

IB Americas May eNewsletter

Fourth Edition

Welcome to the May 2010 edition of the IB Americas eNewsletter

Dear Educators,

Welcome to the May edition of the IB Americas eNewsletter.

I would like to take this opportunity to update you on the exciting work the Americas region has undertaken over the past year to enhance our ability to meet the needs of interested, candidate and authorized schools.

The Americas Global Centre, scheduled to open this August, will be the location of the IB's School Division, which will be the activity hub for the regional office, global school services, professional development, research and university and government recognition at the IB.

The mission of the Schools Division is "to provide excellent service, enabling an ever-expanding number of schools to benefit fully from IB programmes".

One of our main pathways towards achieving this mission is to align practices across the regions and globally. I am proud to announce that much of this work is underway and nearing completion, including:

- Establishment of global centres to bring the IB closer to schools (Americas 2010, Africa, Europe, Middle East 2011, Asia Pacific 2012)
- Alignment of [authorization](#) and [evaluation](#) standards regionally and globally
- Expansion of [teacher professional development options](#), both offline and online
- Launch of the [Diploma Programme online](#) with a new partnership and expansion of courses
- Launch of the [IB Career-related Certificate \(IBCC\)](#), a two-year academic qualification designed to support and complement career-related courses, as a pilot with 11 schools in the US in 2010, with a plan to go mainstream by 2012

We hope you find that these new endeavours result in increased excellence in the day-to-day service you receive from IB Americas and our colleagues around the globe. If you have ideas, concerns or general feedback on the Schools Division, please do not hesitate to contact me directly at iba.director@ibo.org.

Warm Regards,

Drew Deutsch
IB Americas Director

Primary Years Programme: Forging an Institutional Culture and Identity

By Ana Laura Arellano Rodríguez, PYP coordinator, Centro de Estudios Columbus, Madison Veracruz, Mexico

All inquiries involve questioning. In the IB Primary Years Programme, this questioning is addressed through transdisciplinary themes. On an institutional level, and in an effort to forge our institutional identity, we can also ask ourselves: Who are we? How do we express ourselves? How do we share the planet?

Our school, Centro de Estudios Columbus (or Madison Veracruz as it is known), is a young school that is only in its third academic year. There are approximately 500 students enrolled in the kindergarten, primary and secondary levels. Our teaching staff is made up of people of different origins, cultures and genders, but their common denominator is their interest in personal and academic growth and in creating change in the society we belong to.

Because of our commitment to the community, the institutional identity that we want to forge is one which unifies us all.

Madison Veracruz's "Little Carnival"

Our school is located just 500 meters from the coast of Puerto de Veracruz, Mexico. Each year, the state's biggest festival, the Veracruz Carnival, takes place along this boulevard. Forty days before Easter, carnival floats and costumed groups make their way along the boulevard to the beat of festive music. As a way to identify with the community, Madison Veracruz celebrated its own "Little Carnival" a few days afterwards that followed a section of the same route.

About 600 members of our community formed groups and made floats with their classmates. Our inspiration when decorating the floats and making costumes for the students was the theme "peace and conflict". We decided to use this IB community theme as a way to get the whole school to focus on the same inquiry and, at the same time, to get everyone to participate in the show, whose principles followed the same concepts.

And the decision paid off. Every grade expressed their view of peace as seen through history and through other lenses. The younger the pupils, the more support they received from their teachers and parents in inquiring what peace meant to them. The older students made their own interpretations, showing them off in such artistic projects as drawings, banners, songs, and costumes.

But the best was yet to come. At the end of the event, the school community got together on the school grounds for a fundraising party in support of those students who were going to represent our school in an international competition in the United Kingdom. After the families of these students tried for weeks to convince the school community that the money could only be raised if everyone helped, parents not only assisted in organizing the fundraiser, offering loads of enthusiasm and ideas, but they also made it an event that brought us together as a school. Today, these students know the importance of teamwork and synergy in reaching common goals. It became evident that the achievements of the members of the community were everybody's achievements.

