LA SALLE GREEN HILLS
IB Diploma Programme
Admissions Policy

I. Introduction

The LSGH IB Admissions Policy is founded on principles of inclusivity, diversity, and equity. The institution strives to create a welcoming and supportive environment where every student can thrive and reach their full potential. Our Lasallian values of **faith**, service, and **communion** are aligned with the aim of the IB Programmes which is to develop internationally minded people who recognize their common humanity and shared guardianship of the planet and to help and create a better and more peaceful world. Through the school's innovative, relevant programs, and leading-edge learning environment, we strive to bring out the best in our students and develop exemplary leaders who care for the poor and the environment.

II. The LSGH MISSION and its alignment with the IB MISSION

LSGH MISSION STATEMENT	IB MISSION STATEMENT
Inspired by the teaching of Jesus and the charism of St. John Baptist de La Salle, La Salle Green Hills, a Catholic School, promotes the values of faith, service, and communion. We bring out the best in our students by nurturing their gifts, passion, and full potential through: ● Innovative and relevant educational programs ● Highly competent and committed educators ● 21st-century learning environment Working together as a community, we develop Lasallians who are exemplary leaders who care for the poor and the environment.	The International Baccalaureate aims to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end, the organization works with schools, governments, and international organizations to develop challenging programs of international education and rigorous assessment. These programs encourage students across the world to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right.

III. The LSGH Pillars of Identity and the IB Learner's Profile Attributes

Pillars of the LSGH Lasallian Identity	IB Learner Profile
As a school community that is founded on Christian ideals and the Lasallian charism, animated by the Gospel and Church teaching, we commit ourselves to grow in the foundational values of faith, service, and communion by fostering the following attitudes:	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.
FAITH ● Nurture a healthy prayer and spiritual life ● Strive to consistently live out our faith and values in our day-to-day choices ● Mature continuously in living out the faith in an inculturated manner ● Value sacramental celebrations and respecting religious traditions ● Bring social realities and our experiences into dialogue with our faith ● Discern social realities, responses, and moral values through the eyes of faith	Inquirers IB learners exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems and make reasoned, ethical decisions.
	Knowledgeable IB learners explore concepts, ideas, and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
	Thinkers IB learners exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems and make reasoned, ethical decisions.
SERVICE ● Strive to consistently pursue excellence and integrity in our endeavors ● Demonstrate commitment to the poor, fostering a culture of compassion, and care for the environment ● Engage actively in volunteer activities and programs ● Inspire others to reach their full potential ● Commit to justice and equity each day ● Respond creatively and generously to current and emerging needs of the community and the larger society	Balanced IB learners understand the importance of intellectual, physical, and emotional balance to achieve personal well-being for themselves and others.
	Caring IB learners show empathy, compassion, and respect towards the needs and feelings of others. They have a personal commitment to service and act to make a positive difference in the lives of others

	Reflective IB Learners thoughtfully consider the world and their own ideas and experiences. They work to understand their strengths and weaknesses in order to support their learning and personal development
COMMUNION ● Cultivate a culture of compassion and inclusion ● Develop open-mindedness, dialogue skills, and solidarity with all ● Build empowering partnerships and associations within the community and external stakeholders ● Foster a deeper sense of appreciation and ownership of our Lasallian heritage	Communicators IB learners understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
	Principled IB learners act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
	Open-minded IB learners understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
	Risk-takers IB learners approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
Mindful and sensitive to the signs of times, we are challenged to use our gifts to help others. We believe that the education we receive empowers us and others to be a force for good. As members of one La Salle community, we commit to contributing to positive change.	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.

IV. Admissions Philosophy

Our admissions philosophy is anchored on the pillars of the LSGH Lasallian identity and based on key principles that reflect our Lasallian heritage.

We believe in the importance of inclusivity, and we welcome students from all backgrounds, cultures, and religions;

We seek to create a diverse community that fosters mutual respect and understanding;

We believe that every student has unique talents and strengths, and we strive to provide a learning experience that supports each student's individual needs;

We believe in the importance of service to others, and we encourage our students to develop a strong sense of social responsibility.

And finally, we believe that education should be transformative and that it should empower our students to become leaders and make a positive impact on the world.

Through our admissions policy, we seek to attract students who share these values and are committed to making a difference in local and international communities.

