

Canyon del Oro High School



CDO DP Handbook
Cohort: 2020 – 2022
DORADO PRIDE



CONTENTS

INTRODUCTION	3
PROGRAMME CONTACTS.....	4
THE IB LEARNER PROFILE	6
CANYON DEL ORO’S IB DIPLOMA PROGRAMME.....	7
FULL IB DIPLOMA REQUIREMENTS	8
IB CERTIFICATE PATHWAY	10
SHADOWING	10
2020-2022 IB DIPLOMA COURSE OPTIONS	11
TIMETABLE.....	12
HOMEWORK.....	12
ASSESSMENT IN THE IB DIPLOMA PROGRAMME.....	13
ACADEMIC HONESTY IN THE IB DIPLOMA PROGRAMME	14
ACADEMIC MISCONDUCT DEFINED.....	15
RESPONSIBILITIES OF STUDENTS	16
RESPONSIBILITIES OF THE SCHOOL.....	16
CLASSIFICATION OF ACADEMIC MISCONDUCT, EXAMPLES AND PROCEDURES ..	17
IB COURSE WORK FOR EXTERNAL SUBMISSION NOT ADHERING TO THE ACADEMIC HONESTY POLICY	18
THE INTERNATIONAL BACCALAUREATE CORE.....	18
THE EXTENDED ESSAY (EE)	18
THEORY OF KNOWLEDGE (TOK).....	19
CREATIVITY, ACTIVITY, SERVICE (CAS).....	19
MANAGEBAC (STUDENT INFORMATION SYSTEM)	20
COLLEGE/CAREER GUIDANCE.....	22
IB TEST FEES.....	23
ARIZONA SCHOOL TAX CREDIT TO OFFSET IB REGISTRATION/TEST FEES	24
APPENDIX 1 – 2020 -2022 STUDENT CODE OF CONDUCT.....	25
APPENDIX 2 – IB COURSE CHANGES	26
APPENDIX 3 – ARIZONA SCHOOL TAX CREDIT DONATION FORM.....	28
APPENDIX 4 – STUDENT PARENT/GUARDIAN ACKNOWLEDGEMENT FORM.....	29

INTRODUCTION

December 2019

Dear IB Diploma/Certificate Pathway Students and Families,

I want to welcome you to the International Baccalaureate (IB) Diploma Programme and IB Certificate Pathway at Canyon del Oro High School. I serve as an advocate for our students, staff, and program, as the district's main contact with the International Baccalaureate Organization (IBO), and help ensure our programme follows all IB guidelines while assisting with day-to-day and long range strategic planning. For Diploma Program students, I also serve as their CAS and Extended Essay Coordinator. Our programme has continuously developed over the past six years and has an ongoing improvement plan in place designed to maximize teaching and learning. In order to provide students and parents a clearer understanding of what the IB Diploma is and how it is organized at CDO, this handbook was developed. For new students in particular, I hope this handbook will provide a good introduction to the Diploma Programme whether students engage in the full IB Diploma or enroll in one or just a few IB courses through the IB Certificate Pathway as a reference point for questions.

I want to emphasize right from your start in all of our IB offerings, that good time management and personal motivation will serve you well during your IB journey. This should include developing a sensible schedule, breaking down long-term assignments into smaller parts, being prepared for all lessons, and responding and interacting with your teachers in class and online. Various systems such as Remind, e-mail, and learning management systems including [ManageBac \(detailed on pages 21-22\)](#) will be used throughout the program requiring students to further develop communication skills. Students are expected to be proactive and check into virtual learning environments at least once a day when school is in session.

Within the Diploma Programme, five specific approaches to learning have been identified. These include:

- Thinking skills
- Communication skills
- Social skills
- Self-management skills
- Research skills

Improving these skills will greatly help all students get the most out of their respective IB experience, but also transfer beyond the IB into college and career pursuits.

On the very last page of this handbook, you will find an acknowledgement form to be signed by students and a parent or guardian to be returned to the IB Office for student record filing. The information contained within this document is designed to be informative but also provide essential information to support the IB Diploma and Certificate Pathway Programmes.

I am looking forward to working with you as you begin and complete your IB journey.

Kind regards,

Amy Bomke
IB Program Coordinator
abomke@amphi.com

PROGRAMME CONTACTS

IB Diploma and Certificate Pathway Programme CAS Programme	IB Program Coordinator CAS & EE Coordinator Amy Bomke	(520) 696-5592	abomke@amphi.com
Enrollment Applications, Course selection, University, College and Careers	IB Counselor Amanda Dombrowski	(520) 696-5593	adombrowski@amphi.com
Bookstore, IB fee payments	Bookstore Manager Rose Sverdrup	(520) 696- 5706	rsverdrup@amphi.com
IB Programme Policies	CDO Webpage- Academics-IB World School		https://www.amphi.com/Page/7844
About the IB	IBO Webpage		http://www.ibo.org/
CDO	CDO Webpage- Home		http://www.amphi.com/cdo



GOVERNING BOARD

Vicki Cox Golder, President
Susan Zibrat, Vice President
Scott K. Baker, Ph.D.
Deanna M. Day, M.Ed.
Matthew A. Kopec

DISTRICT ADMINISTRATION

Todd A. Jaeger, J.D., Superintendent
Roseanne Lopez, Ed.D., Associate Superintendent for Elementary Education
Michael Bejarano, Associate Superintendent for Secondary Education
Michelle H. Tong, J.D., Associate to the Superintendent and General Counsel

CANYON DEL ORO HIGH SCHOOL ADMINISTRATION

Tara Bulleigh, Principal
Marco Dominguez, Assistant Principal
Don Enright, Assistant Principal
Amanda Magelli, Assistant Principal

AMPHITHEATER SCHOOL DISTRICT MISSION, VISION AND VALUES

Our Vision:

Amphitheater schools and facilities are places where students thrive academically; places parents want their children to go; places where highly skilled people work; and places community members respect because of the high student achievement, caring environment, and focus on individual needs.