Who we are

The reasons why both events were successful were that they brought us together as a community—we had become the Madison Family that we had always wanted to be, showing that all of those who selflessly lent a hand had incorporated the learner profile attributes; they caused parents, students and

teachers to reflect and to build knowledge together as we inquired about our personal—and the group’s vision—of peace and conflict; and finally, both events promoted the development of skills, attitudes, knowledge, and concepts.

In our consolidation as an institution, we need to reflect on who we are, among other questions. We will continue to think about what we are doing to educate agents of change as well as our educational community’s role in local, national, and international contexts. At this point we know that, as a school, we are IB at heart. We will continue to strive to make our family stronger through shared values. And, though we used to end our school newsletter with the phrase: “I’m Madison ... and you?” we will express our commitment from now on by signing off with “I’m IB ... and you?”

IB Middle Years Programme: Fostering a Sense of Unity

By Philip Mantaring, Middle Years Programme coordinator, M.B. Lamar High School, Houston, Texas, USA

There is a saying here that “everything’s bigger in Texas,” and the typical first time visitor to our campus can see why.

Located in Houston, Texas, M.B. Lamar High School services over 3,000 students each year. Within this large population, diversity is the standard, not the exception. Our students originate from 50 different middle schools; represent many ethnicities, and hail from every neighbourhood in Houston—from homeless shelters to the wealthiest homes.

Like any urban high school, we face the challenge of meeting the individual needs of such a large and diverse group of students, while at the same time fostering a sense of community and shared responsibility. Therefore, it was only natural for Lamar to choose International Baccalaureate (IB) to meet those needs.

M.B. Lamar began offering the IB Diploma Programme in 1982. While the Diploma Programme addressed many of our concerns, it also created some new ones. For many of the students and faculty, the term “IB” had become synonymous with “elite” students. This situation became ironic in that the International Baccalaureate ideals of respect for diversity and shared responsibility among all people were only being communicated to a select few. To address this problem, Lamar turned once again to IB, this time in 2003 by bringing the IB Middle Years Programme (MYP) to the whole campus.

The MYP has done much to foster the sense of academic unity that we were looking for. The MYP practices, such as interdisciplinary study, inquiry based instruction, and real world relevance helped to improve assessment scores in all disciplines, paving the way for M.B. Lamar High School to earn the Texas Education Agency’s “Recognized” campus designation.

Our Diploma also benefits from the MYP. The connections between the two programmes have not only smoothed the adjustment to Diploma-level work, they have served to encourage students to consider the IB diploma as something worth shooting for and capable of obtaining. Our results speak for themselves: we went from 38 diploma recipients in 2003 to 116 recipients in 2009—the most diploma recipients in the state of Texas.

To meet our particular needs we chose to implement MYP as a “whole school” programme, meaning every 9th and 10th grade student on our campus participates in the MYP. This choice presented us with many pressing issues. Size is always a concern. In a given year, we will typically have over 1,400 MYP students taught by nearly 100 faculty members.

In addition to issues of population are academic issues. M.B. Lamar offers an incredible variety of courses including a business administration magnet program, as well as seven different language B offerings, all of which had to be incorporated into the MYP. Also, availability of resources has been a big concern. Aspects of the programme, such as the personal project (about 650 were produced this year) often stretch our ability to provide students adequate resources.

We took a two-pronged approach to address these concerns: structural and cultural. We made the conscious decision to take the concept of “whole school” literally. All teachers, regardless of the subject area or grade level they teach, are trained in the MYP pedagogy. Even those teachers at the 11th and 12th grade who do not teach in our Diploma Programme are expected to use these best practices in their classrooms. In order to facilitate continual growth in the MYP and foster collaboration, teachers are provided time to meet in interdisciplinary groups and in their own subject area on a weekly basis. For incoming freshmen we offer our “Summer Academy”, a one month, non-credit course of study taught with MYP pedagogy that we use to both reinforce the skills they will need to succeed in high school and to introduce them to the MYP.

