Application for authorization

For use from January 2017

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Beginning in 2017, the Application for authorization will be completed online at http://myschool.ibo.org.

This document reflects the content of the online application; it is provided only as a reference.

International Baccalaureate®
Baccalauréat International
Bachillerato Internacional

Career-related Programme
Application for authorization

IB merchandise and publications can be purchased through the IB store at store.ibo.org.

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IB mission statement

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 programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

IB learner profile

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

As IB learners we strive to be:

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

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

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

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

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

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

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

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

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

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

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

Note: The My School system will access previously provided information wherever possible throughout the *Application for authorization*, displaying the school's answers to questions which were previously asked in the *Application for candidacy*. The school should review these answers and update them as necessary. If nothing has changed, the school should simply leave the previous answers as they appear and move on to the next question.

Profile review

Please review your profile information and make any necessary changes.

School and community description

Please review the school and community information you provided in the *Application for candidacy* and make any necessary changes.

Programme information

Please review the programme information you provided in the *Application for candidacy* and make any necessary changes.

Subject proposal

Please review the programme information you provided in the *Application for candidacy* and make any necessary changes.

Standard A: Philosophy

The school's educational beliefs and values reflect IB philosophy.

Practice A1: The school's published statements of mission and philosophy align with those of the IB.

1. Please provide the school's current mission statement. [250 words]

2. To what extent does the school mission statement currently align with the IB mission statement?

    ☐ Completely   ☐ Partially   ☐ Needs revision

3. In the period since the submission of the *Application for candidacy*, has the school made any changes to its mission statement to align it with the IB mission statement?

    ☐ Yes   ☐ No

    a. If so, how did the process of refinement take place and who was involved? [250 words]

4. To what extent does your school's educational philosophy align with that of the IB?

☐ Completely ☐ Partially ☐ Needs revision

5. In the period since the submission of the *Application for candidacy*, has the school made any changes to its educational philosophy to align it with the IB mission statement?

☐ Yes ☐ No

    a. If so, how did the process take place and who was involved? [250 words]

Please indicate your current assessment of how your school meets this practice.

☐ In progress ☐ In place ☐ Not in place

Practice A2: The governing body, administrative and pedagogical leadership and staff demonstrate understanding of IB philosophy.

1. How does the school support the holistic development of approaches to learning (thinking, communication, social, self-management and research) skill categories in students? [250 words]

2. How does the school's philosophy foster approaches to teaching (best teaching practices based on inquiry, conceptual understanding, local and global contexts, collaboration, differentiated teaching and continuous assessment) in the classroom? [250 words]

The IB will also evaluate this practice by reviewing information gathered under practice A3, the action plan and during the verification visit.

Please indicate your current assessment of how your school meets this practice.

☐ In progress ☐ In place ☐ Not in place

Practice A3: The school community demonstrates an understanding of, and commitment to, the programme(s).

During the candidacy phase, the school will have continued its efforts to inform its community about the programme and gain the support of key stakeholders.

1. Please use the chart below to provide information on the efforts the school has made during candidacy and the outcomes of those efforts.

Group	Actions taken	Major outcomes
Governing body		
Local educational authority		
Parents		
Pedagogical leadership team		
Teachers and staff members		
Others (indicate group)		

2. Provide any additional information on the school's efforts to inform its community and gain support for the programme. [250 words]

Please indicate your current assessment of how your school meets this practice.

☐ In progress   ☐ In place   ☐ Not in place

Requirement A3.a: The school demonstrates commitment to learner-centred education and an inquiry-based approach to teaching and learning, which promotes student inquiry and the development of critical-thinking skills.

The IB will evaluate this requirement by reviewing the school brochure and school website, and during the verification visit.

Please indicate your current assessment of how your school meets this requirement.

☐ In progress   ☐ In place   ☐ Not in place

Requirement A3.b: The school demonstrates commitment to the process of experiential learning in the provision of the CP core.

The IB will evaluate this requirement by reviewing the school brochure and school website, and during the verification visit.

Please indicate your current assessment of how your school meets this requirement.

☐ In progress   ☐ In place   ☐ Not in place

Requirement A3.c: The school acknowledges the important role that both holistic education and international-mindedness play in curriculum development.

The IB will evaluate this requirement by reviewing the school brochure and school website, and during the verification visit.

Please indicate your current assessment of how your school meets this requirement.

☐ In progress   ☐ In place   ☐ Not in place

Practice A4: The school develops and promotes international-mindedness and all attributes of the IB learner profile across the school community.

1. What steps has the school taken to develop and promote international-mindedness and other attributes of the IB learner profile among the CP community at the school (including teachers of career-related study, Diploma Programme course teachers, staff, students and parents)? [250 words]

The IB will also evaluate this practice by reviewing information gathered under practice A3 and course outlines.

Please indicate your current assessment of how your school meets this practice.

☐ In progress   ☐ In place   ☐ Not in place

Practice A5: The school promotes responsible action within and beyond the school community.

1. Indicate interactions the school and its students currently have with the surrounding community. (Choose all that apply.)

   ☐ School facilities/resources available for community use
   ☐ Community financial support for school
   ☐ Community facilities support school activities
   ☐ School has cooperative relationships with community businesses, clubs or other educational institutions
   ☐ The school community participates in local service efforts
   ☐ The school and community have no interaction
   ☐ The school community participates in local community events/volunteers in the community
   ☐ The school invites community members to volunteer at the school

☐ Other (please describe)

The IB will also evaluate this practice by reviewing the service learning programme outline.

Please indicate your current assessment of how your school meets this practice.

☐ In progress   ☐ In place   ☐ Not in place

Practice A6: The school promotes open communication based on understanding and respect.

The IB will evaluate this practice by reviewing information gathered under practices A3 and B2.4, and during the verification visit.

Please indicate your current assessment of how your school meets this practice.

☐ In progress   ☐ In place   ☐ Not in place

Practice A7: The school places importance on language learning, including mother tongue, host country language and other languages.

The IB will evaluate this practice by reviewing information gathered under requirement B1.5.b, the preliminary language policy, the language development outline and during the verification visit.

Please indicate your current assessment of how your school meets this practice.

☐ In progress   ☐ In place   ☐ Not in place

Practice A8: The school participates in the IB world community.

1. To what extent do staff use the IB's online curriculum resources? [250 words]

Please indicate your current assessment of how your school meets this practice.

☐ In progress   ☐ In place   ☐ Not in place

Practice A9: The school supports access for students to IB programme(s) and philosophy.

