

INTERNATIONAL BACCALAUREATE ORGANIZATION

Diploma Programme

Application form part A

(To be submitted at least 15 months prior to the planned commencement of teaching the programme.)

The appropriate application fee must be paid to the finance office in Cardiff or to IBNA New York office for North American schools when submitting this application part A.

Name of school:

Bow High School

Date of submission:

February 22, 2008

Diploma programme

*Application form part A
(application for candidate status)*

Published September 2006

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Organisation du Baccalauréat International
Route des Morillons 15
Grand-Saconnex, Genève
CH-1218
SWITZERLAND

Notes to the user

1. 1. This *Diploma Programme application form part A* should be read in conjunction with:
 1. • *Diploma Programme guide to school application*
 2. • *Diploma Programme school guide to the authorization visit*
 3. • *Application procedure for candidate schools*
 4. • *Rules for authorized schools: Diploma Programme*
 5. • *General regulations: Diploma Programme*Further information can be found in *Schools' Guide to the Diploma Programme* (<http://www.ibo.org/>).
2. 2. This application form requests information under the following headings.
 1. 1. Contact details
 2. 2. School information
 3. 3. Students
 4. 4. Academic programmes
 5. 5. Master schedule/timetable
 6. 6. Teaching personnel
 7. 7. School facilities
 8. 8. Preparation for the introduction of the IB Diploma Programme—consultation
 9. 9. Preparation for the introduction of the IB Diploma Programme—financial planning
 10. 10. Preparation for the introduction of the IB Diploma Programme—implementation
3. 3. This document also includes the following additional information and requests for information.
 6. • Application part A coversheet
 7. • Appendix 1 Proposed IB Diploma Programme subjects
 8. • Appendix 2 Professional development of IB Diploma Programme teachers
4. 4. This *Diploma Programme application form part A* and appendices should be completed electronically and e-mailed to the IB regional office. The application should also be copied to the appropriate regional representative (where applicable).
 5. Insert your responses in the boxes provided for each question. The boxes will expand as you type your responses. Ensure that the school is clearly identified in all correspondence.

Note: If you are unable or unwilling to provide information for any of the items in this application, please provide an explanation.

APPLICATION PART A COVERSHEET

To the director general of the International Baccalaureate Organization (IBO), Geneva, for authorization to offer the IB Diploma Programme

Official name of school:

Bow High School

On behalf of the above-named school, I request official authorization to offer the curriculum of the IB Diploma Programme and to register candidates for the examinations. Information about the school is supplied on the attached form and in the accompanying documents.

I understand that after submission of part A of the application form, if the required conditions are fulfilled, the school will achieve candidate status. Furthermore, I understand that part B of the application form must be submitted to the regional office at least two months prior to the planned authorization visit.

I confirm that:

1. A. I have read the following documents and agree to abide by the regulations, criteria and conditions for candidate schools stated therein:
 9. • *Application procedure for candidate schools*
 10. • *Rules for authorized schools: Diploma Programme*
 11. • *General regulations: Diploma Programme*
2. B. the appropriate financial authorities of the school/public school district know of the schedule of IB Diploma Programme fees and have agreed to their timely payment
3. C. the school will not advertise or otherwise imply that it is authorized to offer the IB Diploma Programme unless, and until such time as, the school receives notification of authorization from the IBO director general, Geneva
4. D. the school will only use the "IB World School" logo if and when the school is authorized to offer the IB Diploma Programme.

I agree that this electronic application form, whether signed electronically or not, will be understood by the IBO to have been read and endorsed by the head of the school, without a signed hard copy being necessary.

I understand and accept that any dispute arising from, or in connection with, part A or part B of the application, or any other document relating to the authorization process, shall be finally settled by three arbitrators in accordance with the Rules of Arbitration of the Chamber of Commerce and Industry of Geneva. The seat of the arbitration shall be Geneva, Switzerland. The proceedings shall be confidential and the language of the arbitration shall be English.

I further declare that, to the best of my knowledge, the information given on this form is correct.

