



ALBERT EINSTEIN HIGH SCHOOL

2021-2022

IB HANDBOOK

TABLE OF CONTENTS

| | |
|---|-----------|
| Albert Einstein International Baccalaureate Programme..... | 2 |
| IB Learner Profile..... | 3 |
| Academic Honesty Policy..... | 4 |
| Attendance Policy..... | 7 |
| Assessment Policy..... | 8 |
| Special Education Needs Policy..... | 10 |
| IB Diploma Attainment Requirements..... | 13 |
| College and the IB Programme..... | 15 |

Dr. John Howard, IB Coordinator

Ms. Shanay Snead, Assistant Principal

Ms. Kellie Spivak, Counselor for IB Seniors



The International Baccalaureate Programme at Albert Einstein High School

Albert Einstein Vision Statement

Albert Einstein High School aims to prepare, empower, and inspire students to reach their greatest potential in a rigorous, inclusive, and anti-racist environment.

Albert Einstein High School Mission Statement:

To provide every student with a culturally responsive and high-quality education in a safe environment that embodies respect, honors individuality, supports risk-taking, and promoted social-emotional wellbeing.

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 International Baccalaureate Organisation 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.

Albert Einstein IB Open Enrollment:

Albert Einstein High School has an open enrollment policy for the IB Programme. Any student who is hard working, self-disciplined, and motivated are encouraged to enroll.

IB Diploma Programme:

Albert Einstein High School first offered the International Baccalaureate Diploma Programme (DP) in 2006 with the first graduates earning their diplomas in 2008. Since then, 258 students have earned their IB Diplomas from Albert Einstein High School. The DP is a two-year Programme for students in 11th and 12th grade. The requirements for an IB diploma include IB course work and passing scores on examinations in English, a world language, mathematics, experimental science, social studies, and one elective; completion of a course entitled Theory of Knowledge, a 4,000-word extended essay, and satisfying the Creativity, Activity and Service (CAS) component.



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.



International Baccalaureate®
Baccalauréat International
Bachillerato Internacional

© International Baccalaureate Organization 2013

International Baccalaureate® | Baccalauréat International® | Bachillerato Internacional®

Academic Honesty Policy

Per International Baccalaureate Organization (IBO) guidelines as stated in the Diploma Programme Assessment Procedures (A5.1 Policy):

The IBO 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.

To that end, the following document outlines and explains the Albert Einstein High School's International Baccalaureate Diploma Programme Academic Honesty Policy. Our goal is to ensure that students, teachers, and family members have access to and understand what constitutes academic honesty and misconduct and what it means to be a principled student in the Albert Einstein High School IB Programme. All of the information has been gathered from key IBO documents: *Academic Honesty in the Diploma Programme, Diploma Programme Assessment Procedures, The Diploma Programme: From principles into practice*. (All text in italics are from IBO documents.)

The IBO defines academic misconduct as “behavior that results in, or may result in, the student or any other student gaining an unfair advantage (or a behavior that disadvantages other students)....” The following categories of “academic misconduct” have been defined by the IBO:

- **Plagiarism:** the representation, intentionally or unwittingly, of the ideas, words, or work of another person without proper, clear and explicit acknowledgement. The use of translated materials, unless indicated and acknowledged, is also considered plagiarism. The IBO 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.
 - **Collusion:** supporting academic misconduct by another student, for example allowing one's work to be copied or submitted for assessment by another.
 - **Misconduct:** during an IB examination includes taking unauthorized material into an examination room, disruptive behavior and communicating with others during the examination.
 - **Communication about the content of an examination:** 24 hours before or after the examination with others outside their school community is also considered a breach to IB regulations.
 - **Duplication of work:** is defined as the presentation of the same work for different assessment components and/or Diploma Programme requirements
- Other forms of academic misconduct (A5.2.3, Diploma Programme Assessment procedures):
- *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*

- *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.*

What do we do as a community of teachers and learners to ensure that everyone adheres to the Academic Honesty policy?

Students

Students will be required to be familiar with the academic honesty policy and demonstrate their understanding of it through appropriate academic behaviors. If students have questions or concerns about the policy, they must seek guidance from teachers, counselors, or administrators to make sure that best practices are being adhered to by all members of the community. Students will be expected to sign the honor code.

Teachers

Teachers will provide consistent guidance pertaining to proper citation and will reinforce the meaning of academic honesty in his or her discipline. Teachers will be clear about expectations and redirect students who have misunderstood policy expectations.

School

The school will publish the academic honesty policy and make sure it is available to all stakeholders electronically and, if requested, on paper. Resource Teachers, counselors, Programme Coordinators and administrators will ensure that all students, teachers, and parents understand the policy and its implication.