The IB will evaluate this practice by reviewing information gathered from the Career-related Programme chart in Programme information, under requirements A9.a and B1.5.a, the admissions policy and during the verification visit.

Please indicate your current assessment of how your school meets this practice.

☐ In progress ☐ In place ☐ Not in place

Requirement A9.a: The school promotes access to the CP for students who can benefit from the educational experience it provides.

1. Will students have to meet admissions or selection criteria to be enrolled in the Programme?

☐ Yes ☐ No

   a. If so, describe the admissions/selection policy that will determine enrollment in the programme. [250 words]

2. How will the school encourage students to take the Career-related Programme? [250 words]

Please indicate your current assessment of how your school meets this requirement.

☐ In progress ☐ In place ☐ Not in place

Standard B: Organization

Standard B1: Leadership and structure

The school's leadership and administrative structures ensure the implementation of the IB programme(s).

Practice B1.1: The school has developed systems to keep the governing body informed about the ongoing implementation and development of the programme(s).

1. Please explain how new members of the governing body, if any, have been informed about the programme. [250 words]

Please indicate your current assessment of how your school meets this practice.

☐ In progress ☐ In place ☐ Not in place

Practice B1.2: The school has developed a governance and leadership structure that supports the implementation of the programme(s).

In the period since the submission of the *Application for candidacy*, have there been changes in the membership, nature or responsibilities of the school's governing body?

    ☐ Yes   ☐ No

If so, the following questions will be asked to allow the school to update the information it has provided on its governing body.

1. What type of governance body or educational authority has oversight for the school?

☐ Governmental/state/ministry of education
☐ Board of directors/trustees/governors
☐ School board/board of education/local education agency
☐ Diocesan/parish/other faith-based governance body
☐ Owner-defined governance body
☐ Company/corporation
☐ School council/advisory committee
☐ None
☐ Other (please describe): [100 words]

2. Briefly describe the school's governance body or educational authority. [250 words]

    a. How is the school's governing body or educational authority formed?

☐ Publicly elected
☐ Appointed by elected official/body
☐ Appointed by owner(s)
☐ Comprised of owner(s)
☐ Do not know
☐ Other

    b. Briefly explain the areas in which the governing body or educational authority has direct authority at the school. [250 words]

3. Describe how the pedagogical leadership team will work together to lead the implementation of the programme. [250 words]

a. Have there been any changes in the pedagogical leadership team since the school was recognized as a candidate school?

☐ Yes   ☐ No

b. Describe the process for inducting new members of the pedagogical leadership team. [250 words]

4. Who will be responsible for recruiting programme staff at the school? [250 words]

5. Briefly describe any challenges the school faces in recruiting and/or retaining staff, including the plans in place to address these challenges. [250 words]

Please indicate your current assessment of how your school meets this practice.

☐   In progress   ☐   In place   ☐   Not in place

Practice B1.3: The head of school/school principal and programme coordinator demonstrate pedagogical leadership aligned with the philosophy of the programme(s).

The IB will evaluate this practice by reviewing the programme coordinator's job description, the organization chart, information gathered under practices A2 and B1.2, and during the verification visit.

1. If the information provided about the school staff indicates that there is an absence of a common language among staff, the following question will be asked: How will the pedagogical leadership team ensure consistent implementation and development of the programme? [250 words]

2. If the information provided about the school indicates at least one language of instruction in the school is different from the IB working languages, the following question will be asked: How will the pedagogical leadership team ensure consistent implementation and development of the programme? [250 words]

Please indicate your current assessment of how your school meets this practice.

☐   In progress   ☐   In place   ☐   Not in place

Practice B1.4: The school has appointed a programme coordinator with a job description, release time, support and resources to carry out the responsibilities of the position.

1. What percentage of the programme coordinator's weekly schedule will be devoted to IB coordinator responsibilities?

    Programme coordinator time allocation

Duty	% of coordinator's weekly time
Programme coordination	[% of weekly time]
Other (indicate duty)	[% of weekly time]
Other (indicate duty)	[% of weekly time]
Total	[Total of % entered above]

    Please indicate your current assessment of how your school meets this practice.

    ☐ In progress　　　　　　☐ In place　　　　　　☐ Not in place

Practice B1.5: The school develops and implements policies and procedures that support the programme(s).

The IB will evaluate this practice by reviewing information gathered under requirements B1.5.a–B1.5.f and during the verification visit.

Please indicate your current assessment of how your school meets this practice.

☐ In progress　　　　　　☐ In place　　　　　　☐ Not in place

Requirement B1.5.a: The school has an admission policy that clarifies conditions for admission to the school and the CP.

1. Describe how the school has approached the creation or revision of its admissions policy (that is, who has been involved, how possible changes were identified, considered and decided upon, and so on) to support the implementation of the programme. [250 words]

    Please indicate your current assessment of how your school meets this requirement.

    ☐ In progress　　　　　　☐ In place　　　　　　☐ Not in place

Requirement B1.5.b: The school develops and implements a language policy that is consistent with IB expectations.

1. Describe the support the school will provide to students whose most proficient language is not the school's language(s) of instruction. [250 words]

2. Indicate the provisions the school has taken or will take to support students' best language, if different from the language(s) of instruction of the school. Indicate whether this support will take place during school time. [250 words]

3. Describe how the school has approached the creation or revision of its preliminary language policy (that is, who has been involved, how possible changes were identified, considered and decided upon, and so on) to support the implementation of the programme. [250 words]

Please indicate your current assessment of how your school meets this requirement.

☐ In progress   ☐ In place   ☐ Not in place

Requirement B1.5.c: The school develops and implements an inclusion/special educational needs policy that is consistent with IB expectations and with the school's admissions policy.

1. Describe how the school has approached the creation or revision of its inclusion/special educational needs policy (that is, who has been involved, how possible changes were identified, considered and decided upon, and so on) to support the implementation of the programme. [250 words]

Please indicate your current assessment of how your school meets this requirement.

☐ In progress   ☐ In place   ☐ Not in place

Requirement B1.5.d: The school develops and implements an assessment policy that is consistent with IB expectations.

1. Describe how the school has approached the creation or revision of its preliminary assessment policy (that is, who has been involved, how possible changes were identified, considered and decided upon, and so on) to support the implementation of the programme. [250 words]

Please indicate your current assessment of how your school meets this requirement.

