

Green Valley High School IB Handbook

Diploma Program & Career Program

2024-2026



Introduction to IB & the Diploma Program

Imagine a worldwide community of schools, educators and students with a shared mission to empower young people with the values, knowledge and skills to create a better and more peaceful world. This is the International Baccalaureate (IB).

IB programmes aim to provide an education that enables students to make sense of the complexities of the world around them, as well as equipping them with the skills and dispositions needed for taking responsible action for the future. They provide an education that crosses disciplinary, cultural, national and geographical boundaries, and that champions critical engagement, stimulating ideas and meaningful relationships.

[The Diploma Programme \(DP\)](#), was established in 1968. It sought to provide a challenging yet balanced education that would facilitate geographical mobility by providing an internationally recognized university-entrance qualification, but that would also serve the deeper purpose of promoting intercultural understanding and respect. [Green Valley High School](#) has been successfully offering the Diploma Program since 1993, with over 500 IB graduates walking across our stage.

The aim of our Diploma Programme is to develop internationally-minded people who recognize their common humanity and shared guardianship of the planet. Central to this aim is *international-mindedness*.

International-mindedness is a multifaceted concept that captures a way of thinking, being and acting characterized by an openness to the world and a recognition of our deep interconnectedness to others.

To be open to the world, we need to understand it. Green Valley's Diploma Programme therefore provides students with opportunities for sustained inquiry into a range of local and global issues and ideas. This willingness to see beyond immediate situations and boundaries is essential as globalization and emerging technologies continue to blur traditional distinctions between the local, national and international.

An IB education at Green Valley High School fosters international-mindedness by helping students reflect on their own perspective, culture and identities, as well as those of others. By engaging with diverse beliefs, values and experiences, and by learning to think and collaborate across cultures and disciplines, IB learners gain the understanding necessary to make progress towards a more peaceful world.

An IB education further enhances the development of international-mindedness through multilingualism. The IB program at Green Valley High School--like all DP programmes--requires students to study a second language for four years. This is because we believe that communicating in more than one language helps students to appreciate that his or her own language, culture and world view are just one of many. In this way, it provides excellent opportunities to develop intercultural understanding and respect.

At Green Valley High School, our 2-year Diploma Programme officially begins in a student's junior year, and it culminates at the end of senior year. IB students are expected to enroll in and complete the full diploma program over the course of two years, which entails 6 courses across different content areas, plus the TOK/IB Study Lab:

1. *Math*
2. *English*
3. *History*
4. *Science*
5. *Foreign Language*
6. *IB Elective*
7. *Theory of Knowledge & IB Study Lab (alternating semesters)*

Green Valley's 8 period block schedule allows for IB students to take the 7 IB courses and **one** elective per academic year--students can also take other courses to meet Nevada High School requirements.

At Green Valley, IB Diploma Programme students must choose six subjects from the five groups (1 to 5 above)--studies in language and literature, language acquisition, individuals and societies, science, and mathematics (**see page 4**). At least three and not more than four subjects are taken at higher level (HL), while the other subjects are taken at standard level (SL).

The Diploma Programme also features three required core elements that broaden students' educational experience and challenge them to apply their knowledge and skills to their lives outside the classroom.

- **The extended essay** asks students to engage in independent research through an in-depth study of a question relating to one of the Diploma Programme subjects they are studying. The world studies extended essay option allows students to focus on a topic of global significance examined through two Diploma Programme subjects. The extended essay is facilitated through the IB Study Lab course.
- **Theory of knowledge** develops a coherent approach to learning that unifies the academic disciplines. In this course on critical thinking, students inquire into the nature of knowing and deepen their understanding of knowledge as a human construction.
- **Creativity, activity, service (CAS)** involves students in a range of 150 hours' worth of activities alongside their academic studies throughout the Diploma Programme. Creativity encourages students to engage in the arts and creative thinking. Action seeks to develop a healthy lifestyle through physical activity. Service with the community offers a vehicle for new learning with academic value. CAS is also facilitated through the IB Study Lab.

Through IB's Diploma Programme, Green Valley High School is able to develop students who:

- have excellent breadth and depth of knowledge
- flourish physically, intellectually, emotionally and ethically
- study a second language (Chinese or Spanish)
- excel in traditional academic subjects
- explore the nature of knowledge through our unique [Theory of Knowledge](#) course.

Course Offerings & Criteria

Here is the [complete listing--with descriptions--](#)of Green Valley's IB course offerings and 3 core components. Again, all IB students must choose six subjects from five groups (1 to 5) and enroll in TOK/IB Study Lab. At least three and not more than four subjects are taken at higher level (HL), while the other subjects are taken at standard level (SL). All IB courses span two years.

Group 1: Studies in Language and Literature

**Language A: Language and Literature (HL)*

Group 2: Language Acquisition:

**Chinese (HL, SL, ab-initio)*

**Spanish (HL, SL, ab-initio)*

Group 3: Individuals and Societies

**History of the Americas (HL)*

Group 4: Sciences:

**Biology (HL, SL)*

**Chemistry (HL, SL)*

Group 5: Mathematics:

**Analysis and Approaches (HL, SL)*

**Applications and Interpretations (HL, SL)*

Elective Options from Group 3: Individuals and Societies:

**Philosophy (HL)*

**Psychology (HL)*

TOK/IB Study Lab--3 Core Components

IB Student Leadership Board

Each year, the students will elect 6 IB Program students to serve on a Leadership Board. This leadership board will meet a minimum of ONCE A MONTH in Ms. Callicoat or Ms. Venable's room to plan and execute activities for the student cohort as a whole. Activities will include, but are not limited to:

- *First Friday participation
- *Homecoming participation
- *Annual or bi-annual IB shirts
- *Group CAS activities
- *IB@GV Instagram account
- *Fundraising
- *Recruitment

Elected Positions will be:

- 2 Senior DP Representatives
- 2 Junior DP Representatives
- 2 Junior CP Representatives
- 2 Senior CP Representatives

How does IB compare to AP?

