



## IB DP/CP Assessment Policy

### **Introduction & Purpose:**

In accordance with the International Baccalaureate Organization, the purpose of this document is to:

- Explain the beliefs about assessment within the International Baccalaureate Diploma Programme and Career-related Programme of Central High School
- Explain the purpose of assessment within the International Baccalaureate Programmes of Central High School
- Describe who is assessed within the International Baccalaureate Programmes of Central High School
- Describe how Central High School's International Baccalaureate Programmes communicate and reports results to all stakeholders.
- Provide examples of various state required assessments, system-wide required assessments, classroom assessments, and IB Diploma Programme internal and external assessments, as well as IB Career-related Programme portfolios and CP reflective project.

This document is based on the IBO *Handbook of Procedures for the Diploma Program* (2015), Bibb County School District Board Policy, *Programme Standards and Practices* (2010), *The Diploma Programme from Principles into Practice* (2009), *The Career-related Programme from Principles into Practice* (2015), and *Guidelines for Developing a School Assessment Policy in the Diploma Programme* (2010).

# The 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.

IB learners strive to be:

<b>Inquirers</b>	They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
<b>Knowledgeable</b>	They 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.
<b>Thinkers</b>	They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
<b>Communicators</b>	They 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.
<b>Principled</b>	They 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.
<b>Open-minded</b>	They 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.
<b>Caring</b>	They 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 to the lives of others and to the environment.
<b>Risk-takers</b>	They 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.
<b>Balanced</b>	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
<b>Reflective</b>	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

## **Program Philosophy:**

At Central High School, we believe that teaching, learning and assessment are at the heart of student achievement. Central High School's International Baccalaureate Diploma Programme and Career related Programme believes that a variety of assessments are necessary to provide an accurate and holistic measure of student achievement. These assessments fall into three major categories:

- **Diagnostic Assessment:**

This type of assessment is used to measure students' understanding or skillset in a particular subject area for the purpose of directing instructional practices with whole groups and/or individuals.

- **Formative Assessment:**

This type of assessment provides ongoing feedback to both students and teachers. Formative Assessments are conducted daily in the classrooms, and are shown on teacher's lesson plans. These assessments are usually low-point grades with the sole purposes of measuring students understanding on a daily basis. Formative assessments may or may not be graded by the teacher. Formative Assessments should be occurring frequently throughout the course of a daily lesson, and should be seen in every classroom in the DP/CP.

- **Summative Assessment:**

This type of assessment usually takes place at the end of an instructional unit. These are high stakes grades, worth 50% of the student's grade. Generally these are exams, which resemble the format of IB testing in the particular subject area.

## **What Central High School IB Believes About Assessment:**

- Assessment is vital to evaluating our attainment of the goals, objectives, and standards within the IB Diploma and Career-related programmes.
- Assessment should be a regular part of classroom instruction.
- Assessment is a regular and ongoing part of the classroom instruction in order to provide feedback by which the teacher can, if indicated, modify instruction to better meet learning objectives.
- Teachers have the central role in using assessment to support continuous learning and to evaluate student achievement.
- Students must have the opportunity to learn the skills and content on which they are assessed. • Classroom assessment should provide students with experiences and skills needed to successfully demonstrate their achievement on classroom assessments, IB exams, and on all standardized tests.
- No single piece of assessment information should be sufficient evidence of a student's level of performance in regard to IB standards.
- A variety of assessment tools should be used, including multiple choice, short answers, and essay tests; performance assessments using written and visual products and oral presentations; and portfolios that reflect a collection of student work over a period of time.
  - A variety of people should assess student performance, including teachers, peers, and the student.

## **Why Do We Assess?**

- Assessment can address the full range of curriculum goals as set forth by the International Baccalaureate Organization.

- Assessment can promote student self-assessment.
- Assessment can promote continuous progress of developing skills.
- Assessment communicates to students, parents, staff, and the community what is valued in curriculum and learning.
- Results can be used to evaluate, improve, and strengthen programs.
- Results can be used to identify areas of need so that resources can be targeted appropriately for individual students and for programs.
- Assessment information used in instructional planning provides a basis for refining instructional practice.

