected as a P/F grade on the student's report card in the 3rd and 4th marking periods of their junior year and the first 3 marking periods of their senior year as the student meets the quarterly requirements set by the school. No school credit is earned towards the EE and CAS except in regard to earning the IB Diploma as stated above.

Theory of Knowledge

Theory of Knowledge (TOK) is a unique course offered during junior and senior years. Students reflect critically and explore the ways in which different disciplines search for truth. TOK helps students to analyze and integrate knowledge they have already gained to new areas of interaction. The essential question that reflects the TOK course throughout the two years is "What do I mean when I say, 'I know'?" In TOK, students examine this question in the varying contexts of understanding areas of knowledge (e.g. the arts, science, history) through emotion, reason, perception, and language. TOK is externally assessed (one essay of 1200-1600 words written on a prescribed title). Students make individual oral presentations (internal assessment) and complete a self-evaluation report.

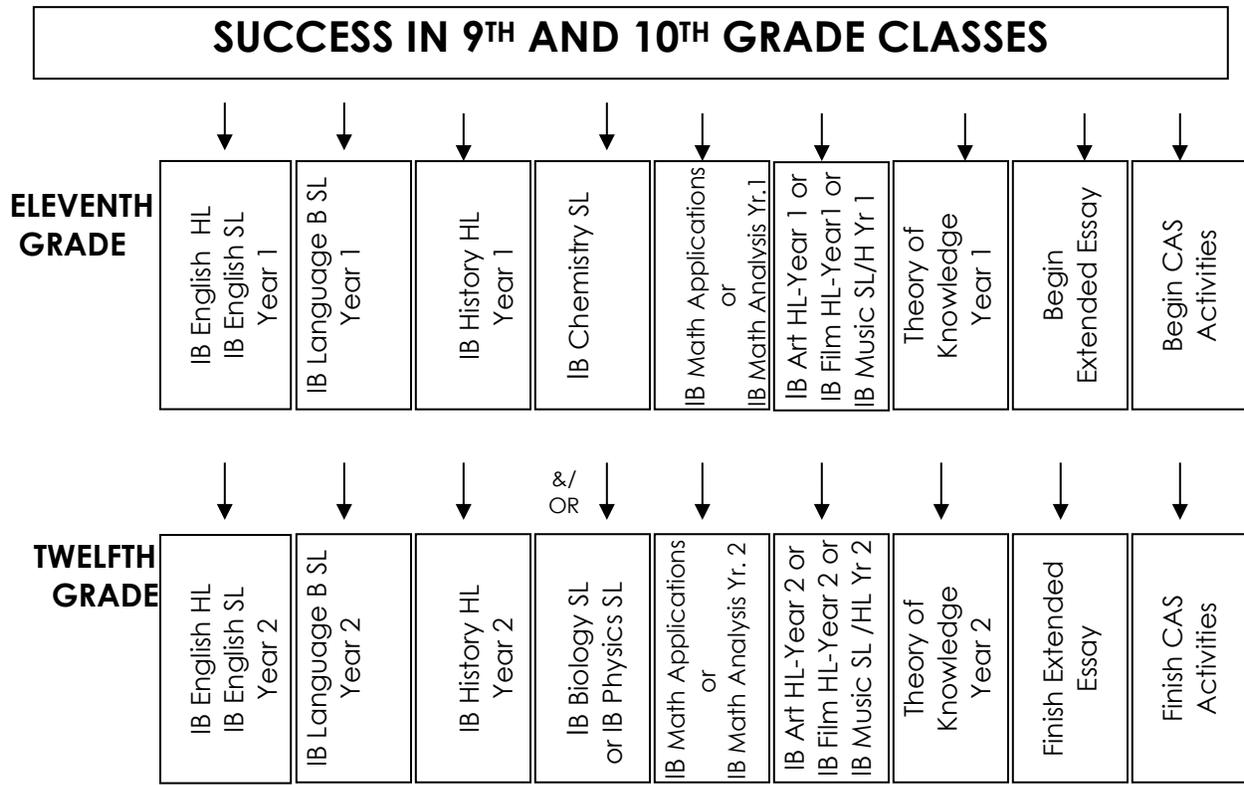
Extended Essay

The Extended Essay (EE) is an independent project begun in junior year. The work is supervised by a teacher-mentor and details and deadlines are provided by the EE Coordinator. An EE should be 4,000 words in length and require approximately 40 hours of independent research. It is externally assessed according to a set of general and specific criteria. The EE Coordinator will provide more detailed information and guidelines to students.