Many of our IB students choose to take *Advanced Placement* exams in addition to completing IB coursework and assessments, but this decision is completely optional and requires hours of self-study. Our IB teachers are not expected to prepare their students for both IB assessments and AP exams, regardless of curriculum and content cross-over.

Comparison of International Baccalaureate and Advanced Placement

IB	AP
Focuses on comprehensive critical thinking skills, ways of learning, and evaluative writing.	Focuses on specific content
IB is less common: In 2023, there were 1.9 million K-12 IB students worldwide, with 179,000 12th grade students earning their IB diploma. .	AP is more popular: More than 1.2 million students took more than 4 million AP exams nationwide in 2022.
IB students complete a comprehensive curriculum of college-level courses	AP students choose which AP content areas they would like to take.
IB courses include papers and IB exams graded by GVHS IB teachers (known as internal assessments) and papers and IB exams graded by IB external assessors.	AP courses culminate with one exam.
IB final exams are given in May and are graded on a 1 to 7 scale, with 7 being the highest. Scores are reported in early July.	AP exams are given in May are graded on a 1 to 5 scale, with 5 being the highest. Scores are reported in early July.
In order to earn the IB Diploma, students must earn a total of at least 24 points on their 6 exams and 3 core components (the maximum is 45).	AP exams are not tallied for a comprehensive diploma.
IB exams emphasize analytical and evaluative writing. Multiple choice questions are rarely used.	AP exams emphasize multiple choice questions with some free-response questions.
Oral exams in both foreign languages and Language and Literature	Oral exams in only the foreign languages.
IB exams are \$119. *Title IV grants often cover this expense for all students.	AP exams are \$98. *FRL fee-reductions are available for qualifying students

Examinations & Score Reporting

Each of a student's six subjects is graded on a scale of 1 (minimum) to 7 (maximum). In order to be awarded the diploma, a student must meet defined IB standards and conditions, including a minimum total of 24 points and complete the three diploma core requirements:

- Theory of Knowledge (TOK),
- The Extended Essay (EE), and
- Creativity, Action, and Service (CAS) activities.

The **minimum score of 24** is based on the notion that a grade 4 represents a passing level in each of the six subjects. A candidate must pass at least three of the HL courses with a mark of 4 or higher to receive the diploma, regardless of overall points. Further explanation of IB assessments and scoring can be found [HERE](#).

Excellent performance in all of the six subject areas results in a total of 42 points (7 points for each subject). The maximum diploma point score is 45.

TOK and the Extended Essay contribute to the overall score through a matrix system, which awards up to three points based on the candidate's combined performance.

The diploma points matrix

		Theory of knowledge					
		Excellent A	Good B	Satisfactory C	Mediocre D	Elementary E	Not submitted
Extended essay	Excellent A	3	3	2	2	1	N
	Good B	3	2	1	1	0	N
	Satisfactory C	2	1	1	0	0	N
	Mediocre D	2	1	0	0	0	N
	Elementary E	1	0	0	0	Falling condition	N
	Not submitted	N	N	N	N	N	N

Those who fail to satisfy all requirements or who elect to take fewer than six subjects are awarded a certificate for examinations completed. A candidate's official IB transcript is typically marked "Diploma Awarded" or "Certificate Awarded".

Awarding the Diploma:

The diploma will be awarded to a candidate whose summed total score on the required exams reaches or exceeds 24 points, provided:

- Grades have been given in the six subjects (one may be a repeat of groups 1-5)
- A course in Theory of Knowledge has been successfully completed with a mark of A-D
- The candidate has successfully completed and reflected on 150 hours of Creativity, Activity, Service activities

- The candidate's Extended Essay has been submitted and externally assessed with a mark of A-D
- There is no score of 1 in any higher level (HL) subject
- A score of 4 or higher is awarded in at least three of the HL courses
- A candidate has earned 24 or more points
- The student maintained academic honesty and integrity throughout the program.

Failing Conditions:

The diploma will not be awarded if the candidate's results contain any one of the following failing conditions:

- An Elementary grade (E) for either Theory of Knowledge (TOK) or the Extended Essay
- A score of 3 or lower in any higher level (HL) subject
- A score of 1 in any standard level (SL) subject
- Two or more scores of 2 in any standard level (SL) subjects
- Four or more scores of 3
- Two or more scores of 3 with a score of 2 at standard level (SL)

Candidates will not be awarded the diploma if they have any one of the following excluding conditions, regardless of the total points obtained:

- A grade of 'N' in any internal component or failure to submit by GVHS/subject teacher deadlines
- A grade of 1 in any higher level subject, or
- Failure to complete and submit TOK, the EE, or the CAS component by GVHS deadlines

Internal and External Assessments:

At Green Valley, IB subject teachers will make clear to students the connections and associations between course grades and IB rubrics and marks. Details regarding the overall IB assessment policy are available in a separate section of this guidebook.

A master calendar(s) of major internal and external assessments will be created and disseminated to all IB students and IB teachers at Green Valley High School by October. Students are highly encouraged to communicate with their teachers about the expectations, standards, and deadlines of the Internal Assessments.

Admissions Policy

Green Valley's IB Diploma Program is an open-enrollment program. Students may enroll in the full diploma program by conferencing with their GVHS counselor and/or meeting with the IB DP Coordinator. The IB DP is not a competitive placement program. There is no set limit to the number of students who may participate in our IB Diploma Program. Students choosing to participate fully in the IB Diploma Programme (IB DP) are not required to take an entrance exam. There is no minimum standardized test score, grade point average, or subject grade that must be achieved. However, students must meet basic course prerequisites for math, science, and foreign language (see IB flowcharts).

Change School Assignment (COSA):

Students who attend or are zoned for non-IB schools in CCSD may complete a CCSD COSA application to participate in the full IB Diploma Program at Green Valley. If a student attends Green Valley High School on an IB COSA, it is expected that the student will enroll in the IB Diploma Program as a junior.

Expectations of Green Valley IB Students:

The IB Diploma Program at Green Valley is considered an advanced academic program; therefore, interested students should be highly motivated and open to enrolling in and completing the recommended preparatory courses, which means mostly honors and AP classes during the freshman and sophomore years. All IB students are expected to enroll in and complete the full Diploma Program with its 6 IB Courses and 3 IB Core Components. Here is the [Green Valley IB Recommended Course Flow Chart](#).

