

**PARENTS**

{school}'s published statements of mission and philosophy are aligned to the International Baccalaureate. The school community understands and is committed to the programme.

International mindedness and all attributes of the IB learner profile are developed and promoted across the school community.

Open communication based on understanding and respect is promoted at {school}.

{school} places importance on the fact that my son/daughter should be learning his/her first language.

{school} places importance on learning the host country language.

{school} places importance on learning other languages.

CAS is a key aspect of the IB programme in providing opportunities for students to create and build relationships with the community within and outside {school}. Responsible actions are promoted across and beyond the school in the following areas. (Select

If other, please explain:

{school} has policies and procedures that have been implemented to support the programme.

Conditions for admission to {school} and the Diploma Programme are clearly expressed in an admission policy.

{school} employs a language policy that is consistent with International Baccalaureate expectations.

{school} carries out requirements for inclusive/learning support that is consistent with International Baccalaureate expectations and with the school's admissions policy.

{school} employs an assessment policy that is consistent with International Baccalaureate expectations.

{school} employs an academic honesty policy that is consistent with International Baccalaureate expectations.

{school} applies programme evaluation that involves all stakeholders.

The staff is qualified to effectively carry out the programme.

Support for the implementation of the programme is reflected in the physical and virtual learning environments, facilities, resources and specialized equipment.

{school} has safe laboratories and studios that provide effective learning environments for subjects taught in groups 4 and 6 (Sciences, Visual Arts, Theater).

The information technology facilities are appropriate to support the programme.

The library/multimedia/resources play a key role in the implementation of the programme.

The materials in the library/media centre adequately support the Diploma Programme.

Information on global issues and diverse perspectives is accessible.

There is support for students with learning and/or learning support requirements.

{school} provides mechanisms to guide and counsel my son/daughter through the programme.

My son/daughter receives guidance on post-secondary educational plans.

My son's/daughter's schedule at {school} allows enough time for the programme requirements to be

Community resources and expertise are used to enhance learning in the programme.

Resources are allocated to carry out the Diploma Programme extended essay.

THE WRITTEN CURRICULUM AT {school}...

... aligns with the requirements of the programme and is comprehensive.

... is made available to the school community.

... builds on previous learning experiences of my son/daughter.

... allows for meaningful student action in response to their own needs as well as the needs of others.

(Student action is in reference to CAS)

... includes relevant experiences for my son/daughter.

... promotes awareness of individual, local, national and world issues to all students.

... provides opportunities for reflection on human diversity, commonality, and multiple perspectives.

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A reasonable choice of subjects are provided which allows for a balanced curriculum.

TEACHING AND LEARNING AT {school}...

- . . . is aligned with the requirements of the programme.
  - . . . address all of the goals and objectives of my son/daughter.
  - . . . engage students to be inquirers and thinkers.
  - . . . build on my son's/daughter's knowledge and skill.
  - . . . place importance on the understanding and practice of academic honesty.
  - . . . encourage my son/daughter to become actively responsible for his/her own learning.
  - . . . address human diversity, commonality, and multiple perspectives.
  - . . . address the diversity of my son's/daughter's language requirements, including those for students learning in a language(s) other than their own.
  - . . . demonstrate that all teachers are responsible for language development of my son/daughter.
  - . . . incorporate a variety and range of strategies.
  - . . . utilizes differentiated instruction to meet the learning needs and styles of my son/daughter.
  - . . . incorporate information technologies as well as a range of resources.
  - . . . develop student skills and attitudes that allow for meaningful student action in response to their own needs and the needs of others. (This is in reference to CAS)
  - . . . encourage my son/daughter to reflect on how, what and why he/she is learning.
  - . . . promote a stimulating learning environment based on respect and understanding.
  - . . . encourage my son/daughter to demonstrate what he/she has learned in a variety of ways.
- {school}'s assessment philosophy, policy and procedures are communicated to the school community.  
(My son/daughter and I know what is going to be assessed, when and how)
- My son's/daughter's learning is assessed using a range of strategies and tools.
- My son/daughter receives feedback to inform and improve his/her learning.
- My son/daughter is provided opportunities to participate in, and reflect on, the assessment of his/her