Creativity, Activity, Service

Creativity, Activity, Service (CAS) involves those learning experiences beyond 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, etc.) and Service (community and social service). Students typically are involved in two to three hours of CAS activities per week for junior and senior years. The CAS Coordinator will work with students to understand and complete the reporting and self-evaluation of their CAS experiences.

Typical Course of Study for the IB Diploma Program



Dobbs Ferry High School International Baccalaureate Program Course Planning Worksheet

Three Higher Level Courses	Three Standard Level Courses

Group 1 – Language A1	
Group 2 – Language B	
Group 3 – History	
Group 4 – Sciences	
Group 5 – Mathematics	
Group 6 – Arts or Electives	

Group 1 - Language A: Literature SL/HL

External Assessment

Paper 1 - 20%

Paper 2 - 25%

Written Assignment - 25%

Internal Assessment

Individual Oral Commentary & Discussion - 15%

Individual Oral Presentation - 15%

Group 3 - Individuals & Societies - History HL

External Assessment

Paper 1 - 20%

Paper 2 - 25%

Paper 3 - 35%

Internal Assessment

Historical Investigation - 20%

Group 5

Mathematics: Applications & Interpretation SL

External Assessment

Paper 1 - 40%

Paper 2 - 40%

Internal Assessment

Project - 20%

Mathematics: Analysis & Approaches SL

External Assessment

Paper 1 - 40%

Paper 2 - 40%

Internal Assessment

Mathematical Exploration - 20%

Mathematics: Analysis & Approaches HL

External Assessment

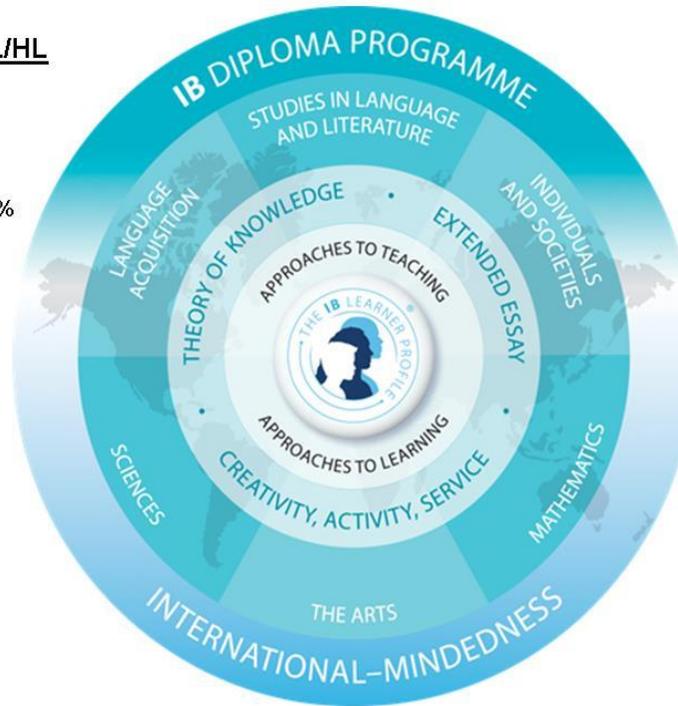
Paper 1 - 30%

Paper 2 - 30%

Paper 3 - 20%

Internal Assessment

Mathematical Exploration - 20%



Group 2 Language B SL & Ab Initio (First Exams 2020)

External Assessment

Paper 1 - 25%

Paper 2 - 50%

Internal Assessment

Interactive Oral Assessment - 25%

Group 4: Sciences - Biology, Chemistry, Physics SL

External Assessment

Paper 1 - 20%

Paper 2 - 40%

Paper 3 - 20%

Internal Assessment - 20%

Group 6 - The Arts Film HL (First Exams 2019)

