

# Application for authorization

For use from January 2017



International Baccalaureate®  
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For use from January 2017

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.

**Diploma Programme (DP)**  
**Application for authorization**

Published January 2017

Published by  
International Baccalaureate Organization  
15 Route des Morillons  
1218 Le Grand-Saconnex  
Geneva, Switzerland

Represented by  
IB Publishing Ltd, Churchillplein 6, The Hague, 2517JW The Netherlands

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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 School profile information in My School 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 subject proposal 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 that of the IB?

- 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

**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 DP community at the school (including 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
  - Direct community financial support for school (e.g. school fundraising, grants, donations, not including taxes or standard fees)
  - Community facilities support school activities
  - School has cooperative relationships with community businesses, clubs or other educational institutions
  - The school community participates in service efforts
  - The school community participates in local community events
  - The school invites community members to volunteer at the school
  - The school and community have no interaction
  - Other (please describe)

The IB will also evaluate this practice by reviewing the CAS 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 school's preliminary language 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 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 the IB programme(s) and philosophy.

The IB will evaluate this practice by reviewing information gathered in the Diploma Programme chart in Programme information, under requirements A9.a, A9.b and B1.5.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 A9.a:** The school provides for the full DP and requires some of its student body to attempt the full diploma and not only individual diploma courses.

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]

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

In progress

In place

Not in place

**Requirement A9.b:** The school promotes access to the diploma and diploma courses for all students who can benefit from the educational experience they provide.

1. How does the school encourage students to take the Diploma Programme? [250 words]

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

In progress

In place

Not in place

**Requirement A9.c:** The school has strategies in place to encourage students to attempt the full diploma.

The IB will evaluate this requirement by reviewing information gathered for questions under practice A9 and requirements A9.a and A9.b.

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 over 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 that 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 weekly time
Programme coordination	
Other (indicate duty)	
Other (indicate duty)	
Total	

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 B1.5a–B1.5f 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 admissions policy that clarifies conditions for admission to the school and the DP.

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.

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, course outlines, information gathered under practices B2.2 and 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

**Requirement B2.1.a:** The allocation of funds includes adequate resources and supervision for the creativity, activity, service (CAS) programme and the appointment of a CAS coordinator.

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

CAS coordinator time allocation

Duty	% of weekly time
CAS 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 requirement by reviewing the budget chart, course outlines, information gathered under practices B2.2 and B2.10, 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 to implement the theory of knowledge course over two years.

The IB will evaluate this requirement by reviewing the budget chart, course outlines, information gathered under practices B2.2 and B2.10, 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 DP 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 facilities and resources that support the implementation of the programme.

Facility or resource	Description of facility/resource	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 or further/higher education institutions that you may have agreements with.) [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 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 (ies)                      # 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 (please 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 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 to support the implementation of the DP.

1. Please describe the print, electronic and multimedia resources that Diploma 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 educational needs and support for their teachers.

The IB will evaluate this practice by reviewing the inclusion/special educational needs policy and 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 and requirement B2.9.a, 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 B2.9.a:** The school provides guidance to students on post-secondary educational options.

1. How will the school provide guidance for students on the Diploma 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 programme 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 DP starts	
Name of subject to be taught two years before DP starts	
Language of instruction	
Subject level	
Current number of students	
Estimated number of students	

All higher level courses and at least one standard level course must be taught over the two years of the programme. It is permissible to teach up to two standard level subjects over one year. It should be noted that this exception is designed to offer flexibility to schools where genuine need for this arrangement exists due to unavoidable scheduling constraints. This is not intended to be a routine aspect of Diploma Programme design; all courses are designed as two-year learning experiences.

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

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

The IB will evaluate this requirement by reviewing information under practice B2.10 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 the development of the theory of knowledge course over two years.

The IB will evaluate this requirement by reviewing the course outlines, information under practice B2.10 and 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 DP.

1. Teaching time
  - a. Number of weeks of instruction in the school year
  - b. Number of instructional periods students receive in a week
  - c. 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 DP, including standard level

subjects, higher level subjects and TOK, 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 the information gathered under practice B2.5, in the CAS 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 extended essay component of the DP? [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).

The IB will evaluate this practice by reviewing information gathered under practice B2.4, course outlines, 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.a:** Collaborative planning and reflection includes the integration of theory of knowledge in each subject.