Annual Enrollment Agreement:

Students who elect to participate in the IB Diploma Program at Green Valley High School must complete the [GVHS IB Academic Plan](#) at the start of each academic year beginning in the junior year. This form will be made available in hardcopy format at our first IB Student Meeting, and it is posted on our Green Valley IB webpage.

The purpose of this agreement is to review and discuss IB expectations and responsibilities at the beginning of each academic year. It's important that students, their families, and Green Valley IB faculty acknowledge and discuss the standards and criteria of the IB Diploma Program. This agreement must be signed by the following stakeholders:

**Student*

**Parent/Guardian*

**IB Counselor*

**IB DP Coordinator*

**Green Valley Administrator*

Transfer and zone-variance students to Green Valley High School must also complete this Academic Plan

Admission Changes or Modifications:

If any concerns regarding participating in the **full** program are expressed by the student, parent(s), teacher(s), or coordinator, these issues will be discussed in a scheduled conference with parent(s), student, counselor, and coordinator so that possible interventions and strategies can be developed. Green Valley High School wants to foster success. Students are required to take the following courses in preparation for the IB Diploma Program—especially when it comes to skill-based courses *like science, mathematics, and foreign language*. Our IB courses are designed to challenge a student who has attained a certain level of proficiency in the

prerequisite courses; not having those foundational skills leads to severe deficiencies that are often impossible to remediate during the first year of DP courses.

If a student/parent requests enrollment in the IB Diploma Program without the completion of these course requirements, a conference must be arranged between the IB Coordinator, IB Counselor, IB Subject Area Teacher (of deficient area), a Green Valley administrator, student, and parent(s) to discuss the realities of entering the IB program without the prerequisite knowledge; to set an agreement that the student will participate in consistent, outside-of-school, monitored tutoring; and to delineate which skills and learning objectives need to be focused on during summer school/summer self-studying in order to be successful in the IB course(s). for all students in the full IB Diploma Program.

Any decisions regarding the participation in the IB DP must be approved by each student's parent or guardian as signified by his or her signing of the student's course request form completed in the spring of the preceding year of enrollment.

Course Candidacy:

IB Course Candidacy is when a student takes a single IB course over two years, and not the full IB Diploma program. Course Candidacy is only possible in **IB Foreign Language, IB Philosophy, IB Psychology, Theory of Knowledge/EE/CAS**. The other IB courses are not open to course candidates, even if the first year of that IB course has been completed. Students are encouraged to remain in the full Diploma program. If that is not possible, then students are encouraged to take one of Green Valley's myriad AP course offerings, which are one-year long and can also earn them college credit.

Required Courses to Green Valley's IB Diploma Program

8th Grade*

- English 8 Honors
- Algebra 1 or Algebra I Honors
- Foreign Language

9th Grade*

- English 9 Pre-AP
- Geometry Honors or Algebra II Honors or higher
- AP Human Geography (*highly recommended*)
- Biology Honors
- Foreign Language I (or higher)

10 Grade*

- English 10 Pre-AP
- AP World History
- Algebra II Honors (or higher)
- Chemistry Honors or Physics Honors
- Foreign Language II Honors (or higher)

*To ensure student success in Green Valley's IB Diploma Program, it's strongly recommended that students earn a B or better in both semesters of their 8th and 9th and 10th grade recommended courses.

Retention Policy

One of the goals of the administration and faculty at Green Valley High School is to help every IB Diploma student complete the entire program. We are committed to guiding and helping all students through every kind of obstacle, including but not limited to

**time management issues and conflicts*

**organization issue*

**socio-economic issues*

**stress and mental-wellness*

**sports and extracurricular conflicts*

**low performance on IB subject(s) formative and summative assessments*

**tutoring needs.*

IB Students who experience challenges or stress with their IB course load are encouraged to complete this [IB Concern form](#) and make an appointment with the IB Counselor and/or the IB Coordinator and/or IB Subject Teachers. It's through open communication with Green Valley's support system that all students can regain agency and focus.

The Green Valley IB Diploma Program is designed and appropriate for every high school student. There is also a [significant correlation](#) between Diploma Program graduates with college persistence and success; therefore, we ask students and families to follow a 2-part retention protocol before choosing to exit the IB program.

1. A scheduled IB Retention Meeting with student, parent(s), IB Coordinator, IB Counselor, IB subject area teacher(s), and a Green Valley administrator
2. A completed [IB Intervention Reflection Form](#) by student and IB subject teachers, which is signed by a parent, the IB coordinator, IB counselor and an administrator.

NOTE: IB Diploma Program exits are not possible in the middle of a semester.

Assessment Policy

Green Valley High School believes that the use of assessment is essential in understanding what aspects of curriculum each student has proficiently accessed and has not been able to proficiently access. The single most important aim of assessment is that it should encourage student learning at Green Valley High School. Students should be able to use assessments as a means of self-analysis and evaluation. Teachers should be able to use assessments to determine both student learning, and the adjustments that are needed to improve their own instruction. Assessments and their reliability cannot take priority over student learning. Multiple tools are required to deliver valid and useful assessments; consequently, all Green Valley educators are expected to have the knowledge and skills necessary to develop, administer, interpret, analyze, and apply appropriate assessments, both formative and summative.

Roles of Assessment:

Assessments play an important role for students, teachers, and schools. For students, assessment results can determine where there are still misunderstandings or a gap in one's learning. For teachers, assessment results can be used to determine the effectiveness of their teaching. These results might indicate where further teaching or re-teaching is necessary. Assessments are seen as a major tool for reinforcing the teaching of the curricular goals of the IB Diploma Program--indeed, such assessment can only be valid if it adequately reflects these goals.

At Green Valley High School, faculty, staff, students, parents and community stakeholders all believe in an opportunity to achieve excellence; indeed, our school mission statement has been "Commitment to Excellence" for more than 30 years. The foundation of curriculum and instruction for the International Baccalaureate (IB) Diploma Program is a commitment to developing critically thinking lifelong learners capable of adapting to the dynamic global society and succeeding in the global economy. IB Diploma candidates and those taking selected IB courses will recognize and celebrate diversity, develop integrity and strength of character, and exercise personal initiative.