☐ In progress   ☐ In place   ☐ Not in place

Requirement B1.5.e: The school has developed and implements an academic honesty policy that is consistent with IB expectations.

1. Describe how the school has approached the creation or revision of its academic honesty policy (that is, who has been involved, how possible changes were identified, considered and decided upon, and so on) to support the implementation of the programme. [250 words]

Please indicate your current assessment of how your school meets this requirement.

☐ In progress ☐ In place ☐ Not in place

Requirement B1.5.f: The school complies with the IB regulations and procedures related to the conduct of all forms of assessment for the administration of examinations for the DP courses.

The IB will evaluate this requirement by reviewing information gathered under requirement B2.5.c and during the verification visit.

Please indicate your current assessment of how your school meets this requirement.

☐ In progress ☐ In place ☐ Not in place

Practice B1.6: The school has systems in place for the continuity and ongoing development of the programme(s).

1. Describe and/or provide examples of the structures in place (such as professional development opportunities, policies or procedures) to support the implementation of approaches to teaching (best teaching practices based on inquiry, conceptual understanding, local and global contexts, collaboration, differentiated teaching and continuous assessment). [250 words]

Please indicate your current assessment of how your school meets this practice.

☐ In progress ☐ In place ☐ Not in place

Practice B1.7: The school carries out programme evaluation involving all stakeholders.

As this practice does not need to be in place or in progress at authorization, we have no specific questions on it at this time.

Standard B2: Resources and support

The school's resources and support structures ensure the implementation of the IB programme(s).

Practice B2.1: The governing body allocates funding for the implementation and ongoing development of the programme(s).

The IB will evaluate this practice by reviewing the budget chart, information gathered under practices B2.2 and B2.10, course outlines and during the verification visit.

Please indicate your current assessment of how your school meets this practice.

☐ In progress ☐ In place ☐ Not in place

Requirement B2.1.a: The allocation of funds includes adequate resources and supervision for the service learning programme and the appointment of a service learning coordinator.

1. What percentage of the service learning coordinator's weekly schedule will be devoted to service learning responsibilities?

Service learning coordinator time allocation

Duty	% of coordinator's weekly time
Service learning coordination	[% of weekly time]
Other (indicate duty)	[% of weekly time]
Other (indicate duty)	[% of weekly time]
Total	[Total of % entered above]

The IB will also evaluate this practice by reviewing the budget chart, information gathered under practice B2.2 and requirement B2.10.c, course outlines and during the verification visit.

Please indicate your current assessment of how your school meets this requirement.

☐ In progress ☐ In place ☐ Not in place

Requirement B2.1.b: The allocation of funds includes adequate resources for the personal and professional skills course over two years.

The IB will evaluate this requirement by reviewing the budget chart, information gathered under practices B2.2 and B2.10, course outlines and during the verification visit.

Please indicate your current assessment of how your school meets this requirement.

☐ In progress ☐ In place ☐ Not in place

Practice B2.2: The school provides qualified staff to implement the programme(s).

A summary of the school's teaching and administrative staff information will be provided. You may choose to update it in the School staff section in My School.

1. Number of full-time teachers

2. Number of part-time teachers

3. Do all teachers who will be involved in the programme meet the applicable local/regional/national standards for instructional staff?

   ☐ Yes   ☐ No

Please indicate your current assessment of how your school meets this practice.

   ☐ In progress   ☐ In place   ☐ Not in place

Practice B2.3: The school ensures that teachers and administrators receive IB-recognized professional development.

The IB will evaluate this practice by reviewing information gathered under practice B2.2, requirement B2.3.a, the action plan and budget chart.

Please indicate your current assessment of how your school meets this practice.

   ☐ In progress   ☐ In place   ☐ Not in place

Requirement B2.3.a: The school complies with the IB professional development requirement for the CP at authorization and at evaluation.

A summary of information the school provided regarding IB professional development for teaching and administrative staff will be provided. If you have not entered professional development information regarding your teachers and administrative staff, you will be asked to update it in the School staff section in My School.

1. Briefly describe the school's plans to induct and provide training for new programme staff hired after authorization. [250 words]

Please indicate your current assessment of how your school meets this requirement.

☐ In progress   ☐ In place   ☐ Not in place

Practice B2.4: The school provides dedicated time for teachers' collaborative planning and reflection.

1. Please describe the school's current collaborative planning practice. [250 words]

The information that the school provided regarding meetings to support programme implementation, including participants and meeting types, objectives and frequency, will be provided. Schools will have the opportunity to update this information.

Please indicate your current assessment of how your school meets this practice.

☐ In progress   ☐ In place   ☐ Not in place

Practice B2.5: The physical and virtual learning environments, facilities, resources and specialized equipment support the implementation of the programme(s).

1. Please provide or update information on the school's facilities and resources that support the implementation of the programme.

Facility or resource	Description	How this facility supports programme implementation	Plans for further development, if any
Physical education/athletics facilities			
Science laboratories			
Visual arts studios			
Specialized facilities			
Music facilities			
Arts performance/exhibition spaces			
Performing arts facilities			
Other facilities/resources			

2. What community resources and expertise has the school identified to support the implementation of the programme? (Please include any local non-governmental organizations, charities, employers, further/higher education institutions that you may have agreements with.) [250 words]

3. What resources does the school plan to provide in order to support the service learning component of the CP? [250 words]

4. What resources does the school plan to provide in order to support the personal and professional skills component of the CP? [250 words]

Please indicate your current assessment of how your school meets this practice.

☐ In progress   ☐ In place   ☐ Not in place

Requirement B2.5.a: The laboratories and studios needed for DP sciences courses and DP the arts courses, if offered, provide safe and effective learning environments.

The IB will evaluate this requirement by reviewing the information gathered under practice B2.5 and during the verification visit.

Please indicate your current assessment of how your school meets this requirement.

☐ In progress   ☐ In place   ☐ Not in place

Requirement B2.5.b: There are appropriate information technology facilities to support the implementation of the programme.

1. Please describe the information technology facilities the students and teachers will have access to and indicate where they are located. [250 words]

2. Which of the following characteristics describe your school's current approach to the use of technology for learning?

    ☐ One-to-one laptop/device for students
    ☐ Shared computers in classrooms throughout the school   # of computers
    ☐ Centralized computer facility (facilities)   # of computers
    ☐ Shared computers in the library for student use   # of computers
    ☐ One-to-one laptop/device for teachers
    ☐ Shared computers for teachers   # of computers
    ☐ Interactive whiteboards in classrooms throughout the school
    ☐ Other (describe)   # of computers

3. Does the school have consistent access to the internet?

    ☐ Yes   ☐ No

4. Does the school have WiFi?

☐ Yes   ☐ No

5. Please describe any restrictions the school places on student or staff access to WiFi or the internet. [250 words]

Please indicate your current assessment of how your school meets this requirement.