Name and title of head of school:

John House-Myers, Principal

Signature:

Date:

| | |
|--|--|
| | |
|--|--|

IB candidate schools: a guide to publicizing your plans

Congratulations on your decision to apply to become an IB World School. We know that candidate schools are very enthusiastic and eager to keep their school community informed of progress being made in their application.

In order to assist schools with their promotion and communication, the IBO asks you use the following text, unchanged, in school publications, newsletters, brochures, staff advertisements and web sites.

(INSERT NAME OF SCHOOL) is a candidate school for the (insert name of programme). This school is pursuing authorization as an IB World School. These are schools that share a common philosophy—a commitment to high quality, challenging, international education that (this school) believes is important for our students.*

**Only schools authorized by the International Baccalaureate Organization (IBO) as IB World Schools can offer any of its three academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), or the Diploma Programme. Candidate status gives no guarantee that authorization will be granted.*

For further information about the IBO and its programmes, visit <http://www.ibo.org>.

There are two documents that you should refer to for information and advice.

1. *Application Procedure for Candidate Schools*. Article 4 concerns misleading statements in school publicity.
2. *IBO Policy and Rules for Use of IBO Intellectual Property*. This provides information on the correct use of IBO trademarks and copyright material, detailing what you can copy and how. For example, you may not use any of the IBO's logos and you must acknowledge the IBO as the source when you quote directly.

If you have any questions with regard to publicity, please contact your regional office or the communications team at communications@ibo.org.

Finally, we wish you success in your implementation work and look forward to welcoming you as an IB World School.

Communications department

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1 CONTACT DETAILS

1a Name of candidate school:

Bow High School

Legal registered name of school: *(if different from above)*

Full postal address:

32 White Rock Hill Road, Bow NH, 03304 USA

Street address: *(if different from above)*

Telephone: *(include country and area codes)*

(603) 228-2210

Fax: *(include country and area codes)*

(603) 228-2212

E-mail address of:

Head of school

John House-Myers

General e-mail address for school

jhmyers@bownet.org

IB Diploma Programme coordinator designate

Don Gage

School public web site

<http://www.bownet.org/BHS/>

1b Name and current position and responsibilities of the IB Diploma Programme coordinator designate:

Don Gage, Dean of Math Science and Technology; Coordinator Designate

Current job description:

Dean of Math, Science and Technology is responsible for teacher oversight, budget preparation and curriculum guidance for the Math, Science, Technology, Business and Computer curriculums.

As Coordinator Designate Don has overseen the IB application process.

2 SCHOOL INFORMATION

2a Legal status of school:

Government/state

Town

Private

Public

Other (specify)

2b School governance:

School Board – Five Elected Members

(i) List all members of the governing body of the school (if applicable, indicate their role on the body)

Pansy Bloomfield – Chair
 Deb McCann- Vice Chair
 Warren Fargo
 Dr. Stephen Elgert
 Anne Baier

(ii) List key areas of responsibility of the governing body

School Board writes policies that govern the running of the school and set the operating budget.
 Individual Assignments:
Pansy Bloomfield Committee's
 -Policy
 -Budget Committee(Town)
 -Technology
 -Bow Drinking Water Committee
Deb McCann Committee's
 -Transportation Committee
 -Professional Development
 -Wellness Committee
Warren Fargo
 -Negotiations
 -School Calendar
 -CIP/Facilities
Dr. Stephen Elgert
 -Negotiations
 -Bow School District Foundation
Anne Baier
 -Policy
 -NH School Boards Assoc.
 -Technology
 -CIP/Facilities

2c Type of school:

Boys'

Girls'

Coeducational

Boarding

Day

XXXXXXXXXX

XXXXXXXXXX

2d Academic year dates:

Starts

August 28

Ends

June 18

Term holiday dates

December – Holiday Break (Just before Christmas and return after New Year's)
February – Last week
April – Last week

2e **Does the school offer other IB programmes?**

Yes/No

NO

If "yes", please specify IBO school codes and status.