Purpose of Assessment:

Formative assessments must be used to assist learning and provide meaningful feedback to students and teachers regarding the progress of each student. Formative assessments will dictate necessary areas of reinforcement and changes to curriculum and instruction. These types of assessments are less important to the final grade a student obtains in an IB course. Multiple formative assessments will be used throughout the four quarters and two semesters.

Summative assessments must be used to measure the mastery of student learning. These are very important to the final grade a student obtains in an IB course at Green Valley High School. Summative assessments are criterion-referenced and are used to measure whether or not students have mastered the skills, concepts, and depth of knowledge, along with the ability to apply such knowledge, relevant to the IB Diploma Program and individual IB courses. Although multiple types of summative assessments may be used, an emphasis must be placed on using the type of assessments that will be used to evaluate each student relative to obtaining the IB Diploma.

Assessments have the following broad goals (both IB and teacher-made):

- *To determine strengths and weaknesses throughout the IB and individual IB courses at Green Valley High School.

- *To determine necessary adjustments to GVHS's IB curriculum and instruction.

- *To determine IB Programme and Course effectiveness.

- *To monitor and improve student learning.

- *To measure student mastery at specific points in time both in IB courses and across the IB Diploma Program at Green Valley High School.

Various types of assessments may be used, including, but not limited to the following:

- *Written Assessments (arguments and analyses)
- *Multiple-choice style quizzes and tests
- *Short answer questions
- *Research arguments and essays
- *Projects and project-based learning activities
- *Oral presentations (group or individual)
- *Multimedia presentations
- *Application exercises
- *Journals
- *Problem-solving
- *Application projects
- *Lab experiments
- *Seminars and discussions
- *Reviews and critiques (oral & written)
- *Historical investigations

The IB Diploma Program at Green Valley High School applies these school-based interventions to nurture student responsibility regarding submission of major assignments and unit tests, and to provide information to parents in order to help maximize student achievement.

*IB teachers will clearly outline all assigned work to students in Canvas or in weekly lesson plans and due dates will be clearly noted.

*IB teachers will use the Remind app and/or CCSD Gmail and/or Canvas to update and remind students about all assigned work and assessments

*Students will be notified at least a week in advance of having a major assignment due.

*All tests and major assignments will be posted in a teacher's lesson plans at least one week in advance.

*Absenteeism shall not exempt students from missed assessments or tests. Upon return to school, the student should make arrangements with the teacher to address the missed assessment within 3 school days, per CCSD policy. IB students should communicate with their IB teachers via email on or before the day of the assessment to start the makeup process.

*For major IB course assessments, late submission is not acceptable. Even if absent, students should email or submit their assessments/projects/papers through Google Classroom/Canvas or district email. If a teacher/administrator determines that a student has extenuating circumstances: the teacher may implement the following interventions:

****Conference with the student to determine the reason for not meeting the deadline and determine a new due date when the assignment or alternate assessment can be submitted; parents will also be contacted**

****If the second due date is not met by the student, the teacher will again make contact with the parents, IB Coordinator and administration before awarding a zero/No Mark/Failure to Submit.**

*Semester and Final Exams are worth a total of 20% of a student's internal 1st and 2nd semester grades. In some instances, a student's participation in the IB external assessment will exempt him/her from sitting for a teacher-made, IB-modeled CCSD final exam.

*Homework is a significant tool that contributes to the student's successful mastery of topics taught in class, achievement of course outcomes and grades. It is highly recommended that IB students spend time each night working on each of their IB subjects. A good rule of thumb is for IB Diploma students to expect up to 10-15 hours of homework per week. The amount of time will vary depending on

course workloads at different times in the year and the nature of the homework task. Green Valley IB teachers weight homework depending on content area and department grading policies.

Questions or concerns regarding our Assessment policy may be directed towards the IB Coordinator, GVHS administration, and/or the IB teachers.

Language Policy

At Green Valley High School, we appreciate that our students have and will acquire language skills in a variety of settings: home, school, community, and social media. We acknowledge that our students are diverse and come to us each day from families and cultures who speak an array of languages. We value our students' language abilities at all levels and in any tongue. We also believe that Green Valley High School teachers and administration have a professional responsibility to strengthen professional learning in order to provide effective language and content instruction and to enhance family engagement and support for ALL of our students.

English Language Instruction Professional Development:

Green Valley staff are dedicated to the development and improvement of students' command of English as a learning and communication tool as well as an expression of their identity. All Green Valley teachers are teachers of English regardless of their specialist subjects. All subject teachers explicitly teach IB command terms, key subject vocabulary, and accurate use of spelling punctuation and grammar. In our selection of classroom texts and learning activities, we are sensitive to the variety of cultures represented in our student body and aim to explicitly encourage international mindedness.

Green Valley High School's faculty and staff acknowledge the importance of a student's mother tongue/home language in promoting personal identity and maintaining cultural heritage. We offer support for the preservation and development of a student's mother tongue by

- pairing the student with a more advanced student of the same mother tongue
- using teacher mentors who speak the same mother tongue
- partnering families with their children's schools through FACES (Family and Community Engagement Services that was created in 2013 to assist with the district's commitment to the students and families of the Clark County School District.)
- providing school signage in Spanish (GVHS's most prevalent second language)
- using CCSD-provided translators for parent conferences/phone calls
- encouraging students to speak their mother tongue in informal and social situations

- promoting cultural and language identity support in after-school school clubs such as Student Organization of Latinos; Spanish Honors Club; Polynesian Club; Muslim Student Association; Israel Club; Model United Nations; French Club; Black Student Union; and PRIDE club.

English Language Learners/ELL:

In partnership with families and communities, the staff at Green Valley High School--in alignment with CCSD's vision for English language learners--provides "high quality, rigorous, engaging instruction in a supportive and safe learning environment that values all students' cultural and linguistic diversity so that they graduate college and career ready as bi-literate, productive, and global-minded citizens."

