

# Hillel Academy



## Parent/Student Handbook



# The International Baccalaureate Diploma Programme 2013 - 2015

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Dear Parents and Students,

On behalf of the Board of Trustees and administration of Hillel Academy, I am pleased to welcome you to the International Baccalaureate Diploma Programme (IBDP). This internationally recognized programme prepares students for the most competitive college environments while developing a genuine love of 'learning for living'.

The purpose of this handbook is to inform you of the rules and regulations governing the IBDP as well as the rules and regulations which help us to run our school in an effective and efficient manner. Please consider the material in this booklet carefully. Students should seek input and assistance from their parents, teachers, counsellor and the IB Diploma Coordinator in order to make informed decisions about their programmes. The last two years of high school in the IB Diploma

Program will be rigorous, but rewarding. Students can expect to work hard, but in return be educated, excited and challenged.

You are the most important part of the school, so prepare yourself to work hard and be the best that you can possibly be. Our philosophy at Hillel Academy is that each student will have every opportunity to learn and reach his/her potential.

Coping with the demands of a very rigorous academic program and participating in after hours practices and activities takes up a lot of time and energy on everyone's part: the student, the parents, and the teachers. Our expectation is that everyone will display, at all times the highest standards of social, moral and academic behaviour. It is hoped that students will adjust to the IB pace quickly and have a pleasant and rewarding IB experience.

The Director's, Principal's and Coordinators' offices are always open to students and parents and the administration, faculty and staff are here to help you have a productive and enjoyable IB journey. As the school continues to grow, we increasingly value those aspects of Hillel Academy that have always been important. There is a warm and friendly atmosphere ever present in classrooms and on campus. Students benefit from the close relationships they share with one another and their teachers. At Hillel we believe that the student's journey through the IB Diploma Program will not be made alone, but rather with the support of family, friends, teachers and administrators.



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Nicholas Hazell  
**Director**



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Alfredo Bennett  
**Principal**



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Lloyd Holmes  
**IB Coordinator**

# **PHILOSOPHY AND GOALS OF HILLEL ACADEMY**

## **INTRODUCTION**

Hillel Academy is a private, co-educational non-denominational school that provides an opportunity for the total development of the child in a continuous educational programme from the age of three years. The programme begins in the Preparatory School with Pre-Kindergarten continuing through to High School to culminate in the International Baccalaureate Diploma Programme (IBDP).

The Academy is a non profit-making institution founded by the Jewish Community in Jamaica and supervised through four Trustees appointed by the Community's Directors. The Trustees are responsible for the appointment of a Board of Governors whose responsibility it is to manage the overall policy of the school within the bounds of the Trust Deed. Hillel Academy offers an International curriculum with high standards comparable to other International Schools.

## **MISSION**

Hillel Academy, in partnership with students, staff and parents, strives to achieve the fullest development of each student's potential and talents.

It seeks to create a disciplined community of lifelong learners with sound moral values through the provision of a well-rounded curriculum delivered by a dynamic, highly-trained staff.

## **MOTTO: "LEARNING FOR LIVING"**

Hillel Academy has a strong tradition of promoting moral values and requiring all members of the school community to demonstrate these in their lives and in their interactions with one another. During 2003-4 a representative team of teachers, parents and students refined our values statement to eight Core Values which, it was believed, provided a summative statement of the School's beliefs. The Board reviewed these and added the ninth value, self-discipline.

## **CORE VALUES**

Respect

Tolerance

Excellence

Integrity

Care

Friendliness

Loyalty

Accountability

Self-discipline

## **VISION**

### **We will have:**

- An advanced educational system
- A creative, comprehensive, well-rounded curriculum
- A wide variety of programmes and facilities
- An excellent sports programme

### **With:**

- Caring, dynamic, happy staff
- Committed, involved and satisfied parents

### **We will be:**

- Unified stakeholders committed to the Vision
- A caring community, accepting of differences

### **We will produce:**

- Well-educated, happy and self-disciplined students
- Confident life-long learners
- Globally conscious and responsible citizens

## **BELIEFS**

Hillel Academy's motto is "Learning for Living". We endeavour to fulfil our mission by providing an education that will equip each student for lifelong learning. The central task of the School is to develop each student's academic, creative and physical skills to their full potential; to encourage them to strive continuously for excellence; to pass on enduring values; to develop integrity and self-discipline; and to help all students become globally responsible, caring citizens.