Our Mission:

To empower all students to become contributing members of society equipped with the skills, knowledge, and values necessary to meet the challenges of a changing world.

We Value:

Achievement, caring, creativity, curiosity, diligence, diversity, fairness, honesty, kindness, respectfulness, responsibility, and service to the community.

THE IB LEARNER PROFILE

The IB Learner Profile represents ten attributes valued by IB World Schools. We believe these attributes fully support helping individuals and groups become responsible members of local, national, and global communities. The international mindedness inherent in the IB Learner Profile fully supports the ethos of the Amphitheater Public School's mission and vision.



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:

<p>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.</p>	<p>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.</p>
<p>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.</p>	<p>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.</p>
<p>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.</p>	<p>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.</p>
<p>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.</p>	<p>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.</p>
<p>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.</p>	<p>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.</p>

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®
Baccalaurat International®
Bachillerato Internacional®

© International Baccalaureate Organization 2018
International Baccalaureate® | Baccalaurat International® | Bachillerato Internacional®

CANYON DEL ORO'S IB DIPLOMA PROGRAMME

The International Baccalaureate (IB) Programme is an 11th and 12th grade, pre-college preparatory program with a comprehensive and rigorous liberal arts curriculum. It is designed for the university bound, academically focused students, willing to engage in a challenging holistic curriculum during their last two years of high school study. Students participate in examinations and/or component works externally assessed by the IB at the end of each course undertaken which in most courses is at the end of their 12th grade year.

In addition to a standard high school diploma, students who successfully complete the required components of the IB Diploma Programme will be awarded an IB Diploma. Certificate students who successfully complete the required components of each of their IB courses will be awarded individual IB certificates. Students may be granted advanced placement status and/or college credit on the basis of IB Diploma or IB Certificate completion and how well they perform on exams.

The IB DP has associated fees for testing. See [IB DIPLOMA TEST FEES](#). Note certain pre-requisites, teacher recommendations, an essay, and an interview are required as part of the admission process.

WHY CONSIDER THE IB PROGRAMME?

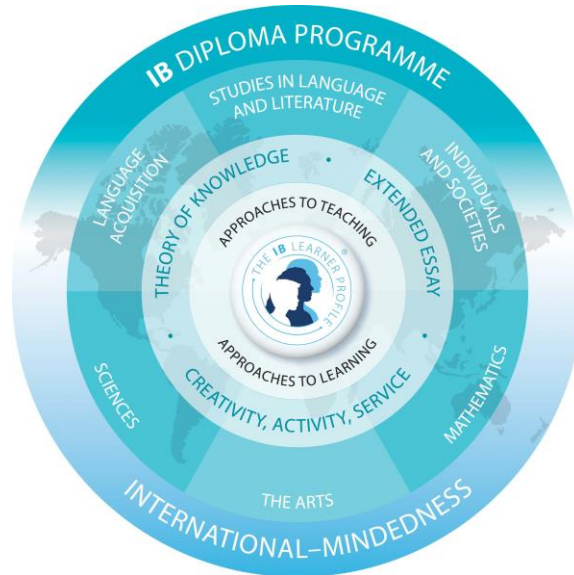
- Focuses on preparing students for success in college and beyond
- Prepares for competence in all major academic areas
- Promotes experiential learning/extending learning from the classroom
- Often results in advanced standing or course credit at the college level
- Promotes learning beyond current honors and Advance Placement (AP) offerings
- Offers smaller classes with more one-on-one with IB staff
- Promotes international understanding through a shared academic experience
- Provides multiple assessment points to determine final externally moderated grades

CURRICULUM

Students will take on average two to three IB exams from each of the following six subject groupings and submit externally assessed projects or performance pieces during the junior and senior years. Students are required to take three subjects at the Higher Level (HL) and three subjects at the Standard Level (SL).

- Group 1- Language A (native language - English)
- Group 2 - Language B (second language - Spanish, French, German)
- Group 3 - Individuals and Societies (History - Americas Route)
- Group 4 - Mathematics (Analysis and Approaches)
- Group 5 - Science (Chemistry)
- Group 6 - Elective (Visual Arts, Music, Computer Science, Dance, or Social Cultural-Anthropology)

FULL IB DIPLOMA REQUIREMENTS



In addition, the diploma candidates must meet the three “Core” requirements:

1. Complete an interdisciplinary course called Theory of Knowledge (TOK)
2. Prepare an Extended Essay reflecting independent research
3. Complete a CAS portfolio (extracurricular activities that can be categorized as creativity, activity, and/or service)

Each subject is graded on a 1-7 scale, with 7 being the highest level of achievement.