Parents

Parents will review the academic honesty policy to verify that the parent understands expectations regarding academic honesty and misconduct. Parents will encourage their children to seek guidance and self-advocate regarding issues surrounding academic honesty all the while reinforcing the necessity and importance of being reflective about conduct and principled in behaviors.

The following list of behaviors are also considered forms of academic dishonesty:

1. *Looking on someone else's paper during a test or quiz.*
2. *Telling someone who has not taken a test or quiz what the questions or problems are.*

3. *Asking someone who has taken a test or quiz what the questions or problems are.*
4. *Talking to other students or with adults on a take-home exam or project when the teacher has asked that work be completed independently.*
5. *Hiding notes and referring to them during a test or quiz.*
6. *Sharing your paper during a test or quiz.*
7. *Using signals during a test or quiz to indicate answers to someone else in the room.*
8. *Using cell phones to text information from a test or quiz or taking pictures of testing material.*
9. *Tampering with an instructor's records or grades.*
10. *Misrepresenting the submission of information about events, hours, level of participation or other data regarding the Creativity, Activity, Service component of the Programme.*

First instance

1. The student will receive a zero on the assignment.
2. The teacher will contact the IB Coordinator.
3. The teacher will contact the parent/ guardian.
4. The IB Coordinator, and the student's counselor will meet with the student and parent/ guardian to review the academic progress of the student.

Second instance

1. The student will be administered the consequences as outlined in the first offense category.
2. When repeated infractions occur, parents and students will be counseled by the IB Coordinator and counselor to determine if the IB Programme is a proper placement for the student.

Students, teachers, and parents should be reminded of the guidelines provided for schools to establish "*positive expectations for conduct in an environment of mutual respect and dignity*"
MCPS Student Code of Conduct:

1. My words, actions, and attitudes demonstrate respect for myself and others at all times.
2. I demonstrate pride in my future, and in my school by arriving on time, dressed appropriately, and prepared to focus on my studies.
3. I always seek the most peaceful means of resolving conflict and obtain the assistance of teachers, administrators, or school staff when I am unable to resolve conflicts peacefully on my own.
4. I seek to correct any harm that I have caused to others in the school community.
5. I take pride in promoting a safe and clean learning environment at my school.

Attendance Policy

Reasons for absenteeism must be explained in writing by parents or guardians and given to the attendance office according to MCPS policies. Make-up work or assignments and tests assigned during a legitimate absence will be accepted following the guidelines and the MCPS Attendance and Grading and Reporting Policy. Please refer to [the MCPS Student's Guide to Rights and Responsibilities](#) for clarification. In addition,

1. Teachers will notify the IB Coordinator if a student is absent three or more times monthly.
2. Teachers will notify the IB Coordinator if a student demonstrates strategic absenteeism, or the practice of repeatedly missing days on which assessments are due or taking place in class.

Consequences for strategic absenteeism:

First instance - Teachers will notify the IB Coordinator if there is a pattern of absences on due dates or assessment dates. The IB Coordinator will meet with the student and parents.

Second instance - Teachers will notify the IB Coordinator if the behavior continues. A late grade penalty will apply to the assignments or assessments in question, not to exceed 10% of the points possible. The IB Coordinator will speak to the students and parents.

Regarding long-term assignments: In the event that a long-term assignment has been given and the student is absent on the due date, unless there are extenuating circumstances that have been shared with the teacher and IB Coordinator, it is the student's responsibility to make sure the assignment is turned in on the due date via e-mail, another student, or a parent dropping off the assignment in the main office.

Attendance policy for IB & AP exams:

All IB Seniors who are full diploma candidates are excused from class from the day of their first exam until the day of their last exam. Other seniors who are taking 5 or more AP exams will have the same accommodations.

Juniors, sophomores, and freshmen, regardless of the number of exams they are taking, are excused from all classes only on the day of the IB or AP exam.

Assessment Policy

Albert Einstein High School follows the guidelines established by the Montgomery County Public School System (MCPS). Report card grades reflect overall achievement of MCPS standards for specific disciplines quarterly. Achievement grades are based on the following categories: practice and preparation, formative assessments, and summative assessments. Teachers enter their grades regularly on Synergy, an internet-based grading and attendance Programme. Students and parents may view grades through StudentVUE and ParentVUE. Our IB teaching staff regularly attend professional development and are kept up to date on changes in IB assessment practices in their courses by the IB Coordinator. IB faculty will actively participate in the ongoing development, review, and implementation of IB Programme Assessment Policy.