This requires a broad and balanced curriculum that challenges intellectual capacity, promotes high moral values and develops social skills. It should enable students to become creative, innovative, enterprising and capable of leadership. The curriculum must inculcate an understanding of, and respect for, the views, values and traditions of others as well as a commitment to uphold one's own beliefs and traditions. It should promote students' self-esteem and help them to form and maintain worthwhile relationships, based on respect for themselves and for others, at home, school and in the community.

## **GOALS**

To fulfil our mission and philosophy, our programmes are designed to:

### **1. Achieve the fullest development of each student's potential & talents.**

- Create a positive ethos and caring atmosphere.
- Empower students by celebrating their successes and achievements in order to promote positive self-esteem.
- Encourage high expectations, attitudes of inquiry and an active enjoyment of the learning process.
- Cultivate the skills and attitudes of reflective learning and effective, self-disciplined study.
- Foster a climate of investigation and problem solving, developing individual and co-operative learning strategies.
- Recognize academic diversity through the provision of appropriately differentiated learning objectives.
- Achieve and maintain high academic standards in all subject areas.

### **2. Provide first-class, internationally accredited education.**

- Offer a well-rounded curriculum that will prepare our students to achieve high standards in both international and local external examinations.
- Equip students with wide-ranging skills of literacy, numeracy and scientific inquiry.
- Promote the acquisition of fluency in at least one foreign language.
- Integrate Information Communication Technology and Library-based research into all aspects of the curriculum.
- Engender an appreciation of the visual and performing arts.
- Support the development of skills in physical activities and instil a lifelong appreciation of healthy forms of recreation and physical fitness.
- Promote the Hillel Academy Values Programme.
- Provide adequate learning support systems for those students with recognised needs.
- Encourage students to participate in a wide range of extra-curricular activities.

### **3. Employ sufficient dynamic, highly qualified staff.**

- Provide on-going professional development both locally and internationally to build the capacity for whole school improvement.
- Require full participation in the school improvement process.
- Recognize & reward outstanding performance.
- Utilize an effective range of instructional methods.
- Maintain a comprehensive assessment programme and collect data indicating individual strengths and weaknesses and the overall achievements of the school.

**4. Engender a partnership in the school community based on mutual confidence and respect.**

- Provide opportunities for students to learn to respect others who have different backgrounds and customs and to appreciate cultural diversity.
- Develop a responsible, caring and contributing community, committed to the service of the wider community in which we live.
- Foster a climate of pride in Hillel Academy and develop commitment to the Mission and Motto.
- Encourage teamwork and collaboration within the whole school family.
- Maintain an informative and supportive system of home-school liaison and communication.

**5. Produce confident, life-long learners.**

- Encourage the development of the emotional, moral, and social skills and attitudes necessary for our students to be productive and successful human beings.
- Foster the ability of students to think, respond and act considerately.
- Encourage students to demonstrate tolerance of differing beliefs and values.
- Promote internationalism through a curriculum which addresses both local and global issues.
- Create a climate which abhors violence, demonstrates respect for others and upholds equal rights.

We believe that our Vision, Mission and Beliefs reflect current research and best practice. Every effort is made to ensure that they guide our thinking and decision making.

Our Handbooks, which are reviewed annually, begin with our statement of Mission, Vision, Values and Beliefs and a full statement is included on the Hillel Academy website, [www.hilljm.com](http://www.hilljm.com)

**THE INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME**

In February 2008, Hillel Academy received authorisation by the IBO to deliver the IB Diploma Programme and become an “IB World school”. Hillel is committed at all levels to continue to develop our already impressive infrastructure and to ensure that students’ needs are met to the highest standards possible. For a high achieving school such as Hillel, the IB Diploma Programme represents a logical progression in development, reflecting the growing desire among Jamaica’s leading schools, to embrace the world’s premier pre-university academic programme.