☐ In progress   ☐ In place   ☐ Not in place

Requirement B2.5.c: The school provides a secure location for the storage of examination papers and examination stationery with controlled access restricted to senior staff.

1. Describe where the school plans to administer the examination session(s) to ensure that it will comply with all regulations and procedures related to the conduct of Diploma Programme course examinations and thereby guarantee the integrity of the examination process. Information on the storing of exams in a safe and secured place should also be provided. [250 words]

Please indicate your current assessment of how your school meets this requirement.

☐ In progress   ☐ In place   ☐ Not in place

Practice B2.6: The library/multimedia/resources play a central role in the implementation of the programme(s).

Please describe or update the information on the physical and/or virtual library and the print, electronic and multimedia resources available at the school by answering the following questions.

1. Can students access the library independently?

   ☐ Yes   ☐ No

2. Can students freely browse and borrow library resources?

   ☐ Yes   ☐ No

3. During what hours can students access the library? [100 words]

4. Does the library have spaces for the students to study independently?

   ☐ Yes   ☐ No

5. Is the library designed specifically for the age group of the programme?

☐ Yes ☐ No

a. If not, who else uses the library? [250 words]

6. How is the library/multimedia centre being used as a support for whole-class learning? [250 words]

7. Describe how the library/multimedia centre is managed (include responsibilities of the person who is in charge of the library/multimedia centre, and agreements with other libraries, if applicable). [250 words]

Please indicate your current assessment of how your school meets this practice.

☐ In progress ☐ In place ☐ Not in place

Requirement B2.6.a: The library/media centre has enough appropriate materials/resources to support the implementation of the CP.

1. Please describe the print, electronic and multimedia resources that Career-related Programme students will be able to access, including the total number of each type of resource and the language(s) in which each type of resource is available.

Resource type	Language	Language	Language
Total number of general reference books (per language)			
Total number of non-fiction books (per language)			
Total number of fiction books (per language)			
Total number of print periodicals (per language)			
Total number of online general reference subscriptions (per language)			
Total number of online journals or other virtual publications (per language)			
Additional print, electronic or multimedia resources			

2. Indicate whether the library has enough resources to start implementing the programme, how this decision was made, and what plan the school has to address any needs. [250 words]

Please indicate your current assessment of how your school meets this requirement.

☐ In progress ☐ In place ☐ Not in place

Practice B2.7: The school ensures access to information on global issues and diverse perspectives.

The IB will evaluate this practice by reviewing information gathered under practices B2.5 and B2.6, the action plan, course outlines and during the verification visit.

Please indicate your current assessment of how your school meets this practice.

☐ In progress ☐ In place ☐ Not in place

Practice B2.8: The school provides support for its students with learning and/or special education needs and support for their teachers.

The IB will evaluate this practice by reviewing the inclusion/special educational needs policy, information gathered under requirement B1.5.c and during the verification visit.

Please indicate your current assessment of how your school meets this practice.

☐ In progress ☐ In place ☐ Not in place

Practice B2.9: The school has systems in place to guide and counsel students through the programme(s)

The IB will evaluate this practice by reviewing the information gathered under practice B2.2, requirement B2.9.a and during the verification visit.

Please indicate your current assessment of how your school meets this practice.

☐ In progress ☐ In place ☐ Not in place

Requirement B2.9.a: The school provides guidance to students on post-secondary educational options.

1. How will the school provide guidance for students on the Career-related Programme and post-secondary educational and career options? [250 words]

Please indicate your current assessment of how your school meets this requirement.

☐ In progress   ☐ In place   ☐ Not in place

Practice B2.10: The student schedule or timetable allows for the requirements of the programme(s) to be met.

1. Has the school made any changes in the choice of DP courses and/or levels to be included in the CP since the submission of the *Application for candidacy*?

   ☐ Yes   ☐ No

   a. If so, identify the changes in subjects and/or levels in the chart below and explain the reason(s) for the change(s).

Subject group	
Name of subject	
Hours of instruction in year 1	
Hours of instruction in year 2	
Name of subject to be taught one year before CP starts	
Name of subject to be taught two years before CP starts	
Language of instruction	
Subject level	
Current number of students	
Estimated number of students	

   b. Will you be offering any standard level subjects in one year?

   ☐ Yes   ☐ No

   If so, the system will display a list of the subjects you have entered as standard level and ask you to indicate in which year each will be offered.

   The IB will also evaluate this practice by reviewing information gathered in the sample student schedule(s) and during the verification visit.

   Please indicate your current assessment of how your school meets this practice.

   ☐ In progress   ☐ In place   ☐ Not in place

2. How have the Diploma Programme courses and levels been chosen and what criteria were applied to the choice? [250 words]

Please indicate your current assessment of how your school meets this practice.

☐ In progress   ☐ In place   ☐ Not in place

Requirement B2.10.a: The schedule provides for the recommended hours for each standard level and higher level DP course.

The IB will evaluate this requirement by reviewing information gathered under practice B2.10, samples of student schedules and during the verification visit.

Please indicate your current assessment of how your school meets this requirement.

☐ In progress   ☐ In place   ☐ Not in place

Requirement B2.10.b: The schedule provides for each component of the CP core.

The IB will evaluate this requirement by reviewing information gathered under practice B2.10, requirement B2.10.c, samples of student schedules and during the verification visit.

Please indicate your current assessment of how your school meets this requirement.

☐ In progress   ☐ In place   ☐ Not in place

Requirement B2.10.c: The schedule respects concurrency of learning in the CP.

1. Teaching time

   a. Number of weeks of instruction in year 1 of the CP

   b. Number of weeks of instruction in year 2 of the CP

   c. Number of instructional periods students receive in a week

   d. Length, in minutes, of each instructional period

2. Did the school need to make adjustments to the students' weekly schedules to ensure that the recommended teaching hours for all elements of the CP, including Diploma Programme courses and career-related studies, are included and allow for concurrency of learning?

   ☐ Yes   ☐ No

a. If so, please explain the changes the school made. [250 words]

Please indicate your current assessment of how your school meets this requirement.