The second of the two approaches we took was the cultural one. It is impossible to overstate the role our school culture had in implementing the MYP at a whole school level. IB, the MYP, and the learner profile are embedded not just in the classroom but everywhere on campus—from the decorations in our hallways to the manner in which our professional development is conducted.

Our approach was certainly not without its detractors; this sort of drastic cultural shift forced everyone to decide whether IB could truly be a part of their value system and many good educators left us as a result. In the long term, such change was needed because the collaboration, integration, and communication that form such an important part of the MYP is best fostered when the school community shares the same goals. IB is such an integral part of our entire school’s culture now—every teacher is an IB teacher and every student is an IB student—that we even have a saying for it “IB-long to Lamar High School”. As our principal once stated, “we are not a school with an IB programme, we are an IB World School.”

IB Diploma Programme: Changing the Notion of Access to Education in Antigua

By James Pastore, Jr., headmaster and Bernadette Sherman, founder, Island Academy, Antigua, West Indies

Seen by many as one of the most stable of the Caribbean islands, Antigua is home to approximately 80,000 people. The racial and ethnic groups represented in the local population are diverse and are reflected in the student population of Island Academy International School (IA).

One of our key phrases at Island Academy is "Unity in Diversity". With children from 20+ nations, our student body is truly representative of the wide range of people who inhabit this island nation. However, despite the best efforts of the Antiguan government, Antiguan children have limited access to resources and educators that most western countries take for granted. The per capita income of Antigua is approximately US\$11,000.00 per year. Upper school ends at Grade 11 and students completing the course work available through the Antiguan system do not have a diploma that will allow them to enroll in American and European universities. This discrepancy in access—and the need and desire to address it—is the seed upon which Island Academy in Antigua, West Indies was founded.

Since its founding nine years ago, Island Academy International School has changed the notion of access to education in Antigua by providing a world-class curriculum and enrichment activities to a diverse range of students on the island. The addition of the IB Diploma Programme to Island Academy was a natural progression in the growth of the school as the Board of Trustees sought better ways to serve its students, families and the nation. The IB programme's reputation for rigorous assessment, its renown as an excellent university entry credential and its emphasis on critical thinking, intercultural understanding and exposure to differing points of view all speak to the natural alignment of Island Academy with this programme.

The ethos of Island Academy is to create access to the IB Diploma Programme for the underprivileged children of Antigua. Every year as many as 50% of the students at IA receive financial assistance in the form of bursary awards, which range from 10% of tuition to full scholarships. Without this support, the opportunity for many to attend Island Academy would be unavailable. In order to embrace this mission, the Board of Trustees fundraises annually for the support of this initiative.

The Trustees struggle to maintain our vision to be a school that changes the educational landscape for Antiguan children and rearranges the fabric of the lives of so many deserving children. This struggle involves embracing the challenge of providing the finances to support these students in tandem with preparing them for the rigors of an education far beyond the scope of the public school programmes. Monies raised go towards IB training, materials, and most of all towards teacher salaries, enabling Island Academy to have the ability to recruit teachers from all over the world.

It is the integrity of the IB Diploma Programme and its impact on each student and family that so greatly appeals to the benefactors desirous of committing to measurable benchmarks for Island Academy's students. Donations range from corporate sponsorships, to individual scholarships directed to individual students, to anonymous gifts in support of the overall school programme. It is through such efforts that many of Island Academy's students receive a global education. The reward for the stakeholders of this school is the knowledge that scholarships to further education to these same students will create hope and change in families that have never celebrated a university graduate.

Donations over the years have permitted the school board to raise capital funds to construct a new campus, which opened in August of 2009. The 15 acres of land where the campus is now located were

donated by the Government of Antigua and Barbuda, and the partnership between the school and the nation is evident to everyone on the island.

Ultimately, Island Academy in its small way on a small part of the world stage delivers its hallmark—the empowerment of the child, thus paralleling the International Baccalaureate’s ethos “...to create a better world through education.”