**What is the IB Diploma Programme?**

The IB Diploma Programme is a challenging two-year programme of international education for students aged 16 to 19. It leads to a qualification that is widely recognized and often preferred, by the world’s leading universities. Students learn more than a collection of facts.

The Diploma Programme prepares students for university and encourages them to:

- ask challenging questions
- learn how to learn
- develop a strong sense of their own identity and culture
- develop the ability to communicate with and understand people from other countries and cultures

### **IBO Mission Statement**

Central to our understanding of what constitutes an IB World School is the IB Mission statement. As an IB World School, we should undertake, individually and collectively, to hold these ideals, aims and objectives, centrally in all that we do.

*“The International Baccalaureate Organization 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 IBO 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.”*  
IBO, November 2002

At Hillel Academy we encourage students who want to challenge themselves academically to seriously consider undertaking the IBDP.

### **THE SUCCESSFUL INTERNATIONAL BACCALAUREATE STUDENT WOULD...**

**...be self-motivated and family supported** (the desire to pursue and succeed in the IB Program must ultimately come from within the student);

**...have a desire to challenge him/herself intellectually and academically** (someone who just wants to “get by” or who is “going through the motions” to get into college will be uncomfortable in an IB environment);

**...be a competent and avid reader** (so as not to struggle with more difficult reading in IB courses, the student should be reading at or above his or her respective grade level);

**...speak and write the English language clearly and effectively** (since English is the primary language of the IB program at Hillel Academy and since the IB program demands clear and effective communication skills across the curriculum, this asset is essential to all IB students);

**...possess (or be willing to acquire) analytical/critical thinking skills** (since much of the IB curriculum requires investigative and discovery learning, these skills are essential);

**...have proficient written and oral skills in either French or Spanish** (it is required that all IB language students will have completed four or five years of study in a second language);

**...possess (or be willing to acquire) good time and stress management skills;**

**...be open to new ideas and tolerant of different beliefs;**

**...participate in school and community activities.**

## THE IB LEARNER PROFILE

The aim of all IBDP programme 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. IB learners strive to be:

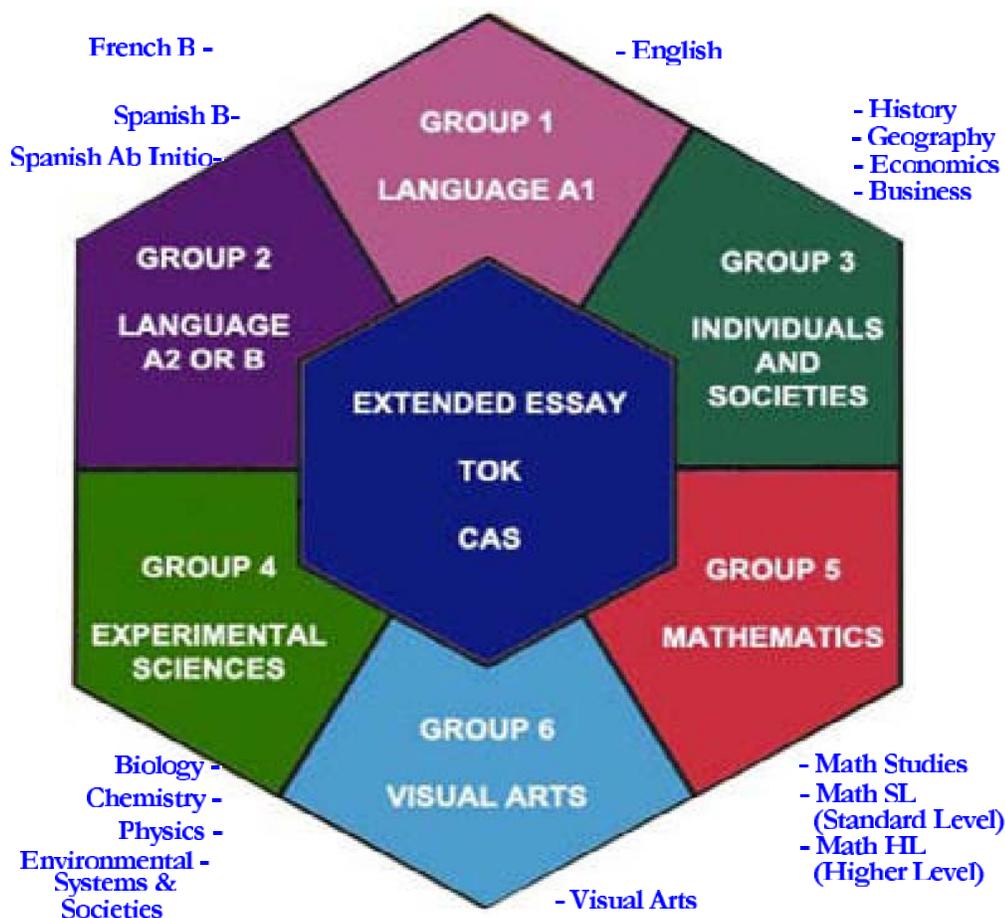
<b>Inquirers</b>	They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
<b>Knowledgeable</b>	They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
<b>Thinkers</b>	They exercise initiative in applying thinking skills critically and creatively to pose and approach complex problems, and make reasoned, ethical decisions.
<b>Communicators</b>	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
<b>Principled</b>	They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
<b>Open-minded</b>	They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience
<b>Risk-takers</b>	They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
<b>Balanced</b>	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
<b>Caring</b>	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service and act to make a positive difference to the lives of others and to the environment.
<b>Reflective</b>	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

