



International Baccalaureate®  
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# Guide to school authorization



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The International Baccalaureate Organization (known as the IB) offers four high-quality and challenging educational programmes for a worldwide community of schools, aiming to create a better, more peaceful world. This publication is one of a range of materials produced to support these programmes.

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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.

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# Introduction

Congratulations on making the decision to explore offering an International Baccalaureate (IB) programme at your school. Should your school be authorized as an IB World School, it will join a vibrant and active global community of over 5,000 schools in more than 150 countries. These schools are committed to the IB's mission of developing inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To become an IB World School, a school must be authorized by the IB to offer one or more IB programmes. The IB offers four programmes, the Primary Years Programme (PYP, for students aged 3-12 years), the Middle Years Programme (MYP, for students aged 11–16 years), the Diploma Programme and the Career-related Programme (DP and CP, both for students aged 16-19 years). Further information on each of the programmes can be found on the [IB website](#).

The IB's authorization process has three primary aims.

- To provide guidance and support to schools as they work towards authorization
- To confirm that the school is prepared to offer the IB programme with fidelity to the IB's programme standards and practices, rules and regulations
- To plan for ongoing development and improvement after authorization as an IB World School

Specifically, the authorization process is designed to support schools as they:

- make the decision to pursue authorization
- build their understanding of the characteristics and requirements of the IB programme
- identify and carry out the tasks needed to implement the programme
- receive and act upon feedback provided at each stage of the authorization process
- determine their readiness to apply for authorization and begin implementation
- plan to sustain and continuously develop the programme after authorization.

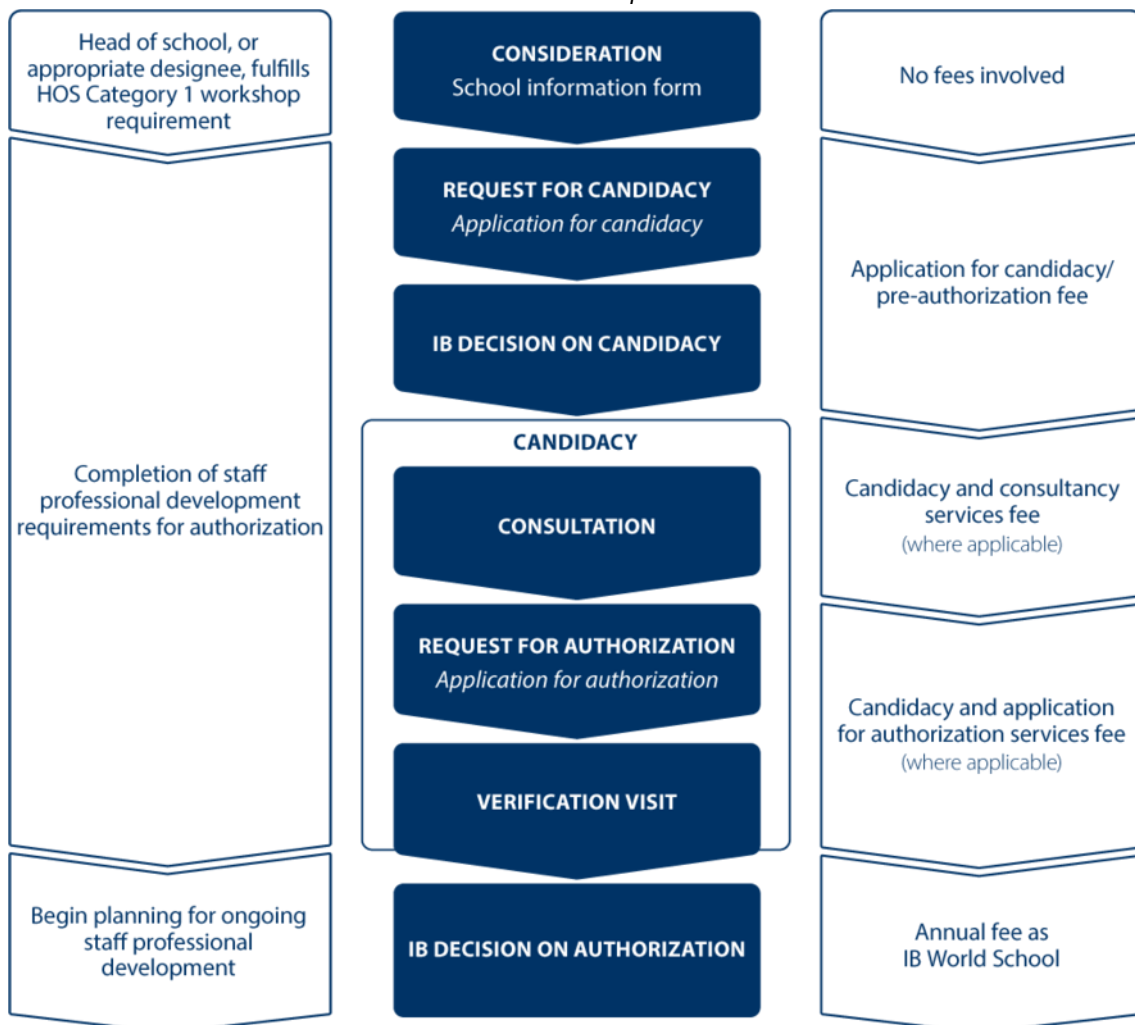
The authorization process comprises several stages. As illustrated in figure 1, each stage has distinct objectives, tasks and costs.

The authorization process comprises the same phases and activities across programmes while also incorporating programme-specific activities that relate to each programme's characteristics and requirements.



Figure 1

The authorization process



The authorization process is school-focused and -driven, allowing each school to determine its own readiness for each successive stage in the process. This determination is based on the satisfactory completion of the preceding phase’s milestones and the school’s consideration of advice provided by IB educators and staff. As a result, **there are no set deadlines or timeframes for any stage of authorization.** Schools will work with IB educators and staff to develop, review and update their projected timeline for authorization.

Schools must make steady progress towards authorization. If a school fails to demonstrate progress for a significant period of time, its candidacy may be terminated, as indicated in the *Rules for IB candidate schools*.

## IB educators and staff involved in the authorization process

The authorization process has been intentionally designed to involve multiple IB educators and staff who bring their varied perspectives and experience to their interactions with the school. Within various roles, IB



educators and staff will support and provide feedback to the school during each stage of the authorization process.

The school will work directly with IB workshop leaders, consultants and verification visiting team members, and will receive feedback from the IB, provided in part by readers who review each school's applications for candidacy and authorization. Support will be provided by IB staff from the Development, Authorization, School delivery and IB educator network (IBEN) teams, as well as the many staff who work behind the scenes to develop the processes, policies, tools, resources, systems and professional development (PD) workshops that schools will encounter during the authorization process.

By using a diverse mix of staff, the IB ensures that it can support each school's context as they work towards authorization. The different experiences of IB educators can help schools understand the many ways that the programmes can be implemented in diverse contexts while still adhering to the IB's programme standards and practices.

## Quality assurance

All IB representatives involved in authorization are committed to ensuring that schools have the information and support they need to successfully complete the rigorous, globally consistent process. They also verify that every school that the IB authorizes will offer a high-quality IB education to students, implementing the IB programme with fidelity to the IB's philosophy and expectations.

In order for the IB to gather information about the quality of its resources, support and processes, the head of school and programme coordinator will receive a quality assurance survey at the end of each phase in the authorization process. Completion of these surveys is not required but is greatly appreciated. The information provided is crucial to the IB's efforts to continuously improve the resources and support it provides to candidate schools and the training it provides to IB educators and staff.

## Additional support

In addition to the IB educators and staff who serve as the school's primary points of contact during each phase of the authorization process, schools may contact the IB Answers team with questions at any time before, during or after the authorization process. Members of this team provide support in English, French or Spanish 24 hours a day, 5 days a week.

<b>Email:</b>	support@ibo.org
<b>Telephone:</b>	UK +44 29 2054 7740 Singapore +65 6579 5055 Switzerland +41 22 309 2515 US +1 301 202 3025 The Netherlands +31 70 352 6055
<b>Skype:</b>	IBAnswers (voice calls only)

## About the *Guide to school authorization*

This guide provides schools with the information they will need to understand, plan for, and complete the IB authorization process for any of the IB's four programmes.

The information in this guide is most relevant for those who will lead and facilitate authorization at the school (typically the head of school, programme coordinator and other members of the school's pedagogical leadership team), but will also be helpful to teachers, staff and members of the school community who want to understand the process so that they may contribute to the school's authorization efforts.

The guide should be read in conjunction with other key IB documents that provide information on the IB's philosophy, details of each programme and specific information on the IB's operational and programmatic expectations for schools.

Information on the authorization process for each of the IB's four programmes is provided in this guide. While many parts of the authorization process are the same for all programmes, there are areas where expectations, activities or costs vary by programme. These variations can be found in text boxes throughout the guide, as shown in the sample, below.

PYP and MYP candidate schools will conduct at least one academic year of trial programme implementation during this time. (DP and CP schools are prohibited from implementing the programme during candidacy.)

The structure of the guide outlines the phases of the authorization process, providing details on each phase, including:

- points of contact—the IB educators and staff who will be involved
- activities—the activities the school will undertake
- professional development (PD)—required IB workshops
- costs—the costs that are incurred by the school
- documents and resources—the IB resources the school will consult
- milestones—the actions the school and the IB must complete before the school can move to the next phase
- next steps—the activities that will occur when the IB confirms the school has met the milestones for each phase.

Throughout this guide, “the school” is referenced as the entity undertaking the various tasks required to successfully complete the authorization process. This is an intentional choice of language. The school must identify a programme coordinator who will be the IB's point of contact and who will, with the head of school and the school's pedagogical leadership team, lead and facilitate the school's authorization process. Under their leadership, however, the authorization process is best undertaken as a holistic, collaborative effort engaging the entire school community.

## The consideration phase

During the consideration phase, the school learns about, and analyses, the IB's philosophy and structure, and the requirements of the programme in which it is interested. The school compares the IB's expectations with the school's current situation to determine the tasks that will need to be completed to implement the programme. At the end of the consideration phase, the school will be able to make an informed decision on whether to apply to become an IB World School.

Schools considering authorization should inform the IB that they are interested and provide basic contact information via the *Indication of interest form* on the IB website. This will connect the school with IB staff who will provide guidance and answer questions as the school explores the possibility of offering an IB programme.

## Points of contact

During this phase, the school will work closely with a member of the IB Development team, who will contact the school once it has submitted its indication of interest via the IB's website.

Development team members understand the context of schools in their assigned geographic area and are experts in the concerns of schools who are considering applying to become an IB World School.

## Activities

Each school's approach to the consideration phase will vary according to their local context and resources. Typically, schools undertake the following activities during this phase.

- Identifying who will be responsible for learning about the IB and the programme in which the school is interested, and for exploring the feasibility of pursuing authorization

It may be helpful to establish a working group, including school staff with expertise in various academic areas, members of the leadership team, representatives from the governance body, and a person or persons responsible for the school's finances.

- Analysing the IB mission statement and the IB learner profile to determine if, and how, the school's mission and philosophy align with those of the IB
- Becoming familiar with the IB's expectations relating to the school entity, as outlined in the *Rules for IB candidate schools*
- Building an understanding of the programme's characteristics and requirements through careful review and analysis of the current IB *Programme standards and practices* document
- Considering the commitment that the IB requires from IB World Schools to ensure that the programme will be sustainable and continuously develop in the long term
- Identifying the costs associated with the authorization process and with ongoing programme implementation as an IB World School
- Engaging the school's governance body, financial authorities, legal guardians, students and other members of the school community so that they may begin to develop an understanding of the IB, the programme being considered, the authorization process and the ways in which they will be asked to participate
- Identifying the benefits and challenges that the implementation of the programme will bring to the school and its community

Once the school has completed its initial exploration and analysis, it should engage the school community in deciding whether to apply for candidacy. In making this decision, the school should consider the following aspects.

- The school's situation with regard to IB expectations
  - Will the school need to make significant changes to successfully pursue authorization?
  - Is the school community ready to commit to the IB, the programme, and the changes they will bring?
- The resources that will be required
  - What human, material and financial resources will be needed to align the school with IB expectations and to sustain the programme in the long term?
  - Are the authorities responsible for these resources prepared to make the necessary commitments?
- The approximate length of time the school thinks it will need to align with IB expectations
  - How long will it realistically take for the school to meet the milestones for each stage in the process?

When the school community has thoroughly considered the likely benefits, effort and impact of pursuing authorization, it will make a final decision on whether to seek authorization to implement the programme.

## Professional development

If the school intends to start the authorization process, it must complete several PD activities during the consideration phase.

The head of school (or appropriate designee) must fulfill the category 1 "head of school" workshop requirement for the relevant programme. An appropriate designee is a member of the school's senior management team who will play a leadership, change management and decision-making role during the authorization process. The programme coordinator is not an appropriate designee. The requirement can be fulfilled in the following ways.

- The head of school (or appropriate designee) completes the current "Head of school" category 1 workshop (offered face-to-face or online).
- The head of school (or appropriate designee), having already completed the current "Head of school" category 1 workshop for another programme, completes the self-paced "Head of school: Adding an IB programme" PD relevant to the programme for which they are seeking candidacy.
- The head of school has received the IB certificate in leadership.
- The head of school is a workshop leader for the current "Head of school" category 1 workshop.