The IB will evaluate this requirement by reviewing information gathered under practice B2.4, 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 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 practice B2.4, 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 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 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 C1.4:** 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.

1. Describe how the collaborative planning process intentionally integrates 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 C1.6:** Collaborative planning and reflection incorporates differentiation for students' learning needs and styles.

The IB will evaluate this practice by reviewing information gathered under practice C1.5 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 C1.7:** 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 development as learners. [250 words]

The IB will also evaluate this practice by reviewing information gathered under practice C1.5 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 DP 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.

<b>Requirement name</b>	<input type="checkbox"/> Exam <input type="checkbox"/> Curriculum <input type="checkbox"/> Teaching structure <input type="checkbox"/> Timetable <input type="checkbox"/> Other
<b>DP year</b>	<input type="checkbox"/> Year 1 <input type="checkbox"/> 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 fulfills the aims and objectives of each subject group and the core.

The IB will evaluate this requirement by reviewing information gathered under practice B2.10, course outlines, resources related to the extended essay 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 curriculum is balanced so that students are provided with a reasonable choice of subjects.

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

The IB will also evaluate this requirement by reviewing information gathered under practice 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

**Requirement C2.1.d:** The school develops its own courses of study for each subject on offer and for theory of knowledge.

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

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 DP written curriculum 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 information gathered 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 CAS 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 information gathered 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 information gathered 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 information gathered 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, 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 subject.

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 subject.

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

**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

**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 assessment of the DP 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.

1. Describe the efforts made by teachers to develop students' metacognitive and transfer capabilities, enabling them to reflect on how, what and why they are learning, and to become actively responsible for their own learning. [250 words]

The IB will also 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.

1. Describe the process that will be implemented to ensure that students comply with the extended essay requirements. [250 words]

The IB will evaluate this practice by reviewing the information gathered under practice B2.12 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**

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 Diploma 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 Diploma Programme**

If the school will offer different combinations of subjects, include additional sample schedules including those options. (Identify Diploma Programme subjects with their IB name and include other subjects that the student will take according to other requirements, if applicable.)

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

## **10. Course outlines and outlines for CAS and TOK**

[Complete outlines for each course, CAS and TOK (using the templates provided) and upload them in the appropriate location.]

- a. Studies in language and literature
- b. Language acquisition
- c. Individuals and societies
- d. Sciences
- e. Mathematics
- f. The arts
- g. Creativity, activity, service
- h. Theory of knowledge

## **Optional supporting documents relating to approaches to teaching and learning**

Schools may choose to submit supporting documentation to demonstrate evidence of implementation of approaches to teaching and learning. Schools are not required to submit any of these documents and may devise alternative documents as evidence of the implementation of approaches to teaching and learning. Optional documents submitted might include:

- An approaches to learning planning chart indicating how each subject group will address various approaches to learning skill categories in each year of the DP
- Curriculum mapping resources
- Unit planners (three different templates are available on the OCC)
- Agendas and outcomes of relevant faculty meetings and in-school professional development regarding approaches to teaching and learning
- Examples of formative assessment of approaches to learning skills and adjusted teaching (formative assessments, adjusted lesson plans/narratives)

## **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 Diploma Programme.

On behalf of the above-named school, we request official authorization to offer the Diploma Programme (DP) of 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:
  - *Programme standards and practices*
  - *Diploma Programme: From principles into practice*
  - *Rules for candidate schools*
  - *Rules for IB World Schools: Diploma Programme*
  - *General regulations: Diploma Programme*
  - *Guide to school authorization: Diploma 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 the schedule of Diploma 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 Diploma 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: Diploma 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 Diploma 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: Diploma Programme*, the *Application for authorization: Diploma 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<sup>1</sup>

Signature of head of school/principal

Date

Name and title of superintendent of school/executive head (if applicable)<sup>2</sup>

Signature of superintendent of school/executive head

Date

Name and title of chair of the governing body<sup>3</sup>

Signature of chair of the governing body

Date

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<sup>1</sup> 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.

<sup>2</sup> 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.

<sup>3</sup> Governing body is the duly constituted individual or group that has the ultimate legal authority to make decisions on behalf of the school.