External Assessment

Textual Analysis - 20%

Comparative Study - 20%

Internal Assessment

Film Portfolio - 25%

Collaborative Film Project - 35%

Group 6—Visual Arts HL

External Assessment

Comparative Study - 20%

Process Portfolio - 40%

Internal Assessment

Exhibition - 40%

Group 6 - The Arts

Music SL

External Assessment, Listening Paper - 30%

Musical Links Investigation - 20%

Internal Assessment

Choose an option: Creating or Solo or Group Performing - 50%

Music HL

External Assessment

Listening Paper - 30%

Musical Links Investigation - 20%

Internal Assessment

Creating - 25%

Solo Performing - 25%

IB Scores and Awarding of the IB Diploma

Scores

Each course in the six subject groups is graded on the following scale:

- 7 = Excellent
- 6 = Very Good
- 5 = Good
- 4 = Satisfactory
- 3 = Mediocre
- 2 = Poor
- 1 = Very Poor

The IB Diploma is awarded to a student whose total score, including any bonus points (see EE and TOK below) reaches or exceeds 24 and satisfies the following:

- Obtains a grade of 4 or above in each HL course (however one grade of 3 but not 2 will be acceptable)
- Obtains a grade of 4 or above in each SL course (however one grade of 2 but not 1 will be acceptable)

The IB Diploma will not be awarded, regardless of a student's total score, if a student has

- Not been awarded grades D or better for both TOK and EE
- Not completed an approved program of CAS
- Received a score of 1 in any SL or HL subject
- Received a total of more than three scores of 3 or below

TOK and Extended Essay Scores

Using the performance levels obtained in TOK and EE, a maximum of three (3) diploma points can be awarded for a student's combined performance as follows:

ToK/EE	A	B	C	D	E
A	3	3	2	2	Failing condition
B	3	2	2	1	
C	2	2	1	0	
D	2	1	0	0	
E	Failing condition				

From 2015 onwards an E grade in either the extended essay or theory of knowledge is a failing condition and the diploma will not be awarded.

TOK and EE Scores

- A = Excellent
- B = Good
- C = Satisfactory
- D = Mediocre
- E = Elementary

Overview of the Two-Year Calendar*

	Junior Year	Senior Year
September		<ul style="list-style-type: none"> Group 6: Musical Links due EE Viva Voce & Final Reflections due
October	<ul style="list-style-type: none"> Introduction to EE 	
November	<ul style="list-style-type: none"> Introduction to CAS EE Subject Confirmation due 	<ul style="list-style-type: none"> Group V: Analysis HL IA due
December	<ul style="list-style-type: none"> EE Thesis and Preliminary Research due Group IV Project 	<ul style="list-style-type: none"> Group II: Language B Essay writing Group IV Project CAS: 50% of Experiences & Reflections due
January	<ul style="list-style-type: none"> DFHS Midterm Exams Group 1 Literature Assignment Group VI: Music Recital 	<ul style="list-style-type: none"> DFHS Midterm Exams Group 1: Oral Commentary Group III: Individual & Societies IA due Group VI: Film Comparative Film Study and Film Portfolio due Group VI: Music Recital TOK essay due
February	<ul style="list-style-type: none"> Group IV: Science IA due EE Research due 	<ul style="list-style-type: none"> Group II: Language B Orals Group IV: Science IA due CAS: 75% of Experiences & Reflections due
March	<ul style="list-style-type: none"> EE Outline due 	<ul style="list-style-type: none"> Group VI: Film – Collaborative Film due Group VI: Visual Arts due
April	<ul style="list-style-type: none"> Group IV: Internal Assessment and Sample Work sent to IB EE First Draft due CAS: 25% of Experiences & Reflections due Group VI: Music Recital 	<ul style="list-style-type: none"> Group VI: IB Visual Arts Show All groups: Internal Assessment and Sample Work sent to IB CAS: 100% of Experiences & Reflections due
May	<ul style="list-style-type: none"> TOK Presentation completed IB Exams (Group IV only) EE Final Paper due IB Film Night 	<ul style="list-style-type: none"> IB Exams IB Film Night
June	<ul style="list-style-type: none"> Group 1: Oral Presentation Group V: Analysis SL IA due; Applications IA due Group VI: Film Textual Analysis due DFHS Finals & Regents 	<ul style="list-style-type: none"> Graduation
July	<ul style="list-style-type: none"> IB Scores Released 	<ul style="list-style-type: none"> IB Scores Released