Green Valley Language Instruction and Courses:

The study of foreign languages adds a dimension of enrichment that should be an academic experience. Since languages and cultures are not independent of themselves, studying a foreign language facilitates understanding of people and nations. Moreover, language study helps students view their own language and culture from new perspectives. It is recommended that students take no less than three uninterrupted years of the same language. The Advanced Placement and the International Baccalaureate courses at the fourth- year level allow students to focus on the Advanced Placement and the International Baccalaureate exams.

Nevada Seal of Biliteracy

The [Seal of Biliteracy](#) was an initiative started by Californians Together in 2008 to acknowledge and award hardworking bilingual and multilingual students. In 2011, it officially became legislation in California, and now over 30 states throughout the nation have implemented a statewide Seal of Biliteracy. On May 30, 2015, Nevada became the 13th state to implement a legislated statewide Seal of Biliteracy. By achieving the Seal of Biliteracy, students demonstrate that they can speak, read, listen, and write in two or more languages at a high level of proficiency. For more information about the Seal of Biliteracy in other states, go to sealofbiliteracy.org

The Clark County School District's (CCSD) Curriculum and Instruction (CID) Division, in collaboration with the Nevada Department of Education, identifies candidates for this award, verifies their language skills, and publicly recognizes students for exemplary achievement. **Eligibility Requirements** for the Nevada Seal of Biliteracy are:

- *Complete all high school graduation requirements
- *Successfully completes all courses of study in English language arts that are required for graduation with at least a 2.0 grade point average, on a 4.0 grading scale.
- *Demonstrate proficiency in one or more languages other than English by fulfilling one of the following options:
 - *Advanced Placement (AP) World Language Exam with a score of 3 or above
 - *International Baccalaureate (IB) World Language Exam with a score of 4 or above**
 - *District-approved language examination with a passing score

Questions or concerns regarding our Language policy may be directed towards the IB Coordinator, GVHS administration, and/or the IB teachers.

Inclusion Policy

Green Valley's guiding principle is one of inclusion. We want to identify and break down possible barriers to all students' learning and achievement. It is the responsibility of all teachers, regardless of content area, to identify and meet the additional learning needs of all students. We recognize that students may encounter difficulties in school at any stage from 9th grade to graduation; they may require prolonged support or only need extra support for a short period of time. At Green Valley, we believe "In all IB programmes, teaching is ... designed to remove barriers to learning. Teaching is inclusive and values diversity. It affirms students' identities, and aims to create learning opportunities that enable every student to develop and pursue appropriate personal goals."¹

Federal Compliance:

Green Valley High School protects the rights of students with disabilities and ensures the provision of a free appropriate public education under the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973 (Section 504). GVHS complies with state and federal laws and regulations, and district policies and regulations governing the provision of Section 504 reasonable accommodations, access to and disclosure of student educational records under the Family Educational Rights and Privacy Act (FERPA), and various other disability rights related laws, services for students under Title I and Title III (English Language Learners- ELL), No Child Left Behind (NCLB), Americans with Disabilities Act (ADA), as well as the state prohibition against the use of aversive interventions on students with disabilities.

IB Learner Support at Green Valley High School:

All staff at GVHS has been trained to differentiate instruction for all students through instruction that is inquiry based, focused on conceptual understanding, informed by assessment, centered around local and global contexts, and supportive of effective collaboration and teamwork. "Differentiation is seen as the process of identifying, with each learner, the most effective strategies for achieving agreed goals."

NOTE: A student who needs long-term homebound instruction will not be able to fulfill all of the obligations of the program as the CCSD homebound instructors are not trained IB teachers in the subject areas. If a current IB student at GVHS student becomes homebound, every effort will be made to assist the student by providing work to complete on a short-term basis.

Roles and responsibilities of an IB Student Parent/Guardian

¹https://resources.ibo.org/data/learning-diversity-and-inclusion-in-ib-programmes_a910d098-5e8d-4a40-b072-83b4a4c009b7/learning-diversity-and-inclusion-in-ib-programmes-en_b4a5229b-45db-4129-a2ab-fc7066b9d86f.pdf

- *makes submits a referral for support to review and discuss services the school may provide
 - *provides current documentation of the students' needs to the Special Ed. facilitator and to the IBDP Coordinator
 - *attends scheduled section 504 plan/IEP meetings to assist the learning team in making the best decisions for the students' learning needs
- Student
- *Communicates with all involved in his/her education (parent, teacher, etc) and advocates for his/her own needs
 - *Takes "a more active and responsible role in planning, carrying out and reviewing what is learned".
 - *Participates in meetings designed to review/discuss/implement support
 - *Uses the recommendations from Special Ed faculty and from teachers to self-assess and to foster his/her own success

Roles and responsibilities of Green Valley IB faculty and administration

- *Identifies any student with an existing section 504 plan or IEP and notifies the teachers and IBDP Coordinator about approved accommodations.
- *Refers any student with an observed need to the Special Education Facilitator and/or Special Education Department Chair to set up a meeting to review and discuss services the school may provide
- *Provides the school record at all IEP/504 meetings
- *Coordinates services by communicating with the staff about learning accommodations (this includes assessment accommodations).

IB Subject Teachers and Special Education Teachers

- *Collaborates with general education teacher to provide instruction that supports all student learning
- *Utilizes classroom strategies to ensure accommodations are met for students according to their IEP
- *Meets with students/parents/teachers for periodic updates to the IEP
- *Provides specially designed instruction and monitors progress General Education teachers including IB teachers
- *Collaborates with special education teacher to provide instruction that supports all student learning
- *Follows all guidelines outlined in an IEP or section 504 plan to ensure student success
- *Communicates with parents, Special Ed. Facilitator, Assistant Principal or others regarding resources needed to help with implementation of an IEP or section 504 plan

All inclusion policies at Green Valley High School are in alignment with IBO's "[Learning Diversity and Inclusion in IB Programmes, 2016](#)". Questions or concerns regarding our Inclusion and Diversity policy may be directed towards the IB Coordinator, GVHS administration, and/or the IB teachers.