☐ In progress ☐ In place ☐ Not in place

Practice B2.11: The school utilizes the resources and expertise of the community to enhance learning within the programme(s).

The IB will evaluate this practice by reviewing information gathered under practice B2.5, in the service learning programme outline and during the verification visit.

Please indicate your current assessment of how your school meets this practice.

☐ In progress ☐ In place ☐ Not in place

Practice B2.12: The school allocates resources to implement the PYP exhibition, the MYP personal project (or community project for programmes that end in MYP year 3 or 4), the DP extended essay and the CP reflective project for all students, depending on the programme(s) offered.

1. What resources does the school plan to provide in order to support the reflective project component of the CP? [250 words]

The IB will also evaluate this practice by reviewing information gathered from the budget chart and during the verification visit.

Please indicate your current assessment of how your school meets this practice.

☐ In progress ☐ In place ☐ Not in place

Standard C: Curriculum

Standard C1: Collaborative planning:

Collaborative planning and reflection supports the implementation of the IB programme(s).

Note: "Collaborative planning and reflection" is used as a single concept as the two processes are interdependent.

Practice C1.1: Collaborative planning and reflection addresses the requirements of the programme(s).

1. How will the school ensure that IB staff and career-related studies staff work closely to develop the following?

   a. Vertical and horizontal articulation [250 words]

   b. A shared overview of each student's learning experience [250 words]

   c. Differentiation for students' learning needs and styles [250 words]

   d. Appropriate, meaningful assessment of student work [250 words]

   e. Incorporation of the IB learner profile across the programme [250 words]

Please indicate your current assessment of how your school meets this practice.

☐ In progress   ☐ In place   ☐ Not in place

Requirement C1.1.a: The CP curriculum is the product of sustained collaborative work involving all the appropriate staff.

The IB will evaluate this requirement by reviewing information gathered under practices B2.4 and C1.1, the action plan and during the verification visit.

Please indicate your current assessment of how your school meets this practice.

☐ In progress   ☐ In place   ☐ Not in place

Requirement C1.1.b: Collaborative planning and reflection explores connections and relations between subjects and reinforces knowledge, understanding and skills shared by the different disciplines.

The IB will evaluate this requirement by reviewing information gathered under practices B2.4 and C1.1, and during the verification visit.

Please indicate your current assessment of how your school meets this requirement.

☐ In progress   ☐ In place   ☐ Not in place

Requirement C1.1.c: The school's IB teaching staff works closely with the career-related studies staff to ensure balance and articulation of the students' full educational experience.

The IB will evaluate this requirement by reviewing information gathered under practices B2.4 and C1.1, and during the verification visit.

Please indicate your current assessment of how your school meets this requirement.

☐ In progress   ☐ In place   ☐ Not in place

Practice C1.2: Collaborative planning and reflection takes place regularly and systematically.

The IB will evaluate this practice by reviewing information provided under practice B2.4 and during the verification visit.

Please indicate your current assessment of how your school meets this practice.

☐ In progress   ☐ In place   ☐ Not in place

Practice C1.3: Collaborative planning and reflection addresses vertical and horizontal articulation.

The IB will evaluate this practice by reviewing the information gathered under practices C1.1 and B2.4, and during the verification visit.

Please indicate your current assessment of how your school meets this practice.

☐ In progress   ☐ In place   ☐ Not in place

Practice C1.4: Collaborative planning and reflection ensures that all teachers have an overview of students' learning experiences.

1. Describe how collaborative planning and reflection ensures that all teachers have an overview of students' learning experiences. [250 words]

Please indicate your current assessment of how your school meets this practice.

☐ In progress   ☐ In place   ☐ Not in place

Practice C1.5: Collaborative planning and reflection is based on agreed expectations for student learning.

The IB will evaluate this practice during the verification visit.

Please indicate your current assessment of how your school meets this practice.

☐ In progress   ☐ In place   ☐ Not in place

Practice C1.6: Collaborative planning and reflection incorporates differentiation for students' learning needs and styles.

The IB will evaluate this practice by reviewing the information gathered under practice C1.1 and during the verification visit.

Please indicate your current assessment of how your school meets this practice.

☐ In progress   ☐ In place   ☐ Not in place

Practice C1.7: Collaborative planning and reflection is informed by assessment of student work and learning.

1. Explain how the school uses a range of assessment strategies and tools to:

   a. evaluate students' development of approaches to learning skills over time [250 words]
   b. provide students with feedback to inform and improve their learning [250 words]
   c. inform teaching practices [250 words]
   d. promote meaningful student reflection on their developments as learners. [250 words]

The IB will also evaluate this practice by reviewing the information gathered under practices C1.1 and C.1.5, and during the verification visit.

Please indicate your current assessment of how your school meets this practice.

☐ In progress   ☐ In place   ☐ Not in place

Practice C1.8: Collaborative planning and reflection recognizes that all teachers are responsible for language development of students.

1. Describe the efforts made by teachers to address the diverse learning, cultural and linguistic needs of students and to engage all students as inquirers and thinkers. [250 words]

Please indicate your current assessment of how your school meets this practice.

☐ In progress   ☐ In place   ☐ Not in place

Practice C1.9: Collaborative planning and reflection addresses the IB learner profile attributes.

1. Describe how the CP staff collaborated to develop the course outlines to ensure that the following elements were addressed:

   a. international-mindedness [250 words]

   b. incorporation of the IB learner profile. [250 words]

   Please indicate your current assessment of how your school meets this practice.

   ☐ In progress   ☐ In place   ☐ Not in place

Standard C2: Written curriculum

The school's written curriculum reflects IB philosophy.

Practice C2.1: The written curriculum is comprehensive and aligns with the requirements of the programme(s).

1. Will students enrolled in the programme have to fulfill other mandatory requirements?

   ☐ Yes   ☐ No

   a. If so, indicate which requirements must be fulfilled in each year of the programme.

Requirement name	☐ Exam, ☐ Curriculum ☐ Teaching structure ☐ Timetable ☐ Other
CP year	☐ Year 1 ☐ Year 2

   Additional comments [100 words]

   b. If so, please identify programme implementation challenges resulting from these requirements and explain how the school will address those challenges. [250 words]

The IB will also evaluate this practice by reviewing the information gathered under practice B2.10 and requirement B2.10.c.

Please indicate your current assessment of how your school meets this practice.