****This schedule is meant as an overview. Students must check with their IB teachers to confirm requirements and deadlines for each course.***

Assessment Policy including Special Needs and English Language Learners

I. Statement of the Assessment Philosophy

The Dobbs Ferry High School community of administrators, teachers, students and parents believes that effective assessment is to acknowledge what students, know, understand and are able to do. Assessments should be both formative and summative, and reflect the authentic tasks. All students enrolled in classes are required to take the corresponding world/state/local assessment at the end of the course. As an IB World School, Dobbs Ferry High School stakeholders recognize the importance of criterion-related assessment as a way to measure and inform teaching and learning. Criterion-related assessment assesses students' work in relation to specific, identified criteria.

II. Principles That Underpin All Assessment Practices

Dobbs Ferry High School assesses students in order to:

- Enhance student learning
- Monitor and evaluate student progress towards meeting course and IB Diploma Program standards
- Provide feedback to students, parents and stakeholders
- Gather evidence to support teacher reflection on teacher effectiveness
- Inform curriculum review and instruction

III. Formative and Summative Assessment Practices

All teachers and students engage in formative assessment activities throughout the school year to monitor for student progress and support student improvement in every course. Additionally, IB teachers analyze their assessments and data to align their curriculum and grading with IB standards. This is done with the coordination of the IB Coordinator and Administrator on an ongoing basis.

Formative assessment includes but is not limited to

- Ongoing classroom quizzes, oral presentations, homework, etc.
- Use of presentation rubrics and teacher collaborated IB-based rubrics across grades and subjects
- Regular teacher collaboration to develop benchmarks and timely assessments based on IB rubrics that inform their instruction and student learning.

Summative assessments measure student knowledge and achievement at the end of units and courses of study. Summative assessment includes

- IB-specific subject group modeled assessments (midterms and finals) that are common among subject areas
- IB- specific subject group internal and external assessments

Teachers are available to meet with students individually and/or in small groups during “T-Periods” to address their academic needs.

Additional academic supports are available for students whose performance data suggests that they are struggling. The goal is to ensure that students are provided as many opportunities as possible to demonstrate their knowledge and experience success. Dobbs Ferry High School strives to identify struggling students early and implement intervention services and strategies.

IV. Grading and Marking Practices

Through the use of an electronic portal, grade books are maintained and available to students and parents electronically throughout the year.

At the midpoint of each quarter, each student (and parent) receives a report of his or her progress including, where applicable, IB-based score comments. Updates on student progress are always available via the Parent Portal online.

At the end of each quarter, a report is posted which provides student academic performance data, attendance and punctuality data, and behavioral data. Where applicable, corresponding IB-aligned performance levels are noted on report cards. Comments aligned to the IB Learner Profile are also available for teachers to post on report cards.

Grade Calculation

After the first semester, a student’s semester average is calculated by using the following formula: $[(2 \times \text{First Quarter Grade}) + (2 \times \text{Second Quarter Grade}) + (\text{Midterm Exam Grade})]$ divided by $[5]$

At the end of the year, a student’s final average is calculated by using the following formula: $[(2 \times \text{Semester Average}) + (\text{Third Quarter Grade}) + (\text{Fourth Quarter Grade}) + (\text{Final Exam Grade})]$ divided by $[5]$

Grade Weighting

1.05 Scale: All IB SL courses (excluding English SL and Math Studies), Theory of Knowledge (TOK).

1.10 Scale: All IB HL courses and Advanced Placement World History

Unweighted			Weighted	
Grade	Grade Range	GPA	Weighted GPA for SL Courses & TOK (1.05)	Weighted GPA for HL/AP Courses (1.10)
A+	98-100	4.50	4.72	4.95
A	93-97	4.17	4.37	4.58
A-	90-92	3.84	4.03	4.22
B+	87-89	3.50	3.67	3.85
B	83-86	3.17	3.32	3.48
B-	80-82	2.84	2.98	3.12
C+	77-79	2.50	2.62	2.75
C	73-76	2.17	2.27	2.38
C-	70-72	1.84	1.93	2.02
D+	67-69	1.50	1.57	1.65
D	65-66	1.17	1.22	1.28
F	Below 65	0.00	0.00	0.00