The programme coordinator must complete the relevant category 1 "Leading the learning" workshop or be registered to complete it within six months of the submission of the *Application for candidacy*. This workshop is available both face-to-face and online.

- The school can also meet this requirement by submitting official documentation that the programme coordinator has previously completed the current version of the relevant "Leading the learning" category 1 workshop.

Although only the programme coordinator is required to attend this workshop, schools may wish to identify and register a team of people to attend as one part of the process of establishing a pedagogical leadership team.

In addition to meeting these PD requirements for candidacy, the school may also wish to spend time during the consideration phase to begin planning for future PD requirements and activities.

This is especially important for schools seeking authorization for the MYP or the CP (where the school is not authorized for the DP or seeking authorization for the DP) as these schools may wish to begin planning for

the in-school workshop (category 1 “Developing the MYP” and category 1 “Developing the CP”, respectively) required during candidacy.

Beginning the planning process as soon as possible will help to ensure that these required workshops can take place early in the candidacy period—at a time that will allow the workshop to provide a foundation for the school’s work during the authorization process, and on a date that is convenient for both the school and the workshop leader.

## Costs

During the consideration phase, the school will incur the following IB costs.

- Fees for professional development workshops
  - Fees required to submit the *Application for candidacy*
- Schools seeking authorization for the PYP, MYP, DP or CP (except in the contexts described below) must pay a non-refundable application for candidacy fee.
  - Schools seeking authorization for the CP when the school is already authorized for the DP, or for the DP when the school is already authorized for the CP, pay a one-time, non-refundable pre-authorization fee, which must be paid before the *Application for candidacy* is submitted.

Schools may also wish to consider the costs they may incur relating to their planned approach to the activities that take place during the consideration phase. For example, schools that opt to send the head of school and programme coordinator to face-to-face PD workshops will need to plan for travel-related expenses.

## Documents and resources

The key documents and resources for the consideration phase are as follows.

- *Guide to school authorization* (this guide)
- *What is an IB education* (IB mission and philosophy)
- *IB learner profile* (IB mission and philosophy)
- *Rules for IB candidate schools* (IB requirements relating to the school entity)
- *Rules for IB World Schools* (IB requirements relating to the school entity)
- *Programme standards and practices* (programme structure and specific requirements)
- Sample *Application for candidacy* for the relevant programme
- Sample *Application for authorization* for the relevant programme
- Programme-specific resources (programme structure and specific expectations)
  - Primary Years Programme: From principles into practice*
  - Middle Years Programme: From principles into practice*
  - Diploma Programme: From principles into practice*
  - Career-related Programme: From principles into practice*

These resources are available on the [IB website](#), with the exception of the programme-specific resources, which can be purchased from the IB store.

Schools in the consideration phase should also review the following further information found on the IB website.

- [Projecting your timeline](#)
- [Fees and services](#)
- [Professional development](#)
- [Rules for use of IB Intellectual Property](#)

## Milestones

If the school decides to start the authorization process, there are several milestones it must achieve before it can apply for candidacy. Before applying for candidacy, the school must:

- submit an indication of interest and begin work with the IB Development team
- determine that it meets the requirements for candidacy, including PD
- inform the IB of its intent to apply for candidacy
- pay the appropriate non-refundable fee.

## Next steps

Once these milestones have been achieved, the school's contact on their Regional Development team will provide access to the IB's online platform (My School) and instructions for establishing an account and beginning the *Application for candidacy*. The school can then begin the next phase: Request for candidacy.

## Request for candidacy phase

During the request for candidacy phase, the school begins the authorization process by gathering the information needed to complete the school profile and *Application for candidacy*, and by assembling the requested supporting documents. By completing the school profile, submitting the application and supporting documents, and paying the appropriate fee, the school formally applies for candidate status.

The *Application for candidacy* includes only questions directly related to the requirements for candidacy. All questions must be answered before the school can submit the application. Interested schools will also be asked to provide information on personnel who will be involved with the programme, on the proposed organization of teaching time, and a projected budget for the first several years of programme implementation.

Together, the information provided in the school profile, the school's answers to the questions included in the *Application for candidacy*, and the documents submitted with the application provide the information the IB needs to decide on the school's request for candidacy.

All the questions that appear in the *Application for candidacy* are also part of the *Application for authorization*. The answers that the school provides in the *Application for candidacy* will be pulled into the online *Application for authorization* so that the school may edit or update them as necessary.

## Points of contact

The school will continue to work closely with their contact on their IB Regional Development team.

Schools who choose to begin planning ahead for in-school workshops to be conducted during candidacy will do so in consultation with their contact on their IB Regional Development team and by working with the IB's Professional Development delivery team, which helps to schedule on-site workshops.

The school may also work with members of the IB's Authorization team, if the school receives matters to be addressed (MTBAs) in response to their request for candidacy.

## Activities

During the request for candidacy phase, the school will complete the school profile and assemble the information and supporting documentation it needs to complete the *Application for candidacy* including a budget for the candidacy period and the first several years of programme implementation.

Schools should begin by reviewing the sample *Application for candidacy* for the relevant programme, available on the IB website. This will allow the school to understand the information it will need to provide and the documents it will need to gather before logging into the online system to begin work on the actual application.

Schools that have conducted a robust consideration phase, engaging the full school community, often find that they have already gathered much of what they need to apply for candidacy.

Once the school is ready to complete the application, it will:

- access the school profile and *Application for candidacy* via My School
- complete the school profile
- complete the application, including a budget for the candidacy period and the first several years of programme implementation
- upload the requested supporting documents
- submit the *Application for candidacy*.



Once the application is determined to be complete, it will be read by an IB educator, who has received specialized training in order to evaluate and offer feedback on the application. (Incomplete applications will be returned to the school.) IB staff will review the IB educator's feedback and decide if the school is to be awarded candidacy.

- If the school has met all the requirements for candidacy, it will be notified via My School and will move on to the next phase of the authorization process.
- If the school has not met all the requirements for candidacy, it will be notified via My School. The school will be provided with information on the MTBAs, the actions necessary to resolve them, and a deadline for taking those actions.

Schools with MTBAs will work with a member of the IB's Authorization team as they assemble and submit the additional or updated information needed to resolve the matters.

This information will be reviewed by the IB to determine whether or not the school has resolved the MTBAs. The school will either be notified that they have been awarded candidacy or that they must take further action to resolve the MTBAs. The school will be notified via My School.

The IB has full discretion to reject a school's application to become a candidate school. Any decision not to grant candidacy is taken by the IB. These decisions are not subject to appeal. If the school wishes to reapply to become a candidate school at a later date, the IB will happily review a new application.

## Professional development

Schools will have completed the PD required to apply for candidacy during the consideration phase.

There are no additional PD requirements relating to the request for candidacy phase.

Schools interested in the MYP and CP (and, in the case of the CP, who are not authorized for the DP or are not seeking authorization for the DP) are encouraged to begin planning for the in-school workshops that are required for authorization and that will take place during the candidacy phase.

These workshops should be held as soon as possible after the award of candidacy so that they may provide the school community with a starting point for the work to be done during candidacy. Schools will be asked to provide their preferences for these workshops when they submit their *Application for candidacy*.

## Costs

Schools will have paid the IB fee relating to the application for candidacy and appropriate to the relevant programme during the consideration phase. The IB's response to the request for candidacy will not be provided until the appropriate fee has been paid.

There are no additional IB costs relating to the request for candidacy phase.

## Documents and resources

The key documents for the request for candidacy phase are as follows.

- *Guide to school authorization* (this guide), particularly "[Appendix 1: Requirements for candidacy](#)"
- *Sample Application for candidacy* for the relevant programme
- *Rules for IB candidate schools*
- *Rules for IB World Schools*
- *Programme standards and practices*.

These documents are available on the [IB website](#).

Schools in the request for candidacy phase should also review information found on the IB website including:

- [fees and services](#)
- [professional development](#).

During the request for candidacy phase, schools will begin to use the IB's online platform (My School). Access will be provided when the school informs their contact on their IB Regional Development team of their intent to apply for candidacy.

## Milestones

The milestones to be reached during the request for candidacy phase are as follows.

- The school submits the *Application for candidacy* (including the school profile, budget and supporting documents).
- The IB issues a response to the *Application for candidacy*.
- The school resolves MTBAs, if any.
- The IB issues a decision on candidacy.

## Next steps

Schools that are awarded candidacy will begin the next phase: Candidacy (incorporating consultation).

## Candidacy phase

During the candidacy phase, the school will deepen its knowledge of the IB's philosophy and the programme in which it is interested as it takes the actions necessary to meet the IB's requirements for authorization.

Candidacy is a busy period as the school community completes the PD required for authorization, collaborates to develop or update policies and curriculums, refines or establishes new processes and practices, and continues to explore how the IB will be implemented in its school context.

PYP and MYP candidate schools will conduct at least one academic year of trial programme implementation during this time. (DP and CP schools are prohibited from implementing the programme during candidacy.)

At the start of candidacy, schools will work with new IB points of contact and will receive access to the Programme Resource Centre, which is the central repository for all IB content and will be invaluable to the school's efforts during candidacy.

## Points of contact

During candidacy, the school will work with a programme relationship manager from the Authorization team, who will remain the school's primary IB point of contact until the school has been authorized. The school will also be assigned an IB consultant.

The school may also work with the IB's Professional Development delivery and School delivery teams, which help to schedule on-site workshops and consultant visits, respectively.

## Consultants

During candidacy, the school's day-to-day point of contact will be the IB educator assigned to serve as the school's consultant. Each consultant has experience as a member of staff at an IB World School and has been trained by the IB to provide support and guidance to candidate schools. Consultants do not complete candidacy tasks for their assigned schools; instead, they facilitate and offer expertise to the members of the school community who are completing these tasks.

The consultant's role is that of an advisor; schools should not hesitate to be candid about the work they have done and have yet to do, and the aspects they are finding challenging. Consultants are best able to provide support when they have a clear picture of the school's context, including its strengths and opportunities for development.

Consultants offer ongoing informal feedback during their remote sessions and provide formal feedback through the consultancy reports. These reports include updates on the school's progress towards meeting the requirements for authorization; summarize the school's plans and offer guidance regarding next steps; and provide the consultant's advice on whether the school is ready to apply for authorization. Though schools are strongly encouraged to carefully consider this advice, the final decision to apply for authorization is made by the school.

Consultants provide 20 hours of remote support each candidacy year, conduct a two-day consultation visit during the candidacy period, and provide both a consultancy visit and an end-of-consultancy report.

## Programme relationship managers

The programme relationship manager is the IB staff member responsible for providing oversight and support to both the school and its assigned consultant throughout candidacy. Programme relationship

managers are experts in the programme for which the school is seeking authorization and are familiar with the educational contexts in the school's geographic area.

## Activities

### Building initial understanding

During the initial remote consultation session with the school, the consultant will seek to establish an understanding of the school's status in relation to the requirements for authorization, referring to the school profile and *Application for candidacy*, the *Programme standards and practices*, the criteria for authorization (see "Appendix 1: Requirements for candidacy" of this guide) and the *Application for authorization* in order to do so. This understanding of the school's starting point will allow the consultant to work with the school to identify the areas that will require the most effort and to develop a detailed, prioritized plan for activities to be completed during the candidacy period.

### Creating and implementing an action plan

Once the consultant understands the school's starting point, he or she will work with the school, over the next few remote consultation sessions, to: refine the plans the school developed during the consideration phase, supporting the coordinator as he or she works with the school community to draft a more detailed plan of work; add items to the school's online action plan; update deadlines and identify the parties responsible for each task. The action plan will be continuously updated throughout the authorization process as tasks are completed and plans, responsibilities and timelines evolve. The school should also periodically revisit its projected timeline for authorization, with the consultant's input and guidance, to ensure that it remains aligned with the work to be done.

The action plan will include the full range of tasks that are part of the candidacy period. These include:

- establishing or building upon an existing collaborative planning practice in the school so that the school community can effectively engage in culture, policy and curriculum development during candidacy and beyond
- developing or updating the required school policies in alignment with the IB's expectations for each
- planning and documenting the school's IB curriculum and plans for implementation
- making any additions or refinements to the school's facilities and resources so that they will meet the IB's programme standards and practices and allow the school to implement the programme it is planning
- conducting the consultation visit and reviewing the feedback offered in the consultant's visit report
- planning for, and completing, the PD required for authorization.

- Schools interested in the MYP and CP (and, in the case of the CP, who are not authorized for the DP or are not seeking authorization for the DP) should schedule the in-school workshops that are required for authorization to take place as soon as possible after the award of candidacy. This will ensure that the workshops may provide the school community with a starting point for the work to be carried out during candidacy.

### Consultation visit

The consultation visit is an opportunity for the consultant to observe the school's culture and facilities, and to conduct face-to-face conversations with the school community. The consultant will review the progress made by the school in its work towards meeting the requirements for authorization.

The school and the consultant will work together to set the agenda for the visit, carefully planning to ensure that the consultant has ample opportunity to get a sense of the school's progress and time to confer with various members of the school community. (Please refer to "Appendix 2: Sample consultation visit agendas".)