☐ In progress   ☐ In place   ☐ Not in place

Requirement C2.1.a: The curriculum fulfils the aims and objectives of each DP subject and the components of the CP core.

The IB will evaluate this requirement by reviewing information gathered under practices B2.10 and C1.1, course outlines and during the verification visit.

Please indicate your current assessment of how your school meets this requirement.

☐ In progress   ☐ In place   ☐ Not in place

Requirement C2.1.b: The curriculum facilitates concurrency of learning.

The IB will evaluate this requirement by reviewing information gathered under practice B2.10, requirement B2.10.c and during the verification visit.

Please indicate your current assessment of how your school meets this requirement.

☐ In progress   ☐ In place   ☐ Not in place

Requirement C2.1.c: The school develops its own courses of study for each DP subject on offer.

The IB will evaluate this requirement by reviewing information gathered under practice B2.10, requirement C1.1.a, Diploma Programme course outlines and during the verification visit.

Please indicate your current assessment of how your school meets this requirement.

☐ In progress   ☐ In place   ☐ Not in place

Requirement C2.1.d: The school develops its own course of study for personal and professional skills.

The IB will evaluate this requirement by reviewing information gathered under practice B2.10, requirement C1.1.a, the personal and professional skills course outline and during the verification visit.

Please indicate your current assessment of how your school meets this requirement.

☐   In progress   ☐   In place   ☐   Not in place

Requirement C2.1.e: The school develops its own implementation plan for the service learning programme.

The IB will evaluate this requirement by reviewing information gathered under requirement C1.1.a, the service learning programme outline and during the verification visit.

Please indicate your current assessment of how your school meets this requirement.

☐   In progress   ☐   In place   ☐   Not in place

Requirement C2.1.f: The school develops its own implementation plan to support language development.

The IB will evaluate this requirement by reviewing information gathered under requirement C1.1.a, the language development outline and during the verification visit.

Please indicate your current assessment of how your school meets this requirement.

☐   In progress   ☐   In place   ☐   Not in place

Requirement C2.1.g: The school develops its own implementation plan to support the reflective project.

The IB will evaluate this requirement by reviewing information gathered under requirement C1.1.a, the reflective project plan and during the verification visit.

Please indicate your current assessment of how your school meets this requirement.

☐   In progress   ☐   In place   ☐   Not in place

Requirement C2.1.h: All school-chosen career-related studies meet the IB criteria for a career-related study.

The IB will evaluate this practice by reviewing information gathered under the Programme information section, the career-related study outlines, career-related study accreditation/certification and sample student schedule(s).

Please indicate your current assessment of how your school meets this requirement.

☐ In progress   ☐ In place   ☐ Not in place

Practice C2.2: The written curriculum is available to the school community.

1. What plans are in place for the CP written curriculum (CP core, DP courses, career-related studies) to be made available to the school community? [250 words]

Please indicate your current assessment of how your school meets this practice.

☐ In progress   ☐ In place   ☐ Not in place

Practice C2.3: The written curriculum builds on students' previous learning experiences.

The IB will evaluate this practice by reviewing information gathered under practice B2.10 and during the verification visit.

Please indicate your current assessment of how your school meets this practice.

☐ In progress   ☐ In place   ☐ Not in place

Practice C2.4: The written curriculum identifies the knowledge, concepts, skills and attitudes to be developed over time.

The IB will evaluate this practice by reviewing course outlines and during the verification visit.

Please indicate your current assessment of how your school meets this practice.

☐ In progress   ☐ In place   ☐ Not in place

Practice C2.5: The written curriculum allows for meaningful student action in response to students' own needs and the needs of others.

The IB will evaluate this practice through conversations with teachers and the service learning coordinator during the verification visit.

Please indicate your current assessment of how your school meets this practice.

☐ In progress ☐ In place ☐ Not in place

Practice C2.6: The written curriculum incorporates relevant experiences for students.

The IB will evaluate this practice by reviewing course outlines and during the verification visit.

Please indicate your current assessment of how your school meets this practice.

☐ In progress ☐ In place ☐ Not in place

Practice C2.7: The written curriculum promotes students' awareness of individual, local, national and world issues.

The IB will evaluate this practice by reviewing course outlines and during the verification visit.

Please indicate your current assessment of how your school meets this practice.

☐ In progress ☐ In place ☐ Not in place

Practice C2.8: The written curriculum provides opportunities for reflection on human commonality, diversity and multiple perspectives.

The IB will evaluate this practice by reviewing course outlines and during the verification visit.

Please indicate your current assessment of how your school meets this practice.

☐ In progress ☐ In place ☐ Not in place

Practice C2.9: The written curriculum is informed by current IB publications and is reviewed regularly to incorporate developments in the programme(s).

The IB will evaluate this practice by reviewing course outlines, information gathered under practice A8 and during the verification visit.

Please indicate your current assessment of how your school meets this practice.

☐ In progress ☐ In place ☐ Not in place

Practice C2.10: The written curriculum integrates the policies developed by the school to support the programme(s).

The IB will evaluate this practice by reviewing the information gathered under practice B1.5 and during the verification visit.

Please indicate your current assessment of how your school meets this practice.

☐ In progress ☐ In place ☐ Not in place

Practice C2.11: The written curriculum fosters development of the IB learner profile attributes.

The IB will evaluate this practice by reviewing course outlines, information gathered under practice C1.9 and during the verification visit.

Please indicate your current assessment of how your school meets this practice.

☐ In progress ☐ In place ☐ Not in place

Standard C3: Teaching and learning

Teaching and learning reflects IB philosophy.

The implementation of all practices and requirements in standard C3 must be in progress at authorization. The IB will evaluate these practices and requirements by reviewing course outlines and information gathered under standard C2 and during the verification visit.

Practice C3.1: Teaching and learning aligns with the requirements of the programme(s).

Please indicate your current assessment of how your school meets this practice.

☐ In progress ☐ In place ☐ Not in place

Requirement C3.1.a: Teaching and learning at the school addresses all of the aims and objectives of each DP subject.

Please indicate your current assessment of how your school meets this requirement.

☐ In progress ☐ In place ☐ Not in place

Requirement C3.1.b: Teaching and learning addresses the aims and objectives of the CP core.

Please indicate your current assessment of how your school meets this requirement.

☐ In progress ☐ In place ☐ Not in place

Practice C3.2: Teaching and learning engages students as inquirers and thinkers.

Please indicate your current assessment of how your school meets this practice.