IB Diploma Assessment Descriptors			CDO Conversion	
7	Excellent	A	Excellence	96%-100%
6	Very Good	A	Above Average	90%-95%
5	Good Performance	B	Above Average	80%-89%
4	Satisfactory Performance	C	Average	75%-79%
3	Mediocre Performance	C	Passing	70%-74%
2	Poor Performance	D	Below Average	60%-69%
1	Very Poor Performance	F	Failure	59% and below

TOK and the Extended Essay are assessed on an A-E scale; with A being the highest level of achievement. TOK and the Extended Essay grades are then combined in the diploma matrix (see below) based on achievement to contribute between 0-3 points added to the total. CAS is not assessed but must be completed in order to pass the diploma.

The overall maximum points from subject grades and TOK/EE is therefore $(6 \times 7) + 3 = 45$.

The following diploma matrix will be used for award of points for TOK and the Extended Essay:

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				

The following conditions need to be satisfied to earn the diploma:

- Ensure a candidate's total points are not fewer than 24
- Ensure CAS requirements are met
- Ensure a grade of N (non-completion) has not been given for TOK or Extended Essay or a contributing subject
- Ensure a grade of E has not been awarded in either TOK or the Extended Essay
- Ensure a grade of 1 is not awarded in any subject/level
- Ensure a 2 has not been awarded three or more times
- Ensure a 3 or below has not been awarded four or more times
- Ensure a candidate has not gained fewer than 12 points on HL subjects (for candidates who register for four HL subjects, the three highest grades count)
- Ensure candidates earn no fewer than 9 points on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL)

IB CERTIFICATE PATHWAY

Students have the option to take one to three IB courses if they choose not to take the full IB Diploma. Families should reference appropriate parts of this handbook as the procedures and assessment guidance will apply to all IB options. The IB issues certificates and transcripts for courses students register for and take examinations. This option has associated fees for testing. See [IB DIPLOMA TEST FEES](#). Note certain pre-requisites and teacher recommendation are required to enroll. The courses available for CP students vary slightly from those available to DP student.

2020-2022 IB CERTIFICATE PATHWAY COURSE OPTIONS

Group	Course	Level	
Group 1	IB Language & Literature (HL only) IB Literature & Performance (SL only)	SL	HL
Group 2	IB Spanish IB French IB German	SL	HL
Group 3	IB History (Americas Route)		HL
Group 4	IB Chemistry	SL	HL
Group 6	IB Visual Arts IB Music * (SL only) IB Social Cultural Anthropology* IB Computer Science (SL only)	SL	HL

*Classes are two years in duration with the exception of IB Music SL and Anthropology SL which may be taken either junior or senior year.

SHADOWING

10th grade students interested in either the IB DP or IB Cert are encouraged to request to shadow current IB students early in the spring before their junior year as part of the application process. Prospective DP students can shadow a DP student for a full day while prospective Cert students can choose to shadow students in 1-3 courses. To arrange a shadowing experience please contact the IB Counselor, Amanda Dombrowski, adombrowski@amphi.com or 520-696-5593.

2020-2022 IB DIPLOMA COURSE OPTIONS

Junior Year	Senior Year
IB Literature HL 11 OR IB Literature and Performance SL 11	IB Literature HL 12 OR IB Literature and Performance SL 12
IB Spanish SL/HL 11 OR IB German SL/HL 11 OR IB French SL/HL 11	IB Spanish SL/HL 12 OR IB German SL/HL 12 OR IB French SL/HL 12
IB History (Americas Route) HL 11	IB History (Americas Route) HL 12
IB Chemistry SL/HL 11	IB Chemistry SL/HL 11
IB Mathematics: Analysis and Approaches SL* 11 OR Non- IB prerequisite course: Adv. Algebra II, Pre-Calculus	Non-IB AP course OR IB Mathematics: Analysis & Approaches SL* 12
IB Visual Arts SL/HL 11 OR IB Social Cult. Anthropology SL*/HL 11 OR IB Music SL* 11 OR IB Computer Science SL 11 OR IB Dance SL 11	IB Visual Arts SL/HL 12 OR IB Social Cult. Anthropology SL*/HL 12 OR IB Music SL* 12 OR IB Computer Science SL 12 OR IB Dance SL 12
IB TOK 11	IB TOK 12

*Classes are two years in duration with the exception of IB Music SL, IB Anthropology SL, and Mathematics SL.

PREREQUISITES AND COREQUISITES

All IB courses require a grade of “C” in the previous year related subject and teacher recommendation. Some IB courses have additional pre-requisites:

IB French, IB German, IB Spanish: Two years of previous high school-level language study.

IB Chemistry SL: Geometry with a “C” or better

IB Chemistry HL: Prerequisite: Adv. Algebra 2; Corequisite: Pre-calculus or Intro to calculus

IB Mathematics SL: To take course as a junior, student must have completed Pre-calculus or Intro to calculus with a “C” or better or Advanced Algebra II with a “B” or better and teacher recommendation.

IB Computer Science SL: Computer Apps I or instructor approval

IB Visual Arts SL and HL: Digital Media

IB Dance SL: Placement into Performance Dance through audition

IB Music SL: Student must play an instrument and regularly participate in a performance group outside of class during the same academic year that the course is taken.

TIMETABLE

- IB Diploma classes are scheduled during Periods 2-7
- Theory of Knowledge (TOK) class is scheduled two days a week during Period 1 (7:05am – 8:18am).
- TOK class time is periodically used for students to work on Creativity, Activity, Service (CAS), Extended Essay (EE), and other program meetings.