The consultant will provide written feedback on this progress in the consultation visit report, which is provided to the school after the visit. The school should carefully review this report and use the feedback provided to review and refine its plans for continuing to work to meet the requirements for authorization.

### Continuing candidacy

Throughout the remainder of the candidacy period, the consultant will advise the school as it:

- helps the school community, including governance, legal guardians and students, deepen their understanding of the IB philosophy and the details of the programme for which the school is seeking authorization
- supports teachers and staff as they connect with the IB's worldwide community through online communities, at face-to-face or online workshops, and other IB convenings.

The school will:

- stay in regular contact with their IB consultant and programme relationship manager
- publicize the school's efforts to the broader community, including prospective IB students, in accordance with the IB's intellectual property guidelines
- use language provided by the IB to describe their status, ensuring that expectations are managed by making clear that authorization is not guaranteed. This language is provided to the school when they are awarded candidacy.

- |  |
|--|
| <ul style="list-style-type: none"><li>• PYP and MYP candidate schools will complete at least one full academic year's trial implementation. (DP and CP candidate schools are prohibited from implementing the programme before authorization.)</li></ul> |
|--|

### Conclusion of candidacy

When the school has completed the various tasks necessary to prepare for authorization, it will decide whether it is ready to apply for authorization.

When the school informs the IB it is ready to apply for authorization, the consultation period ends. The consultant will provide written feedback on the school's progress towards meeting the requirements for authorization, including advice on the school's readiness to apply for authorization. The school and the consultant must not be in contact after consultancy ends.

Upon review of the end-of-consultancy report, the school may decide it is not ready to apply for authorization after all and would instead prefer to extend the consultancy period. If this is the case, the school will contact its programme relationship manager to make the arrangement and to discuss the financial impact of this decision.

## Professional development

Completion of the required PD is a significant part of the candidacy phase. By the end of candidacy, school staff must complete the workshops listed in the following text box to meet the PD requirements for authorization.

In all cases, the school indicates that it has met the PD requirements by submitting documentation that the relevant staff have completed the current version of the required workshop. In some cases, noted below, the school may meet selected PD requirements by submitting documentation that the relevant staff have completed an IB educator certificate for the relevant programme.

The programme coordinator must complete the most current version of the category 1 "Leading the learning" workshop for the programme under their responsibility. This workshop must be completed within six months of the submission of the *Application for candidacy* (if it was not completed during the consideration phase).

In addition to the programme coordinator workshop, required for all programmes, each programme has its own specific PD requirements.

*Required professional development workshops\**

- PYP: The pedagogical leadership team and all faculty who work with PYP students full- or part-time must attend the IB category 1 “Making the PYP happen: Implementing agency” workshop or have completed an IB certificate in teaching and learning\* (PYP).
- MYP: All staff must participate in the “Developing the MYP” introductory in-school workshop or have completed an IB certificate in teaching and learning\* (MYP).
- MYP: At least one teacher per subject group must attend a IB category 1 workshop in their subject or have completed an IB certificate in teaching and learning\* (MYP).
- DP: All theory of knowledge (TOK) teachers must attend the IB category 1 “Theory of knowledge” workshop.
- DP: The creativity, activity, service (CAS) coordinator must attend the IB category 1 “Creativity, activity, service” workshop.
- DP and CP: All DP subject teachers must attend IB category 1 workshops in their subjects or have completed an IB certificate in teaching and learning\* (DP).
- CP: All personal and professional skills (PPS) teachers must attend the IB category 1 “CP Personal and professional skills” workshop.
- CP: All service learning coordinators must attend the IB category 1 “Service learning in the CP” workshop.
- CP: The reflective project supervisor must attend the IB category 1 “CP Reflective project” workshop.
- CP (if the school is not authorized for the DP, or seeking authorization for the DP): All staff must participate in the “Developing the CP” introductory in-school workshop or have completed an IB certificate in teaching and learning\* (CP).

\*Schools should note that the IB certificate in teaching and learning may be used to meet the PD requirement for only one IB category 1 subject workshop per teacher. It is the responsibility of schools to confirm that a teacher’s IB certificate in teaching and learning included a focus in the relevant subject area, where applicable.

## Costs

There are several IB costs the school will incur during the candidacy phase, including:

- candidate fees
- PD fees
- costs related to the consultation visit (schools are expected to provide ground transportation and breakfast, lunch and coffee breaks for the consultant during the visit).

- Once a school seeking authorization for the PYP, MYP, DP or CP (except in the contexts described below) has been awarded candidacy, a non-refundable candidacy and consultation services fee will be charged to the school on the first day of the following month. This service fee will be billed yearly from this point until the school notifies the IB it would like to apply for authorization.
- Schools seeking authorization for the CP when the school is already authorized for the DP, or for the DP when the school is already authorized for the CP, do not pay candidate fees.

Candidate schools in Africa, Europe and the Middle East (AEM) and Asia-Pacific (AP) will incur costs for the accommodation of their consultant during the consultation visit, as the IB fees do not cover those costs in those regions.

Schools will also wish to consider the costs they expect to incur relating to their planned approach to the activities that take place during the candidacy phase. For instance, schools that opt to send teachers and staff to face-to-face PD workshops will need to plan for travel-related expenses and the costs for class coverage while they are away.

## Documents and resources

The key documents and resources for the candidacy phase are as follows.

- *Guide to school authorization* (this guide), particularly “Appendix 2: Sample consultation visit agendas” and “Appendix 3: Requirements for authorization”
- the sample *Application for authorization* for the relevant programme
- *Rules for IB candidate schools*
- *Rules for IB World Schools*
- *Programme standards and practices*
- *General regulations* for the relevant programme
- Programme-specific resources, including:
  - *Primary Years Programme: From principles into practice*
  - PYP subject guidance
  - *Middle Years Programme: From principles into practice*
  - MYP subject-group guides
  - *MYP Personal project guide*
  - *MYP Community project guide*
  - *Fostering interdisciplinary teaching and learning in the MYP*
  - *Diploma Programme: From principles into practice*
  - DP core guides
  - DP curriculum guides (for use by both DP and CP candidate schools)
  - *Career-related Programme: From principles into practice*
  - CP core guides

The programme-specific resources are available on the [Programme Resource Centre](#); all other documents are available on both the Programme Resource Centre and the [IB website](#). Access to the Programme Resource Centre is restricted to candidate and IB World Schools.

Schools in the candidacy phase should also review information found on the IB website, including:

- [projecting your timeline](#)
- [fees and services](#)
- [professional development](#)
- [Rules for use of IB Intellectual Property](#).

## Milestones

The milestones to be reached during the candidacy phase are as follows.

- PYP and MYP schools conduct and complete at least one academic year of trial programme implementation.
- The IB assigns a consultant and the consultancy period begins.
- The school pays the candidacy and consultancy services fee (payable annually until the school informs the IB that it plans to apply for authorization)\*.
- The school and the consultant agree upon dates for the consultant visit.
- The IB schedules the consultant visit at the school’s request.
- The IB issues the consultant visit report.
- The school determines that it meets the requirements for authorization, including completion of required PD.



- The school informs the IB that it plans to apply for authorization.
- The consultancy ends.
- IB issues the end of consultancy report.

\*This milestone does not apply to schools seeking authorization for the CP when the school is already authorized for the DP, or for the DP when the school is already authorized for the CP.

## Next steps

Once the school has determined that it meets the requirements for authorization and is ready to move forward, it will begin the next phase: Request for authorization.

## Request for authorization phase

During the request for authorization phase, the school gathers the information needed to update the school profile (if necessary), completes the *Application for authorization* and assembles the requested supporting documents. By updating the school profile and submitting the application and supporting documents, the school formally applies for authorization as an IB World School.

The information provided in the school profile, *Application for authorization* and supporting documents will show that the school:

- understands the IB philosophy
- understands, and has met, the requirements for authorization
- has put into place the necessary facilities, resources, staffing and other elements needed to implement the relevant IB programme with fidelity to the IB's expectations.

As the school completes the *Application for authorization* it will answer questions and provide supporting documentation relating to the requirements for authorization. The answers and documents the school provided as part of its application for candidacy will be pulled into the online *Application for authorization* so that the school may edit or update them as necessary.

## Points of contact

The school will continue to work closely with the programme relationship manager from the IB's Authorization team who was established as their point of contact during the candidacy phase.

During this period, the school may also be in contact with the IB's School delivery team to begin planning for the verification visit.

## Activities

During the request for authorization phase, the school will update their school profile and assemble the information and supporting documentation it needs to complete the *Application for authorization*.

During this phase, the school will begin initial planning for the verification visit, working with IB staff to identify possible dates. The visit will not be confirmed until the school has met all the requirements to move to the verification visit phase of the authorization process.

Although the school will be familiar with the general structure of the *Application for authorization* from its work on the *Application for candidacy*, it may still be useful to begin this phase by reviewing the sample *Application for authorization* for the relevant programme, available on the IB website. This will allow the school to understand the information it will need to provide and the documents it will need to gather before logging into My School to begin work on the actual application.

Schools that have worked collaboratively with the school community during the candidacy phase and have carefully considered the advice provided by their consultant, often find that they have already gathered much of what they need to apply for authorization.

Once the school is ready to complete the application, it will:

- access the school profile and *Application for authorization* via My School
- update the school profile, as necessary, to reflect changes that took place during the candidacy phase
- complete the application and provide supporting documents
- submit the *Application for authorization*.

Once the application is determined to be complete, it will be read by an IB educator, who has received specialized training in order to evaluate and offer feedback to the IB on whether the school has met the requirements for authorization. (Incomplete applications will be returned to the school.) IB staff will review the IB educator's feedback and decide if the school will move forward to the next phase in the authorization process.

All schools will receive an *Application for Authorization* reader's report via My School. The report provides a summary of the school's status in relation to each of the requirements for authorization.

- If the school has met all the requirements to move forward to the next phase of authorization, it will be notified via My School.
- If the school has not met the requirements to move to the next phase of the process, it will be notified via My School. The school will be provided with information on the requirements it did not meet, the MTBAs, the actions that must be taken to resolve the matters, and a deadline for taking those actions.

Schools with MTBAs will remain in contact with their programme relationship manager as they assemble and submit the additional or updated information needed to resolve the matters.

This additional or updated information will be reviewed by the IB to determine whether the school has resolved the MTBAs. Via My School, the school will either be notified that they must take further action to resolve the MTBAs or that they will be moving forward to the next phase of authorization.

## Professional development

Schools will have already completed the PD required to apply for authorization during the candidacy phase. There are no additional PD requirements relating to the request for authorization phase.

## Costs

- Once a school seeking authorization for the PYP, MYP, DP or CP (except in the contexts described below) notifies the IB that it would like to apply for authorization, a non-refundable candidacy and application for authorization services fee will be charged to the school on the first day of the month following this request. This fee will be billed yearly from this point until the school is authorized. The candidacy and consultation services fee will no longer be charged.
- Schools seeking authorization for the CP when the school is already authorized for the DP, or for the DP when the school is already authorized for the CP, do not pay candidate fees.

## Documents and resources

The key documents for the request for authorization phase are as follows.

- *Guide to school authorization* (this guide), particularly "[Appendix 3: Requirements for authorization](#)"
- *Sample Application for authorization* for the relevant programme
- *Rules for IB candidate schools*
- *Rules for IB World Schools*
- *Programme standards and practices*
- *General regulations* for the relevant programme
- Programme specific resources, including:
  - *Primary Years Programme: From principles into practice*
  - PYP subject guidance
  - *Middle Years Programme: From principles into practice*
  - MYP subject-group guides
  - MYP *Personal project guide*

*MYP Community project guide*

*Fostering interdisciplinary teaching and learning in the MYP*

*Diploma Programme: From principles into practice*

DP core guides

DP curriculum guides (for use by both DP and CP candidate schools)

*Career-related Programme: From principles into practice*

CP core guides

The programme-specific resources are available on the [Programme Resource Centre](#); all other documents are available on the Programme Resource Centre and the [IB website](#). Access to the Programme Resource Centre is restricted to candidate and IB World Schools.

Schools in the request for authorization phase should also review information found on the [IB website](#), including:

- [fees and services](#)
- [professional development](#).

## Milestones

The milestones to be reached during the request for authorization phase are as follows.

- The school pays the candidacy and application for authorization services fee (payable annually until the school is authorized)\*.
- The school submits the *Application for authorization*.
- The IB issues a response to the *Application for authorization*.
- The school resolves MTBAs, if any.

\*This milestone does not apply to schools seeking authorization for the CP when the school is already authorized for the DP, or for the DP when the school is already authorized for the CP.

## Next steps

Schools that have met the requirements to progress in the authorization process can begin the next phase: Verification visit.

## Verification visit phase

The purpose of the verification visit is to confirm that the school has taken all necessary actions to meet the requirements for authorization and is prepared to become an IB World School that will offer the relevant IB programme with fidelity and will be able to sustain and improve programme implementation once authorized.

During the verification visit, the visiting team will:

- gather evidence to confirm that the school has met all the requirements for authorization
- identify strengths in the school's work to date that will be highlighted in the visit report
- identify opportunities for development that the school may wish to explore as it seeks to further strengthen its programme implementation once it has been authorized as an IB World School.