IB Continuum: Working Together in an Interdependent World

By Stephen Spahn, Chancellor of The Dwight School in New York, NY, USA. The Dwight School was the first school in the USA to offer the IB continuum.

Founded in 1872, The Dwight School is a PreK-12 private, international school located on the Upper West Side of New York City. This year, Dwight continues to build on the IB continuum for our students from pre-kindergarten (age 3) through grade 12 (age 18).

The IB continuum has given us a framework to involve students in innovative technology initiatives, environmental projects, meaningful foreign exchange opportunities, and community building endeavors, which is reflected in our plans for this school year.

As technology becomes an increasingly important part of our everyday lives, Dwight continues to break ground using online courses as a way to utilize 21st century skills to connect with a global audience. Adding to last year's pilot online course on leadership development, our tenth grade students are participating in an online technology course, whose curriculum, based on J.F. Rischard's book *High Noon: 20 Global Problems, 20 Years to Solve Them*, will require them to help solve global issues using social media tools. Our ninth graders are participating in an online citizen journalism course that will enable them to research, write and publish a salon-type electronic magazine.

We recently helped found the Dwight International School (DIS), an IB candidate school on Vancouver Island. The initial student population of 140 students includes specially selected future leaders of the Cowichan Indian tribe.

Through DIS programs, students at Dwight and other New York City schools will have a chance to learn traditional Indian skills from the Cowichan Indians and conduct environmental research in the densest rain forest in the world.

The IB is based upon the philosophy that we live in a world without borders, which requires us to become knowledgeable of other societies. To that end, we enter our fifth year offering Mandarin Chinese to our elementary students. To expand our whole school's knowledge of China, we recently signed the first pilot joint Chinese-American curriculum program allowed in a state school in Beijing. This program, currently involving 120 Chinese students at the Capital Normal High School, provides our school community with a unique opportunity for virtual and real student and teacher exchanges.

Lastly, through Dwight's Institute for Civic Leadership (ICL), a non-profit organization whose mission is to inspire and educate students through the IB and provide "take action" opportunities to become engaged global citizens, we invite New York City private, parochial, and public schools to join with us in engaging in an international exchange of ideas and contributing to communities in developing countries through the programs listed above as well as others in the Middle East, India, and Africa. Over the past eight years, several thousand students from more than one hundred schools have participated in ICL programs. We have learned that it is necessary to have all of us work together in this interdependent world.

To learn more, please visit www.dwight.edu and www.iclny.org.

Professional Development Highlights

Introducing our new global workshop architecture

In January 2010, the new global architecture for workshops was launched. With distinctive goals and objectives in each of its three tiers, this architecture will help us align best practices in professional development across the three regions.

Explore the new architecture at www.ibo.org/events/news/index.cfm. If you have questions, please contact the global professional development team at: global.pd@ibo.org

Global quality assurance framework

Based on the goals and objectives of the new global architecture, the updated quality assurance framework was developed by the IB global professional development and research teams, with input from the regional professional development and programme staff, as well as external consultants.

The new framework will ensure that IB workshop attendees have the same high quality experience worldwide, whether the workshop is run by IB or IB workshop providers.

With evaluation instruments piloted in 2009, the new framework has been implemented as of January 2010. It will provide various methods for gathering data and checking processes to increase the validity and reliability of evaluation, including:

- surveys
- interviews
- focus groups
- evaluators

By analyzing this data, we'll continue to enhance our professional development offerings and deliver timely feedback to workshop leaders.

IB Diploma Programme subject specific seminars

Subject specific seminars introduce curriculum changes to experienced teachers. The faculty will include master teachers and those involved in the curriculum review. Staff from IB's curriculum and assessment centre will be on hand to answer questions.

For 2011, groups 1 and 2 and economics are the revised subjects, with teaching beginning in September 2011. Workshops will continue in 2010 with the current course since new subject guides will not be available before late 2010 and first exams do not occur until 2013.