V. Student Pathways for University

A potential IB student aiming for local or foreign universities may take one of these pathways:

A. Full diploma: is for a student who aims to register all taken subjects for external assessment

B. Diploma Courses: are for a student who will opt to take one or more IB courses and register in selected IB subjects for external assessment

For SY 2024-2026, the following are the subject offerings:

Subject Offerings *Students take the mandatory IB Core subjects: TOK, EE, and CAS.		
Subjects are in: Higher Learning (60 mins per meeting, 4X a week, for a total of 240 hours) and Standard Learning (60 mins per meeting, 3X a week, for a total of 150 hours)	Group 1: Language & Literature English Language & Literature Filipino A Literature Group 2: Language Acquisition French Language Ab Initio Spanish Ab Initio Filipino B Group 3: Individuals and Societies Business Management Psychology Economics Environmental Systems & Societies	Group 4: Biology Chemistry Physics Environmental Systems & Societies Group 5: Mathematics Mathematics: Analysis and Approaches Mathematics: Applications and Interpretations Group 6: The Arts Visual Arts * Students may choose courses from the following subject groups: languages, individuals and societies, and sciences

A suggested course menu is provided to each student so that subject choices are intentionally selected and aligned with their college admissions goals.

VI. Admissions Guidelines

The application for the IB Diploma Programme is available to Grade 10 students who plan to enroll in the IB curriculum.

It is highly recommended that students from other schools enroll in G9 to G10 at LSGH for a seamless transition to the IB Curriculum.

6.1. Student Selection

The qualities expected from a student participating in the IB Diploma Programme should embody the following:

6.1.1. Personal qualities

- Self-disciplined, has a sense of responsibility and skills in time management

- Has a well-established habit of reading and writing
- Has good communication skills, is creative, and a team player
- Has a passion for engaging in both curricular and extracurricular activities (art, sports, and community service)
- Motivated for continuous learning and self-improvement

6.1.2. Academic Attributes

- Advanced levels of reading and writing both in English and Filipino
- Advanced level of digital literacy
- Developed skills in research, questioning, analyzing, critical thinking, and a high level of curiosity
- High level of consciousness on global issues and perspectives
- Upholds academic integrity

6.2. Application for Admissions

6.2.1. The IB Diploma Programme and National Curriculum follow the same school calendar. Transferees should apply for and be accepted into the National Curriculum before applying for the IB Diploma Programme.

6.2.2. The IB Diploma Programme is for Grades 11 and 12; thus, recruitment begins in Grades 9-10.

6.2.3. The application dates for admissions are announced at the beginning of each school year. The recruitment process, through program informational meetings and circulars, begins in the middle of the school year.

6.2.4. The application period for aspiring IB students will begin in November and admissions results will be released by the last week of March.

6.2.5. Students applying for the IB Diploma Programme undergo several screening processes.

Schedule of Application Process

The IB Curriculum Screening Schedule is announced in advance	Please communicate with the Admissions Office at admissions@lsgh.edu.ph
Mid or Last week of November up to the second week of January	Screening 1: Application and Submission of Admission Requirements
Scheduled by batch	Screening 2: Language Proficiency Assessment Screening 3: Panel Interview
Last week of March	Release of Admissions result

6.3. Screening Process

6.3.1.1 Admissions Requirements

a. The APPLICATION FORM and the letter of intent written by the student (with a minimum of 500 words). The application form includes a designated section for this purpose.

b. The following documents are required as attachments in the application form:
The LSGH IB admissions policy promotes inclusivity and acknowledges the academic rigor and demands of the Diploma Programme; therefore, Grade 10 grades are prerequisites for consideration in the program.

- At least B (80%) in all subjects
- General Average of B (80%), and
- Satisfactory conduct

Transferees must provide a recommendation from either a Math or Science teacher and another from an English teacher. Please use the LSGH Recommendation Form.

Important Note: Admissions to the Diploma Programme will not be based solely on a student's previous grades from Grade 10. The decision will also consider the results of

the language proficiency assessment and panel interviews with members of the IB Admissions Board. According to the IB Admissions Policy, both personal qualities and academic attributes are given equal importance.

6.3.1.2. Submission of requirements

- Email the requirements to ibdp_info@lsgh.edu.ph
- Pay the application processing fee of Php 2,000

6.3.2. Language Proficiency Assessment

Students who wish to join the IB Diploma Programme are expected to have an advanced level of English literacy. Therefore, strong reading and writing skills are essential requirements. To assess these skills initially, students will be asked to write an analysis of a selected piece of literature on the day of their scheduled interview.

6.3.3. Interview

The final stage of the screening process involves interviewing the student applicant. Both screenings 2 and 3 will be conducted on the same day. The student applicant will be notified via email if they have successfully passed the final screening stages and can proceed with the enrollment process.