The visit is not intended to appraise or assess individual teachers or school administrators.

Schools should be aware that the visiting team will not provide advice or guidance to the school, nor will they give the school indications of the final outcome of the authorization process. The visiting team may not make formal presentations on the programme to the school community, participate in media events or interviews concerning the school, or accept gifts from the school. No portion of the visit may be recorded or photographed by the school; this includes having photos taken for the school newsletter or website.

The visit typically lasts two days, but the length of the visit may vary depending on the size of the school or specific attributes of the planned visit.

## Points of contact

The school will continue to work closely with the programme relationship manager from the IB's Authorization team who was established as their point of contact during the candidacy phase.

The IB's School delivery team will work with the school to finalize plans for the verification visit.

The school will be in contact with the visiting team's leader to plan the verification visit, and with the entire visiting team during the visit itself.

The IB visiting team is typically made up of two or three experienced IB educators who have been specially trained to conduct verification visits and to provide feedback the IB will use to determine whether the school has met the requirements for authorization. The team size may vary depending on the size of the school or specific attributes of the planned visit. Team members are assigned by staff from the IB educator network (IBEN) team, who ensure that there is no conflict of interest.

## Activities

During this phase, the school will undertake the following tasks.

### **Before the verification visit**

- Conferring with the IB's School delivery team to set the dates for the verification visit
- Working with the verification visiting team leader to plan the visit

The school and the team leader will work together to agree on an agenda for the visit. During the visit, the team must meet with members of the school community and tour the school facilities to confirm that the school has met all requirements for authorization; have time to confer and consolidate their findings; and meet with the school's leadership to share their findings (please refer to "[Appendix 4: Sample verification visit agendas](#)").

- Making the necessary logistical arrangements for the visit, including:

ensuring the visiting team has a private, dedicated working area

providing a venue with adequate space, accessibility and privacy in which the team can conduct interviews with members of the school community

reserving the rooms necessary to accommodate the meetings that are part of the agreed agenda

arranging for the visiting team to have internet access during their time in the school

providing transportation for the visiting team to and from their point of arrival and to the school

making arrangements to provide the visiting team's lunch and beverages for breaks in the agenda

providing the visiting team leader with contact information for a member of the school staff in case of emergency

arranging for the assistance of a translator if the visiting team are meeting participants who are not able to communicate in the IB working language identified by the school as its language of communication with the IB

- Preparing the school community for their participation in the visit, by:

making the visit agenda available to the members of the school community who will be participating in the visit

confirming that the identified participants in meetings with the visiting team are available and able to attend

notifying the school community when the visiting team will be in the school and that they will be visiting facilities and observing classes

ensuring that the school community understands the purpose of the visit and what the visiting team will (and will not) be doing during their time at the school

### **During the verification visit**

- Participating in the visit

Before the visit, the visiting team will have reviewed all the documentation the school has submitted, as well as all feedback it has received, during the authorization process.

During the visit, the team will confirm the information provided and gather additional evidence to determine whether the school has met the IB's requirements for authorization by meeting with members of the school community, touring the school's facilities and observing classes. The visiting team will not provide guidance or advice during the visit.

- Participating in the exit meeting

At the conclusion of the visit, the visiting team will conduct an exit meeting with the school's leadership team. Based on the visit and school documentation submitted for the authorization process, the team will communicate the observations made during the visit. They will take this opportunity to check their facts and to ensure the feedback that they will submit to the IB accurately depicts their findings.

This information will only be communicated orally; school officials may take notes but may not use recording devices. The visiting team will not provide written documentation of their findings during the exit meeting, nor will they provide any indication of the likely decision on authorization. The school and the verification visiting team members must not be in contact after the visit.

## Professional development

Schools will have already completed the PD required for authorization during the candidacy phase.

There are no additional PD requirements relating to the verification visit phase.

## Costs

There are several IB costs the school will incur during the verification visit phase.

- Costs relating to the verification visit  
Schools are expected to provide ground transportation and breakfast, lunch and coffee breaks for the visiting team during the verification visit.
- Visiting team accommodation costs (AEM and AP only)  
Candidate schools in AEM and in AP will incur costs for the accommodation of the visiting team during the verification visit, as the candidacy and authorization services fee does not cover those costs in those regions.
- Candidate fees

Once a school seeking authorization for the PYP, MYP, DP or CP (except in the contexts described below) notifies the IB that it would like to apply for authorization, a non-refundable candidacy and application for authorization services fee will be charged to the school on the first day of the month following this request. This fee will be billed yearly from this point until the school is authorized, including during the verification visit phase.

Schools seeking authorization for the CP when the school is already authorized for the DP, or for the DP when the school is already authorized for the CP, do not pay candidate fees.

## Documents and resources

The key documents for the verification visit phase are as follows.

- *Guide to school authorization* (this guide), particularly “[Appendix 3: Requirements for authorization](#)” and “[Appendix 4: Sample verification visit agendas](#)”
- *Sample Application for authorization* for the relevant programme
- *Rules for IB candidate schools*
- *Rules for IB World Schools*
- *Programme standards and practices*
- *General regulations* for the relevant programme

These documents are available on the [Programme Resource Centre](#) and the [IB website](#). Access to the Programme Resource Centre is restricted to candidate and IB World Schools.

## Milestones

The milestones to be reached during the verification visit phase are as follows.

- IB educators conduct the verification visit.
- The IB issues a verification visit report.
- The school resolves the MTBAs, if any.

## Next steps

When the verification visit has been completed, the visiting team will provide its feedback to the IB and the school will enter the next phase: Decision on authorization.



## The decision on authorization phase

During the decision on authorization phase, IB staff will review the verification visiting team's feedback and determine whether the school has met the requirements for authorization.

The IB's Director General is ultimately responsible for deciding the outcome of all applications for authorization made by candidate schools.

Authorization to teach an IB programme is granted or denied by the IB at its sole discretion. If the IB grants the school authorization, it is granted on the condition of the school's compliance with the *Rules for IB World Schools*.

### Points of contact

The school will continue to work closely with the programme relationship manager from the IB's Authorization team who was established as their point of contact during the candidacy phase.

### Activities

Once the IB has reviewed the verification visiting team's feedback, they will provide the verification visit report and communicate the decision on authorization to the school via My School. The school's activities during this phase depend entirely on that decision.

If the school has received authorization, it will:

- review the authorization agreement
- ensure that the agreement is signed by the appropriate authorities
- return the authorization agreement to the IB
- review the verification visit report, which will include strengths and opportunities for development identified by the visiting team, as part of its planning for further development as an IB World School.

Upon receipt of the appropriately signed agreement, the IB will send the school its Certificate of authorization.

If the school has not met the requirements for authorization, it will:

- review the information the IB has provided on the requirements or specifications it did not meet, the MTBAs, the actions that must be taken to resolve the matters, and a deadline for taking these actions
- remain in contact with their programme relationship manager as they assemble and submit the additional or updated information needed to resolve the MTBAs
- work with the IB to schedule a follow-up visit (at the school's expense), if the IB has determined that is necessary to confirm that the school has resolved the MTBAs.

The information submitted will be reviewed by the IB to determine whether the school has resolved the MTBAs. Via My School, the school will either be notified that they must take further action to resolve the MTBAs, that they have been awarded authorization, or that authorization has been denied.

The IB has full discretion to deny authorization to a candidate school. If authorization is denied, the IB will summarize the reasons for this decision. The decision is final: it is not subject to reconsideration or appeal.

If the school is denied authorization and wishes to reapply, it may do so only after at least two years have elapsed since the date of the letter sent by the IB with the decision of denial. New applications will be subject to the same conditions as initial applications.

## Professional development

Schools will have already completed the PD required for authorization during the candidacy phase.

There are no additional PD requirements relating to the decision on authorization phase.

## Costs

There are no additional IB costs associated with the decision on authorization phase unless the IB determines that the school must have a follow-up visit to confirm resolution of MTBAs. In such cases, the follow-up visit takes place at the school's expense.

## Documents and resources

The key documents for the decision on authorization phase are as follows.

- *Guide to school authorization* (this guide)
- *Rules for IB candidate schools*
- *Rules for IB World Schools*

These documents are available on the [Programme Resource Centre](#) and the [IB website](#). Access to the Programme Resource Centre is restricted to candidate and IB World Schools.

## Milestones

The milestones to be reached during the decision on authorization phase are as follows.

- The IB issues its decision on authorization.
- The school submits the authorization agreement, signed by the indicated officials.
- The IB awards authorization.

## Next steps

Once authorized, the school will be recognized and begin programme implementation as an IB World School. This is a considerable achievement and the IB recognizes the contributions made by all members of the school community in reaching this goal.

Shortly after it is authorized, the school will be contacted by an IB World School manager from the IB World Schools team who will be the school's primary point of contact going forward.

The IB World School manager will provide support and guidance to the school as it begins implementation and will work with the school to identify the areas it wishes to further develop as it seeks to continuously improve its programme implementation (the opportunities for development identified by the verification visiting team will provide a useful starting point for this planning).

Programme development planning begins immediately following the school's authorization as an IB World School and continues as long as the school offers the programme(s). This planning may take different forms and will reflect the school's context and strategic goals. A new programme development plan is created when the school determines that priorities or strategic goals shift.

The IB World School manager will also provide the school with the information it needs to prepare for programme evaluation, which takes place every five years after the school is authorized. Programme evaluation supports the intentional and focused development of the school's IB programme(s). During programme evaluation, the school will be asked to reflect on and assess its implementation of the programme, as well as evidence their planning, implementation, analysis, reflection and learning in one aspect of the programme.

# Glossary

<b>Term</b>	<b>Definition</b>
<b>Application for candidacy fee</b>	<p>Any school applying to implement the PYP, MYP, DP or CP* must pay the application for candidacy fee before the school submits the <i>Application for candidacy</i>.</p> <p>This fee covers the processing, review and report on the <i>Application for candidacy</i> and contributes to the costs of direct support from staff in the IB's Development and Authorization teams.</p> <p>The application for candidacy fee is non-refundable.</p> <p>Further information on fees can be found on the IB website.</p> <p>*Please note: Schools seeking authorization for the CP when the school is already authorized for the DP, or for the DP when the school is already authorized for the CP, pay a one-time, non-refundable pre-authorization fee, which must be paid before the <i>Application for candidacy</i> is submitted (see pre-authorization fee).</p>
<b>Authorization milestones</b>	<p>Authorization milestones are tasks and decisions to be completed during each phase of the authorization process; these allow schools to determine their own readiness to complete each phase of authorization and move to the next. Schools may not move on to the next phase of the authorization process until they have satisfactorily completed the preceding phase's milestones.</p> <p>Further information on authorization milestones for each phase in the authorization process can be found in this guide or on the IB website.</p>
<b>Candidacy and application for authorization services fee</b>	<p>The candidacy and application for authorization services fee is charged to schools seeking candidacy for the PYP, MYP, DP or CP* on the first of the month following the school's notification to the IB that it would like to apply for authorization. This fee will be billed yearly from this point until the school is authorized. This fee is non-refundable.</p> <p>This fee covers the cost of processing, reviewing and reporting on the <i>Application for authorization</i> ; a two-day verification visit (one visit per candidacy); a verification visit report; final authorization of the school; access to the Programme Resource Centre; and direct support from the Authorization team via the school's programme relationship manager.</p> <p>In Africa, Europe, Middle East (AEM), and Asia-Pacific (AP), this fee does not cover the cost of accommodation for verification visitors.</p> <p>Further information on fees can be found on the IB website.</p> <p>*Please note: Schools seeking authorization for the CP when the school is already authorized for the DP, or for the DP when the school is already authorized for the CP, pay a one-time, non-refundable pre-authorization fee, which must be paid before the <i>Application for candidacy</i> is submitted (see pre-authorization fee)</p>
<b>Candidacy and consultancy services fee</b>	<p>The candidacy and consultancy services fee is charged to schools seeking candidacy for the PYP, MYP, DP or CP* on the first of the month following the award of candidacy. This fee will be billed yearly from this point until the school notifies the IB that it would like to apply for authorization. This fee is non-refundable.</p> <p>This fee covers the cost of an IB consultant; 20 hours of remote consultation support per year ; a two-day consultation visit (one visit per candidacy); a consultant visit</p>

report; an end-of-consultancy report, access to the Programme Resource Centre; and direct support from the Authorization team via the school's programme relationship manager.

In AEM and AP, this fee does not cover the cost of accommodation for consultants.

Further information on fees can be found on the IB website.

\*Please note: Schools seeking authorization for the CP when the school is already authorized for the DP, or for the DP when the school is already authorized for the CP, pay a one-time, non-refundable pre-authorization fee, which must be paid before the *Application for candidacy* is submitted (see pre-authorization fee).