HOMEWORK

As the IB Diploma is considered a rigorous curriculum, there is a significant amount of homework each week. In general, students can expect anywhere from 2-3 hours of homework per night during the school year and some work in the summer in the form of readings, CAS, and Extended Essay. Students work at different paces so this is a general approximation in which good time management skills may further help reduce outside school work considerably. Additionally, students are expected to be proactive and check into virtual learning environments at least once a day when school is in session. This includes reading and responding to teacher messages in a timely manner. At some busy points in the Diploma (DP) Calendar it may be more than this. The IB teachers work closely to help spread out major assessments with a centralized calendar addressed later in the [ManageBac section](#).

ASSESSMENT IN THE IB DIPLOMA PROGRAMME

Details of Canyon del Oro High School's assessment policy will be available on our school homepage under Academics in the International Baccalaureate section.



The screenshot shows the Canyon del Oro High School website. The header includes the school logo and name. The navigation menu has 'PARENTS & STUDENTS' highlighted. The main content area is titled 'International Baccalaureate' and contains a list of links: 'International Baccalaureate Overview', 'IB University Credit Policies', 'International Baccalaureate Programme Policies', and 'Arizona International Baccalaureate Schools (AZIBS)'. A callout box with the text 'Note the link for IB Polices' has an arrow pointing to the 'IB University Credit Policies' link. To the right, there is an IB logo and text stating 'Canyon del Oro HS - authorized to offer the Diploma Program February 2012'.

At the end of the two year programme, each student is awarded grades by the IB for each part of their IB Diploma. There are two main types of assessment that go towards determining final course grades. The IB refers to these as “Internal” and “External” assessments. These assessments must be completed when requested or students not meeting these deadlines will not be eligible for the award of an IB Diploma.

- **Internal Assessments** – In most subjects at least some of the assessment is carried out internally by teachers, who mark individual pieces of work produced as part of a course of study. A variety of assessment types are used which vary from subject to subject.
 - Examples include oral exercises in language subjects, TOK class presentations, practical laboratory work, mathematical investigations, and artistic performances.
 - Samples of these internal assessments (IAs) are sent to experienced IB educators in another part of the IB world for moderation. This ensures consistency across all schools.
 - At the start of every year, an internal calendar of deadlines is established so that the students major IAs can be spread throughout the demanding second year of the IB Diploma. Very few IAs are completed during year one in IB courses. This calendar can be viewed in [ManageBac](#).
- **External Assessments** – Assessment tasks conducted and overseen by teachers without the restrictions of examination conditions, but are then marked externally by examiners.
 - Examples of these include language written tasks, essays for Theory of Knowledge, and Extended Essays.
 - External assessments are calendared in [ManageBac](#) using the same process as IAs.
- **Mock Exams** – Generally conducted during late February/early March for students completing final examinations the following May.
 - During mock exams students are administered exams for all subjects which they formally test in the following May. The exam schedule simulates an abbreviated

testing schedule similar to what students will encounter in May. The actual testing preparation, process, and eventual feedback from teachers is intended to help students better prepare for the IB official examinations scheduled in May.

- **May Exams** – Student examination sessions scheduled in May for concluding IB courses. These are official IB exams under strict testing conditions.
 - IB final examinations generally account for between 50% and 75% of final course grades.
 - Most SL courses have two associated exams, while most HL courses have three associated exams.
 - All examinations are marked externally by experienced IB Educators and then moderated by Senior and Chief Examiners. These checks and balances allow an international standard to be achieved and maintained.
 - Some subjects, (e.g. Visual Arts, Music, Dance) because of their nature, have practical examinations that are performance based.

ACADEMIC HONESTY IN THE IB DIPLOMA PROGRAMME

Rationale/Purpose: In order for Canyon del Oro to fulfill the Amphitheater Public Schools’ Mission and Vision as an IB World School fully immersed in supporting the IB Learner Profile, the following Academic Honesty policy has been created. Academic Honesty is defined as behavior that entails working honestly in researching and presenting all school related work. This includes acknowledging the ideas and material of other people, and behaving appropriately when taking formal exams or other assessments.

The Learner Profile and the Approaches to Learning are the foundation of this policy. As an IBO World School, Canyon del Oro’s policies promoting Academic Honesty closely follows the IB Publication, Academic Honesty in the IB educational context (2014). It also adheres to the Amphitheater Unified School District’s Mission and Vision in relation to its Academic Honesty Policy and practices.

In developing and enforcing this policy the **Learner Profile** is directly linked. We encourage our students to be:

- **Inquirers** - who actively seek and acquire the skills necessary to conduct inquiry and research
- **Knowledgeable** - who explores concepts, ideas, and issues through a range of sources
- **Principled** - who act with a strong sense of fairness and honesty taking responsibility for their own actions
- **Open-minded** - who appreciate their own cultures and personal histories while seeking and evaluating a range of points of view that may be different from their own
- **Risk-takers** - who are brave and articulate in defending their beliefs
- **Communicators** - who are clear in understanding and explaining which parts of their assignments are from other sources

In developing and enforcing this policy **Approaches to Learning** are directly linked. We encourage our students to develop the following:

- **Thinking Skills** - acquire knowledge and apply it in the correct context
- **Communication** - develop effective listening, speaking, reading, and writing skills
- **Social Skills** - respect other people's original ideas and work
- **Self-Management Skills** - adhere to codes of behavior and make informed choices
- **Research Skills** - formulate questions, collect data, and present research