Subject specific seminars for groups 1 and 2 will take place in early 2011. The latest summary of changes to the curriculum is detailed in the document Guidance for language provision in groups 1 and 2 which is posted on the [occ](#).

PYP category 1 introductory workshops

In keeping with the latest PYP workshop handbook, IB Americas is now offering two different category 1 workshops for the PYP. Workshop 1A, *an introduction to the IB standards for administrators new to the PYP*, is intended for administrators and IB coordinators. *Workshop 1B, an introduction to the PYP curriculum model*, is geared for classroom teachers. As pedagogical leaders of their schools, however, administrators and coordinators are also encouraged to attend 1B in addition to 1A.

Category 3 workshops for all programmes

The Americas region has experienced increased interest over the past year in our category 3 workshops. Category 3 sessions provide a unique opportunity for in-depth, content-based professional development. For a complete listing of our category 3 workshops for January through June 2010, please visit our events page at: www.ibo.org/events/workshops.cfm

We encourage workshop leaders in each of the programmes to submit proposals for additional category 3 workshops. The proposal form can be found on our website at www.ibo.org/iba/workshops/categorythreeworkshops.cfm

Please submit your proposals directly to emily.ross@ibo.org.

Continued Collaboration with the American Museum of Natural History (AMNH) in New York City

Begun in 2007, the IB continues to offer its teachers the museum's award-winning *Seminars on Science* program, which currently features ten online courses ranging from evolution to ocean dynamics to quantum physics. Each course is six weeks long and is designed specifically for educators. The courses, taught by a museum scientist and a veteran classroom instructor, tap into AMNH's immense resources and the expertise of leading scientists. Teachers earn up to four graduate credits and/or IB professional development credit. The final assessment activity required of each course focuses on an IB classroom application.

For more details, please visit the workshops and conferences page at <http://www.ibo.org/events> or contact Irene Pingol, Professional Development manager at the IB New York office via email at irene.pingol@ibo.org

Space is still available for workshops in the Americas for the remainder of 2010. For more information, please visit the event web pages at: www.ibo.org/events/workshops.cfm

Announcements

Appointment of the Americas Primary Years Programme manager

Mr. Michael Clifton has been appointed as the Primary Years Programme manager for the IB Americas region. For the past four years Michael has worked as the PYP manager in the IB New York office, supporting the former North America region.

Michael brings to his new role a depth of international teaching experience. For eight years, he taught French and English as a Second Language (ESL) in the United States, Turkey and South Korea. Michael also served on several educational committees and led professional development courses for ESL teachers at international schools.

He received his bachelor's degree in French language and literature and his master's degree in education from the University of Florida.

The main focus of Michael's work as the Primary Years Programme manager for the Americas will be to oversee the authorization and evaluation of PYP schools and to be involved with the training and ongoing support of PYP volunteers throughout the region.

New IB educator network division in the Americas

The IB has created a new division to support educators throughout the region who assist with the delivery of an IB education to schools and students. The IB educator network (IBEN) will manage relationships, evaluate performance, and provide coaching.

Linda Winch has been hired to manage the Americas IBEN department. Linda brings both an international perspective and an educational background to the IB; she worked as a teacher for 18 years in Japan, Hong Kong, the Bahamas and the United States, serving as head of middle and upper school, head of department, IB MYP coordinator, IB Diploma coordinator, teacher of MYP humanities and Diploma history teacher.

Joining Linda in the IBEN division are three IBEN specialists; Gabriela Benvenuti, Susana Fernandez and Cecilia Oubel from our IB Buenos Aires office. Susana has taken on the role of the Diploma Programme specialist, Cecilia as the Middle Years Programme specialist and Gabriela as the Primary Years Programme specialist. The specialists will serve as advisors and programme experts within the department.