<b>Evidence</b>	<p>Information provided by the school in support of an application for candidacy or application for authorization or to resolve a matter to be addressed (MBTA).</p> <p>There are many types of evidence, including information provided in the school profile, answers to application questions, the school's action plan and budget, documents provided with the applications, information gathered during the verification visit, and documents or information submitted to resolve an MBTA.</p>
<b>Head of school</b>	<p>The person who leads and supervises the daily operations of the school, ensuring that the policies of the governing body are put into practice (also referred to as the "director" or "principal" in some systems).</p>
<b>IB educators</b>	<p>Practitioners from IB World Schools who receive specialized training from the IB to serve as workshop leaders, application readers, consultants, and school visitors. Candidate schools work with educators in these roles throughout the authorization process. Once authorized, staff from IB World Schools may apply to become part of the IB educator network (IBEN) and be trained to serve in these roles in support of other schools.</p>
<b>Matters to be addressed</b>	<p>When the school has not met the IB's criteria for candidacy or authorization for a given requirement or programme specification, the IB will issue a matter to be addressed (MBTA).</p> <p>During the authorization process, matters may be issued after the submission of the <i>Application for candidacy</i>, after the submission of the <i>Application for authorization</i> or after the verification visit. In each case, the school cannot move to the next phase of the authorization process until all matters are resolved.</p> <p>Each matter will identify the requirement or programme specification the school has not met, the specific issues that led to the matter being given, the information or evidence the school must submit in order to resolve the matter, and a date by which the information or evidence must be submitted. The requested information or evidence is submitted via My School and is reviewed by IB staff who will determine if the school has successfully resolved the matter or must take further action to do so.</p>
<b>Opportunities for development</b>	<p>The report on authorization may include opportunities for development identified by the visiting team. These are suggestions for improving or strengthening aspects of programme implementation. The school may wish to focus on these areas in their plans for ongoing development as an IB World School.</p>
<b>Pedagogical leadership team</b>	<p>The group of people in the school who are responsible for the development of the curriculum, policies, purpose, culture and learning in the school.</p>
<b>Pre-authorization fee</b>	<p>The pre-authorization fee is paid by schools seeking authorization for the CP when the school is already authorized for the DP, or for the DP when the school is already authorized for the CP. This one-time fee must be paid before the school can submit the <i>Application for candidacy</i>. This fee is non-refundable.</p> <p>This fee covers the cost of processing, reviewing and reporting on the applications for candidacy and authorization; 20 hours of remote consultancy; one two-day</p>

consultancy visit per candidacy; one two-day verification visit per candidacy; a verification visit report; final authorization of the school; access to the Programme Resource Centre; and direct support from staff in the IB's Development and Authorization teams. For schools seeking authorization to add the CP to an already authorized DP, this fee also covers two workshop registrations to be used during the school's candidacy period.

The pre-authorization fee covers up to three years of candidacy. Should the school's candidacy extend beyond three years, the school will be billed candidate fees as charged to schools seeking authorization for the PYP, MYP, DP or CP, described above, beginning in the fourth year of candidacy and then yearly until their candidacy ends. Further information on fees can be found on the IB website.

**Programme coordinator**

All candidate schools must appoint a programme coordinator who will play a pivotal role in leading the school's authorization process and ensuring the fidelity of programme implementation when the school is authorized as an IB World School. The programme coordinator is the IB's primary point of contact in the school and must be proficient in one of the working languages of the IB (English, French or Spanish).

The specific responsibilities of the programme coordinator will vary depending on the number of students and teachers, the type of school and its management structure. However, the coordinator must have a job description, release time, support and resources to carry out the responsibilities of the position and must be part of the school's pedagogical leadership team.

Further information on the role of the programme coordinator can be found in each programme's *From principles into practice* document, available to candidate schools on the Programme Resource Centre and to interested schools in the IB online store.

**School community**

The students, legal guardians, teaching and non-teaching staff, pedagogical leadership, governing body and external bodies who influence the school's operation and governance.

**School profile**

Information about the school entity, including address(es), contact information, legal entity and licensure status, accreditation, governance structure, staff, student and community information, projected enrollment, and plans for structuring the IB programme. This information is provided via My School and is used as evidence during the authorization process.

**Strengths**

The report on authorization may include strengths identified by the visiting team. Strengths allow the visiting team to recognize areas where the school has done an exemplary job and achieved a level of implementation beyond that which is expected at authorization.

**Supporting documents**

Documents submitted with the *Application for candidacy* or *Application for authorization*. Supporting documents vary by programme and school context; they include the school's legal entity and licensure documentation, statement of financial commitment, organizational chart, job descriptions, curriculum documents, policies, sample schedules, and so on.

## Appendix 1: Requirements for candidacy

In this appendix you will find the requirements and programme specifications that must be present in order for the IB to award candidacy. The IB will confirm the school meets each of the listed criteria through review of the school's School profile, *Application for candidacy* and supporting documents.

<b>Purpose 1.1</b>	
The school develops a mission, vision and strategy that reflect the IB mission and philosophy. (0101-01-0100)	
<b>Criteria for candidacy</b>	<b>Programme(s) to which the criteria apply</b>
The school has developed a mission and a vision.	All programmes
The school has developed a strategy to support the sustainability of the school and the IB programme it is applying to implement.	All programmes
The school's mission, vision and strategy reflect the IB's mission and philosophy.	All programmes
<b>Leadership 1.2</b>	
Leadership and governance understand all IB rules, regulations and guidelines, and have put in place structures and processes to ensure compliance. (0201-01-0200)	
<b>Criteria for candidacy</b>	<b>Programme(s) to which the criteria apply</b>
School leadership and governance understand all IB rules, programme regulations and guidelines that apply to the programme to be implemented.	All programmes
Schools seeking to be authorized to offer the CP which are already authorized for the DP, or are seeking authorization for the DP, may choose to base their CP authorization in part on their DP authorization. In these cases, the school's DP must be in good standing, which is to say it has no outstanding matters to be addressed. ( <i>Rules for IB candidate schools</i> , Article 1.1.a)	CP, if the school is already authorized for the DP
Schools seeking to be authorized to offer the DP which are already authorized for the CP, or are seeking authorization for the CP, may choose to base their DP authorization in part on their CP authorization. In these cases, the school's CP must be in good standing, which is to say it has no outstanding matters to be addressed. ( <i>Rules for IB candidate schools</i> , Article 1.1.b)	DP, if the school is already authorized for the CP
Schools agree that they have read the IB's procedures, requirements for authorization, and rules and regulations for candidate schools relating to the relevant IB programme(s) and to comply with all the requirements contained therein. ( <i>Rules for IB candidate schools</i> , Articles 2.1 and 2.2)	All programmes
The school is in compliance with the IB's branding and intellectual property rules. ( <i>Rules for IB candidate schools</i> , Article 2.1.g)	All programmes
The school confirms to the IB that it operates in compliance with all applicable laws, regulations and policies. ( <i>Rules for IB candidate schools</i> , Article 2.3)	All programmes

The school's legal and preferred names are in compliance with the IB's rules. ( <i>Rules for IB candidate schools</i> , Articles 3.1 and 3.2)	All programmes
The school is duly registered as a legal entity under local law. ( <i>Rules for IB candidate schools</i> , Article 3.3)	All programmes
The school has the required licensure or accreditation by the local authorities and/or, if applicable, independent accreditation agencies, indicating that it is licensed/ accredited to provide educational services to students of the ages served by the programme(s) for which the school is applying. ( <i>Rules for IB candidate schools</i> , Article 3.4)	All programmes
The school has been in existence for at least three years. ( <i>Rules for IB candidate schools</i> , Article 3.5)	All programmes
If the school has not been in existence for at least three years it: must meet all requirements for candidacy before candidacy can be awarded. ( <i>Rules for IB candidate schools</i> , Article 3.5.a)	All programmes, if the school has not been in existence for at least three years
If the school has not been in existence for at least three years it: must have all the relevant staff, resources and facilities available to effectively complete the various stages in the authorization process. ( <i>Rules for IB candidate schools</i> , Article 3.5.b)	All programmes, if the school has not been in existence for at least three years
If the school has not been in existence for at least three years it: must be fully constructed and operational before candidacy can be awarded. ( <i>Rules for IB candidate schools</i> , Article 3.5.c)	PYP and MYP, if the school has not been in existence for at least three years
If the school has not been in existence for at least three years it: must be fully constructed and operational before the verification visit. ( <i>Rules for IB candidate schools</i> , Article 3.5.c)	DP and CP, if the school has not been in existence for at least three years
All campuses are recognized as comprising a single school according to legal and local registrations and must be licensed, accredited or otherwise authorized to provide educational services to students of the ages served by the programme(s) for which the campuses are seeking to be authorized. ( <i>Rules for IB candidate schools</i> , Article 4.2.a)	All programmes for which the school is seeking to offer a multicampus programme
The head of school is responsible for the day-to-day educational leadership of the school across campuses, is regularly present and equally accessible to staff on all campuses and is formally recognized as such by the staff and, if applicable, also by the local authorities. ( <i>Rules for IB candidate schools</i> , Article 4.2.b)	All programmes for which the school is seeking to offer a multicampus programme
The campuses are governed by the same governing body and rules and regulations, including organizational structure and, if applicable, school fee tariff. ( <i>Rules for IB candidate schools</i> , Article 4.2.c)	All programmes for which the school is seeking to offer a multicampus programme
One IB programme coordinator will be responsible for the day-to-day functioning of the programme across each of the campuses and is regularly present and equally accessible to staff on all campuses. ( <i>Rules for IB candidate schools</i> , Article 4.2.d)	All programmes for which the school is seeking to offer a multicampus programme



There can and will be horizontal and vertical articulation of each programme across the campuses. ( <i>Rules for IB candidate schools</i> , Article 4.2.e)	All programmes for which the school is seeking to offer a multicampus programme
The staff across campuses can and will meet frequently for ongoing collaborative planning. ( <i>Rules for IB candidate schools</i> , Article 4.2.f)	All programmes for which the school is seeking to offer a multicampus programme
All schools seeking to be part of the partnership must apply for candidacy at the same time. ( <i>Rules for IB candidate schools</i> , Article 5.1.a)	MYP, if the school is applying as part of an MYP partnership
The partner schools appoint an MYP coordinator who will facilitate the programme across the partner schools and who will be the partnership’s contact person for the IB. This person must be appointed from the school that offers the final years of the programme; that school will be identified as the contact school. The MYP coordinator for the partnership will be regarded by the IB as the MYP coordinator for all schools in the partnership. ( <i>Rules for IB candidate schools</i> , Article 5.1.b)	MYP, if the school is applying as part of an MYP partnership
The staff across the partner schools will meet frequently for ongoing collaborative planning, ensuring vertical articulation towards the final MYP objectives and a common understanding and practice of MYP assessment. ( <i>Rules for IB candidate schools</i> , Article 5.1.c)	MYP, if the school is applying as part of an MYP partnership
There can and will be horizontal and vertical articulation of the programme across the partner schools and across all years of the programme. ( <i>Rules for IB candidate schools</i> , Article 5.1.d)	MYP, if the school is applying as part of an MYP partnership
The professional development requirements are fulfilled by each partner school separately. ( <i>Rules for IB candidate schools</i> , Article 5.1.e)	MYP, if the school is applying as part of an MYP partnership
In order to be recognized as a candidate school by the IB, schools must ... have paid the relevant non-refundable ... fee. ( <i>Rules for IB candidate schools</i> , Article 7.1)	All programmes
<b>Leadership 1.2—CP 3</b>	
The school must in all cases choose or develop career-related studies that meet IB criteria. (0201-01-0243)	
<b>Criteria for candidacy</b>	<b>Programme(s) to which the criteria apply</b>
The chosen career-related studies and assessment plans must be accredited/ recognized by one or more accreditation body.	CP
The chosen career-related studies must be part of the student timetable during the two-year period of the CP.	CP
The chosen career-related studies must be subject to a demonstrable form of external quality assurance.	CP
<b>Leadership 2.1</b>	
The school appoints a programme coordinator with a job description, release time, necessary support, and an organizational position to facilitate curriculum and programme development. (0201-02-0100)	

<b>Criteria for candidacy</b>	<b>Programme(s) to which the criteria apply</b>
The school has appointed a programme coordinator.	All programmes
The school has appointed a programme coordinator with an organizational position to facilitate curriculum and programme development.	All programmes
The identified programme coordinator is proficient in one of the IB working languages.	All programmes
<b>Leadership 2.2</b>	
The programme coordinator completes required professional development that is up to date with the most current version of the programme(s) under their responsibility. (0201-02-0200)	
<b>Criterion for candidacy</b>	<b>Programme(s) to which the criterion applies</b>
The programme coordinator has completed the category 1 “Leading the learning” workshop that is up to date with the most current version of the programme under their responsibility, or is registered to participate in the workshop within six months of submission of the <i>Application for candidacy</i> .	All programmes
<b>Leadership 3.1</b>	
The school implements a schedule that allows for the requirements of the programme(s) to be met. (0201-03-0100)	
<b>Criteria for candidacy</b>	<b>Programme(s) to which the criteria apply</b>
The MYP will be offered as a five-year programme; where a five-year programme is not possible, schools may be permitted by the IB to implement a shorter programme, provided the programme is at least two consecutive years in length.	MYP
The programme will be implemented in the last two years of secondary education.	DP and CP
<b>Leadership 5.1</b>	
The school funds adequate resources to implement the programme(s) and meet programme requirements. (0201-05-0100)	
<b>Criteria for candidacy</b>	<b>Programme(s) to which the criteria apply</b>
The school develops a five-year budget, including candidacy and the initial years of programme implementation.	All programmes
The school budget includes adequate funding for required professional development.	All programmes
The school funds adequate resources for fees during candidacy and annual fees for the initial years of programme implementation.	All programmes
The school provides written commitment from the authorities that will finance candidacy and programme implementation.	All programmes
<b>Student support 1.2</b>	