ACADEMIC MISCONDUCT DEFINED

Behavior	Examples of behavior to be avoided
<p>Plagiarism: Behavior that intentionally or unintentionally represents the ideas, words or work of another student, person or organization without clear and appropriate explicit acknowledgement. This includes using another person's work without citing the source.</p>	<ul style="list-style-type: none"> • Copying another person's work and presenting it as your own original work • Looking at another person's work and copying answers and presenting it as your own • Rewording another person's ideas or words and not acknowledging the source • Copying and pasting information and ideas directly from the internet or other sources and presenting it as your own • Using translation software and presenting a translated language text as if it was your own original words and ideas • Allowing another person to complete work submitted as your own
<p>Collusion: Behavior allowing one's work to be copied or submitted for assessment by another. There are times when students will collaborate with other students to complete their work. However, the final work must be independently produced, despite the fact that it may be based on the same or similar data and/or research as another student.</p>	<ul style="list-style-type: none"> • Allowing a person to copy your own work and present it as their original work in whole or parts • Allowing one person to do all the work related to a project and then take equal credit for work you did not complete
<p>Duplication: Behavior of presenting the same work for different assessment components and/or course requirements.</p>	<ul style="list-style-type: none"> • Submitting work completed by yourself or another person from a previous class to gain credit on another assessment
<p>Exam Improprieties</p>	<ul style="list-style-type: none"> • Communicating with other students during test or exam when not authorized • Bringing unauthorized material into a test or exam setting • Using electronic devices inappropriately while in a test or exam setting
<p>Cheating</p>	<ul style="list-style-type: none"> • Claiming someone else's information or school work for your own

	<ul style="list-style-type: none"> Recording and/or transferring information about tests or quizzes to another person
Forgery	<ul style="list-style-type: none"> Falsely and fraudulently making or altering a document Modifying a school-related document by any means without written permission
Lying	<ul style="list-style-type: none"> Making an untrue statement with intent to deceive; creating a false or misleading impression
Intellectual property: Includes patents, registered designs, trademarks, and copyrighted materials. The law protects many forms of intellectual and creative expression in which sources need to be acknowledged and/or be used with respect to appropriate laws.	<ul style="list-style-type: none"> Using a trademark logo, printed texts, photos, interviews, or recordings without acknowledging the source in submitted work and/or presentations

RESPONSIBILITIES OF STUDENTS

- Only submit student work that is original, and acknowledge ideas and works of others using appropriate conventions
- Understand the difference between collaboration as opposed to collusion.
- Understand that submitting the same piece of work for a previous class or assessment is inappropriate
- Understand and follow guidelines when using intellectual property

RESPONSIBILITIES OF THE SCHOOL

- Provide guidance on how to avoid plagiarism
- Ensure students know how to use a recognized convention to acknowledge original works and ideas
- Modern Language Association (MLA) referencing style will be introduced and supported by the English Department
- Subject specific disciplines may require American Psychological Association (APA) or Chicago style referencing, which will then be explicitly taught and supported by these disciplines
- Ensure students know the difference between appropriate academic collaboration and collusion
- Ensure to the best of their abilities that students are not engaging in forms of academic misconduct
- Report breaches of Academic Honesty to school administration

CLASSIFICATION OF ACADEMIC MISCONDUCT, EXAMPLES AND PROCEDURES

Classification	Example	Procedures
<p>Minor Offenses – are generally technical in nature in which the teacher does not perceive the student’s intent to gain academic advantage</p>	<ul style="list-style-type: none"> • Inadequate citation of sources • Oversight of citing graphs, charts, or visuals 	<ul style="list-style-type: none"> • Teacher consults with student to discuss violation and ensures the student understands why academic misconduct has been alleged • Teacher further consults with student and proposes corrective action such as resubmitting work demonstrating corrective action • Skills may be retaught • A repeat offense is reported to parents or guardians • Repeat offenses may be escalated to a major offenses
<p>Major Offenses – are when the teacher perceives the student’s intent to gain academic gain</p>	<ul style="list-style-type: none"> • Presenting the work of others with no attempt to cite or acknowledge sources information 	<ul style="list-style-type: none"> • Teacher consults with student to discuss violation and ensures the student understands why academic misconduct has been alleged and classified as a major offense • Skills may be retaught • The subject appropriate Department Chair and Principal are notified in addition to parents or guardians • Formative feedback may be provided on the assignment but no credit is issued • Refer to the current Student Code of Conduct for potential consequences (Appendix-1)

IB COURSE WORK FOR EXTERNAL SUBMISSION NOT ADHERING TO THE ACADEMIC HONESTY POLICY

Student work deemed to violate the Academic Honesty Policy will not be accepted for submission to the IB.

If sufficient time remains for a student to resubmit their work, the resubmission may be accepted in consultation with the subject teacher, Diploma Coordinator and Principal. If there is insufficient time to resubmit, the student will not receive a grade for the IB course in question and subsequently not qualify for the IB Diploma.

Students are ultimately responsible for work they submit and consequences associated with academic misconduct. Students are encouraged to speak to subject teachers to ensure they understand how to acknowledge the work and ideas of others.