Academic Honesty Policy–revised Aug. 2024

Our school encourages students to inquire and to think critically and creatively, and to present their thinking in a variety of ways. They should be able to make their thoughts and their learning visible and explicit, show how they have constructed their ideas, and demonstrate the views they have followed or rejected. This is essentially what scholarship and academic honesty are: understanding and thinking critically; synthesizing knowledge from a variety of sources; and delivering that knowledge transparently. An essential aspect of **all** this is a keen understanding of the technical aspects of academic honesty

*how to clearly and accurately cite and reference material

*how to recognize and correct referencing and citation issues

*the difference between collaboration and collusion

*how to use AI “to enhance learning experiences and provide additional support”²

*how to report--with integrity and respect--questions of academic misconduct

Academic honesty is an essential principle of Green Valley’s Diploma Program that enhances our credibility as a Nevada public high school. As stated in the IB learner profile--which Green Valley aims to develop in all our students--all members of the IB community strive to be “principled”, acting with “integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities”. In accordance with the International Baccalaureate Organization (IBO) standards as set forth in the IBO publications [“Academic Integrity”](#) (published in 2019)--both on IBO’s Programme Resource Center--Green Valley High School encourages all of its contributing members to adhere to the guidelines of IBO and develop students who follow the IB learner profile, specifically in these six areas:

Inquirers- acquire skill necessary to conduct inquiry and research and show independence in learning

² [AI in Learning, Teaching, and Assessment, IBO \(2023\)](#)

Knowledgeable – explore concepts, ideas and issues that have local and global significance

Principled –act with integrity and honesty, with a strong sense of fairness, justice and respect

Open minded – seek and evaluate a range of points of view

Balanced – understand the importance of intellectual, physical and emotional balance

Thinkers – exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

The purpose of the academic honesty policy at Green Valley High School is to foster the IB learner profile (as excerpted above) in order to establish a creative and genuine learning environment where students can respect the work of others.

Academic Dishonesty or Misconduct Is:

A behavior that results in, or may result in, the student or any other student gaining an unfair advantage (or a behavior that disadvantages other students) in one or more assessment components.

Categories of Academic Misconduct Are:

***Plagiarism** is defined as the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgment. Plagiarism is also the submission of purchased or copied papers from the internet. The use of translated materials, unless indicated and acknowledged, is also considered plagiarism.

***Collusion** is defined as supporting academic misconduct by another student, for example allowing one's work to be copied or submitted for assessment by another.

***Misconduct during an IB examination** includes taking unauthorized material into an examination room, disruptive behavior and communicating with others during the examination.

***Communication** about the content of an examination 24 hours before or after the examination with others outside their school community is also considered a breach to IB regulations.

***Using AI** to generate responses, revise writing, research, summarize, solve problems, or answer questions.

***Duplication of work** is defined as the presentation of the same work for different assessment components and/or Diploma Programme requirements.

At Green Valley High School, **all** stakeholders have a responsibility in maintaining academic honesty.

Educators must

*Be good role models for the students

*Teach students to be critical thinkers

- *Provide and model explicit instruction on using AI responsibly
- *Know and enforce the school's academic honesty policy
- *Teach the policy to students, so there are no misunderstandings or confusion over terms and conditions.
- *Teach students to research and the proper way to cite, reference, and paraphrase resources
- *Help students with time management so they can meet required deadlines
- *Authenticate student work (with tools like TurnItIn.com)
- *Incorporate the IB learner profile into lessons and assessments
- *Teach the "benefits of properly conducted academic research"
- *Know and teach the regulations and instructions provided by the IBO that govern the conduct of each examination session and of the internal assessments
- *Understand students are in the process of becoming adults and that they deserve compassion
- *Attend and participate in the bi-annual reviews and revision of the Green Valley IB Policies: *Assessment, Language, Academic Honesty, and Inclusion*. These meetings will take place at the beginning of each school year and during professional development days. These meetings will include at least 1 GVHS administrator, all GVHS IB teachers, the GVHS IB Counselor, and the GVHS IB Coordinator

Parents must

- *Teach children the importance of values and the benefits of personal integrity
- *Help children with time management and meeting deadlines and using technology responsibly
- *Review and Support Green Valley's Academic Honesty policy
- *Model the IB Learner Profile for children

Students must

- *Know, understand, and obey the school's academic honesty policy and IBO regulations
- *Know how to accurately cite and reference and paraphrase resources (using tools like PurdueOWL and Zotero)
- *Ensure work is original (using tools like TurnItIn.Com)
- *Manage time to avoid procrastination in meeting deadlines
- *Work in groups productively and fairly
- *Apply the IB learner profile to all learning activities and assessments at Green Valley High School
- *Learn critical thinking, critical writing, and paraphrasing skills
- *Seek clarification from IB coordinator when unsure of any aspect of the academic honesty policy
- *Seek clarification from IB coordinator or any Green Valley English teacher when unsure about how to cite, reference, or paraphrase source material
- *Participate in a review and discussion of this Academic Honesty policy in their IB courses to address the ever-changing role technology plays in the classroom and in learning outcomes

Administration must

- *Know and understand each component of the school wide academic honesty policy
- *Enforce the academic honesty policy by providing daily access to tools like TurnItIn.com and Canvas
- *Create an environment where academic honesty is encouraged
- *Organize staff development on the policy, IBO regulations, and its vocabulary
- *Support the IB program and its teachers in prevention, protection, investigations, and consequences
- *Understand and support the rules and guidelines which govern IBO's examination and internal assessment procedures

- *Attend and participate in the bi-annual reviews and revision of the Green Valley IB Policies: *Assessment, Language, Academic Honesty, and Inclusion*. These meetings will take place at the beginning of each school year, during teacher inservice days AND at the end of the school year once IB and AP testing has concluded. These meetings will include at least 1 GVHS administrator, all GVHS IB teachers, the GVHS IB Counselor, and the GVHS IB Coordinator(s)

Prevention of Malpractice

At Green Valley High School, teachers will guide students on how to avoid plagiarism and how to ensure their submitted work is authentic. This guidance includes