The school is responsible for its teachers meeting the local and legal requirements for the roles to which they are appointed. (0202-01-0200)	
<b>Criterion for candidacy</b>	<b>Programme(s) to which the criterion applies</b>
The school is responsible for its teachers meeting the local and legal requirements for the roles to which they are appointed.	All programmes
<b>Teacher support 2.1</b>	
The school complies with IB-mandated professional development requirements, as outlined in IB documentation. (0203-02-0100)	
<b>Criterion for candidacy</b>	<b>Programme(s) to which the criterion applies</b>
The school complies with IB-mandated professional development requirements, as outlined in IB documentation.	All programmes
<b>Culture 1.3</b>	
The school provides opportunities to access the programme(s) for the broadest possible range of students. (0301-01-0300)	
<b>Criterion for candidacy</b>	<b>Programme(s) to which the criteria apply</b>
The school provides opportunities to access the programme(s) for the broadest possible range of students.	All programmes
<b>Culture 1.3—PYP 1</b>	
The school articulates and demonstrates the PYP to include all students, regardless of learner variability, unless the school's regulatory environment precludes full enrollment and requires the school offer the relevant national or state/provincial curriculum to certain students. (0301-01-0311)	
<b>Criteria for candidacy</b>	<b>Programme(s) to which the criteria apply</b>
The school has structured the PYP to include all students, regardless of learner variability.	PYP
All early years and/or primary grade students in the school are enrolled in the PYP.	PYP
The school's regulatory environment precludes full PYP enrollment and requires the school offer the relevant national or state/provincial curriculum to certain students.	PYP, if the school does not plan to enroll all early years and/or primary grade students in the school in the PYP because the school's regulatory environment precludes full PYP enrollment and requires the school offer the relevant
The PYP section is a separate section within the overall school with its own ethos, values, curriculum, and assessment.	
One person is responsible exclusively for the educational leadership of the PYP section of the school and is formally recognized as such by the overall school, local authorities (where appropriate), staff, legal guardians and other members of the school community.	
The PYP section leader has the autonomy, authority, and responsibility to lead the PYP section within the overall school in a manner that fully meets the IB's programme requirements.	

The PYP section leader, programme coordinator and classroom teaching staff are employed by the overall school to work only within the PYP section.	national or state/provincial curriculum to certain students. <sup>1</sup>
Single-subject teachers, who may have roles in the overall school beyond the PYP section, embrace the PYP philosophy and participate in collaborative planning, as required by the IB.	
The facilities provided by the overall school for the PYP section are exclusively for the use of the PYP section, and the physical learning environment is dedicated only to the PYP teachers and students.  However, if the facilities provided by the overall school for the PYP section cannot be solely dedicated to the use of the PYP section, single-subject rooms and shared areas, including the library, are permanently configured in accordance with the IB's <i>Programme standards and practices</i> .	
PYP students spend their formal learning time (including specialist courses, such as music, PE and visual arts) as a separate community from the population of the overall school.	
The PYP section leader, programme coordinator and teachers have direct relationships with legal guardians in terms of providing updates and reports on student progress, providing student support, admitting students, and engaging legal guardians in school community activities or parental organizations.	
The overall school understands that only the PYP section is authorized as an IB World School and that the overall school cannot present itself as an IB World School.	
<b>Culture 1.3—PYP 2</b>	
The school implements the PYP across all early years and/or primary grade levels offered at the school. (0301-01-0312)	
<b>Criterion for candidacy</b>	<b>Programme(s) to which the criterion applies</b>
The school implements the PYP across all early years and/or primary grade levels offered at the school.	PYP

<sup>1</sup> During the consideration phase, schools should confer with their point of contact on the Regional Development team to confirm that the school's regulatory context makes it eligible for this approach.

## Appendix 2: Sample consultation visit agendas

Downloadable, editable versions of the sample consultation visit agendas are available on the Programme Resource Centre.

*Sample agenda: PYP consultation visit*

*Day 1*

<b>Approximate time</b>	<b>Objective(s)</b>	<b>Who</b>	<b>Venue</b>
8.00am–8.45am	To explain the purpose of the consultation visit To respond to questions regarding the consultation and authorization processes To discuss the requirements for authorization and the school's progress towards meeting them	Head of school/ pedagogical leadership team	
8.45am–9.45am	To respond to questions regarding the consultation and authorization processes To discuss the requirements for authorization and the school's progress towards meeting them	PYP coordinator	
9.45am–10.00am	Break		
10.00am–11.00am	To visit school facilities	PYP coordinator	
11.00am–12.30pm	To observe at least one class per year group	Classroom teacher(s)	
12.30pm–1.30pm	Lunch		
1.30pm–3.15pm	To observe at least one class per year group	Classroom teacher(s)	
3.15pm–3.30pm	Break		
3.30pm–4.15pm	To discuss the impact of programme implementation on students and the school community	Legal guardians	

*Sample agenda: PYP consultation visit*

**Day 2**

<b>Approximate time</b>	<b>Objective(s)</b>	<b>Who</b>	<b>Venue</b>
8.00am–9.00am	To discuss achievements and challenges in implementing the programme	Representative group of classroom teachers	
9.00am–10.00am	To discuss achievements and challenges in implementing the programme	Representative group of single-subject teachers	
10.00am–10.15am	Break		
10.15am–12.15pm	Any other meeting/ further classroom observation		
12.15pm–1.15pm	Lunch		
1.15pm–2.15pm	Any other meeting/ further classroom observation		
2.15pm–3.15pm	What is next in the authorization process? To discuss findings, review action plan and determine possible course of action	Head of school/ pedagogical leadership team and PYP coordinator	

*Sample agenda: MYP consultation visit*

**Day 1**

<b>Approximate time</b>	<b>Objective(s)</b>	<b>Who</b>	<b>Venue</b>
8.00am–8.45am	To explain the purpose of the consultation visit To respond to questions regarding the consultation and authorization processes To discuss the requirements for authorization and the school's progress towards meeting them	Head of school/ pedagogical leadership team	
8.45am–9.45am	To respond to questions regarding the consultation and authorization processes To discuss the requirements for authorization and the	MYP coordinator	

	school's progress towards meeting them		
9.45am–10.00am	Break		
10.00am–11.00am	To visit school facilities	Staff or students	
11.00am–12.00pm	To discuss achievements and challenges in implementing the programme	Subject-group leadership/year leaders	
12.00pm–12.45pm	To discuss achievements and challenges in implementing the programme	Language and literature teacher(s)	
12.45pm–1.45pm	Lunch		
1.45pm–2.15pm	To discuss achievements and challenges in preparing for the implementation of the programme To visit school library/ media centre	Librarian	
2.15pm–2.45pm	To discuss achievements and challenges in implementing the programme	Physical and health education teacher(s)	
2.45pm–3.15pm	To discuss achievements and challenges in implementing the programme	Mathematics teacher(s)	
3.15pm–3.30pm	Break		
3.30pm–4.15pm	To discuss the impact of programme implementation on students and the school community	Legal guardians	

*Sample agenda: MYP consultation visit*

**Day 2**

<b>Approximate time</b>	<b>Objective(s)</b>	<b>Who</b>	<b>Venue</b>
8.00am–8.45am	To discuss achievements and challenges in implementing the programme	Individuals and societies teacher(s)	
8.45am–9.45am	To observe programme implementation and use of facilities	Teachers and students in visited classes	
9.45am–10.30am	To discuss achievements and challenges in	Design teacher(s)	

## Appendix 2: Sample consultation visit agendas

	implementing the programme		
10.30am–10.45am	Break		
10.45am–11.30am	To discuss the impact of the programme on learning and teaching	Students	
11.30am–12.15pm	To discuss achievements and challenges in implementing the programme	Language acquisition teacher(s)	
12.15pm–1.00pm	To discuss achievements and challenges in implementing the programme	Arts teacher(s)	
1.00pm–2.00pm	Lunch		
2.00pm–2.45pm	To discuss achievements and challenges in implementing the programme	Sciences teacher(s)	
2.45pm–3.30pm	To discuss achievements and challenges in implementing the programme	Personal project/ community project team	
3.30pm–4.30pm	What is next in the authorization process? To discuss findings, review action plan and determine possible course of action	Head of school/ pedagogical leadership team and MYP coordinator	

### Sample agenda: DP consultation visit

#### Day 1

Approximate time	Objective(s)	Who	Venue
8.00am–8.45am	To explain the purpose of the consultation visit To respond to questions regarding the consultation and authorization processes To discuss the requirements for authorization and the school's progress towards meeting them	Head of school/ pedagogical leadership team	
8.45am–9.45am	To respond to questions regarding the consultation and authorization processes	DP coordinator	



	To discuss the requirements for authorization and the school's progress towards meeting them		
9.45am–10.00am	Break		
10.00am–10.45am	To respond to questions regarding the consultation and authorization processes To discuss the requirements for authorization and the school's progress towards meeting them	DP coordinator and any other member of staff who will be involved in the topics to be discussed	
10.45am–11.45am	To discuss achievements and challenges in preparing for the implementation of the programme <ul style="list-style-type: none"> <li>• Development of the learner profile</li> <li>• Extended essay (EE) planning</li> <li>• Approaches to learning (ATL) integration</li> <li>• Integration of theory of knowledge (TOK)</li> <li>• Contribution to creativity, activity, service (CAS)</li> <li>• Collaborative planning</li> <li>• Any other topic relevant to the DP team</li> </ul>	All DP faculty	
11.45am–12.30pm	To discuss achievements and challenges in preparing for the implementation of the programme	TOK teacher(s)	
12.30pm–1.30pm	Lunch		
1.30pm–2.15pm	To discuss achievements and challenges in preparing for the implementation of the programme	DP teachers (studies in language and literature, and language acquisition)	

2.15pm–3.00pm	To discuss achievements and challenges in preparing for the implementation of the programme	DP teachers (individuals and societies, and the arts)	
3.00pm–3.45pm	To discuss achievements and challenges in preparing for the implementation of the programme	DP teachers (sciences and mathematics)	

*Sample agenda: DP consultation visit*

**Day 2**

<b>Approximate Time</b>	<b>Objective(s)</b>	<b>Who</b>	<b>Venue</b>
8.00am–8.45am	To discuss achievements and challenges in preparing for the implementation of the programme To visit school library/ media centre/ laboratories	Librarian/laboratory assistant	
8.45am–9.45am	To visit school facilities	DP teachers/students	
9.45am–10.30am	To discuss the impact of the programme on learning and teaching	Prospective DP students	
10.30am–11.15am	To discuss achievements and challenges in preparing for the implementation of the programme	CAS coordinator	
11.15am–11.30am	Break		
11.30am–12.15pm	Classroom observations	Teachers, relevant staff and students in visited classes	
12.15pm–1.00pm	To discuss advice to be given to students in terms of programme and post-secondary education	Counsellor/DP coordinator	
1.00pm–2.00pm	Lunch		
2.00pm–2.45pm	To discuss the impact of programme implementation on students and the school community	Legal guardians	
2.45pm–3.30pm	To discuss achievements and challenges in	EE coordinator/ supervisor(s)	

	preparing for the implementation of the programme		
3.30pm–4.30pm	What is next in the authorization process? To discuss findings, review action plan and determine possible course of action	Head of school/ pedagogical leadership team and DP coordinator	

*Sample agenda: CP consultation visit*

**Day 1**

<b>Approximate time</b>	<b>Objective(s)</b>	<b>Who</b>	<b>Venue</b>
8.00am–8.45am	To explain the purpose of the consultation visit To respond to questions regarding the consultation and authorization processes To discuss the requirements for authorization and the school's progress towards meeting them	Head of school/ pedagogical leadership team	
8.45am–9.45am	To respond to questions regarding the consultation and authorization processes To discuss the requirements for authorization and the school's progress towards meeting them	CP coordinator	
9.45am–10.00am	Break		
10.00am–10.45am	To respond to questions regarding the consultation and authorization processes To discuss the requirements for authorization and the school's progress towards meeting them	CP coordinator and any other member of staff who will be involved in the topics to be discussed	
10.45am–11.45am	To discuss achievements and challenges in preparing for the implementation of the programme	All CP and relevant DP faculty	

	<ul style="list-style-type: none"> <li>• Development of the learner profile</li> <li>• Approaches to learning (ATL) integration</li> <li>• Reflective project planning</li> <li>• Integration of personal and professional skills (PPS)</li> <li>• Contribution to service learning</li> <li>• Collaborative planning</li> <li>• Career-related studies (CRS) and the connection to the DP courses</li> <li>• Implementation of language development</li> <li>• Any other topic relevant to the CP team</li> </ul>		
11.45am–12.30pm	To discuss achievements and challenges in preparing for the implementation of the programme	PPS teacher(s)	
12.30pm–1.30pm	Lunch		
1.30pm–2.15pm	To discuss achievements and challenges in preparing for the implementation of the programme	DP teacher(s) (studies in language and literature, and language acquisition) Language development teacher(s)	
2.15pm–3.00pm	To discuss achievements and challenges in preparing for the implementation of the programme	DP teacher(s) (individuals and societies, and the arts)	
3.00pm–3.45pm	To discuss achievements and challenges in preparing for the implementation of the programme	DP teacher(s) (sciences and mathematics)	