## The IBDP Courses/Curriculum

IB courses are organized into six groups. Diploma candidates must select one subject from each of the six groups. A minimum of 3 and a maximum of four must be taken at the Higher Level (HL), the remaining courses to be taken at the Standard Level (SL). HL courses require a recommended minimum 240 teaching hours, while SL courses require a recommended minimum of 150 teaching hours. **All courses require two years of study at Hillel Academy. ALL** examinations will be taken **ONLY** in the last year of the student's IB program.

The curriculum is displayed in the shape of a hexagon with six academic areas surrounding the core:

# The IB Programme at Hillel Academy



At Hillel Academy IB Diploma candidates can choose their programme of six subjects to be studied over two years, from the following:

## **LANGUAGE POLICY**

1. The language of instruction in all subject groups except Group 2 shall be English
2. Group 2 subjects shall be taught in the target language, with minimal interference from English.
3. Non-native English speakers shall not be penalized for mother tongue interference or grammatical inaccuracies in courses from Group 3,4,5 and 6. Communication, not language skills shall be evaluated and assessed.
4. All internal assessments, mock exams and class assignments shall be written in English or in the Group 2 language, as appropriate.
5. Extended Essays shall be written in English, except for those chosen in Group 2.
6. Recorded components of assessment in English and Art shall be conducted in English.
7. Support for non-native English speakers shall be provided by the English Department and other Hillel staff, and maybe requested at anytime by students.

In addition to the traditional strengths of a liberal arts curriculum, the IB Diploma programme offers three special features:

### ***1. Theory of Knowledge***

Theory of Knowledge is a course unique to the International Baccalaureate. The course is required of all IB Diploma candidates. A description of TOK from the IB Guide follows:

The Theory of Knowledge (TOK) programme is central to the educational philosophy of the International Baccalaureate. It challenges students and their teachers to reflect critically on diverse ways of knowing and areas of knowledge, and to consider the role which knowledge plays in a global society. It encourages students to become aware of themselves as thinkers, to become aware of the complexity of knowledge, and to recognize the need to act responsibly in an increasingly interconnected world.

As a thoughtful and purposeful enquiry into different ways of knowing, and into different kinds of knowledge, the TOK programme is composed almost entirely of questions. The most central of these questions is ‘How do I, or how do we, know that a given assertion is true, or a given judgement is well grounded?’ Assertions or judgements of this sort are termed ‘knowledge claims’, while the difficulties that arise in addressing these questions are the broad areas known as ‘problems of knowledge’. The programme entails the application of this central question to many different, yet interrelated, topics.

Questions are the very essence of TOK, both ageless questions on which thinkers have been reflecting for centuries and new ones, often challenging to accepted belief, which are posed by contemporary life. Engaging with students in a critical examination of knowledge, teachers will foster an appreciation of the quest for knowledge, in particular its importance, its complexities, and its human implications.