PYP code

Candidate school

Authorized? (Date)

MYP code

Candidate school

Authorized? (Date)

2f **With what other organization(s), if any, is the school accredited (for example, ECIS, WASC)?**

New England Association of School and Colleges (NEASC)

3 STUDENTS

3a Age range of students in the school: From to years old

3b Name the grades or years that comprise the different sectors of the school and indicate the total number of students in each sector.

| Sector/grade level | Grades/years | Number of students in each year level |
|--------------------|--------------|---------------------------------------|
| elementary/primary | | |
| middle | | |
| secondary | | |
| high | 9-12 | 690 |

3c What changes in enrollment are expected in the next five years in the whole school? *Your answer should not include any changes that you anticipate as a result of offering the IB Diploma Programme.*

| Year 1: | Year 3: | Year 5: |
|---------|---------|---------|
| 623 | 540 | 505 |

3d For what examination session will your students be enrolled? (May/November)

3e How many students and what percentage are expected to be full diploma candidates at the end of their IB Diploma Programme? Please complete the following table:

| | Total number of students (including non-Diploma programme) | No. of full Diploma Programme students | % of full Diploma Programme students | No. of Diploma Programme certificate students only | % of Diploma Programme certificate students only |
|---|--|--|--------------------------------------|--|--|
| For the first group of candidates to study the IB Diploma Programme 2009 | 192 | 25 | 13% | 0 | 0% |
| For the second group of candidates to study the IB Diploma Programme 2010 | 318 | 70 | 22% | 5 | 2% |

3f Does your school charge tuition fees? Yes/No

If yes, what percentage and number of students over the duration of the Diploma Programme are likely to receive assistance with tuition fees?

| | | |
|---|--------|----------------------|
| a) full assistance (that is, pay no tuition fees) | % | <input type="text"/> |
| | Number | <input type="text"/> |
| b) part assistance (please specify) | % | <input type="text"/> |
| | Number | <input type="text"/> |

3g How will the school endorse the philosophy of the IB Diploma Programme and promote the full diploma in preference to certificates?

Bow High School fully endorses the philosophy of the IB Diploma Programme. To that end we will offer the IB programme to all students who are interested in perusing an IB Diploma. In order to expose as many students as possible to the mission of IB, we will encourage students who are not considering perusing and IB Diploma to pursue certificates.

3h Will students have to meet entrance or selection criteria in order to be enrolled in the IB Diploma Programme? Yes/No

If “yes”, please provide information on selection criteria.

| |
|--|
| |
|--|

3i Nationalities/ethnicities of students:

| Principal nationalities/ethnicities | Approximate number of students |
|-------------------------------------|-------------------------------------|
| American Indian / Alaskan | 2 |
| Asian | 11 |
| Hispanic | 9 <i>(add rows as necessary)</i> |
| Black | 2 |
| White | 646 |

3j What percentage of your graduating students entered a tertiary educational institution in the past two years?

| | Previous year (%) | Year before that (%) |
|--|-------------------|----------------------|
| 3- or 4-year college/university | 87% | 73% |
| 2-year college | 5% | 11% |
| Vocational/technical | 0 | 0 |

4 ACADEMIC PROGRAMMES

4a How did you first hear about the IB Diploma Programme? Please be as specific as possible.

| |
|---|
| <p>In researching best practices the International Baccalaureate Programme was always included in the research and in discussions involving school improvement.</p> |
|---|

4b List the main reasons for wanting to introduce the IB Diploma Programme.

- Philosophical alignment with Bow High School's mission statement level of academic challenge and rigor expected from students.
- Cultural and social opportunities for students.
- Ability to assess our students from an international perspective.
- Professional development opportunities for students.

4c List the external (state/provincial/national/international) curriculums/examinations for which students are currently prepared:

(i) in the two years or more preceding the IB Diploma Programme in your school

PSAT, North West Educational Alliance (NWEA)

(ii) in the grades or levels where the IB Diploma Programme will be offered (that is, the last two years of secondary school).