To learn more about IBEN, please visit www.ibo.org/iba/iben. If you have any questions or feedback, please do not hesitate to contact the division at iba.iben@ibo.org

IB World Student Conference

The Northwest Association of IB World Schools, in partnership with Oregon State University, is hosting an IB World Student Conference on the OSU campus in Corvallis, Oregon, USA from **9-13 August 2010**.

The theme of the conference is "*Creating a better and more peaceful world*," drawing on the inspiration from the IB community theme of "*Sharing our Humanity*." This global initiative has identified six global topics toward which it hopes to generate action:

- The fight against poverty
- Peace-keeping, conflict prevention, and combating terrorism
- Education for all
- The fight against infectious disease
- The digital divide
- Natural disaster prevention and mitigation

The purpose of the IB World Student Conference in 2010 will be to explore these six global topics and to design action plans that address these problems which IB students can implement worldwide as CAS projects.

Registration is open through 1 July 2010. To learn more, please visit the conference website: <http://oregonstate.edu/conferences/ibwsc/>

The IB Virtual Community - Launching August 2010

The new IB virtual community is currently in beta testing with over 500 IB community members and is scheduled to go live in August 2010.

The IB virtual community is a private online learning community in which IB community members—students, educators, alumni, and professional development providers—will be able to interact and collaborate in an academic social networking environment. Community members have access to a broad range of collaborative tools, such as profiles, groups, blogs, wikis, discussion forums, file areas and more.

IB World Schools and other stakeholders will continue to be added to the IB virtual community in phases once the site goes live in August. The IB anticipates that over 2 million members will ultimately join the IB virtual community. Stay tuned for details on how you, too, can join the virtual community!

For more information, please visit <http://blogs.ibo.org/dsi/>

If you are attending [the IB Americas conference this July in Miami](#), please also visit the IB virtual community table in the exhibition hall, and/or attend the IB virtual community presentation.

2010 IB Conference of the Americas: Exploring Cultures, Expanding Minds

15-18 July 2010, Miami Beach, Florida, USA

Please join us at the Fontainebleau Miami Beach, Florida, USA from 15-18 July 2010 for four inspiring and thought provoking days of events.

The 2010 IB Conference of the Americas will be the single best place to meet and collaborate with over 1,000 IB educators from across the Americas region and the world.

Discover new ideas to further develop your IB programme, learn from IB practitioners, reflect on your practice, and leave with inspiration and renewed energy to bring back to your school.

Don't miss the incredible stories from our featured speakers and breakout presenters, including:

- National Geographic Explorer-in-Residence, **Wade Davis**;
- **Alma Guillermoprieto**, named one of the top 100 public intellectuals in the world by *Foreign Policy* magazine in 2008;
- *The Washington Post* columnist **Jay Mathews**;
- **Lorraine Monroe**, the Founder of the Frederick Douglass Academy in Harlem, New York, USA and the author of *Nothing's Impossible*.
- **Greg Mortensen**, author of *Three Cups of Tea* and *Stones into Schools*, and
- **Paul Tarc**, author of *Global Dreams, Enduring Tensions: International Baccalaureate in a Changing World*.

The 2010 IB Conference of the Americas is the perfect professional development opportunity for heads of schools, coordinators, teachers, district and school board officials to promote best practices in the IB Americas region.

To learn more and register, please visit the official conference website at www.ibo.org/iba/conference. If you have any additional questions, please contact the IB Americas support desk directly at iba@ibo.org, or call us at +1 212 696 4464 ext 1.

We look forward to welcoming you in Miami!

Americas Global Centre: Student Photo Art Contest

Be part of the new Americas Global Centre in Bethesda, Maryland, USA! We are currently in the process of designing the new home of the IB in the Americas. We are seeking to portray the IB in action prominently throughout the new Global Centre and would like to invite your students to submit high resolution photos of original artwork which reflects one or more attributes of the IB learner profile. New and existing artwork will be accepted.

The winning photos will be displayed throughout the Global Centre in Bethesda, Maryland, USA.