THE INTERNATIONAL BACCALAUREATE CORE

The IB Diploma Programme has three core requirements that are included to broaden the educational experience and challenge students to apply their knowledge and understanding: The IB Core consists of the Extended Essay (EE), Theory of Knowledge (TOK) course and Creativity, Activity, Service (CAS). Completions of all three core components are required to earn the IB Diploma.

THE EXTENDED ESSAY (EE) is a requirement for students to engage in independent research through an in-depth study of a question relating to one of the subjects they are studying.

- Students are assigned a supervisor in which a minimum of three required meetings take place.
- Students are expected to demonstrate progress in the form of formal reflections which is recorded and submitted to the IB along with their completed Extended Essay.
- Student progress is reported on progress reports as part of their TOK class for reporting purposes.
- The Extended Essay is initially assessed by the supervisor, but final grades are moderated by the IB and released in July of a student's graduating year.
- A detailed separate Extended Essay Handbook is provided to students

THEORY OF KNOWLEDGE (TOK)

- The course is designed to encourage each student to reflect on the nature of knowledge by critically examining different ways of knowing. TOK distinguishes between eight areas of knowledge: mathematics, the natural sciences, the human sciences, the arts, history, ethics, religious knowledge systems, and indigenous knowledge systems. Students must explore a range of areas of knowledge, and it is suggested to study six of these eight.
- In the second year of the course, students are assessed on two pieces of work that are moderated by IB examiners.
- Assessments include:
 - The TOK Essay on a prescribed title (1,200-1,600 words) assigned annually. This is supervised by a teacher in the school, and then graded externally by an IB examiner.
 - The TOK Group Presentation is approximately 10 minutes in duration per student, supervised and initially assessed by a TOK teacher. The final grade is awarded by the IB.

CREATIVITY, ACTIVITY, SERVICE (CAS) requires students to actively learn from experience extended from the classroom. Students can combine all three components or do activities related to each one of them separately.

- CAS is very much concerned with the process of engaging in a variety of experiences that focus on completing specific learning outcomes.
- Students are required to reflect on their experience demonstrating how they are addressing learning outcomes as a result of their experiences.
- A detailed separate CAS Handbook is provided to students

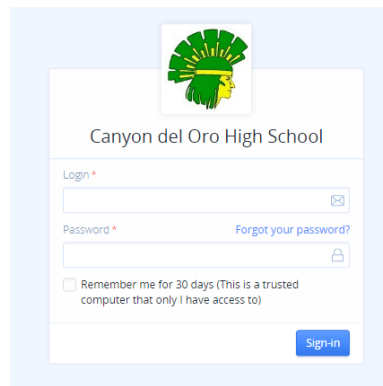
MANAGEBAC (STUDENT INFORMATION SYSTEM)

ManageBac is a student information system all IB students are introduced to at the beginning of their junior year. Diploma deadlines and interim submission dates are posted for External and Internal assessments in the ManageBac Calendar area.

ManageBac helps manage the IB Core. With regard to **CAS**, ManageBac provides a place for students to plan, record, and reflect on their CAS activities. This provides a digital portfolio for student CAS learning and regular communication with their CAS Supervisor, and serves as a formal assessment piece for potential IB Submission upon request.

Student **Extended Essay** progress including draft/final submissions are all entered in ManageBac. This also enables Extended Essay Supervisors to have direct communication with assigned students in a secure environment in which files are shared, notes left, meetings recorded, and work assessed. The IB requires students to reflect on several meetings with their supervisors that are recorded in ManageBac.

TOK prescribed titles, for required essays, are published in ManageBac. As with the Extended Essay, TOK teachers have direct communication with assigned students in a secure environment in which files are shared, notes left, and work assessed.



Click on the image above if you are accessing this document online or at:

<https://cdo.managebac.com/login>

All students have ManageBac accounts created for them before the start of the school year. These accounts were created using email accounts provided by students. A welcome message was sent providing directions for initial access and password entry. The choice of email accounts should be one that is checked daily.

Parents and guardians can log in with their son or daughter, or can apply for their own ManageBac account if they would like to be more directly involved in monitoring student progress. Parents or

guardians who would like to have their own ManageBac accounts should contact the IB Program Coordinator, Amy Bomke at: abomke@amphi.com.

In your email request, kindly include the following information:

1. Your full legal name
2. Your student's full legal name
3. Your relationship to the student
4. Your student's current grade

The following YouTube Playlist contains helpful video screencasts on how to use ManageBac:

<http://tinyurl.com/hjnfmeq>

COLLEGE/CAREER GUIDANCE

The International Baccalaureate (IB) Diploma Program is a rigorous two-year program of study that prepares students for university level work and is highly respected and recognized among the world's higher education institutions. For students, success in the IB often results in advanced standing, course credit, scholarships, and other admissions related benefits at many universities (www.ibo.org).

As IB policies vary widely from university to university, it is always advised that students and parents refer to the individual university website or the IBO website (<http://www.ibo.org/university-admission/recognition-of-the-ib-diploma-by-countries-and-universities/>) for the most current information.