- *Helping students develop original theses and original research questions
- *Teaching students how validate and use primary and secondary sources
- *Teaching students to analyze resources for credibility
- *Provide and model explicit instruction on using AI responsibly
- *Teaching students how to correctly imbed and cite credible sources in support or refutation of their own ideas
- *Requiring students to use the latest MLA and APA style guides to construct Works Cited and References pages, along with footnotes and endnotes
- *Requiring submission of student work on TurnItIn.Com for authenticity
- *Monitoring Canvas and shared documents in Google Drive in order to track student additions and revisions and time stamps
- *Teaching students the difference between collaboration and collusion when it comes to IB assessments that require working in groups
- *Teaching and encouraging students to reflect on their participation in these group assessments honestly and critically

- **If a student's work is suspected of plagiarism or malpractice or collusion or inappropriate use, then the student's name and work will be submitted and tracked by the IB Coordinator(s), IB Counselor, IB DP/CP teachers, and Green Valley Student Success Office.**

Investigation of Malpractice, Plagiarism, or Collusion

At Green Valley High School, students and staff are encouraged and ultimately responsible for submitting authentic work. Once work is submitted and a candidate is suspected of malpractice,

plagiarism, inappropriate AI-use, or collusion, then the student's work is submitted to the IB Coordinator, IB Counselor, and the GVHS Student Success Office. These three parties will evaluate the circumstances surrounding the student's work and determine if the student's actions are an example of "behavior that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment components." If these three parties determine the candidate is guilty of malpractice then the student's parents will be notified of the offense. **Over a student's two-year course of study, the consequences of such malpractice are**

1st Offense:

- A. Parent notification and Required Parent/Student Conference with GVHS Dean and/or GVHS IB Coordinator and/or GVHS IB Counselor
- B. A mark of ZERO for the assignment in Infinite Campus
- C. For major IB assessments (like IAs, HL Essay, EE, CAS reflections), the student will be provided the opportunity to revise their work for submission to IBO
- D. An N in citizenship for the quarter
- E. One-on-one conference with the IB teacher about one or more of the following topics: *how to clearly and accurately cite and reference material; how to recognize and correct referencing and citation issues; the difference between collaboration and collusion; how to report--with integrity and respect--questions of academic misconduct*

2nd Offense:

- A. Parent notification and Required Parent/Student Conference with GVHS Assistant Principal **AND** GVHS IB Coordinator **AND** GVHS IB Counselor
- B. A mark of ZERO for the assignment in Infinite Campus
- C. An N in citizenship for the quarter
- D. A conference with Green Valley Administration, Counselor, Coordinator, IB teachers, parent/guardian, and student about one or more of the following topics: *how to clearly and accurately cite and reference material; how to recognize and correct referencing and citation issues; the difference between collaboration and collusion; how to report--with integrity and respect--questions of academic misconduct*
- E. For major IB assessments (like IAs, HL Essay, EE, CAS reflections), the student will be provided the opportunity to revise their work for submission to IBO

3rd Offense:

- A. The student will be removed from the IB Programme(s) at Green Valley High School.

All incidences of academic malpractice will be carefully and compassionately considered by the IB Coordinator, IB Counselor, GVHS Student Success Office, and GVHS Assistant Principal. The consequences listed above align with CCSD's Behavior Guidelines. All Green Valley IB students, teachers, and administration staff will consistently adhere to the processes.

Staff and Administration Assessment Responsibilities

The administration and staff of Green Valley High School **will not engage in any of the following** conduct regarding the IB examination sessions and internal assessments:

- *Unauthorized rescheduling of an examination session
- *Bringing materials or allowing students to use materials which are not permitted by the IBO
- *Failing to properly secure examination papers prior to or following an examination session
- *Providing an assistance which would cause students to have an unfair advantage during an examination session
- *Leaving candidates unsupervised during an examination session
- *Allowing any additional time in an examination session
- *Releasing or disclosing any information about the content of an examination within the required 24 hour period after the session

Students **will also adhere to the guidelines** as outlined by the IBO regarding examination sessions in order to avoid malpractice. Incidents of malpractice include, but are not limited to, the following:

- *Bringing any unauthorized materials into an exam room
- *Copying the work of another candidate
- *Disrupting an examination session
- *Impersonating another candidate
- *Stealing examination papers or assessments

Consequences of an IBO determination of malpractice are outlined in the document “Academic Honesty in the Diploma Programme” on Programme Resource Center. Green Valley IB teachers and administration will annually review this document, along with “Academic Honesty in the IB Educational Context”.

Questions or concerns regarding the consequences associated with a violation of the Academic Honesty Policy may be directed towards the IB Coordinator(s), GVHS administration, and/or your child’s individual IB teachers.

FAQs and Glossary

● **Ab Initio:** Ab initio is an option for candidates who have not taken two years of language instruction by the start of their junior year. This is a two-year, SL course of study (grades 11 and 12) in a language never studied before by the candidate. The overall objective of this course is for students to achieve communicative competence in a variety of everyday situations. It is an opportunity for students to further their linguistic skills by taking up a second foreign language, or to learn a foreign language for the first time.

● **CAS:** This acronym stands for Creativity, Activity, and Service, and refers to the 150 hours of extracurricular activity for IB diploma candidates. It is one of the three Core Components.

- **CP**: This acronym stands for the Career Programme was specifically developed for students who wish to engage in career-related learning while also participating in two of Green Valley's DP courses.

- **DP**: This acronym stands for the Diploma Programme's two-year curriculum that is made up of six subject groups and the DP core, comprising theory of knowledge, creativity, activity, service, and the extended essay. At Green Valley, we offer this programme to all of our juniors and seniors.

- **EE (Extended Essay)**: A required project for the diploma candidate, the extended essay, is a substantial independent project. Usually about 4,000 words, the essay is chosen in one of the subject areas examined and is a mixture of research skills and thoughtful analysis. The essay is planned with a mentor in the spring of the junior year and it is written in the fall and winter of the senior year. It provides practical preparation for the kinds of undergraduate research required at university level. Emphasis is placed on the research process, on the appropriate formulation of a research question, on personal engagement in the exploration of the topic, and on communication of ideas and development of argument. It develops the capacity to analyze, synthesize and evaluate knowledge, with a personal choice of topic from within any subject area.