Assessment Philosophy

The primary purpose of assessment and evaluation is to improve student learning. To ensure that assessment, evaluation, and reporting are valid and reliable, and that they lead to the improvement of learning for all students, teachers use practices and procedures that:

- are fair, transparent, and equitable for all students
- support all students, including those with special education needs and those who are learning the language of instruction
- are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible to the learning styles and experiences of all students
- are communicated clearly to students and parents at the beginning of the school year or course and at other appropriate points throughout the school year or course;
- are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning through both formative and summative assessment
- provide ongoing descriptive feedback that is clear, specific, meaningful, timely, and aligned to the IB assessment criteria to support improved learning and achievement

Assessment Practices

Assessment is the process of gathering information that accurately reflects how well a student is achieving the curriculum expectations in a subject or course. The primary purpose of assessment is to improve student learning.

Teachers obtain assessment information through a variety of means, which may include discussions, homework, group work, debates, projects, experiments, oral presentations, tests, quizzes, essays, and county, state and IB assessments.

As essential steps in assessment for learning teachers need to:

- plan assessment collaboratively and concurrently to standardize assessment of student work
- share learning goals and success criteria with students to ensure that students and teachers have a common and shared understanding of these goals
- gather information about student learning before, during, and at or near the end of a period of instruction, using a variety of assessment strategies and tools
- use assessment to inform instruction, guide next steps, and help students monitor their progress towards achieving learning goals
- analyze and interpret evidence of learning
- give and receive specific and timely descriptive feedback about student learning
- help students to develop skills of peer and self-assessment
- review and analyze IB assessment data to determine instructional practices
- use IB moderation feedback and subject report data to drive instructional modifications
- use both formative and summative assessments
- the IB teaching team lead by the IB Coordinator will establish an overall internal assessment calendar with student balance, as the central focus
- individual subject level PLCs (Professional Learning Communities) will establish specific student benchmarks to meet IB assessment timelines
- PLCs must be in compliance with all IB School Policies and MCPS Grading and Reporting Policies
- use ManageBac to provide standards to DP students on Creativity Activity and Service (CAS), Theory of Knowledge, and the Extended Essay

Special Educational Needs Policy

All Albert Einstein High School (AEHS) students are encouraged to participate in IB programme and courses. All children will receive the respect, encouragement, and opportunities they need to build the knowledge, skills, and attitudes to be successful, contributing members of a global society.

Albert Einstein High School, in conjunction with MCPS, is committed to providing a free appropriate public education to all students. Special education is a broad term describing the education of students who have intellectual, behavioral, or emotional disabilities. Specially designed instruction is provided at no cost to parents to meet the unique needs of each child with an Individualized Education Program (IEP) or a formal Section 504 Plan.

The Special Education Department at Albert Einstein High School services students who have an IEP. Each IEP is designed to meet the individual needs of the student, provide access to the general and IB curriculum, and meet grade-level standards established by the state of Maryland. All students receiving special education services who enroll in the IB Diploma Programme as well as IB course students are afforded the same levels of support as all students receiving special education services attending AEHS. Counseling Services will provide support services for students with 504 plans. All IEPs and 504 plans at AEHS maintain compliance with guidelines established by Federal Law and are reviewed and updated annually according to these mandates.

The following are illustrative examples of services that students may access depending upon their IEP/504 Plan:

- Adapted instructional materials and/or presentation (large print, audio assistance, etc.)
- Modified assessments
- Additional support for study skills, social skills, or academic achievement.
- Transition goals and related services to ensure that students are equipped for higher education and employment opportunities, as well as other types of community engagement post-high school

Special Education and 504 services are provided through: direct classroom instruction, small group pull-out, consultation and collaboration with regular education teachers, speech therapy (direct and indirect) and consultation with the school psychologist and counselors. Each student needing special services is assigned a case manager who ensures that the student's IEP is understood and followed by all classroom teachers. The case manager is also responsible for following all of the necessary steps in creating, implementing, and revising a student's IEP/504 so that the document continues to outline appropriate goals, services, and accommodations for the student, ensuring access to the general education and IB curriculum in the least restrictive environment.

Special Education and 504 plan students at Albert Einstein High School are provided equal access to the IB Diploma Programme. Opportunities to engage in all IB subject areas are extended to all students. The IB Coordinator, student case managers and general education teachers will work together to ensure the appropriate accommodations to support students receiving special education services are in place in all IB classes. The IB Coordinator will ensure that application for any assessment accommodation is made to IBO according to IBO's guidelines. Special Education Case Managers, the Special Education Resource Teacher and Counseling staff will assist the IB coordinator to ensure proper selection of student supports, via the IBO, choices to establish the proper level of examination accommodations. All assessment accommodations will be provided to students according to the expressed allowances given to us for each student from the Inclusion office in Cardiff.

Policy Review

This policy will be reviewed and revised annually by the faculty and school's Instructional Leadership Team (ILT); student and parent voice will be used in this process.