SAT, ACT, New England Common Assessment Program(NECAP), AP Exams

4d If the school currently offers external examinations during the last four years (or less) please list these below.

Please give in each case: (i) number of candidates (ii) percentage pass rate.

| | | |
|-------------------------------|--------------------------|---------------|
| Name of examination 1: | | |
| Year | No. of candidates | % pass |
| | | |
| | | |
| Name of examination 2: | | |
| Year | No. of candidates | % pass |
| | | |
| | | |

4e What activities are your current students engaged in that promote community service?

As part of a graduation requirement, Bow High School students are required to earn 20 hours of community service. Also, in our required Senior Seminar class, students must complete 35 hours of community service which is connected to their semester-long project. Beyond these academic requirements, students are presented with numerous opportunities for community involvement. National Honor Society, Student Senate, Environmental Club, Peer Outreach, Garden Club as well as class activities offer a variety of community service projects.

5 MASTER SCHEDULE/TIMETABLE

5a How many weeks of instruction are there in your school year?

36

5b How many instructional periods do students receive per week?

8/16

5c How long (in minutes) is each instructional period?

45/90

6 TEACHING PERSONNEL

6a Teachers who will teach the IB Diploma Programme:

Number of full-time teachers

19

Number of part-time teachers

0

Overall teacher to student ratio (*counting part-time teachers pro rata*)

One teacher per

18

students

6b The maximum class size in junior secondary school?

24

The maximum class size proposed for Diploma Programme classes?

24

6c Principal nationalities/ethnicities of the teaching staff:

| Principal nationalities/ethnicities | Approximate number of staff |
|-------------------------------------|-----------------------------|
| U.S. Citizens | 100% |
| | |
| | (add rows as necessary) |

6d What opportunities are there for the professional views of the teachers/faculty to contribute to the educational policies of the school?

Establishing educational policies are the jurisdiction of the School Board, however all stakeholders have opportunities for input. Mechanisms for input include faculty collaboration periods, curriculum area meetings, whole school faculty meetings as well as an open door policy for both building administration and district administration. Paid extended opportunities are provided for teachers to provide curricular leadership. The administrative philosophy of the school includes openly soliciting faculty's professional views.

7 SCHOOL FACILITIES

- 7a **Please list and describe the facilities provided for all proposed IB Diploma Programme subjects: Refer to the school prospectus/brochure as appropriate (for example, science laboratories, art rooms).**

Science facilities:

Suite of six fully-equipped science labs: classroom space, lab benches, water, gas, safety equipment and biotechnology equipment.

Three Lab Prep-rooms

Chemical Supply closet-Flinn Method of Storage utilized. Dedicated 24hr vent system

Fume Hood

1.

Visual Arts facilities:

Large Central Art room – Several stations, pottery wheel, kiln, wet and dry areas.

Photography room- Fully equipped, wet/dry

Television Broadcasting Studio- Fully equipped to produce our student created daily broadcast.

Music facilities:

Band Room- Large versatile space, three practice rooms, equipment storage, office space

Chorus Room- Large versatile space, three practice rooms, and computer labs.

Music facilities include concert piano, two practice pianos, electric keyboards and appropriate equipment to support Marching Band, Jazz Band, Orchestra, String Ensemble, Chorus, select chorus, Sitar group, and African Drumming Ensemble.

Theatre Arts facilities:

Auditorium- seats 600, sound booth (computer/manual controlled lights, wire/wireless sound, full video and audio, spot light and can lights) Flat storage, Costume room, hanging microphones, wireless microphones (handheld and personal) LCD projector with retractable screen. Communication system that links green room, sound booth, back stage, atrium and television production room. Ticket Booth.

Computer facilities:

Bow High School has 5 traditional computer labs. The Library Lab (17 stations), the Writing Lab (18 stations), and the Keyboard Lab (25 stations) utilize thin clients and Windows 2003 Terminal servers. The Tech Ed Lab (18 stations) and the Computer Lab (25 stations) utilize dual boot desktop computers which can run either Windows XP Pro or Mac OSX (10.4). Each of the labs includes a laser printer and DLP Projector.