A teacher may hope to bring alive the questions in this guide for a new generation of knowers, and to encourage them to gain and apply their own knowledge with greater awareness and responsibility.

TOK is a valuable course for each diploma candidate by encouraging thinking and reflection across the curriculum.

## ***2. The Extended Essay***

As part of the IB Diploma Program candidates must complete a formal research paper during their IB Diploma studies. The Extended Essay is an integral part of the IB program. Its process and completion emphasizes independent research, candidate dedication, academic interest, and organization. IB Diploma Recipients often say that the lessons they learned from the Extended Essay are the most valuable part of the IB Diploma Program. Each student will be assigned an Extended Essay advisor early in the 2<sup>nd</sup> term of Grade 12. The student begins work on the essay at that time and works in monitored steps toward completion of the Extended Essay the first day of the 2<sup>nd</sup> term in Grade 13. Students pursuing the IB Diploma are required to choose a topic from within an IB subject they are studying.

Upon embarking upon their Extended Essay quest, all IB Diploma candidates receive an Extended Essay handbook, complete with detailed instructions, suggestions for the research and writing process, and a timeline of required deadlines.

### **Excerpts from the International Baccalaureate Organization's Extended Essay Guide:**

The extended essay is defined as an in-depth study of a limited topic within a subject. Its purpose is to provide candidates with an opportunity to engage in independent research. Emphasis is placed on the process of engaging in personal research, on the communication of ideas and information in a logical and coherent manner, and on the overall presentation of the extended essay in compliance with these guidelines. Many of these general issues, such as the way in which information is handled, the level of analysis and the quality of argument, are assessed through the general assessment criteria. This is reflected in the relative weighting of 2:1 between the general and subject assessment criteria.

### **The Choice of Topic**

The topic of the extended essay is the particular area of study within the chosen subject. Before a final decision is made about the choice of topic the relevant subject guidelines should be carefully considered. Candidates should aim to choose a topic that is both interesting and challenging to them. The topic chosen should be limited in scope and sufficiently narrow to allow candidates to examine an issue or problem in depth. It should present the candidate with the opportunity to collect or generate information and/or data for analysis and evaluation. Candidates are not expected to make a contribution to knowledge within a subject.

A broad topic is unlikely to result in a successful extended essay. A topic which requires no personal research and/or requires an essentially narrative or descriptive approach is not suitable for an extended essay. Similarly, although a reliance on secondary sources is sometimes necessary, an extended essay which only provides a summary of such sources will not be successful. Writing a précis of a well-documented topic is unlikely to result in a successful extended essay.

When approached with enthusiasm and interest, the Extended Essay is a most valuable experience for students.

\*Students must make substantial progress on the Extended Essay and meet progress deadlines in order to be registered for the IB Diploma.

### ***3. Creativity, Action, Service (CAS) for Diploma Candidates***

CAS, Creativity, Action, Service is a critical component of the IB Diploma. Just like most courses, CAS runs the entire two years of your IB Diploma candidate status. CAS, however, is different. CAS “takes seriously the importance of life outside the work or scholarship, providing a counterbalance to the academic self-absorption some students may feel within a demanding school curriculum.” CAS extends students beyond their circle. “CAS is a framework for experiential learning, designed to involve students in new roles. The emphasis is on learning by doing real tasks that have real consequences and then reflecting on these experiences over time.”

- CAS is at the centre of the IB Diploma hexagon. CAS is central to the IB experience!
- CAS takes seriously the importance of life outside the world of scholarship.
- CAS encourages students to share their energies and special talents.
- CAS is filled with opportunities for fun at a time which is, for many young people, full of stress and uncertainty.
- CAS fosters caring and socially responsible attitudes in an immediate way when students reach beyond themselves and their books.
- CAS helps develop a spirit of open-mindedness, lifelong learning, discovery and self-reliance.
- CAS encourages the development of new skills on many levels: creative, physical, and social skills.
- CAS inspires a sense of responsibility toward all members of the community.
- CAS encourages the development of attitudes and traits that will be respected by others, such as determination and commitment, initiative and empathy.