## **Interrelationship with Other Policies**

### **Assessment & Admission Policy**

- According to the [Admission Policy](#), upon admission into the program and advisement, students may choose to participate as a full IB Diploma Program Candidate, IB Career related Programme Candidate or may elect to take DP courses as course candidates only. All students, whether DP, CP, or course candidates, are expected to complete all the requirements of DP/CP courses, including both Internal and External Assessments. Failure to submit any of the required assessments for the course by established deadlines will result in a failing condition for the course.
- Applications to the CHS Pre-Diploma Program for magnet students will be due by the first week of December of the student's 8<sup>th</sup> grade year. Students may self-select to apply to the program or students may be recommended by faculty and/or counselors to consider the program and encouraged to apply because of their academic potential. Students must fully complete the magnet application to be eligible for the CHS Pre-Diploma Program. Once applications are processed, students will be invited for an on-site interview. Students will be notified of their acceptance into the Pre-Diploma Program by writing the first week of March. Most magnet students will enter the Pre-Diploma Program at Central High School as 9<sup>th</sup> graders. However, magnet students interested in the CP may enter CHS at 11<sup>th</sup> graders, providing they are on progress towards graduation and have a recommendation from a teacher and/or counselor. Prospective students will take Pre-DP coursework in the courses they are anticipating to take as DP subjects. Class scheduling will be a collaborative process between student, counselors, and the DP/CP Coordinator. If a CP student wishes to take the full pre-DP coursework, this must be approved by the DP/CP Coordinator.
- Successful completion of the CHS Pre-Diploma Program will serve as an indicator of success in the IB Diploma Program and participation in the CHS Pre-Diploma Program will facilitate the transition of students from 10<sup>th</sup> grade to 11<sup>th</sup> grade. Students who successfully complete the CHS Pre-Diploma program will be admitted into the formal IB Diploma Program beginning in 11<sup>th</sup> grade. Students who are admitted into the IB Diploma Program from the Pre-Diploma Program will be scheduled for 11<sup>th</sup> grade IB courses and registered as IB Diploma Program candidates. Pre-Diploma Students may decide to pursue the Career-related Programme instead of the Diploma Programme. A meeting with the DP/CP Coordinator and the parent is required for switching from the DP to the CP.
- While the IB Program serves as a magnet program for Bibb County, both the DP and the CP are open to all Central High School Students. Students interested in taking DP courses should schedule a meeting with the IB DP/CP Coordinator and their counselor to discuss placement in the DP/CP programs. Teachers and/or counselors may also refer students to the IB DP/CP Coordinator for placement in DP coursework. Students may also be placed in IB courses as "course candidates" instead of completing the IB Diploma Programme or IB Career-related Programme .

## Assessment & Inclusion Policy

- As discussed in the [Inclusion Policy](#), special education students, and students with 504 accommodation plans should participate appropriately in assessment, and may be offered specific accommodations. Interpretation of their results should consider the language proficiency and learning support requirements of the students and the impact these would have on their ability to understand the task and to demonstrate their achievement.
- CHS believes that all students should have equitable access to the fullest range of educational opportunities. As possible and appropriate, students with disabilities will receive special education supports under one of the following plans:
  - o **IEP Plan** – The Individualized Education Plan (IEP) is a written education plan designed to meet a child’s educational needs for students who are eligible for services under the Individuals with Disabilities Education Act (IDEA).
  - o **504 Plan:** According to the American Disabilities Act and the Rehabilitation Act of 1973, a 504 plan is developed for any student with disabilities, including those of physical, mental, or learning differences, who do not qualify for special services under an IEP.
    - 504-eligible students have plans developed by school staff in conjunction with families. As a member of the leadership team, the IB DP/CP Coordinator can officiate the process of writing accommodations. The accommodations within these plans are the responsibility of each teacher to oversee and administer. Counselors notify teachers and plan parent conferences when needed. Teachers keep the 504 Plans in their classrooms and are required to accommodate their students in their lesson plans and assessments.
  - The following **Accommodations** on assignments and assessments are available to students with IEP and/or 504 Plans:
    - Extra Time (Up to 100% on in-class assignments and assessments)
    - **\*Extra Time on IB Diploma External and Internal Assessments requires external approval from IBO\***
    - Private Writing Location or “Small Group”
    - Restroom Breaks (no external approval needed)
    - Enlarged Print or Braille
    - Word Processor, Speech Recognition Software