Policy Distribution

- All candidates upon enrollment in the DP via TOK
- All course candidates upon enrollment in the DP level course
- Parents/Guardians of all candidates upon enrollment in the DP or a DP level course.
- Annually to all staff
- Posted on school website

Accommodations for English Language Learners (ELLs)

A variety of types of accommodations may be used to support English language learners as they develop English language proficiency. These include the following:

Accommodations related to instructional strategies, such as:

- extensive use of visual cues
- use of graphic organizers
- allowance of extra time • pre-teaching of key words
- simplification/repetition of instructions as needed
- simultaneous use of oral and written instructions.

Accommodations related to learning resources, such as:

- extensive use of visual materials
 - use of adapted texts and bilingual dictionaries
 - use of technology
- Accommodations related to assessment strategies, such as:
- allowance of extra time • use of alternative assessment strategies (e.g., oral interviews, learning logs, or portfolios)
 - use of simplified language and instructions (e.g., in the context of tasks that require completion of graphic organizers and cloze sentences).

This policy will be implemented in the following manner:

- a. It will be posted on the school IB web page so that stakeholders may view it at any time
- b. It will be included in the IB Manual which is distributed to students and parents at the time of enrollment in the program.
- c. The policy will be made available to all IB students through their TOK class.

This policy will be reviewed and revised each school year by the IL; student and parent voice will be used in this process.

IB Diploma Attainment Requirements

IB Diploma Programme Components & IB Possible Scores

| | |
|---------------------------------------|------------|
| IB Group 1 – English | 1-7 |
| IB Group 2 – World Language | 1-7 |
| IB Group 3 – Social Studies | 1-7 |
| IB Group 4 - Sciences | 1-7 |
| IB Group 5 - Mathematics | 1-7 |
| IB Group 6 – Arts or Electives | 1-7 |

At least 3, but no more than 4, subjects must be completed at Higher Level (HL). Only 6 IB subjects – one in each of these subjects - may contribute to the IB Diploma total score.

Theory of Knowledge (TOK) A-E

Extended Essay (EE) A-E

TOK and EE grades of A-E contribute to 3 additional points toward the IB Diploma total score.

Creativity-Action-Service (CAS) - CAS is pass/fail; CAS requirements are either met or not met.

Points & Conditions Necessary to Successfully Earn the IB Diploma

- **An IB score must have been awarded for each of the six IB Diploma subjects, TOK, and the Extended Essay.** *Student must not have any scores of “N” – meaning “no score awarded” – due to malpractice or failure to submit any assessment component.*
- **CAS requirements must be met.**
- **Student must have a score of D or higher in both Theory of Knowledge and the Extended Essay (no E score).**
- **Student must earn at least 24 total points.** *(45 total pts. possible – 42 from IB subjects + 3 from TOK/EE, as below)*
 - **Students must earn a total of at least 12 points in HL subjects** *(for candidates who register for four HL subjects, the three highest HL grades will count toward this total).*
 - Students who take 3 HL and 3 SL subjects must earn at least 9 points total in the SL classes.
 - Students who take 4 HL and 2 SL subjects must earn at least 5 points total in the SL classes.
- The student must earn a 2 or higher in all subjects (no scores of 1). ○ There may be no more than two scores of 2, overall.
- There may be no more than three scores of 3 or lower, overall

TOK/Extended Essay Point Matrix

Students may earn points towards the total IB Diploma score of 45 if their Theory of Knowledge Paper and Extended Essay (both externally assessed) meet the grades assigned in the associated matrix and point value.

These three points are not extra points, they are points given for required components of the Diploma Programme if the student makes the marks presented. Students who are awarded an E for either assessment will not be eligible for the IB Diploma regardless of their total points awarded, as an E in either requirement results in a Failing Condition.

| 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 | | | | |

IB Bilingual Diploma

A bilingual diploma will be awarded to a successful candidate who completes two languages selected from group 1 (English plus Spanish), with the award of a grade 3 or higher in both languages.

College and the IB Diploma Programme

The International Baccalaureate Programme is recognized around the world as a superior preparation for higher education at the college and university level. At Albert Einstein High School the DP students are helped in their college search by their counselors and our College and Career Information Coordinator.

In the fall of their senior year, the IB Coordinator and counselor makes sure that each DP senior is in good standing in the IB Programme. Some colleges and universities require predicted IB scores. We will send a letter with those scores on an as needed basis.

After universities are confirmed in May, the IB Coordinator asks seniors for their destination college or university. This information is entered in the IB system so that IB transcripts can be sent out in a timely manner to their chosen school. We also ask students for all the institutions that accept them. This way we can share the aggregate information to the our younger students.

We are very proud of the range and diversity of the institutions our students choose to attend. Many of our DP students enjoy multiple acceptances and a choice of schools. We hear from our alumni that they are well prepared to succeed at the university level.