### **CAS PROCEDURES**

1. Create a CAS PLAN for your Diploma years. This plan must be on file for your CAS activities to count. Turn this into the CAS Coordinator at the date and time specified by the Coordinator.
2. Read the CAS Handbook.
3. Confirm ALL CAS activities with the CAS Coordinator before starting any activity. Only activities approved by the CAS Coordinator will count towards CAS.

4. Your CAS project must show a balance between the three CAS elements: Creativity, Action, and Service.
5. Every Term you will complete a CAS REFLECTION SHEET and turn it in to the CAS Coordinator at the term meeting. You should take your time at this, be thoughtful.
6. You will meet regularly with the CAS Coordinator to discuss your progress on your CAS project.
7. At the culmination of each activity for the year, sports season, or project, you will complete form CAS Self Evaluation form and turn it in to the CAS Coordinator.
8. At the completion of your CAS component you will fill out and turn in Form CAS/SFS, the student final summary, to the CAS Coordinator absolutely on the deadline specified.

### **Warnings!!!**

- No hours will count towards the CAS components that are not approved in advance by the CAS Coordinator.
- Failure to make regular progress towards your CAS goals will result in a warning letter that your Diploma Candidacy is in jeopardy.
- Failure to correct all CAS deficiencies as outlined in the warning letter by the deadline stated in the warning letter will result in the student being PERMANENTLY dropped from the IB Diploma program.

### **Ethics and Academic Honesty**

The International Baccalaureate Organization firmly advocates ethical behaviour as part of the IB Diploma Program. Candidates are required to act in a responsible and ethical manner throughout their participation in the Diploma Programme and examinations. In particular candidates must avoid any form of malpractice. The benefits of participating in the IB Diploma Program come from the student's work and activities. From English A1 through Visual Arts and from TOK through CAS Activities, candidates learn not only content, but learn about themselves. They learn to organize their time, prioritize activities, and find out what they can accomplish with hard work. In the effort to provide our students with the most beneficial and rigorous IB Diploma program we enforce IB ethical standards.

To guard against academic dishonesty the school subscribes to the turnitin.com originality check website. Turnitin is the global leader in evaluating and improving student writing. The company's cloud-based service for originality checking, online grading and peer review saves instructors time and provides rich feedback to students. One of the most widely distributed educational application in the world; turnitin is used by more than 10,000 institutions in 126 countries to manage the submission, tracking and evaluation of student papers online.

Hillel Academy IB students must submit all work to this website to authenticate their work before it is submitted for grading. Below are the main points describing malpractice.

## **Malpractice**

### **Article 26: Definition of malpractice**

The IBO defines malpractice as behaviour that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment components. Malpractice includes the following:

- (a) Plagiarism: this is defined as the representation of the ideas or work of another person as the candidate's own.
- (b) Collusion: this is defined as supporting malpractice by another candidate, as in allowing one's work to be copied or submitted for assessment by another.
- (c) Duplication of work: this is defined as the presentation of the same work for different assessment components and/or diploma requirements.
- (d) Any other behaviour that gains an unfair advantage for a candidate or that affects the results of another candidate (for example, taking unauthorized material into an examination room, misconduct during an examination, falsifying a CAS record, disclosure of information to and receipt of information from candidates about the content of an examination paper within 24 hours after a written examination).

All work the candidate does towards the IB Diploma or IB certificates must be the authentic work of the candidate. The IBO will not accept work for assessment or moderation unless the teacher (or supervisor in the case of an extended essay) concerned is willing to confirm that, to the best of his or her knowledge, it is the authentic work of the candidate. All work submitted to the IBO for moderation or assessment must be authenticated by a teacher, and must not include any known instances of suspected or confirmed malpractice.

Issues of authenticity, if identified before the submission of work for assessment or moderation, must be resolved within the school without exception.

The IBO and Hillel Academy take Ethical Practice seriously. By following ethical practices each day, students will continue to build a foundation for life: to get the most from their academic endeavours and to be good neighbours and citizens.

