

## BOARD MEMBERS

{school}'s published statements of mission and philosophy are aligned to the International Baccalaureate. The board, administration, faculty and staff demonstrate their understanding of the philosophy of 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 students should be learning their first language.

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

{school} places importance on learning other languages.

{school} participates in the International Baccalaureate world community. (This may include participation in regional IB World School associations/networks and in the IB Educator Network (IBEN).)

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:

There are systems that keep the governing body (Direction Générale) informed about the ongoing implementation and development of the programme at {school}.

The governance and leadership structure supports the implementation of the programme.

School leaders and academic leaders demonstrate pedagogical leadership aligned with the philosophy of the programme.

The program coordinator has a job description, release time, and resources and support to carry out his/her responsibilities.

{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.

The administration of examinations and all forms of assessment for the Diploma Programme are consistent with the International Baccalaureate regulations and procedures at {school}.

Systems are in place for the continuity and ongoing development of the {school} programme.

{school} applies programme evaluation that involves all stakeholders.

Funding for implementation and development of the programme is allocated by the governing body.

There is adequate funding for a coordinator and resources for the creativity, activity, service (CAS)

Adequate funds and resources are allocated to implement the theory of knowledge course over two

The staff is qualified to effectively carry out the programme.

Teachers and administrators receive professional development recognized by the International Baccalaureate.

{school} complies with the International Baccalaureate professional development requirement for the Diploma Programme.

Dedicated time for teachers' to collaborate in planning and reflection is provided at {school}.

**BOARD MEMBERS**

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.

Examination papers and stationary are stored securely with controlled access restricted to senior staff.

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 students through the programme.

Students receive guidance on post-secondary educational plans.

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

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

THE STUDENT SCHEDULE AT {school}...

. . . allows enough time for the programme requirements to be met.

. . . includes the recommended hours for each standard and higher level subject.

. . . allows for the development of the theory of knowledge course over two years.

. . . provides for concurrency of learning in the Diploma Programme.