V. Homework

Homework is used as a tool for practicing and reinforcing the learning objectives from the respective day's lesson and as preparation for subsequent lessons. It is intended to be challenging for the student with feedback given in a timely fashion. Differentiated homework options based on the individual learning styles and readiness levels of each student are given. Homework provides an excellent opportunity for developing good study habits, providing for individual differences and abilities, and encouraging self-initiative on the part of the student.

VI. Students with Special Assessment Needs

Dobbs Ferry High School and the International Baccalaureate Organization share the belief that every student can learn and that every student should be provided with those creative thinking and learning skills that will empower each to reach his or her individual potential, to respect and value themselves and others and to become life-long learners.

As outlined in the district's *Special Needs Policy*

- The classroom teacher in conjunction with the special education case manager and/or co-teacher will familiarize him/herself with the nature and needs of his/her students' special needs by utilizing school and IB Online Curriculum Center resources and will implement the students' 504 Plans or IEPs.

- The classroom teacher will use differentiation and provide accommodations in conjunction with the special education case manager and/or co-teacher as required to facilitate student success and as outlined in the students' 504 Plans or IEPs.

VII. English Language Learners

As outlined in the New York State Commissioner's Regulations Part 154 and the school's *Language Policy*, students who are identified as English Language Learners or Former English Language Learners

- Will receive accommodations of time, translations or translating glossaries, and separate location as appropriate for New York State and classroom assessments
- Will receive comprehensible input through materials prepared by teachers, in conjunction with the ELL Coordinator and IB Coordinator who will familiarize themselves with the needs of the ELLs in their classes to use differentiation and accommodations.
- Will have access to a translating dictionary for IB Group 3, 4, 5, and 6 assessments.

VIII. Accountability and Review

- The school's assessment policy along with other IB policies is reviewed annually by the IB Committee which consists of administrators, teachers, parents and students. The IB Leadership team (IB Coordinator, IB Head of School, IB Administrator), and the school's departmental teacher leaders also review the policy. The teacher leaders share the policy with subject teachers.
- Policies are included in the School's Handbook and The IB Handbook which are published on the school web site and mailed to families. Teachers review this policy with their students at the beginning of the school year.
- All new teachers to the district participate in New Teacher Training both prior to the beginning of the new school year and at intervals throughout the school year. All policies are explained and reviewed with new teachers. In addition, each new teacher is assigned a mentor who is an experienced teacher with knowledge of all school practices and requirements.

IX. Resources

Dobbs Ferry High School Course Selection Book

Dobbs Ferry High School Student Handbook

Dobbs Ferry High School Faculty Handbook

Dobbs Ferry High School Special Needs Policy

Dobbs Ferry High School Language Policy

International Baccalaureate Organization *Academic honesty in the educational context 2014*

International Baccalaureate Organization *Diploma Programme: From principles into practice 2015*

International Baccalaureate Organization *Guidelines for developing a school assessment policy in the diploma programme 2010*

Academic Honesty

As an IB school, Dobbs Ferry High School recognizes the importance of being “principled” as identified in the IB Learner Profile. According to *Diploma Programme: From principles into practice*, “all coursework – including work to be submitted for assessment - is to be authentic, based on the student’s individual and original ideas with the ideas and work of others fully acknowledged.” To this end

- All members of the DFHS school community will strive to model principled behavior that reflects academic integrity.
- Teachers will share with students the citation format(s) they should use in assignments and assessments (e.g. MLA, APA, etc.). Examples of how to cite and acknowledge use of original authorship in students’ work will be modeled in the classroom.
- Teachers will share strategies and knowledge of use of materials such as turnitin.com and other tools with students to help them understand and use proper sourcing and citation in their work.
- Students will learn and practice academic honesty as part of their Approaches to Learning skill development.
- Turnitin.com will be used in classes for major projects or as deemed necessary by subject teachers and for work to be submitted for IB internal and external assessments.