### **COLLEGE INFORMATION**

The IB Diploma Program is excellent preparation for college. Along with the preparation, students want to know how colleges view the IB Program, what policies individual universities have towards IB courses in terms of course credit and/or advanced standing, what colleges have special programs for IB Diploma Candidates, university acceptance rates for IB candidates, and how IB exam scores are sent to the colleges. On this page are links and instructions to all these questions.

- Look up the [IB Policies of colleges and universities](#) to which you are interested.
- For information on colleges and universities that have special programs for IB Diploma Candidates contact Dr. Derek Bleyberg our college and careers councillor at [collegehelp@gohillel.com](mailto:collegehelp@gohillel.com).
- IB exam scores are sent to colleges electronically by IBNA (International Baccalaureate, North America). When a diploma or certificate candidate gets the IB Exam Packet in April, a “transcripts request” form is included and should be filled out by the student and returned to the IB coordinator.
- If the candidate hasn’t filled out the form by the end of school, after JULY 1 they need to send an email to [transcripts.ibna@ibo.org](mailto:transcripts.ibna@ibo.org) (include full name, DOB, month and year of exam session, IB Candidate #, and the full name of the college to which the transcripts should be sent) requesting a transcript be sent. There is no cost for the first set of transcripts for the year immediately following the exam session, but for additional transcripts or ones from previous years IB charges a fee.

If a transcript form was filled out and your college has not received the information, please email [transcripts.ibna@ibo.org](mailto:transcripts.ibna@ibo.org) and inform them that your college has not received the transcripts.

## **HELPFUL HINTS for the IB STUDENT**

At Hillel Academy all courses are managed online through the Managebac platform.

### **What is ManageBac?**

ManageBac is the leading online learning platform for IB world school. ManageBac enables efficient curriculum planning, assessment and reporting, while eliminating paperwork and enhancing communication to parents and students. All timelines, deadlines due dates and assignments will be posted online as well as course information and other resources. Be sure to check this system daily to keep abreast of all IB assignments and programme requirements.

**Be in class every day!!!** IB classes are more demanding than regular classes. The teachers will move much faster and it is harder to make up class material and activities missed. Teachers are committed to helping you develop better thinking skills through class writings, lab experiments, group projects... You **MUST** be present to benefit.

1. **Be Prepared!!!** Have your notebook and textbook for each class every day. The teachers will spend some time with you suggesting ways to study and take notes for each subject. There will not be time to go to your locker for missing supplies and it is inefficient to always share with classmates. Do all assignments, including reading, on time. If you do not do your reading you will not get much from class. Do not expect extra credit work to make up for missed assignments.
2. **Ask Questions!!!** One of the most important characteristics of the IB program is that the student is in charge of his or her own learning. You must be involved in the material. Teachers are facilitators of your learning, not the sole dispensers of knowledge.

3. **Form Study Groups!!!** Often when you explain something to a peer or when another person challenges your views or offers insight, you will understand a topic better than if you just hear or read information. Students who form study groups do better!!!!
4. **Keep an up-to-date Calendar!!!** In this program you must develop excellent management skills. Keep track of all deadlines!
5. If a teacher makes an assignment that conflict with another class, discuss the due date then. Do not wait! Be sure to put everything on your calendar—appointments, meetings, rehearsals, even social events. EVERYTHING. Check your calendar daily for assignments two days ahead.
6. **Review Notes!!!** Review your notes before class. It will help you focus on the lesson and provide a daily review of course material.
7. **Get Off The Couch!!!** Exercise every day. This program is filled with stress and much hard work. It is important to learn ways to relax. A team sport will help you exercise regularly (as well as meet a CAS requirement). Some students become so stressed they have trouble sleeping. Exercise will help!
8. **Sleep & Eat Well!!!** Manage your time carefully--you may be able to do this.
9. **Make Time for Fun!!!** IB is difficult and will yield great rewards, but there is more to life than IB. You will need to spend many hours preparing for IB classes and satisfying diploma requirements, but you will burn out if you don't have time for fun. Balance!

For further information regarding the IBDP at Hillel Academy please contact the Director (Mrs. Bleyberg), Principal (Mr. Alfredo Bennett), IB Coordinator (Lloyd Holmes) and/or College/Careers Councillor Dr. Derek Bleyberg at the school.