## Assessment & Language Policy

- As outlined in the [Language Policy](#), English is the main language for instruction in Language A while French and Spanish are used for Language B. During the application process and on arrival at the school, all students are tested to assess their written and spoken English language proficiency and understanding. If a student is found to have a weakness in a particular area of language, then support sessions will be provided by the ELA department. The department will provide support at any stage throughout the course progression and these sessions are tailored to the students’ requirements e.g. pronunciation, essay writing. All academic subject teachers also provide support through monitoring students in lessons and through written, practical, and oral assessments. All assessments within the DP/CP are expected to be given in the primary language of English, except for the Language B assessments, and students are expected to show proficiency in reading and writing in English.
- English: Language & Literature HL is the Language A course offered to students in the DP/CP. Language A students will complete their English Oral Examination and HL Essay during the Senior year of study, as well as the required external assessments during the May examination session senior year. The Language A Oral Examination is conducted by the Language A teacher in accordance with all IBO assessment regulations.

- Beginning in 9<sup>th</sup> grade, pre-diploma students have a choice of taking either French or Spanish as their foreign language. Students will take two years of French/Spanish prior to entering the IB Diploma Program junior year. DP students enroll in Language B SL and take the IB examinations at the end of their Junior year. This allows students to complete one SL Course as an anticipated candidate prior to entering their senior year of study. CP students must complete 50 hours of language development as part of the CP core, which will be facilitated in their Personal and Professional Skills course. CP students may also elect to take a DP Language B class.
- DP Language B students will complete an Oral Examination during spring of their junior year, and complete the required listening, writing, and reading comprehension assessments in May of their junior year. The Language B Oral Examination is conducted by the Language B teacher in accordance with all IBO assessment regulations. CP students will take Language B courses as juniors and seniors and test at the end of the Senior year.
- Bibb County Public Schools and Central High School provides a plethora of resources for teachers and parents to assist in their student's primary and secondary language development:
  - The PINES Library Access for Youth Card Program (PLAY) gives students free access to all public library materials and online resources to help them succeed simply by using their lunch number.
  - GALILEO – Free access to full-text articles, ebooks, journals, educational videos and more. GALILEO can be accessed through the student's Classlink account.
  - World Book Online Resource Library – access to expert-reviewed articles, primary source documents, and research tools. World Book can be accessed through the student's Classlink account.
  - Duolingo – Free language-learning website which uses gamification assist students in language acquisition. Visit <https://www.duolingo.com/> for more information
  - Mango Languages – Mango Languages is an online language-learning system that teaches actual conversational skills provided for free through the Middle Georgia Regional Library. You can get more information here: <https://biblib.org/library-services/online-services/>

### **Homework, Assessment & Academic Honesty Policy:**

As DP/CP classes are advanced college-level coursework, students taking classes in the IB Diploma Programme or Career-related Programme should expect a moderate amount of homework in their classes. It is recommended that for every hour spent in the physical classroom, students spend at least 2 hours per week outside of class. The intention of homework is not to burden the student with busy work, but to build and reinforce the content & skills learned in class so that students can demonstrate mastery on IB assessments.