To enter, students may submit photos of their artwork—either paintings, drawings, prints, sculptures, photographs, or mixed media pieces—to iba.comm@ibo.org by **15 June 2010**.

The winners will be announced at the **IB Conference of the Americas** in July. Winners will be officially notified via email in August.

If you have any questions, please do not hesitate to contact the IB Americas communications division at iba.comm@ibo.org.

Thank you for your participation!

Contest Guidelines

Eligibility: All IB students in the Americas region, ages 3-19. IB staff, board and regional council members, and their immediate families are ineligible to enter.

Photos Accepted: High resolution, jpeg format, of paintings, drawings, prints, sculptures, photographs, or mixed media pieces, either new or existing.

Submission Deadline: Photo of artwork emailed to iba.comm@ibo.org by **15 June 2010**

New IB World Schools in the Americas

We are pleased to officially welcome schools that have been authorized to teach an IB programme between **1 November 2009 and 1 April 2010**:

Primary Years Programme

Blanca E. Sanchez Elementary School, United States
Colegio Arjí, Mexico
Colegio Experimental Británico Internacional, Ecuador
Colegio Isaac Rabin, Panama
Concord Elementary School, United States
Coronation School, Canada
Dina Link Elementary School, United States
Emma C. Chase Elementary School, United States
Forest Park Elementary School, United States
Geraldine Boudreaux Elementary School, United States
Handley Elementary School, United States
Highview School, United States
Horace Mann School, United States
IDEA College Preparatory, United States
IDEA Quest Academy, United States
James H. Hendrix Elementary School, United States
Kingsbury Country Day School, United States
Las Colinas Elementary, United States
Le Jardin Academy, United States
Lyford Cay International School, Bahamas
Pahokee Elementary School, United States
Riverstone International School, United States
Robert Frost Elementary School, United States
The British School - Punta Arenas. Chile
Walter Turnbow Elementary School, United States
Wheeling Elementary, United States
Windsor Park Elementary School, United States

Middle Years Programme

Ada Merritt Elementary School, United States
Albert Einstein Academy Charter School, United States
Alice Deal Middle School, United States
Brooklyn Center Junior/Senior High School, United States
Central High School, Springfield, United States
Central Middle School, United States
Colegio Experimental Británico Internacional, Ecuador
Henry J. Kaiser High School, United States
Langston Middle School, United States
Mackintosh Academy, United States

Meadowlane Intermediate Elementary School, United States
Niu Valley Middle School, United States
Oberlin High School, United States
Pipkin Middle School, United States
Signal Mountain Middle/High School, United States
The Portland French School, United States
Universal Academy, United States
Virgin Islands Montessori School, US Virgin Islands
Whitby School, United States

Diploma Programme

Abby Kelley Foster Charter Public School, United States
Algonac High School, United States
Bedford Road Collegiate, Canada
Bloomfield Hills Lahser High School, United States
Brooke Point High School United States
Colegio Fiscal Mixto 'La Libertad', Ecuador
Colegio Nacional 'Cinco de Junio', Ecuador
Colegio Nacional Olmedo, Ecuador
Colegio Saint Andrew's, Bolivia
Colegio San Agustín de Chiclayo, Peru
Dwight International School, Canada
Escola Suíço Brasileira Rio de Janeiro, Brazil
Greenville Central School District, United States
Highland High School, United States
International Academy of Macomb, United States
John F. Kennedy High School, United States
Journeys School of Teton Science Schools, United States
King's Fork High School, United States
Latta High School, United States
Lausanne Collegiate School, United States
Long Beach Senior High School, United States
Longview High School, United States
Morris Knolls High School, United States
Park High School, United States
Pueblo West High School, United States
Shaker Heights High School, United States
St. Andrew's School, United States
The Academy of the Holy Cross, United States
The Codrington School, Barbados
The Village School, United States
Thomas Edison High School, United States
Toronto Montessori Schools, Canada
Unidad Educativa Bilingüe Delta, Ecuador
West Islip High School, United States

Woodville School, Argentina