## Sample agenda: CP consultation visit

## Day 2

Approximate time	Objective(s)	Who	Venue
8.00am–8.45am	To discuss achievements and challenges in preparing for the implementation of the programme To visit school library/ media centre/ laboratories	Librarian/laboratory assistant	
8.45am–9.45am	To visit school facilities	CP teachers/students	
9.45am–10.30am	To discuss the impact of the programme on learning and teaching	Prospective CP students	
10.30am–11.15am	To discuss achievements and challenges in preparing for the implementation of the programme	Service learning coordinator	
11.15am–11.30am	Break		
11.30am–12.15pm	Classroom observations	Teachers, relevant staff and students in visited classes	
12.15pm–1.00pm	To discuss advice to be given to students in terms of programme and post-secondary educational options	Counsellor/CP coordinator	
1.00pm–2.00pm	Lunch		
2.00pm–2.45pm	To discuss the impact of programme implementation on students and the school community	Legal guardians	
2.45pm–3.30pm	To discuss achievements and challenges in preparing for the implementation of the programme	Representatives of the CRS and CRS teacher(s)	
3.30pm–4.15pm	To discuss achievements and challenges in preparing for the implementation of the programme	Reflective project coordinator/supervisor(s)	

## Appendix 2: Sample consultation visit agendas

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4.15pm–5.15pm	What is next in the authorization process? To discuss findings, review action plan and determine possible course of action	Head of school/ pedagogical leadership team and CP coordinator	
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## Appendix 3: Requirements for authorization

Below you will find the requirements and programme specifications that must be present in order for the IB to award authorization. The IB will confirm the school meets each of the listed criteria through review of the school's School profile, *Application for authorization* and supporting documents, and the information gathered during the verification visit.

<b>Purpose</b>	
Schools implement IB programmes to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. (0101)	
<b>Purpose 1</b>	
The governing body and school leaders articulate a purpose for learning that aligns with the IB's philosophy and mission. (0101-01)	
<b>Purpose 1.1</b>	
The school develops a mission, vision and strategy that reflect the IB mission and philosophy. (0101-01-0100)	
<b>Criteria for authorization</b>	<b>Programme(s) to which the criteria apply</b>
The school has developed a mission and a vision.	All programmes
The school has developed a strategy to support the sustainability of the school and the IB programme it is applying to implement.	All programmes
The school's mission, vision and strategy reflect the IB's mission and philosophy.	All programmes
<b>Purpose 1.2</b>	
The school develops a mission, philosophy and/or strategy that includes a holistic approach to education that goes beyond academic development and encourages awareness beyond the individual and the immediate community. (0101-01-0200)	
<b>Criterion for authorization</b>	<b>Programme(s) to which the criterion applies</b>
The school develops a mission, philosophy and/or strategy that includes a holistic approach to education that goes beyond academic development and encourages awareness beyond the individual and the immediate community.	All programmes
<b>Purpose 2</b>	
The school's pedagogical leadership team embraces educational approaches that encourage students to become active, compassionate lifelong learners. (0101-02)	
<b>Purpose 2.1</b>	
The pedagogical leadership team articulates a shared commitment to the IB's mission and philosophy. (0101-02-0100)	

<b>Criteria for authorization</b>	<b>Programme(s) to which the criteria apply</b>
The pedagogical leadership team demonstrates an understanding of the IB's mission and philosophy.	All programmes
The pedagogical leadership team communicates that they, as a team, will use the IB's mission and philosophy to guide their decisions and plans for programme implementation.	All programmes
<b>Purpose 3</b>	
The school community fosters internationally minded people who embody all attributes of the IB learner profile. (0101-03)	
<b>Purpose 3.1</b>	
The school ensures that the school community is aware of the IB learner profile and is committed to international-mindedness and its importance in embodying the IB mission. (0101-03-0100)	
<b>Criteria for authorization</b>	<b>Programme(s) to which the criteria apply</b>
The school community develops an awareness of the IB learner profile.	PYP and MYP
The school ensures that the school community will develop an awareness of the IB learner profile.	DP and CP
The school community demonstrates commitment to international-mindedness and its importance in embodying the IB mission.	PYP and MYP
The school ensures that the school community will demonstrate a commitment to international-mindedness and its importance in embodying the IB mission.	DP and CP
The school has taken action to promote and encourage an understanding of the IB learner profile, international-mindedness, and the connection between them across the school community.	PYP and MYP
The school will take action to promote and encourage an understanding of the IB learner profile, international-mindedness, and the connection between them across the school community.	DP and CP
The school community demonstrates a commitment to international-mindedness.	All programmes
<b>Leadership and governance</b>	
The leadership and governance of IB World Schools create and sustain high-quality learning environments. (0201)	
<b>Leadership 1</b>	
The school regularly reviews and follows all IB rules, regulations and guidelines to support programme implementation and ongoing development. (0201-01)	
<b>Leadership 1.1</b>	
The school clearly articulates its governance and/or leadership structure and establishes roles, responsibilities and mandates for ensuring programme implementation and development. (0201-01-0100)	
<b>Criteria for authorization</b>	<b>Programme(s) to which the criteria apply</b>
The school has clearly articulated its governance and leadership structure.	All programmes



The school has established roles, responsibilities and mandates for ensuring programme implementation and development.	All programmes
The school makes its governance and leadership structure, roles, responsibilities and mandates available to the wider school community.	PYP and MYP
The school will make its governance and leadership structure, roles, responsibilities and mandates available to the wider school community.	DP and CP
<b>Leadership 1.2</b>	
Leadership and governance understand all IB rules, regulations and guidelines, and have put in place structures and processes to ensure compliance. (0201-01-0200)	
<b>Criteria for authorization</b>	<b>Programme(s) to which the criteria apply</b>
School leadership and governance understand all IB rules, programme regulations and guidelines that apply to the programme to be implemented.	All programmes
School leadership and governance have put in place structures and processes to ensure compliance with IB rules, regulations and guidelines.	All programmes
The school has a plan for the review of all IB rules, regulations and guidelines, and the update of structures and processes as needed to ensure compliance.	All programmes
Schools seeking to be authorized to offer the CP which are already authorized for the DP, or are seeking authorization for the DP, may choose to base their CP authorization in part on their DP authorization. In these cases, the school's DP must be in good standing, which is to say it has no outstanding matters to be addressed. ( <i>Rules for IB candidate schools, Article 1.1.a</i> )	CP (if the school is already authorized for the DP)
Schools seeking to be authorized to offer the DP which are already authorized for the CP, or are seeking authorization for the CP, may choose to base their DP authorization in part on their CP authorization. In these cases, the school's CP must be in good standing, which is to say it has no outstanding matters to be addressed. ( <i>Rules for IB candidate schools, Article 1.1.b</i> )	DP (if the school is already authorized for the CP)
Schools agree that they have read the IB's procedures, requirements for authorization, and rules and regulations for candidate schools relating to the relevant IB programme(s) and comply with all the requirements contained therein. ( <i>Rules for IB candidate schools, Articles 2.1 and 2.2</i> )	All programmes
The school is in compliance with the IB's branding and intellectual property rules. ( <i>Rules for IB candidate schools, Article 2.1.g</i> )	All programmes
The school confirms to the IB that it operates in compliance with all applicable laws, regulations and policies. ( <i>Rules for IB candidate schools, Article 2.3</i> )	All programmes
The school's legal and preferred names are in compliance with the IB's rules. ( <i>Rules for IB candidate schools, Articles 3.1 and 3.2</i> )	All programmes
The school is duly registered as a legal entity under local law. ( <i>Rules for IB candidate schools, Article 3.3</i> )	All programmes
The school has the required licensure or accreditation by the local authorities and/or, if applicable, independent accreditation agencies, indicating that it is licensed/accredited to provide educational services to students of the ages served by the programme(s) for which the school is applying. ( <i>Rules for IB candidate schools, Article 3.4</i> )	All programmes

The school has been in existence for at least three years. ( <i>Rules for IB candidate schools, Article 3.5</i> )	All programmes
If the school has not been in existence for at least three years it: must meet all requirements for candidacy before candidacy can be awarded. ( <i>Rules for IB candidate schools, Article 3.5.a</i> )	All programmes, if the school has not been in existence for at least three years
If the school has not been in existence for at least three years it: must have all the relevant staff, resources and facilities available to effectively complete the various stages in the authorization process. ( <i>Rules for IB candidate schools, Article 3.5.b</i> )	All programmes, if the school has not been in existence for at least three years
If the school has not been in existence for at least three years it: must be fully constructed and operational before the verification visit. ( <i>Rules for IB candidate schools, Article 3.5.c</i> )	DP and CP, if the school has not been in existence for at least three years
All campuses are recognized as comprising a single school according to legal and local registrations and must be licensed, accredited or otherwise authorized to provide educational services to students of the ages served by the programme(s) for which the campuses are seeking to be authorized. ( <i>Rules for IB candidate schools, Article 4.2.a</i> )	All programmes for which the school is seeking to offer a multicampus programme
The head of school is responsible for the day-to-day educational leadership of the school across campuses, is regularly present and equally accessible to staff on all campuses and is formally recognized as such by the staff and, if applicable, also by the local authorities. ( <i>Rules for IB candidate schools, Article 4.2.b</i> )	All programmes for which the school is seeking to offer a multicampus programme
The campuses are governed by the same governing body and rules and regulations, including organizational structure and, if applicable, school fee tariff. ( <i>Rules for IB candidate schools, Article 4.2.c</i> )	All programmes for which the school is seeking to offer a multicampus programme
One IB programme coordinator will be responsible for the day-to-day functioning of the programme across each of the campuses and is regularly present and equally accessible to staff on all campuses. ( <i>Rules for IB candidate schools, Article 4.2.d</i> )	All programmes for which the school is seeking to offer a multicampus programme
There can and will be horizontal and vertical articulation of each programme across the campuses. ( <i>Rules for IB candidate schools, Article 4.2.e</i> )	All programmes for which the school is seeking to offer a multicampus programme
The staff across campuses can and will meet frequently for ongoing collaborative planning. ( <i>Rules for IB candidate schools, Article 4.2.f</i> )	All programmes for which the school is seeking to offer a multicampus programme
All schools seeking to be part of the partnership must apply for candidacy at the same time. ( <i>Rules for IB candidate schools, Article 5.1.a</i> )	MYP, if the school is applying as part of an MYP partnership

The partner schools appoint an MYP coordinator who will facilitate the programme across the partner schools and who will be the partnership's contact person for the IB. This person must be appointed from the school that offers the final years of the programme; that school will be identified as the contact school. The MYP coordinator for the partnership will be regarded by the IB as the MYP coordinator for all schools in the partnership. ( <i>Rules for IB candidate schools, Article 5.1.b</i> )	MYP, if the school is applying as part of an MYP partnership
The staff across the partner schools will meet frequently for ongoing collaborative planning, ensuring vertical articulation towards the final MYP objectives and a common understanding and practice of MYP assessment. ( <i>Rules for IB candidate schools, Article 5.1.c</i> )	MYP, if the school is applying as part of an MYP partnership
There can and will be horizontal and vertical articulation of the programme across the partner schools and across all years of the programme. ( <i>Rules for IB candidate schools, Article 5.1.d</i> )	MYP, if the school is applying as part of an MYP partnership
The professional development requirements are fulfilled by each partner school separately. ( <i>Rules for IB candidate schools, Article 5.1.e</i> )	MYP, if the school is applying as part of an MYP partnership
By the time of authorization, the school must have in place written procedures for how it will deal with complaints and students' requests for appeals against IB programme decisions taken by the school, ensure that details of these procedures are made widely available and accessible to all students, and operate in accordance with such procedures. ( <i>Rules for IB candidate schools, Article 6.1</i> )	All programmes
The school must inform parents or legal guardians about the school's procedures for addressing complaints and students' requests for appeals of IB programme decisions taken by the school. ( <i>Rules for IB candidate schools, Article 6.2</i> )	All programmes
For the PYP and MYP, this [candidacy] includes a trial implementation period, involving both students and teachers, of at least one full academic year, to begin as soon as possible after the award of candidacy. ( <i>Rules for IB candidate schools, Article 8.1.a</i> )	PYP and MYP
During the time that a school is recognized as a candidate school it will be charged candidate/authorization services fees annually in accordance with IB's standard billing procedures until such time as the programme is authorized or candidacy is terminated. ( <i>Rules for IB candidate schools, Article 8.2</i> )	All programmes
A school is entitled to describe itself as a candidate school using only the text provided by the IB (i) in the letter which notified the school it was awarded candidacy or (ii) in the "Rules for use of IB Intellectual Property" (available at <a href="http://www.ibo.org/copyright">www.ibo.org/copyright</a> ). ( <i>Rules for IB candidate schools, Article 8.10</i> )	All programmes
<b>Leadership 1.2—MYP 1</b> (if applicable)	
The school provides security for the storage, transportation, and/or transmission of IB assessment materials, physical or virtual, with controlled access restricted to designated staff. (0201-01-0221)	
<b>Criterion for authorization</b>	<b>Programme(s) to which the criterion applies</b>
The school provides security for the storage, transportation, and/or transmission of IB assessment materials, physical or virtual, with controlled access restricted to designated staff.	MYP
<b>Leadership 1.2—MYP 2</b> (if applicable)	