In addition, Bow High School has 5 laptop labs. Each lab consists of a cart of 11 laptops, along with a laser printer and DLP projector. Each laptop is configured to run Mac OSX (10.4) or use Remote Desktop to run Windows 2003 from one of our 4 Terminal Servers. There are 2 sets of faculty offices, each of which include 5 desktop computers and a laser printer, and all classrooms have at least one thin client.

All desktops are wired to one of three wiring closets via 100Mbps Ethernet, and all 3 closets are wired to a centrally located server farm via 1000Mbps over multiplexed fiber. Bow High School also includes 802.11g WLAN access throughout the building to support all of the laptops.

Every student and teacher has their own account and personal storage space on the network. All teachers have their own email account, and if requested, their own web space for publishing on the Internet.

Library/resource centre: The library media center at BHS is a full service resource for students and staff. Physically the library, 6,627 square feet, provides seating for 85 students within five rooms. The rooms include a quiet reading room, digital editing, distance learning, main library area and tutorial room for library classroom instruction (this has a computer network and DVD/VCR, with video projector) and group work.

There are six carrels, 20 student computers, 4 staff computers, 2 mobile labs which include 30 laptops, 4 laptops for staff circulation and miscellaneous laptops for other use.

The library has InfoCentre for online catalogue, and subscribes to 8 online databases for research and bibliography. There are two carts each with a computer and projector available for teachers to sign out as well as 2 visual presenters, 6 DVD/VCR units, 3 MP3 players, 2 iPods, 4 digital video cameras, 4 digital picture cameras and 6 portable CD/radio units for student and staff use.

The media center also houses our school wide television/video equipment from a centralized location. In addition there is a media lab for music and video production.

Sporting facilities: Bow high School offers 25 varsity teams and 10 junior varsity teams. On our campus five fields are utilized during the fall and spring seasons as are six tennis courts and an outdoor track and field surface. In the winter basketball plays in our gym (1000 capacity) and wrestling and cheerleading practice in our mini-gym. We have an athletic training room and an ice/supply room as well as a large equipment room for storage of uniforms and supplies. A fully-equipped athletic trainer office contains an examination table and therapeutic whirlpool. Our newly equipped weight-room and boys' and girls' locker rooms are used by our athletic teams as well as by our BEST department(health/physical education) for academic instructional units throughout the year. Male and female coaches' offices, each with their own shower and dressing facilities, are attached to locker rooms.

General classrooms:

There are 37 classrooms. Each classroom is equipped with furniture appropriate for the use of the room, a television monitor, wired for computer access (note our school is a wireless network as well), AV jacks, telephone, computer and intercom access. Of these thirty-seven rooms:

5 rooms have permanent class sets of computers.

2 rooms are equipped with equipment for technology education.

6 rooms are science labs

1 art suite – large enough for two classes to be using the space, kiln room, darkroom and storage space.

3 of the rooms are double rooms for large group team taught classes.

- 7b (i) Give the approximate number of different book titles and electronic media in the school library for students by language. Please specify the languages and add columns if necessary. (Indicate in brackets the number of titles relevant to secondary students.)

| | Language 1 English | Language 2 Spanish | Language 3 French | Other |
|-------------------|-----------------------|-----------------------|----------------------|-----------|
| General reference | 1,391 | 6 | 6 | 1 German |
| Non-fiction | 6112 | 12 | 4 | |
| Fiction | 2778 | | | |
| Periodicals | 100 | 3 | | |
| CD-Roms | 300 | | | |
| Research database | 6 | | | |
| Videos/DVDs | 800 | 20 | 12 | 4 Chinese |
| Audio cassettes | 400 | 6 | 4 | |

- (ii) Give the approximate number of different book titles and electronic media for teacher support (both in the library and in other areas).

| | Language 1 | Language 2 | Language 3 | Other |
|---------------|------------|------------|------------|-------|
| No. of titles | 15,030 | 30 | 10 | 5 |

- 7c (i) Do you have a full-time qualified librarian? Yes/No **YES**

If not, please explain below how this role is managed. If you do, is the librarian a trained "teacher-librarian"?