- If students are absent, they will be given the number of days absent to make-up the homework and/or assignment missed.
- Most teachers will accept late work with a penalty; however, teachers are not required to accept work that is more than 4 weeks old.
- All students are expected to adhere to the [Academic Honesty Policy](#) which clearly defines academic misconduct and the process for investigating alleged malpractice and consequences for malpractice:
  - In the IBO publication General Regulations: Diploma Programme (IBO, 2014), “academic misconduct is behavior (whether deliberate or inadvertent) that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more components of assessment. Behavior that may disadvantage another candidate is also regarded as academic misconduct.” Academic misconduct is a breach of these regulations and includes, but is not restricted to, the following:
    - **plagiarism** – this is defined as the representation, intentionally or unintentionally, of the ideas, words or work of another person without proper, clear and explicit acknowledgment
    - **collusion** – this is defined as supporting academic misconduct by another candidate, for

example, allowing one's work to be copied or submitted for assessment by another

- **duplication of work**—this is defined as the presentation of the same work for different assessment components and/or DP/CP core requirements

- **misconduct during an IB examination** (for example, taking unauthorized material into an examination, behavior that disrupts the examination or distracts other candidates, or communicating with another candidate)

- **any other behavior that gains an unfair advantage** for a candidate or that affects the results of another candidate (for example, falsifying a CAS or Service Learning record, disclosure of information to and receipt of information from candidates about the content of an examination paper within 24 hours after a written examination via any form of communication/media).

- **If a confirmed academic misconduct incident involves any work to be submitted for an DP/CP assessment (including the Extended Essay, Reflective Project, CAS, Service Learning, Language, Development, Internal Assessments, Theory of Knowledge essays, external assessments, and IB exams), the work will not be submitted to IBO which will result in no diploma (DP) or certificate (CP) being awarded. If academic misconduct is suspected, but the IB DP/CP Coordinator is not able to confirm it, the IB DP/CP Coordinator is required to report the incident to the IBO. The incident will be investigated by a final award committee at the IBO which “may decide not to issue a grade for a candidate in the subject(s) concerned” ... resulting in “no IB Diploma will be awarded to the candidate.” *General Regulations: Diploma Programme (21.7 & 21.8)***

- If a teacher has reason to believe that academic dishonesty has occurred on an in-class assignment or assessment, the following steps will be taken:

- The teacher will investigate the suspected malpractice.
- The teacher will communicate the outcome of his/her investigation to the IB DP/CP Coordinator.
- If the teacher and IB DP/CP Coordinator agree that malpractice has occurred, then the student will receive no credit for the assignment/assessment in question and disciplinary consequences will be enacted by the IB DP/CP Coordinator.
- Consequences for academic malpractice range from the student earning a **zero on the work involved to immediate dismissal from the IB Programs, depending on the severity of the infraction.**
- At a minimum, the student will be placed on Academic Probation.
- The IB DP/CP Coordinator will communicate, in writing, disciplinary consequences to the student and his/her parents. This letter will be placed in the student's file in the IB DP/CP Coordinator's office.
  - Note: If a student enters the DP/CP with a record of malpractice from Pre-Diploma courses, that record constitutes the student's first incident of academic malpractice.
  - If a student is allowed to remain in the DP/CP following a first incident of academic malpractice, **a second incident at any time during the student's enrollment in the two-year DP/CP, will result in the student's dismissal from Central High School's IB Program.**

## **Communicating and Reporting Results:**

It is the responsibility of the school to furnish parents/guardians full and complete information about the development and progress of their child. Informing and involving parents/guardians concerning student progress is an ongoing process that can be accomplished in various ways:

- Assessment results should provide usable information and these results should be communicated regularly and clearly to students, parents, and staff in order to promote understanding of a student's achievement. This is primarily achieved through the use of Infinite Campus' Parent Portal. Gradebooks are completely electronic, so parents have access to grades 24 hours a day, 7 days a week. Parents can also opt into receiving communication the moment a grade is entered into the system. Report cards, conferences, newsletters, Back-to School nights, email communication, electronic gradebook access via Parent Portal and other opportunities are used in providing information to students, parents, and staff.
- Results and progress should be communicated regularly, as instruction should be influenced by students' progress.