☐ In progress ☐ In place ☐ Not in place

Practice C3.3: Teaching and learning builds on what students know and can do.

Please indicate your current assessment of how your school meets this practice.

☐ In progress ☐ In place ☐ Not in place

Practice C3.4: Teaching and learning promotes the understanding and practice of academic honesty.

Please indicate your current assessment of how your school meets this practice.

☐ In progress ☐ In place ☐ Not in place

Practice C3.5: Teaching and learning supports students to become actively responsible for their own learning.

Please indicate your current assessment of how your school meets this practice.

☐ In progress ☐ In place ☐ Not in place

Practice C3.6: Teaching and learning addresses human commonality, diversity and multiple perspectives.

Please indicate your current assessment of how your school meets this practice.

☐ In progress   ☐ In place   ☐ Not in place

Practice C3.7: Teaching and learning addresses the diversity of student language needs, including those for students learning in a language(s) other than mother tongue.

Please indicate your current assessment of how your school meets this practice.

☐ In progress   ☐ In place   ☐ Not in place

Practice C3.8: Teaching and learning demonstrates that all teachers are responsible for language development of students.

Please indicate your current assessment of how your school meets this practice.

☐ In progress   ☐ In place   ☐ Not in place

Practice C3.9: Teaching and learning uses a range and variety of strategies.

Please indicate your current assessment of how your school meets this practice.

☐ In progress   ☐ In place   ☐ Not in place

Practice C3.10: Teaching and learning differentiates instruction to meet students' learning needs and styles.

Please indicate your current assessment of how your school meets this practice.

☐ In progress   ☐ In place   ☐ Not in place

Practice C3.11: Teaching and learning incorporates a range of resources, including information technologies.

Please indicate your current assessment of how your school meets this practice.

☐ In progress   ☐ In place   ☐ Not in place

Practice C3.12: Teaching and learning develops student attitudes and skills that allow for meaningful student action in response to students' own needs and the needs of others.

Please indicate your current assessment of how your school meets this practice.

☐ In progress ☐ In place ☐ Not in place

Practice C3.13: Teaching and learning engages students in reflecting on how, what and why they are learning.

Please indicate your current assessment of how your school meets this practice.

☐ In progress ☐ In place ☐ Not in place

Practice C3.14: Teaching and learning fosters a stimulating learning environment based on understanding and respect.

Please indicate your current assessment of how your school meets this practice.

☐ In progress ☐ In place ☐ Not in place

Practice C3.15: Teaching and learning encourages students to demonstrate their learning in a variety of ways.

Please indicate your current assessment of how your school meets this practice.

☐ In progress ☐ In place ☐ Not in place

Practice C3.16: Teaching and learning develops the IB learner profile attributes.

Please indicate your current assessment of how your school meets this practice.

☐ In progress ☐ In place ☐ Not in place

Standard C4: Assessment

Assessment at the school reflects IB assessment philosophy.

Practice C4.1: Assessment at the school aligns with the requirements of the programme(s).

The IB will evaluate this practice by reviewing course outlines, the preliminary calendar of school deadlines for student submissions of internal and external assessment components, the preliminary assessment policy, information gathered under requirement B1.5.d and during the verification visit.

Please indicate your current assessment of how your school meets this practice.

☐   In progress ☐   In place ☐   Not in place

Requirement C4.1.a: Assessment of student learning is based on the objectives and assessment criteria specific to each DP course.

The IB will evaluate this requirement by reviewing course outlines, the preliminary calendar of school deadlines for student submissions of internal and external assessment components, information gathered under requirement B1.5.d and during the verification visit.

Please indicate your current assessment of how your school meets this requirement.

☐   In progress ☐   In place ☐   Not in place

Requirement C4.1.b: Assessment of student learning is based on the objectives and assessment criteria of the reflective project.

The IB will evaluate this requirement by reviewing the reflective project plan and during the verification visit.

Please indicate your current assessment of how your school meets this requirement.

☐   In progress ☐   In place ☐   Not in place

Requirement C4.1.c: Teachers engage in the process of standardization in assessing student work.

The IB will evaluate this practice during the verification visit.

Please indicate your current assessment of how your school meets this requirement.

☐ In progress ☐ In place ☐ Not in place

Requirement C4.1.d: Formative and summative assessment are an integral part of the teaching and learning process in language development, personal and professional skills and service learning.

The IB will evaluate this requirement by reviewing course outlines and during the verification visit.

Please indicate your current assessment of how your school meets this requirement.

☐ In progress ☐ In place ☐ Not in place

Practice C4.2: The school communicates its assessment philosophy, policy and procedures to the school community.

The IB will evaluate this practice by reviewing the preliminary assessment policy and during the verification visit.

Please indicate your current assessment of how your school meets this practice.

☐ In progress ☐ In place ☐ Not in place

Practice C4.3: The school uses a range of strategies and tools to assess student learning.

The IB will evaluate this practice by reviewing information gathered under practice C1.7, course outlines and during the verification visit.

Please indicate your current assessment of how your school meets this practice.

☐ In progress ☐ In place ☐ Not in place

Practice C4.4: The school provides students with feedback to inform and improve their learning.

The IB will evaluate this practice by reviewing information gathered under practice C1.7, course outlines, the preliminary assessment policy and during the verification visit.

Please indicate your current assessment of how your school meets this practice.

☐ In progress ☐ In place ☐ Not in place

Requirement C4.4.a: The school incorporates formative assessment techniques when assessing the personal and professional skills component of the CP core.

The IB will evaluate this requirement by reviewing the personal and professional skills course outline and during the verification visit.

Please indicate your current assessment of how your school meets this requirement.

☐ In progress ☐ In place ☐ Not in place

Practice C4.5: The school has systems for recording student progress aligned with the assessment philosophy of the programme(s).

The IB will evaluate this practice by reviewing the preliminary assessment policy and during the verification visit.

Please indicate your current assessment of how your school meets this practice.

☐ In progress ☐ In place ☐ Not in place

Practice C4.6: The school has systems for reporting student progress aligned with the assessment philosophy of the programme(s).

1. What process will the school implement to report on the assessment of the CP (CP core, DP courses, career-related studies) to parents?[250 words]

The IB will also evaluate this practice by reviewing the preliminary assessment policy and during the verification visit.

Please indicate your current assessment of how your school meets this practice.

☐ In progress ☐ In place ☐ Not in place

Practice C4.7: The school analyses assessment data to inform teaching and learning.