- 7d Indicate the days of the week and the hours when the library is available to students.

M,T,W,TH 7a.m.-5p.m. and F 7:00a.m. – 3:30p.m.

7e How is the librarian involved with the teachers in curriculum planning and resourcing?

She provides research training and directs students to resources and workshops for teachers and students tailored to specific curriculum needs. Our librarian attends monthly department meeting and orders resources as requested by curriculum areas to support academic instructional programs.

7f How many computers in the library (and elsewhere in the school) have Internet access for students?

50 in the library/total of 156 computers for student use. All computers have internet access.

8 PREPARATION FOR THE INTRODUCTION OF THE IB DIPLOMA PROGRAMME—CONSULTATION

Describe the nature of the consultation that the school has already had with the following groups:

8a IBO regional representative(s)/officer(s)

We have attended an informational meeting for New Hampshire schools with a regional representative and have had contact with IBNA via email and phone regularly.

8b Teaching staff

Several all-faculty presentations have been provided. Presentations ranged from introducing the basics of the IB DP programme to presenting specifics of the programme. Each presentation included the IB mission statement and the learner profile.

Core meetings for teachers who will be teaching the IB programme have been held. Faculty and staff who will be directly involved with the implementation of the IB DP programme have participated in official IBO training – 20 staff members to date and eight others scheduled for this summer.

8c Parents (optional at this stage)

Eighth grade parent orientation held on January 30, 2008 included an introduction to IB DP programme. Ongoing, small group, parent coffee informational meetings have been held (February 6 and 12, 2008).

8d Students (optional at this stage)

As of this application the process for dissemination of information with students is being planned. We anticipate both small group and large group presentations to all students so that each student has an opportunity to participate.

8e Local, regional or national educational authorities, where applicable

(Please specify.)

We have held presentations to our school board, work sessions with town budget committee, and visitations to school districts who are IB DP schools. Our State Board of Education supports the IB DP programme.

8f Other IB World Schools teaching the Diploma Programme

Sturgis High School, Hyannis MA. Southside High School, Long Island NY, North Port High School, Northport Long Island, NY

**9 PREPARATION FOR THE INTRODUCTION OF THE IB DIPLOMA PROGRAMME—
FINANCIAL PLANNING**

9a Will all fees payable to the IBO be covered by the school? Yes/No **YES**

If not, how will these fees be covered? Please include written confirmation from the authority in question.

9b Has adequate funding been available this year to enable staff to undertake IBO-approved professional development before an authorization visit takes place? Yes/No **YES**

If “yes”, please provide details on the amount of funding and for how many teachers.

\$22,000 has been set aside for training. We estimate that this will provide training for 15 or more teachers depending on each training cost.

**10 PREPARATION FOR THE INTRODUCTION OF THE IB DIPLOMA PROGRAMME—
IMPLEMENTATION**

10a In what ways will your school’s participation with the IBO benefit your community and contribute to the strength of the IBO?

The Bow community located in rural New Hampshire, would benefit from the wide lens view that IB provides. The level of academic challenge offers our students the opportunity to experience an international standard of education. The Bow High School community holds its academic standards high. Our community, faculty and students would bring this enthusiasm and dedication of high academic standards to the IBO community.

10b Describe your school’s organizational structure. *(You may attach an organizational chart if you prefer.) Please indicate the decision-making authority of key personnel.*

School Board – Governs school district. Determines the dollar amount of the budget and delineates policy

Superintendent of Schools – oversees policy and budget set by the board

Building Principal – Caries out policy, manages the budget and directly supervises faculty and staff.

Building Asst. Principal – Assists the principal and oversees student discipline

Building Deans – curriculum oversight, budget management faculty observations, goal-setting and evaluations.

*School structure flow chart attached

10c How does your school’s organizational structure support the programmes and philosophy of the IBO?