## **Central High School Report Cards**

- Teachers are responsible for electronically maintaining and archiving grade books in order to meet grade reporting deadlines.
- Report cards are issued four times a year on a nine-week basis. Report cards are mailed home and are available on Parent Portal immediately after being posted by teachers.
- A progress report will be issued to all students in the middle of each grading period at approximately four and one-half weeks. Central High School teachers are required to issue each student an interim progress report grade using Infinite Campus. Progress reports are required for all courses during each grading period.
- Teachers are required to contact parents between interim progress reports and report cards to indicate unsatisfactory performance or the risk of failure. Teachers may contact via phone or email.
- Final Grades must be posted by the last week in May. As such, scores on IB exams do not play a role in the final grades of IB students. Mock Exams are given every March. While Mock Exams may be entered into the gradebook, they are primarily used to gather diagnostic information on the student's strengths and weaknesses in each subject area leading up to the May Examination Session.
- Grading Categories
  - **Instructional Tasks (40%)**  
Homework, Daily Grades, Formative Assessments
  - **Assessment Tasks (40%)**  
Quizzes, Projects, Essays, Tests
  - **Final Exam (20%)**
- Grades for achievement shall be reported each marking period as follows:
  - A (90-100): Distinguished Performance
  - B (80-89): Proficient Performance
  - C (70-79): Developing Performance



F: (69 or Below): Beginning Performance

## **Standardization and Bonus Points**

All International Baccalaureate classes follow the standards laid out in their corresponding subject guides. In addition to the subject guides, the 11<sup>th</sup> Grade English: Language & Literature course also teaches the Georgia Milestone standards for American Literature, as Georgia state law requires all Juniors to take the American Literature milestone exam. Internal Assessments will be standardized and moderated internally by DP/CP teachers to ensure that students receive marks appropriate to what will be received during the May examination session. For classes with only one DP or CP teacher, those teachers will utilize the Georgia Association of IB World Schools Roundtable and IB Exchange to standardize their grading on Internal Assessments.

All students in International Baccalaureate classes receive 5 points added to their course averages, provided those averages are 70 or higher. Bonus points cannot be used to bring a student's failing grade above a 70.

## **Communicating the Results of International Baccalaureate Exams**

IB results are available at <https://candidates.ibo.org> from 1200 hours GMT sometime during the first week of July. The IB DP/CP Coordinator provides the unique alphanumeric username and personal identification number (PIN) needed to access IB exam scores to all students taking exams. IB scores are not mailed home. IB students are responsible for accessing results from the above website using the username and PIN code provided by the IB DP/CP Coordinator. If a student should misplace his or her username and/or PIN code, it is the student's responsibility to contact the IB DP/CP Coordinator for assistance. The IBO will not discuss results with candidates, their legal guardian(s) or representative(s). If a

student has an issue regarding his or her results, he or she must contact the IB DP/CP Coordinator for assistance. IB exam scores are not included on official Central High School transcripts.

IB students must formally request that exam results be sent to a specific college or university. In late May, the IB DP/CP Coordinator provides all seniors who have registered for IB exams a form entitled "Request for Results." Seniors must correctly complete the aforementioned form and return it to the IB DP/CP Coordinator by the advertised deadline. The IB DP/CP Coordinator will then electronically submit all requests. The IBO sends exam scores to the designated institutions in electronic or paper format.

## **Awarding of the IB Diploma by the International Baccalaureate Organization**

As mentioned above, IB students must access exam scores at <https://candidates.ibo.org>. This same site provides diploma candidates with confirmation regarding achievement of the IB diploma.

In order to achieve the IB Diploma, a candidate must fulfill certain requirements. A candidate must earn at least 24 points from their combined grades in six subjects, along with passing grades for \*Theory of Knowledge (ToK) and the \*Extended Essay (EE). Up to three bonus points can be awarded towards the Diploma as seen in the scoring matrix below. Scores of 30 or higher are excellent. A perfect diploma score is 45. Students **must not** score a 1 or 2 in any Higher Level subject. Students must also complete the Creativity, Action, and Service (CAS) requirements.

\*Below is the scoring matrix for **Theory of Knowledge and Extended Essay**.