- **External assessment**: Samples of student written work and oral (recorded) work are submitted for evaluation to assessors designed by the IB examinations office. Examples are oral assessments in Language A: Lang. & Lit, guided course work in history, and experiments with analysis in the sciences.

- **Full Diploma or Diploma Candidate**: The successful completion of six examinations in six subject areas, taken in a two-year cycle in the eleventh and twelfth grade years. A minimum of three exams must be taken at the Higher Level (HL) and three at the Standard Level (SL) An extended essay (EE), Theory of Knowledge (TOK) class, and evidence and reflection of the 7 Learning Outcomes of Creativity, Activity, and Service (CAS) are also required. IB Diploma Candidates are pursuing the full diploma; IB Diploma.

- **Higher Level (HL)**: An IB course that is completed in two years. These Higher Levels can be used for certificates leading to advanced placement and transfer credit at many American and international colleges and universities. A minimum of 3 HL exams are taken at the end of the senior year. HL courses focus on depth of knowledge.

- **IBO**: International Baccalaureate Organization (or IB) offers four high quality, challenging educational programmes to students aged 3 to 19. The IB programmes focus on fostering critical thinking and building problem-solving skills, while encouraging diversity, international mindedness, curiosity, and a healthy appetite for learning and excellence.

- **IB Supervisor**: The faculty member chosen by the IB DP student to mentor, advise and coach the IB student in CAS or EE. This person must be on staff at Green Valley High School.

- **Internal Assessment (IA)**: Teachers of students who are taking IB examinations submit marks for internal assessment on the work done by candidates in a subject and level. Teachers submit the IA to ensure that the candidates' work conforms to the requirements for the subject and level. Teachers must assess candidates' work using the IBO assessment criteria for the respective subject and level.

- **Moderation**: In addition to supplying marks (IA's) and predicted grades (PG's), coordinators are required to supply a sample of the work which has been internally assessed by teachers,

for the purpose of moderation. The process of moderation involves two stages: First, a check is made that teachers in each school are applying the given assessment criteria in a standard way. Second, in cases where a difference in interpretation of criteria is identified, an adjustment is made to the teacher's marks.

- **Oral Examinations:** The IB is unique in that it tests both oral and written fluency in Language A and B. Face to face questions with an IB examiner or questions are recorded digitally for twenty percent of the student's subject area grade.

- **Predicted Grade (PG):** Teachers of students who are taking IB examinations predict the grade they believe each candidate will attain in the forthcoming examination session in a subject and level.

- **Rubric:** The method of assessment used by the IBO is criterion-referenced, not norm-referenced. That is to say, the method of assessment judges the candidates in both the specific content area and the students' ability to present material in the correct format. Therefore, students' exam scores are not based on the performance of all the candidates, but on their own ability to meet the criteria of each subject area's IB rubrics. All Green Valley High School students and teachers use these rubrics throughout the academic year(s).

- **Standard Level (SL):** An IB course that is completed in one or two years. University and advanced placement is not always given for such a course. SL Courses focus on breadth of knowledge.

- **TOK (Theory of Knowledge):** A course taken by all IB students during their junior year and senior years. This course is technically offered one semester each year, but is paired and incorporated with IB Study Labs to support additional IB requirements. The teacher attempts to interweave the IB subject areas so that the commonalities and differences in the various fields of human knowledge are understood. The culminating assessments are an oral presentation and a 1,600 word essay.

What kind of student is a good candidate for the DP?

The DP is a rigorous course of study for motivated students. That said, prior academic success is less an indicator of ability to earn the diploma than are a student's determination to do his or her best, willingness to be organized in order to complete the work while leading a full, balanced life, and a strong commitment to learning in and beyond the classroom.

Do DP students have time for anything beyond academics?

Absolutely. Most successful Diploma Programme students lead very full lives. They are often members of athletic teams and involved in a wide range of activities. Time management and organization are key skills the IB develops in students.

Are IB programmes considered "gifted" programmes?

The IB does not control how schools designate their Diploma Programme. In some instances, schools choose to designate the programme as selective enrolment via application or as a magnet programme. In other cases, the programme is open to any student.

Do DP teachers receive special training?

All DP teachers receive professional development in the IB's approaches to teaching and approaches to learning from certified IB workshop leaders. This is a requirement for IB World Schools implementing the DP.

Does implementing an IB programme mean my child's school will not teach local or national standards such as the Common Core?

The IB is committed to making sure that students in IB programmes meet and exceed local or national standards.

With the implementation of any IB programme, schools are required to examine their curriculum carefully to ensure that there is alignment with local, state or national standards. More information on the IB and the Common Core is available at

www.ibo.org.



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What's the difference between the diploma and certificates?

Not all students choose to take the full course load leading to a diploma. Instead, some take a few DP courses in areas where they have a particular interest or strength, similar to honours and Advanced Placement classes. Certificates are awarded on a course-by-course basis to students who choose not to do the full programme. Students who satisfactorily complete a DP course earn a certificate and may be eligible for university credit.

How does the IB DP differ from other university-preparatory programs such as Advanced Placement and Cambridge?

The IB DP is a two-year comprehensive curriculum with a culminating set of externally graded final exams. IB, Advanced Placement (AP) and other college-preparatory curriculums like Cambridge are all university preparatory, academically rigorous programmes. There are important differences, however, in the content and exams. The DP is a cohesive and comprehensive programme, not a collection of individual courses as is the case with Advanced Placement. The most important distinguishing factor is the core of the Diploma Programme (CAS, TOK and extended essay).

Can you give a specific example of how the DP prepared students for college?

A 2012 study by the Consortium for Chicago School Research found that Diploma Programme students who graduated from 12 Chicago public schools were more likely to attend college, attend a selective college and persist in college for 2 years than a matched comparison group. Additional studies on programme impact are available at www.ibo.org/research

How can I learn more about the IB and DP?

- Visit the IB website at www.ibo.org
- Attend school meetings and events
- Speak with your school's DP coordinator
- Speak with your child's DP classroom teachers.

Here is a [link](#) to the above "FAQs for Parents and Students".



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.