6. 4. Acceptance in the programme

After an IB student applicant completes the final screening process, the following should be complied with before a student is accepted into the Diploma Programme:

a. Documents signed by both the student and their parent or legal guardian include an academic integrity contract, a commitment agreement, and the final course election.
b. A reservation fee of Php 50,000 which is non-refundable but deductible from the tuition fees.

VII. The Enrollment Process

The enrollment process is as follows:

7.1. Present the IB acceptance letter to obtain an assessment form from the Office of the Financial Resource Department.

7.2. Choose the payment channel, mode of payment, and payment plan. Kindly note that the payment plan for foreign students is limited to an annual plan.

7.3. Secure a receipt after payment.

7.4. Proceed to the bookstore for the uniform and school supplies.

7.5. Check with the TMC Office the schedule for the issuance of school ID.

7.6. Visit the IB office for further information.

VIII. IB Diploma Programme Fee

8.1. School fees and payment plans for students enrolled in the IB Diploma Programme differ from those of the National Curriculum. In the IB Diploma Programme, payment plans are available for annual and semester payments.

8.2. The external assessment fee for the six courses is paid by students in their last year of the Diploma Programme. Students enrolled in the full diploma program do not have to pay for the Extended Essay, the Theory of Knowledge (TOK) Essay, and the CAS assessments.

8.3. Exam fees are set annually by the IB Organization, and parents will be informed in writing in advance. Students are responsible for paying the courier fees for the exam package sent to the IB Assessment Center.

8.4. In addition to exam fees, students must cover the costs of any off-campus engagements (local or international) that are organized as part of core studies and other activities.

8.5. Tuition and miscellaneous fees for Diploma Programme Year 1 include textbooks and course materials. However, this does not apply to certain subjects (e.g., Visual Arts), where materials may vary based on individual student interests.

IX. Important Conditions

Important Considerations for the IB Diploma Programme:

9.1. Parents and students interested in applying for the Diploma Programme are encouraged to carefully assess the program's demands before making a final decision.
9.2. It is important to note that the IB Curriculum differs from the National Curriculum. The school will provide academic interventions, counseling support, guidance, and supervision for students who have difficulty coping with the rigorous demands of the program.

9.3. If a student decides to enroll in the program, both the student and their parents will need to sign a commitment agreement. This agreement confirms the student's dedication to the Diploma Programme for two years and outlines the parents' responsibility to support their child's education in the IB Programme.

9.4. Students accepted into the program will be required to attend an intensive orientation on academic integrity and assessment at the beginning of the school year. Additionally, both parents and students will need to sign an Academic Integrity Contract and submit a signed conformity letter from the Handbook of school policies.

9.5. For students with learning difficulties or exceptional needs, the school will require an official document from their attending physician, along with a treatment or intervention plan. This documentation may be necessary if an inclusive access arrangement is requested during scheduled external assessments.

X. Link to Other Policies

Inclusion Policy: For students with learning conditions/difficulties and or with exceptional needs, the school will require an official document from the attending physician and a treatment/intervention plan that the school may refer to in case there is a need to request an inclusive access arrangement during the scheduled external assessment. The student's course selection process is handled carefully in consultation with the SHS Associate Principal for Academics, the IB coordinator, all course teachers, and the IB Counselor. Any decisions made in this context are approved by the school principal, and written approval is obtained from the student and his/her parent/s.

Language Policy: Students accepted to the IB Diploma Programme are expected to have an advanced level of literacy in English and Filipino. The school provides language support programs to students who need extra assistance in developing their language skills.

Academic Integrity Policy: Students accepted to the IB Diploma Programme must be aware of their responsibility and they must abide by the Academic Integrity Contract they signed.

Assessment Policy: IB students are expected to follow the rules and guidelines stipulated in the Assessment policy of the school when taking their Internal and External assessments and in other types of assessments (both formative and summative). Non-observance of the policies might lead to non-completion of the program.

XI. Process of Policy Review

This policy is reviewed and updated at the end of every academic year by the Admissions Policy Committee. The school leadership and pedagogical team are informed and are asked for comments or suggestions before the finalization of the updated Admissions policy.

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XII. References

DepEd Order no. 88, s. 2010

Lasallian Student Handbook, Admissions guidelines pp, 23-26

https://www.ibo.org/benefits/learner-profile/

https://www.ibo.org/programmes/diploma-programme/curriculum/dp-core/