To/EE	A	B	C	D	E
A	3	3	2	2	Failing condition
B	3	2	2	1	
C	2	2	1	0	
D	2	1	0	0	
E	Failing condition				

### **Awarding of the IB Career-related Certificate by the International Baccalaureate Organization**

As mentioned above, IB students must access exam scores at <https://candidates.ibo.org>. This same site provides CP candidates with confirmation regarding achievement of the Career-related Certificate.

In order to achieve the IB Career-related Certificate, a candidate must fulfill certain requirements. A candidate must earn at least a 3 in both DP courses taken. In addition, the candidate must complete all CP Core requirements: Personal & Professional Skills, Language Development, Service Learning, and the Reflective Project. In addition, the candidate must earn at least a D in the Reflective Project.

### **Types of Assessments**

The following sections describe the various assessments administered to students in the Central High School International Baccalaureate Program.

#### **State Required Assessments**

- Georgia Milestones: American Literature, Algebra I, Biology, US History

#### **Other forms of Assessment**

- Mock Exams
- International Baccalaureate Exams
- Advanced Placement Exams: AP Government, AP World History, AP United States History
- Star 360 (Math/Reading)
- PSAT
- SAT

- ACT

### **Classroom Assessments**

- Critique
- Discussion
- Lab report
- Observations of behavior
- Peer collaboration
- Portfolio and project
- Presentation
- Written response
- Teacher-generated tests
- Publisher-generated tests
- Questioning
- Rubric
- Student self-assessment

**International Baccalaureate Diploma Programme Internal and External Assessments – these are required IB assessments and are in addition to any teacher-generated assessments**

### **Language A: English: Language and Literature HL**

- Internal Assessment
  - Individual Oral
- External Assessments
  - Written Examinations: Papers 1 and 2
  - HL Essay

### **Language B: French or Spanish SL**

- Internal Assessments
  - Individual Oral Commentary
- External Assessments
  - Written Examinations: Papers 1 and 2
  - Listening Comprehension Exam

### **History of the Americas HL**

- Internal Assessment
  - Historical Investigation
- External Assessments
  - Written Examinations: Papers 1, 2, and 3

### **Biology HL**

- Internal Assessment
  - Individual Investigation
- External Assessments
  - Papers 1, 2, and 3

## **Mathematics: Applications & Interpretation SL •**

### Internal Assessment

- Math Exploration
- External Assessments
  - Written Examinations: Papers 1 and 2

## **Theatre SL**

- Internal Assessment
  - Collaborative Project
- External Assessments
  - Director's Notebook ○ Research Presentation

## **Dance SL**

- Internal Assessment
  - Performance
- External Assessments
  - Composition and Analysis ○ Dance Investigation

## **Digital Society SL**

- Internal Assessment
  - IT project
- External Assessments
  - Paper 1 & 2

## **Visual Arts SL**

- Internal Assessment
  - Exhibition
- External Assessments
  - Comparative Study ○ Process Portfolio

## **Theory of Knowledge (TOK):**

- Internal Assessment
  - TOK Exhibition
- External Assessments
  - TOK Essay

## **Extended Essay (EE):**

- External Assessment

## **\*CP Students Only**

- Reflective Project
- Required Portfolios
  - Personal & Professional Skills

- Language Development
- Service Learning

### **Calendar of Major Central High School IB Diploma Programme & Career-related Programme Deadlines**

We create an internal calendar of DP/CP Deadlines at the beginning of the year, and space out our Internal Assessments throughout the year to best help our students. We keep an online calendar of DP/CP deadlines on our website. This can be accessed by both parents and students at any time. The link to the online calendar is listed below:

<http://chsibmacon.weebly.com/ib-calendar.html>

### **Assessment Policy Review:**

*This policy undergoes review every two years as it pertains to changes in district policy as well calendar dates. This policy is evaluated every two years through the IB Professional Learning Committee. The Committee contains the IB DP/CP Coordinator, teachers from the DP/CP, and an academic coach/administrator. It is the responsibility of the IB DP/CP Coordinator to ensure the success of the assessment policy review. The next review period is scheduled for December 2024.*

*This policy can be downloaded electronically from the CHS IB website at*  
<http://chsibmacon.weebly.com/ib-policies.html>

Last Review: December 2022