Academic Misconduct

The following are some of the actions considered to be academic misconduct:

- Receiving answers for a test, quiz, essay, lab report, journal, project, etc. including all IB assessments
- Giving answers for a test, quiz, essay, lab report, journal, project, etc. including all IB assessments
- Communicating with classmates during a test, quiz, in-class essay, etc. including all IB assessments
- Having knowledge of exam questions before a test, quiz, in-class essay, etc. including all IB assessments
- Sharing knowledge of exam questions with other students before those students receive a test, quiz, in-class essay, orals, etc. (e.g., between classes) including all IB assessments
- Using materials (notes, books, etc.) deemed unacceptable by the instructor or proctor during a test, quiz, in-class essay, etc. including all IB assessments
- Copying
- Allowing someone to copy one’s own or another’s work
- Using materials for research and failing to credit them with proper documentation (Plagiarizing)
- Illegal use of electronic devices

- Reusing a project or written work for credit in more than one class or assessment

Consequences of Academic Misconduct

If it has been determined that a student has committed an act of academic misconduct, parents will be notified by the teacher and/or school administrator and the following consequences will be in effect:

- A student/parent meeting will be held with team/teacher, counselor, and/or Assistant Principal.
- Students will receive a zero on test, quiz, in-class essay, homework assignment, Project, etc.
- Students who are caught cheating will not be eligible for honor roll that quarter.
- A record of all cheating will be kept in the Guidance and Principal's office.
- Students may be ineligible for National Honor Society. If the student is presently a member of the National Honor Society, a hearing will be conducted according to National Honor Society guidelines.

Communication of Academic Honesty Policy

The *Academic Honesty Policy* is available on the school web site and in the student handbook. Students and parents read and sign the Dobbs Ferry School District Code of Conduct annually which refers to this policy.

Academic Honesty Policy Review

- The school's *Academic Honesty Policy* along with other IB policies is reviewed annually by the IB Committee which consists of administrators, teachers, parents and students. The IB Leadership team (IB Coordinator, IB Head of School, IB Administrator), and the school's departmental teacher leaders also review the policy. The teacher leaders share the policy with subject teachers.
- Policies are included in the school's Student Handbook and The IB Handbook which are published on the school web site and mailed to families. Teachers review this policy with their students at the beginning of the school year.

Resources

Dobbs Ferry High School Student Handbook

Dobbs Ferry High School Faculty Handbook

International Baccalaureate Organization *Academic honesty in the educational context 2014*

International Baccalaureate Organization *Diploma Programme: From principles into practice 2015*

Frequently Asked Questions

1. What are the other requirements for an IB Diploma besides taking IB courses?

At the core of the IB Program are three central elements called Theory of Knowledge (TOK), Creativity-Activity-Service (CAS), and an Extended Essay (EE). Students who seek to earn an IB Diploma must complete the requirements of these three parts of the IB Program.

2. What is Theory of Knowledge (TOK)?

TOK is a course that is open to Juniors and Seniors. It is an interdisciplinary course designed to help students question and understand *how* they know what they know. Students study how individuals from various disciplines view the world to develop their own ways of thinking. By stimulating critical reflection and analysis of knowledge and experience across disciplines, TOK seeks to bridge and unify the academic subjects, in essence, to help students make sense of school and the world. Diploma Candidates must take TOK in both junior and senior years.

3. What is Creativity-Activity-Service (CAS)?

CAS is an experiential learning component of the IB. Students seeking to earn an IB Diploma must participate in CAS over their junior and senior years. A wide variety of activities fulfill this requirement including many extracurricular, community service, and athletic activities.

4. What is the Extended Essay (EE)?

The Extended Essay introduces students to the demands and rewards of independent work. Emphasis is placed on engaging in personal research and communicating ideas effectively in order to write a 4,000-word essay (about 18 pages) in an area of personal interest to the student within a subject taught at Dobbs Ferry High School. Each student seeking to earn an IB Diploma must write an extended essay over the course of his or her junior and senior years. A guide to the Extended Essay is available.