## **IB DRESS CODE**

The manner in which students dress and groom is a reflection not only of the individual but also of the school, therefore we require that students are neatly attired and conform to the uniform requirements set out below at all times.

### Boys

Hillel Blue Polo Shirt with school crest and navy blue pants worn with black belt

Black shoes, not sneakers or boots above the ankle

Navy-blue or black socks worn above the ankle

Plain wrist watch

No earrings allowed

### Girls

Blue Hillel Polo Shirt with school crest, worn tucked inside the navy blue school skirt or long navy blue trousers.

Black shoes (heels should not exceed one and a half inches). Sneakers are not acceptable.

Navy-blue or black socks worn above the ankle

Plain wristwatch

One pair of plain knobs or small hoops worn in the lowest hole of ear lobe

No make-up or coloured nail polish, no coloured contact lenses

### Both Boys and Girls

Hillel navy school sweater may be worn when necessary.

Blue Hillel polo shirt for Field Trips.

No other jewelery may be worn except Medi-Alert chains or bracelets for which medical documentation must be given to the School Nurse.

### Hairstyles

Girls whose hair is on or below shoulder length must wear it tied back. Hair clips, fasteners must be plain white, brown or blue.

Boys' hair must be kept short and neatly groomed.

Tinting, colouring or streaking of hair is not allowed for either boys or girls.

### Swimming

Blue swim shorts with school crest or blue 'jammers' or blue swim briefs (boys)

Plain royal-blue one-piece swim suit (girls).

## **EXAMINATIONS**

Teachers will administer class tests throughout the school year. Dates and times for the formal examinations in December and the end of June will be set out in an Examination Timetable, which will be given to all students, together with a Study Guide, at least two weeks in advance.

## **RULES GOVERNING MOCK AN IB EXAMINATIONS**

1. Full school uniform must be worn by all students at all times during internal and /or external examinations.
2. Prior to the start of the exam all books and personal belongings must be placed at the front of the room as advised by the invigilator.
3. Students should go to their seats as designated by the invigilator.
4. Students are expected to ensure that they have all necessary equipment before the examinations papers are distributed to the class. Calculators will only be allowed on a department/subject basis. Lending and borrowing of equipment will not be allowed.
5. Students are expected to check their examination papers to ensure that written instructions are clear and that all pages are complete.
6. Students should listen carefully to all directions given by the invigilator. If assistance is needed, a student should raise his/her hand and wait for the invigilator to be available.
7. Students must sit at their desks/tables in such a way as not to expose their answers to other students sitting beside or behind them. Students discovered cheating will have their examination scripts confiscated and declared null and void. They will be suspended from school and may be barred from all other examinations of the term in question. The suspension will be formally recorded on the student's records. Any recurrence of this offence will result in a recommendation of expulsion being made to the Board of Governors.
8. Once the examination has begun, absolutely no talking will be allowed until all papers have been collected by the invigilator. Talking during the examination will result in the student's scripts being confiscated. The offending student will be sent to the Principal's office and the examination result will be rendered null and void.
9. Students will not be allowed to leave the examination room to go to the toilets unless accompanied by a faculty member to and from the bathroom.
10. Students will not be allowed to leave the examination room prematurely i.e. before the exam officially ends. Students who finish test papers early are expected to check and thoroughly review their responses to the examination questions.

Test papers will not be collected before the end of the exam, regardless of how soon a student finishes the paper. Students who finish early must **not** disturb other students in the exam room.

11. Students must stop writing when told to do so by the invigilator. Students are expected to put examination scripts/question papers together numerically and fasten properly. Students must ensure that their name is on all sheets of paper handed in to the invigilator at the end of the exam.
12. Students must leave their examination rooms quietly. Students are not to stand on the corridors discussing examination papers. Some exams extend past the normal allotted time and so students who loiter on the corridor may disturb students who are still writing their papers.
13. Students who are absent from examinations for medical reasons must provide a doctor's certificate. If possible, arrangements will be made for the student to take the papers upon his / her return to school. Where this cannot be arranged, the student will be given credit for the grades previously recorded in the Form Order Progress Report Card and any other test / examination within that academic year. However, if a medical note is not presented, the student will be awarded zero for failure to attend.