At Canyon del Oro High School, we offer a variety of resources to assist students through the college application/acceptance process. Those resources include, but are not limited to: one-on-one meetings with an IB Counselor, College Planning Night events, personal statement writing workshops, scholarship information, ECAP supporting activities, and access to an IB alumni network. Our IB alumni are currently attending/have attended colleges and universities across the country:

Arizona State University	Seattle University
Barnard College of Columbia University	Tiffin University
California Institute of Technology	United States Naval Academy
Colorado Christian University	University of Arizona
Colorado School of Mines	University of California, San Diego
Colorado State University	University of California, Los Angeles
Embry-Riddle Aeronautical University	University of Denver
Fordham University	University of Southern California
Lake Forest College	University of Notre Dame
Lipscomb University	University of Pennsylvania
Northern Arizona University	University of Utah
Northwestern University	University of Washington
Pacific University	Washington and Lee University
Pima Community College	Wellesley College

Please contact Amanda Dombrowski in the Counseling Office or by email at: adombrowski@amphi.com for more information.

IB TEST FEES

IB fees are based on individual subject fees.* These fees may increase slightly annually to reflect what the IB charges. As a school, we break the combined fee into installment payments to make things more manageable for families and also to take advantage of [Arizona Tax Credits](#).

Subject-testing fees payments may be offset by Arizona Tax credits. **Fees are calculated based on IB published fees for the preceding year + 2.5% to take into account historical trend increases published annually in September.**** The Bookstore will send out payment notices to further help manage the process.

IB Diploma Fees 2020-2022 Cohort	
Individual Subject Fee	\$123.00

- **Full IB Diploma** is defined as taking six IB courses + the Core with the following fee schedule. There is no fee for Core assessments [Theory of Knowledge (TOK) or the Extended Essay (EE)] for diploma category students.
 - August 2020 – \$123.00 (1 subject) due at CDO walk-through registration junior year, non-refundable after September 1
 - October 2020 – \$246.00 (2 subjects) due in October of junior year, Friday before Fall Break; non-refundable
 - August 2021 – \$246.00 (2 subjects) due at CDO walk-through registration senior year; non-refundable
 - October 2021 – \$123.00 (1 subjects) due in October of senior year, Friday before Fall Break; non-refundable
 - Total: \$738.00
- **IB Certificate Pathway** is defined as taking 1 or more IB courses with the following fee schedule
 - August 2020 – \$123.00 (1 subject) due at CDO walk-through registration junior year, non-refundable after September 1
 - October 2020 – \$123.00 (if a 2nd IB subject is taken) due in October of junior year, Friday before fall break; non-refundable
 - August 2021 – \$123.00 (if a 3rd IB subject is taken) due at CDO walk-through registration senior year, non-refundable
 - Adjustments to the payment schedule and amounts will be made if more than 3 IB courses are taken.

**Students who are eligible for free or reduced lunch benefits may be eligible for reduced IB testing fees. Please contact the IB Coordinator for more information.*

***Late registration, changes of course selections, requests for re-marking, and other requests from the IB require additional fees.*

ARIZONA SCHOOL TAX CREDIT TO OFFSET IB TEST FEES

Each academic year families are asked to pay IB test fees in August and October in both years 1 & 2 of the IB Diploma Programme. To help offset these fees, it is recommended that families consider using the Arizona School Tax Credit form. Over a two-year period, this can offset costs substantially. A copy can be found in [Appendix - 3](#). Additional copies can be found in the bookstore, and [online copies](#) on our school and district homepages respectively.

When completing this form, you may designate up to \$200 as a single filer, and up to \$400 if married, in each of your child's junior and senior school years. When filling out your form, to ensure proper credit for your child's registration and testing fees, kindly note the following:

1. Please select school: Canyon del Oro HS from the dropdown menu
<http://amphi.schoolwires.net/Domain/1104> (or write it in if using the paper version)
2. Leave this section blank
3. Type you child's name in the space provided and below enter: IB testing fees
4. In the memo section of your check being submitted, write your child's full name

The form will need to be printed and brought to the bookstore along with an appropriate payment. The bookstore will then issue you a receipt showing you made an AZ School Tax donation to Canyon del Oro HS. Retain this receipt and follow directions from the AZ Internal Revenue Service when submitting your tax return. Each calendar year you can take advantage of this tax credit.

The school will send out invoices for fees not collected in mid to late October. If you have questions on fees or your balance, please contact the IB Diploma Coordinator directly. All financial transactions need to go through the Bookstore directly.

APPENDIX 1 – 2020 -2022 STUDENT CODE OF CONDUCT (excerpt)

Prohibited Behavior Category, Rules and Definitions		Consequences Any or all of the following may be applied in any order, in the principal's discretion, except those listed as (Mandatory), which must be applied, absent a waiver; see page 10.	
6. Academic Dishonesty (Lying, Cheating, Forgery, or Plagiarism)			
A. Cheating	Claiming someone else's information or school work for your own; Recording and/or transferring information about tests or quizzes to another person.	1st Incident	2nd or More Incident
		School Level Actions (see page 14), and: <ul style="list-style-type: none"> • Revocation of Automobile Privileges • Short-Term Suspension • Long-Term Suspension 	School Level Actions (see page 14), and: <ul style="list-style-type: none"> • Revocation of Automobile Privileges • Short-Term Suspension • Long-Term Suspension • Expulsion
B. Forgery	Falsely and fraudulently making or altering a document; Modifying a school-related document by any means without written permission.	1st Incident	2nd or More Incident
		School Level Actions (see page 14), and: <ul style="list-style-type: none"> • Revocation of Automobile Privileges • Short-Term Suspension • Long-Term Suspension 	School Level Actions (see page 14), and: <ul style="list-style-type: none"> • Revocation of Automobile Privileges • Short-Term Suspension • Long-Term Suspension • Expulsion
C. Lying	Making an untrue statement with intent to deceive; creating a false or misleading impression.	1st Incident	2nd or More Incident
		School Level Actions (see page 14), and: <ul style="list-style-type: none"> • Revocation of Automobile Privileges • Short-Term Suspension • Long-Term Suspension 	School Level Actions (see page 14), and: <ul style="list-style-type: none"> • Revocation of Automobile Privileges • Short-Term Suspension • Long-Term Suspension • Expulsion
D. Plagiarism	Stealing and passing off the ideas or words of another as one's own.	1st Incident	2nd or More Incident
		School Level Actions (see page 14), and: <ul style="list-style-type: none"> • Revocation of Automobile Privileges • Short-Term Suspension • Long-Term Suspension 	School Level Actions (see page 14), and: <ul style="list-style-type: none"> • Revocation of Automobile Privileges • Long-Term Suspension • Expulsion