As this practice does not need to be in place or in progress at authorization, we have no specific questions on it at this time.

Practice C4.8: The school provides opportunities for students to participate in, and reflect on, the assessment of their work.

The IB will evaluate this practice by reviewing information gathered under practice C1.7, course outlines, the preliminary assessment policy and during the verification visit.

Please indicate your current assessment of how your school meets this practice.

☐ In progress   ☐ In place   ☐ Not in place

Practice C4.9: The school has systems in place to ensure that all students can demonstrate a consolidation of their learning through the completion of the PYP exhibition, the MYP personal project (or community project for programmes that end in MYP year 3 or 4), the DP extended essay and the CP reflective project, depending on the programme(s) offered.

> The IB will evaluate this practice by reviewing the reflective project plan and during the verification visit.

> Please indicate your current assessment of how your school meets this practice.

☐ In progress   ☐ In place   ☐ Not in place

Implementation budget

Budget chart

Please update the school's budgetary information as needed.

Documents

Below you will find a list of the documents you submitted with your *Application for candidacy* as well as both required and optional documents to be submitted with your *Application for authorization*.

Documents submitted with the *Application for candidacy*

If there has been a change in the content of any of the documents listed below that were submitted with your *Application for candidacy*, please submit an updated version. If there has been no change, there is no need to resubmit these documents.

1. Legal status documentation
Documentary confirmation of the legal status of the school and confirmation from the local/provincial/state authorities that the school is recognized as an educational institution, with a certified translation into English, French or Spanish if written in any other language. Translations of official documents should be duly certified.

2. Organization chart
School organization chart showing the pedagogical leadership team (including the Career-related Programme coordinator) and reporting lines.

Required documents to be submitted with the *Application for authorization*
The following documents must be uploaded and submitted with your *Application for authorization.*
Your application will not move forward in the authorization process without these documents.

1. **School brochure**

2. **Programme coordinator job description**

3. **Preliminary assessment policy consistent with IB expectations**

4. **Preliminary language policy consistent with IB expectations**

5. **Preliminary admissions policy consistent with IB expectations**

6. **Preliminary inclusion/special educational needs policy consistent with IB expectations**

7. **Academic honesty policy consistent with IB expectations**

8. **Sample of student schedule for year 1 and year 2 of the Career-related Programme**
If the school will offer different combinations of subjects, include additional sample schedules including those options. Be sure each schedule includes the Diploma Programme courses, CP core components and career-related studies. (Identify the Diploma Programme subjects with their IB name and include other subjects that the student will take according to other requirements, if applicable.) The school should provide one sample schedule per career-related study.

9. **Preliminary calendar of school deadlines for student submission of internal and external assessment components**

10. **Career-related study accreditation/certification documents**
Upload documentation showing that each career-related study offered meets IB criteria for a career-related study.

11. **Core and career-related study outlines**
Complete outlines for each CP core course and career-related study (using the templates provided) and upload them in the appropriate location.

a. Reflective project plan
b. Personal and professional skills course outline
c. Service learning programme outline
d. Language development outline
e. Career-related study outline(s)
    Upload one outline for each career-related study offered at the school.

12. **DP course outlines**

Complete outlines for the Diploma Programme courses that will be offered (using the templates provided) and upload them in the appropriate location. (A minimum of two Diploma Programme courses must be studied by all students taking the Career-related Programme.)

 a. Studies in language and literature

 b. Language acquisition

c. Individuals and societies

d. Sciences

 e. Mathematics

f. The arts

Other
Miscellaneous documents needed to complete the application process.

Agreement

Before the school can complete the *Application for authorization*, the appropriate authorities will need to review and electronically sign the following agreement.

Request to the IB Organization for authorization to offer the Career-related Programme (CP).

On behalf of the above-named school, we request official authorization to offer the Career-related Programme from the IB Organization. Information about the school is supplied on the accompanying application form and documents.

We understand that if, after careful review of this application and the accompanying documentation, the appropriate IB office accepts it, a verification visit to the school will be arranged before a final decision on the authorization process is reached by the Director General.

We confirm again that:

a.   We have read the following documents published on the IB website or purchased from the IB store, made them available to the relevant constituencies of the school and agree to abide by the regulations therein:
   - IBCP *Programme standards and practices*
   - *Career-related Programme: From principles into practice*
   - *Rules for candidate schools*
   - *Rules for IB World Schools: Career-related Programme*
   - *General regulations: Career-related Programme*
   - *Guide to school authorization: Career-related Programme*

- *Rules and policy for use of IB intellectual property*

b. The school has prepared itself to meet the authorization requirements following the current IB documents published for the purpose of implementing the programme.

c. The appropriate financial authorities of the school/public school district know of the schedule of Career-related Programme fees and currency as assigned by the IB and have agreed to their timely payment.

d. The school will not advertise or otherwise imply that it is authorized to offer the Career-related Programme. The final decision on the application for authorization is reached by the Director General of the IB Organization after acceptance of the *Application for authorization: Career-related Programme* and after a verification visit to the school by an IB team has taken place.

e. The school will only use the IB World School logo if and when the school is authorized to offer the IB Career-related Programme. No IB logo is available to candidate schools.

f. We have uploaded the supporting documents as requested in this application.

g. We agree that this electronic application form, whether signed electronically or not, will be understood by the IB Organization to have been read and endorsed by the head of school, the superintendent of the school (if applicable) and the chair of the governing body (if applicable), without a signed hard copy being necessary.

h. We understand and accept that any dispute arising from, or in connection with, the *Application for candidacy: Career-related Programme*, the *Application for authorization: Career-related Programme*, or any other document relating to the authorization process, shall be finally settled by arbitration, taking place in and in accordance with the rules applicable in Geneva, Switzerland. The proceedings shall be confidential and the language of the arbitration shall be English.

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

Name and title of head of school/principal[1]

Signature of head of school/principal

Date

Name and title of superintendent of school/executive head (if applicable)[2]

Signature of superintendent of school/executive head

Date

Name and title of chair of the governing body[3]

Signature of chair of the governing body

Date

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[1] Head of school (director/principal in some systems) is the person who leads and supervises the daily operations of the school, ensuring that the policies of the governing body are put into practice.

[2] Superintendent of school/executive head is the person who has oversight of the group of schools of which the applicant school is a part; such groups might include community or regional school districts or a number of private schools overseen by a central management group.

[3] Governing body is the duly constituted individual or group that has the ultimate legal authority to make decisions on behalf of the school.