5. How do students get evaluated in the IB Program?

Students enrolled in IB courses still get grades from their classroom teachers, still take tests, do homework, complete projects, and take midterms—the same as any other student. In addition, students enrolled in IB courses take formal exams in May. Working in partnership with local teachers, the IB Organization works to ensure that students have ample opportunity to demonstrate what they know and are able to do. The IB Organization compiles information about students from their teachers, from work students do throughout the course, and from the end-of-course exams given in May to determine a final score on a 1 to 7 scale. Diploma students need a total of at least 24-28 points to earn the full diploma.

6. What are the advantages of taking IB courses?

The major advantages include a challenging learning environment, excellent preparation for university-level studies, recognition of IB course work by college admissions officers,

the possibility of earning college credit or advanced standing, and the benefit of receiving a well-rounded, world-class, liberal arts education.

7. What do students do if they find an IB class too challenging?

Numerous support services are offered to help students gain confidence and learn the required skills to manage their work and responsibilities. Support services include conferences with teachers, individual counseling and guidance, peer tutoring, and various levels of academic support. Although IB classes are more challenging than standard classes, colleges recognize IB course-work, admire the rigor and challenge of the IB Program, and regard successful completion of an IB course as a credential of exceptional merit. Also IB course-work can lead to college credit. Given the right support, students should consider the advantages of staying in an IB class.

8. What is the benefit of taking individual IB courses?

While the IB Organization suggests that students attempt a full diploma, not all students will take the full IB course load leading to an IB Diploma. Some students may choose selected courses where they have particular interests or strengths. Students who satisfactorily complete an IB course will earn a certificate from IB, and the course will be noted on their permanent transcript.

9. How widely accepted is the IB Diploma?

The IB Diploma is an internationally accepted standard of excellence, accepted by universities and other institutions in over eighty countries. Besides global recognition, most schools to which Dobbs Ferry graduates have been admitted recognize the IB Program. The IB web site lists colleges and universities that grant credit, scholarships, and/or advanced standing for IB diplomas and certificates. When students are applying to universities, decisions about admissions will be partially based on their high school transcripts, not on whether they earn the Diploma. The most important factor in admissions will be the work in IB classes, not scores on the IB exams. However, IB exam scores will be important in decisions about placement and credit, so it is important to do well on IB exams, too.

10. Will students still have to take a Regents Exam in an IB course?

Yes. If a Regents Exam is normally given in the course related to the IB course, such as American History, then a student will also take the Regents Exam. To maximize student performance on both exams, teachers take into account Regents curriculum requirements as well as IB requirements when planning their courses.

11. Will students who take an IB course have to take the exam?

Yes. Students who are enrolled in an IB course will be expected to prepare for and take the exam at the end of the course or IB credit will not be granted. Additionally, students may be liable for course fees if an exam is not taken.

12. What happens if a student drops an IB course in the year of the May assessment after the initial registration deadline?

The student will be responsible for the registration fee, subject fee and any applicable late fees. There also fees for CAS, TOK, and Extended Essay. All fees are subject to change and students will be held accountable for paying them. Final transcript submissions to colleges may be held if fees are not paid.

13. What are Predicted Grades and why do they matter?

Toward the end of courses, IBO requires teachers to submit “Predicted Grades” for students which anticipate the final total scores students will receive. These predicted grades had traditionally not been of much value for students applying to American colleges, but as IB recognition at U.S. colleges has increased, more schools are requesting these scores and using them for admissions and scholarship decisions. These grades are extremely important for students applying to schools overseas. Students who are granted admission based on predicted grades may have offers revoked if they do not score as well as predicted when final scores are released in July. It is the policy of DFHS not to share predicted grades with students.

Resources for the IB Program

Dobbs Ferry High School’s IB Webpage

<http://www.dfsd.org>

The International Baccalaureate Organization

<http://www.ibo.org>

**The International Baccalaureate Organization
University Admission Recognition**

<http://www.ibo.org/university-admission/recognition-of-the-ib-diploma-by-countries-and-universities/>

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.