Both the structure and the philosophy of the school are ideal for supporting the IBO. In our research for best practices, it was the academic and philosophical alignment that brought us to IB.

10d What does your school understand by the term “international” education?

We see international education as having many components. One facet is to understand what artifacts constitute a group’s culture. Another focus is to actually study different cultures looking for differences and similarities. An international education also includes an understanding that we look at the international community through the lens of our own cultures, but to thoroughly understand the international community we must be able to “experience” life as other countries do.

10e What does your school do now to promote international-mindedness in students and teachers?

Host Exchange Students
Support Teacher Internships Abroad - Japan
Promote Educational Trips (Denmark, China, Italy, France, Spain)
Study of what constitutes culture in Freshman Humanities
Study cultures in World Studies, culminating in World’s Fair Day
Facilitate a Music integration program
Facilitate an Art integration program
Require Senior Projects and community involvement
Offer elective classes that include World Religions and AP European history
Sponsor school-wide assemblies highlighting cultural diversity.

10f If your school is authorized to offer the IB Diploma Programme, when would you wish to begin teaching?

We plan to begin teaching in **August 2009** *(Date: month and year)*

for first examinations in **May 2011** *(May or November, and year)*

10g Preferred month and year for authorization visit **September**

10h Who completed this application form?

Name: **Don Gage**

Title: **Dean of Math, Science and Technology
IB Coordinator Designate**

Date: **February 8, 2008**

Important reminder:

To be considered complete, this *Application form part A* must include the documents listed below (the number of copies will be specified by the regional office). If any items are not available or applicable, please submit an explanation.

❑ **Completed *Diploma Programme application form part A***

❑ **Evidence of payment of the non-refundable candidate fee**

Please see the fee schedule for your region. This can be obtained from your regional office.

❑ **Documentary confirmation of the legal status of the school.**

❑ **Written confirmation of support from the authorities that will finance the IB Diploma Programme in the school.**

It is recommended that a copy of the governing body's policy decision to implement the programme is included.

❑ **Documentary evidence of long-term fiscal viability.**

This should demonstrate that the school is an institution that meets its financial obligations, for example, audited budget statements of the last two years.

❑ **Implementation budget.**

This should include provision for the professional development of staff at IBO-approved workshops. Please consult with the regional office for details.

❑ **The school prospectus, brochure or general information document.**

❑ **Letters of support for the IB Diploma Programme from:**

12. • the principal or head of school
13. • the superintendent (particularly for public, separate, or state-funded schools in North America)
14. • the president of the school board or other governing body.

❑ **A strategic plan for implementation of the IB Diploma Programme.**

This should identify staff responsibilities for the head of school, the IB Diploma Programme coordinator, and the staff responsibilities for TOK and CAS as well as for supervision of the extended essay.

❑ **Professional development of IB Diploma Programme teachers**

Please complete appendix 2 of the *Diploma Programme application form part A*.

Note: The *Diploma Programme application part A* and appendices **should be completed electronically** and returned to the appropriate regional office. In consultation with the regional office, any supporting documentation should be sent on CD-Rom(s) wherever possible. Please ensure that the school is clearly identified in all correspondence.

Publications

IB Diploma Programme guides and documentation are available from the sales department of the International Baccalaureate Curriculum and Assessment Centre (IBCA), Cardiff, UK. The IBO web site at <http://www.ibo.org/> provides a list of publications, along with information on how to order.

| | | |
|---|---|---|
| <i>INTERNATIONAL BACCALAUREATE CURRICULUM AND ASSESSMENT CENTRE</i> Code: IBCA | International Baccalaureate Organization Peterson House, Malthouse Avenue Cardiff Gate Cardiff, Wales GB CF23 8GL UNITED KINGDOM | General enquiries: Phone: +44 29 2054 7777 Fax: +44 29 2054 7778 E-mail: ibca@ibo.org Sales department: Phone: +44 29 2054 7746 Fax: +44 29 2054 7779 E-mail: sales@ibo.org |
|---|---|---|