APPENDIX 2 – IB COURSE CHANGES

Virtually all IB Diploma courses at CDO are two years in duration. Students who wish to change their schedule must do so during times determined by the Counseling Department.

Dropping & Adding Classes

- Schedules may be changed upon availability during the first full week of the school year. However, priority will be given to students with incomplete schedules and new student registration on the first and second days of the school year.
- Second semester course changes are encouraged to be made prior to Winter Break.
- The first five days of second semester, class changes may be made based upon failing grades received from first semester.
- Students who drop a class after the first full week of the semester will receive a grade of “F” for the semester. The “F” will not be reflected on the student’s progress report but will post on the student’s transcripts.
- Academic schedule changes, including level changes, require parent permission and teacher input. When registering for year-long classes, students are strongly reminded of the year-long commitment they are making to those classes.
- A student must continue to attend their scheduled classes until their new schedule has been processed by the counselor and bookstore.

Level Changes

It is imperative that students and parents choose classes carefully. If students are experiencing difficulty with placement in the rigorous curriculum of a particular class, students and parents will work with the teacher toward improvement.

Following the first full week of the school year, only teacher-initiated level changes may be allowed, provided the Problem-Solving Process has been followed.

Problem Solving Process

It is expected that students and parents will work with the teacher when encountering difficulties. Requesting a schedule change should not be the first option. Schedule changes after the first full week of the semester will only be considered by administration if it has been documented that:

- The student is making a sincere effort to do the work in the class.
- The student is regularly making contact with the teacher in the classroom and during tutorial periods to ask questions.

- The student and parents have worked with the teacher to understand the scope and nature of the problem(s) causing difficulties.
- The student and parents have consulted with the counselor, so the counselor can offer general support and can talk to the teacher with the student.

If it is agreed upon that there has been consistent effort by, and communication between, the student, parents, teacher, and counselor, and yet no improvement in the situation is evident, then an administrator may deem that a schedule change is warranted.

NOTE: Student schedules will not be changed simply because the student's grade is lower than desired.

APPENDIX 3 – ARIZONA SCHOOL TAX CREDIT DONATION FORM

Yes! I'd like to donate to the Amphitheater Unified School District and receive an Arizona State Tax Credit of up to \$200 (\$400 for married couples filing a joint return).

Name: _____

Address: _____

City/State/Zip: _____

Phone: _____ Social Security No. (Optional): _____

Donation Amount: \$ _____ Date of Donation: _____

1. Please direct my donation to **CANYON DEL ORO HIGH SCHOOL**

2. (Optional) I'd like my contribution to benefit all children participating in:
 - Athletics (specify): _____

 - Music/Fine Arts

 - Other (specify*): _____
*Use this space if you would like your contribution to support a more specific activity, for example: chorus, band, library club, science clubs, debate clubs, field trips, etc. Please feel free to call us to see if a particular activity qualifies.

3. (Optional) Use my enclosed fee to cover the following child's participation in the specified activity:
Student's Name: _____

Activity: _____
(Please contact us to ensure your activity qualifies)

Make your check or money order payable to:

Canyon del Oro High School

Mail your check or money order to:

Canyon del Oro High School

25 W. Calle Concordia

Oro Valley, Arizona 85704

You may also drop your donation off in person.

Please check with your tax advisor for answers to specific tax-related questions.

THANK YOU FOR YOUR SUPPORT!

APPENDIX 4 – STUDENT PARENT/GUARDIAN ACKNOWLEDGEMENT FORM

Students and their parents/guardians will be given the DP Handbook as part of their initial admissions interview into the IB Diploma Programme at CDO. You will be asked to take the DP Handbook home and further discuss the sections below, in particular, as a family. After reviewing, please complete the acknowledgement below.

I have reviewed the DP Handbook with my son/daughter (student's full legal name)

_____, with a focus on the sections indicated below.

Please check each box acknowledging these sections were reviewed and discussed.

- Introduction
- IB Certificate Pathway and DP course options and pre-requisites
- Homework and Assessment in the IB Diploma Programme
- Academic Honesty in the IB Diploma Programme
- The IB Core (applicable to full IB Diploma students only)
- ManageBac
- IB Diploma test/registration fees
- IB course changes

Parent/Guardian's Name _____

Parent/Guardian's
Signature _____

Date _____

Student's Name _____

Student's Signature _____

Date _____

Detach this form and return it to the IB Office