Appendix 1

Proposed IB Diploma Programme subjects

| | Subject(s) chosen | Estimated number of candidates at higher level | Estimated number of candidates at standard level | Language(s) of instruction |
|--|-------------------------|--|--|----------------------------|
| Group 1: language A1 | English | 20 | 5 | English |
| | | | | |
| | | | | |
| Group 2: language A2 | Spanish | 5 | 10 | English |
| | French | 5 | 5 | English |
| language B | | | | |
| language <i>ab initio</i> | | | | |
| classical languages | | | | |
| Group 3: individuals and societies | History | 20 | 5 | English |
| | Business and Management | 10 | 5 | English |
| | | | | |
| Group 4: experimental sciences | Physics | 2 | 5 | English |
| | Chemistry | 4 | 14 | English |
| | | | | |
| Group 5: mathematics and computer science | Math Studies | Not applicable | 15 | English |
| | Math Standard Level | Not applicable | 10 | English |
| | | | | |
| Group 6: the arts | Visual Arts | | | English |
| | | | | |
| Theory of knowledge (TOK) | Compulsory | Not applicable | Not applicable | English |

Appendix 2

Professional development of IB Diploma Programme teachers

Please indicate when the head of school, IB Diploma Programme coordinator designate and IB Diploma Programme teachers, in each of the Diploma Programme subjects and requirements, have received or will be receiving training. It is expected that all teachers undertake training at IBO-approved workshops prior to beginning teaching. For specifics on regulations regarding building a Diploma Programme, refer to the *Vade Mecum*, section A. Attach extra sheets as necessary.

| Diploma Programme groups | Teacher's name next to Diploma Programme subject course (indicate HL/SL) | Qualifications of each teacher (degrees, diplomas) | Date and location of teacher training | Future workshops to be attended |
|--|---|---|--|--|
| Head of school | John House-Myers | Masters Degree | June 2007/Lake Tahoe, CA | |
| DP coordinator designate | | | | |
| Group 1: language A1 | Anne Barnea (HL/SL) | Bachelors+15 | July 2007/New York, NY | |
| | Heidi Pauer(HL/SL) | Masters+30 | | July 2008/GA |
| Group 2: language A2 | | | | |
| language B | Connie Evans (Spanish HL/SL) Colony Wilhelm (French HL/SL) | Masters+30 Bachelors+30 | June 2007/ Lake Tahoe, CA | March 2008/Houston, TX |
| language <i>ab initio</i> | | | | |
| classical languages | | | | |
| Group 3: individuals and societies | Lily Woo (History HL/SL) Derek DeAngelis (History HL/SL) | Masters Masters | July 2007/ NY | July 2008/ GA |
| | Leesa Hudak (Bus. And Management. HL/SL) | Masters | | June 2008/ FL |
| Group 4: experimental sciences | Chris Naimie (Physics HL/SL) | Ph.D. | July 2007/ NY | |
| | Tara Mack (Chemistry HL/SL) Brenda Mitchell (chemistry HL/SL) | Masters Masters | December 2007/ NY | June/2008 FL |
| Group 5: mathematics and computer science | Marcel Duhaime (Mathematics SL) Joy Chaffee (Math Studies SL) | Masters Bachelors+15 | | March 2008/ TX March 2008/ TX |

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|------------------------------|----------------------------------|--------------|--|--|
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| Group 6: the arts | Rick Hedrick (Visual Arts HL/SL) | Bachelors+30 | | |
| | Gabe Cohen (Masters HL/SL) | Masters | | |
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|--|---|---|----------------|--|
| Theory of knowledge (TOK) | Gay Longnecker Dan Calder Michelle Cadorette James Doneski | Masters Bachelors+15 Masters Bachelors | | July 2008/ GA July 2008/ GA July 2008/ GA July 2008/ GA |
| | | | | |
| Creativity, action, service (CAS) | Ben Forbes | Masters | June 2007 / CA | |
| | Mary Ann Gaschnig | Masters | June 2007 / CA | |