The school complies with the IB regulations and procedures related to the conduct of MYP eAssessment. (0201-01-0222)	
<b>Criteria for authorization</b>	<b>Programme(s) to which the criteria apply</b>
Relevant staff are aware of the IB’s regulations and procedures related to the conduct of MYP eAssessment.	MYP, if the school plans to conduct eAssessment
The school community is made aware of the IB regulations and procedures related to the conduct of MYP eAssessment.	MYP, if the school plans to conduct eAssessment
The school has plans to comply with IB regulations and procedures related to the conduct of MYP eAssessment.	MYP, if the school plans to conduct eAssessment
<b>Leadership 1.2—MYP 3</b> (if applicable) The school registers all MYP year 5 students for IB-validated moderation of the personal project. (0201-01-0223)	
<b>Criteria for authorization</b>	<b>Programme(s) to which the criteria apply</b>
Relevant staff are aware of the IB’s expectations that all MYP year 5 students be registered for moderation of the personal project.	MYP, if the school plans to offer year 5
The school has plans in place to register all MYP year 5 students for IB-validated moderation of the personal project.	MYP, if the school plans to offer year 5
<b>Leadership 1.2—MYP 4</b> The school must register at least one student as a candidate for the IB MYP certificate, or must submit unit plans for feedback as specified in programme documentation. (0201-01-0224)	
<b>Criteria for authorization</b>	<b>Programme(s) to which the criteria apply</b>
Relevant staff are aware that the school must register at least one student in each subject group required for awarding the IB MYP certificate or must submit unit plans for feedback as specified in programme documentation.	MYP
The school has plans to register at least one student in each subject group required for awarding the IB MYP certificate.	MYP
The school has plans in place to submit unit plans for feedback as specified in programme documentation, if necessary.	MYP
<b>Leadership 1.2—DP 1</b> The school provides security for the storage, transportation, and/or transmission of IB assessment materials, physical or virtual, with controlled access restricted to designated staff. (0201-01-0231)	
<b>Criterion for authorization</b>	<b>Programme(s) to which the criterion applies</b>

The school provides security for the storage, transportation, and/or transmission of IB assessment materials, physical or virtual, with controlled access restricted to designated staff.	DP
<b>Leadership 1.2—DP 2</b>	
The school complies with the IB regulations and procedures related to the conduct of all forms of DP assessment. (0201-01-0232)	
<b>Criteria for authorization</b>	<b>Programme(s) to which the criteria apply</b>
Relevant staff are aware of the IB’s regulations and procedures related to the conduct of all forms of DP assessment.	DP
The school community is made aware of the IB regulations and procedures related to the conduct of all forms of DP assessment.	DP
The school has plans to comply with IB regulations and procedures related to the conduct of all forms of DP assessment.	DP
<b>Leadership 1.2—CP 1</b>	
The school provides security for the storage, transportation, and/or transmission of IB assessment materials, physical or virtual, with controlled access restricted to designated staff. (0201-01-0241)	
<b>Criterion for authorization</b>	<b>Programme(s) to which the criterion applies</b>
The school provides security for the storage, transportation, and/or transmission of IB assessment materials, physical or virtual, with controlled access restricted to designated staff.	CP
<b>Leadership 1.2—CP 2</b>	
The school complies with the IB regulations and procedures related to the conduct of all forms of DP and CP assessment. (0201-01-0242)	
<b>Criteria for authorization</b>	<b>Programme(s) to which the criteria apply</b>
Relevant staff are aware of IB regulations and procedures related to the conduct of all forms of DP and CP assessment.	CP
The school community is made aware of IB regulations and procedures related to the conduct of all forms of DP and CP assessment.	CP
The school has plans to comply with IB regulations and procedures related to the conduct of all forms of DP and CP assessment.	CP
<b>Leadership 1.2—CP 3</b>	
The school must in all cases choose or develop career-related studies that meet IB criteria. (0201-01-0243)	
<b>Criteria for authorization</b>	<b>Programme(s) to which the criteria apply</b>
The chosen career-related studies and assessment plans must be accredited/recognized by one or more accreditation body.	CP

The chosen career-related studies must be part of the student timetable during the two-year period of the CP.	CP
The chosen career-related studies must be subject to a demonstrable form of external quality assurance.	CP
<b>Leadership 2</b>	
The school includes on its pedagogical leadership team an IB-trained programme coordinator who is empowered to facilitate successful programme implementation. (0201-02)	
<b>Leadership 2.1</b>	
The school appoints a programme coordinator with a job description, release time, necessary support, and an organizational position to facilitate curriculum and programme development. (0201-02-0100)	
<b>Criteria for authorization</b>	<b>Programme(s) to which the criteria apply</b>
The school has appointed a programme coordinator.	All programmes
The school has appointed a programme coordinator with an organizational position to facilitate curriculum and programme development.	All programmes
The identified programme coordinator is proficient in one of the IB working languages.	All programmes
The school has ensured that the programme coordinator has adequate release time to carry out the responsibilities of the role.	All programmes
The school has ensured that the programme coordinator has the resources and support necessary to carry out the responsibilities of the role.	All programmes
The school has made the programme coordinator part of the pedagogical leadership team.	All programmes
<b>Leadership 2.2</b>	
The programme coordinator completes required professional development that is up to date with the most current version of the programme(s) under their responsibility. (0201-02-0200)	
<b>Criteria for authorization</b>	<b>Programme(s) to which the criteria apply</b>
The programme coordinator has completed the category 1 "Leading the learning" workshop that is up to date with the most current version of the programme under their responsibility, or is registered to participate in the workshop within six months of submission of the <i>Application for candidacy</i>	All programmes
<b>Leadership 3</b>	
The school organizes time for learning and teaching that provides a broad, balanced and connected curriculum and serves the changing needs of its community. (0201-03)	
<b>Leadership 3.1</b>	
The school implements a schedule that allows for the requirements of the programme(s) to be met. (0201-03-0100)	
<b>Criteria for authorization</b>	<b>Programme(s) to which the criteria apply</b>

The school implements a schedule that allocates sufficient blocks of time for concept-based inquiry through transdisciplinary themes.	PYP
The MYP will be offered as a five-year programme; where a five-year programme is not possible, schools may be permitted by the IB to implement a shorter programme, provided the programme is at least two consecutive years in length.	MYP
Students learn the same language in their language acquisition course in each year of the MYP, or achieve a satisfactory proficiency in phase 4 in order to transfer to another language.	MYP
In MYP years 1–3, if a subject group is not offered independently but is combined into other regularly scheduled subject groups due to local/state/national constraints, the applicable requirements are met.	MYP
MYP physical education/physical and health education courses engage students in physical education activities for at least 50% of the total teaching time allocated to the subject.	MYP
The programme will be implemented in the last two years of secondary education.	DP and CP
<b>Leadership 3.1—PYP 1</b>	
The school implements a schedule that provides for the development of the required number of transdisciplinary units of inquiry. (0201-03-0111)	
<b>Criteria for authorization</b>	<b>Programme(s) to which the criteria apply</b>
The school's schedule allots adequate time for the development of six units of inquiry.	PYP, if the programme will enroll any students aged 7 or above.
The school's schedule allots adequate time for the development of at least four units of inquiry.	PYP, if the programme will enroll exclusively early years students (aged 3–6)
<b>Leadership 3.1—MYP 1</b>	
The school implements a schedule that provides for the minimum required teaching hours for each subject group. (0201-03-0121)	
<b>Criterion for authorization</b>	<b>Programme(s) to which the criterion applies</b>
The school implements a schedule that provides for the minimum required teaching hours for each subject group (at least 50 hours per year, unless subject group flexibility is implemented in MYP year 4 or MYP year 5).	MYP
<b>Leadership 3.1—MYP 2</b>	
The school implements and reviews curriculum requirements as specified in programme documentation. (0201-03-0122)	
<b>Criteria for authorization</b>	<b>Programme(s) to which the criteria apply</b>

The school implements curriculum requirements as specified in programme documentation.	MYP
The school has plans to review curriculum requirements as specified in programme documentation.	MYP
<b>Leadership 3.1—DP 1</b>	
The school implements and reviews a curriculum that is balanced so that students are provided a reasonable choice of subjects. (0201-03-0131)	
<b>Criteria for authorization</b>	<b>Programme(s) to which the criteria apply</b>
The school has plans to implement a balanced curriculum.	DP
The school has plans to review its curriculum to ensure that it is balanced and provides students with a reasonable choice of subjects.	DP
The school has plans to provide students with a reasonable choice of subjects.	DP
<b>Leadership 3.1—DP 2</b>	
The school implements a schedule that provides for the minimum required teaching hours for each standard level and higher level DP subject, and for theory of knowledge (TOK). (0201-03-0132)	
<b>Criteria for authorization</b>	<b>Programme(s) to which the criteria apply</b>
The school has plans to implement a schedule that provides for the minimum required teaching hours for each standard level DP subject (150 hours).	DP
The school has plans to implement a schedule that provides for the minimum required teaching hours for each higher level DP subject (240 hours).	DP
The school has plans to implement a schedule that provides for the minimum required teaching hours for theory of knowledge (TOK) (100 hours).	DP
<b>Leadership 3.1—DP 3</b>	
The school implements a schedule that provides for the delivery of the theory of knowledge course over two years for every student. (0201-03-0133)	
The school has plans to implement a schedule that provides for the delivery of the TOK course over two years.	DP
<b>Leadership 3.1—DP 4</b>	
The school implements a schedule that allows for regular creativity, activity, service (CAS) experiences and projects over at least 18 months for every student. (0201-03-0134)	
<b>Criteria for authorization</b>	<b>Programme(s) to which the criteria apply</b>
The school has plans to implement a schedule that allows for regular CAS experiences and projects for every student.	DP
The school has plans to implement a schedule that allows for CAS experiences and projects over at least 18 months for every student.	DP
<b>Leadership 3.1—CP 1</b>	



The school implements a schedule that provides for the minimum required teaching hours for each standard level and higher level DP subject, and for the CP core. (0201-03-0141)	
<b>Criteria for authorization</b>	<b>Programme(s) to which the criteria apply</b>
The school has plans to implement a schedule that provides for the minimum required teaching hours for each standard level DP subject (150 hours).	CP
The school has plans to implement a schedule that provides for the minimum required teaching hours for each higher level DP subject (240 hours).	CP
The school's schedule will allow for the minimum required hours for the CP core (50 hours for service learning, 50 hours for the reflective project, 50 hours for language development, 90 hours for personal and professional skills (PPS); totalling 240 hours over the two years of the programme).	CP
<b>Leadership 3.1—CP 2</b>	
The school implements a schedule that provides for the delivery of the Personal and Professional Skills course over two years for every student. (0201-03-0142)	
<b>Criterion for authorization</b>	<b>Programme(s) to which the criterion applies</b>
The school's schedule provides for the delivery of the PPS course over two years for every student.	CP
<b>Leadership 3.1—CP 3</b>	
The school implements a schedule that allows for regular service learning experiences and projects over at least 18 months for every student. (0201-03-0143)	
<b>Criteria for authorization</b>	<b>Programme(s) to which the criteria apply</b>
The school has plans to implement a schedule that allows for regular service learning experiences and projects for every student.	CP
The school has plans to implement a schedule that allows for service learning experiences and projects over at least 18 months for every student.	CP
<b>Leadership 4</b>	
The school implements and reviews systems and processes to improve the operation and sustainability of its IB programme(s). (0201-04)	
<b>Leadership 4.1</b>	
The school has systems and processes in place to document, share and store curriculum, policies and procedures that safeguard programme implementation. (0201-04-0100)	
<b>Criteria for authorization</b>	<b>Programme(s) to which the criteria apply</b>
The school has systems and processes in place to document, share and store curriculum, policies and procedures that safeguard programme implementation.	PYP and MYP
The school will put systems and processes in place to document, share and store curriculum, policies and procedures that safeguard programme implementation.	DP and CP

<p><b>Leadership 4.2</b> The school captures and uses data that informs the operation and sustainability of the programmes(s). (0201-04-0200)</p>	
<p><b>Criteria for authorization</b></p>	<p><b>Programme(s) to which the criterion applies</b></p>
<p>The school captures and uses data that informs the operation and sustainability of the programme.</p>	<p>All programmes</p>
<p><b>Leadership 4.3</b> The school captures and uses data that informs the quality of the implementation of the programme(s). (0201-04-0300)</p>	
<p><b>Criterion for authorization</b></p>	<p><b>Programme(s) to which the criterion applies</b></p>
<p>The school captures and uses data that informs the quality of the implementation of the programme.</p>	<p>All programmes</p>
<p><b>Leadership 4.4</b> The school ensures that students and legal guardians are informed of the general characteristics of relevant programme(s) and how the school implements them. (0201-04-0400)</p>	
<p><b>Criteria for authorization</b></p>	<p><b>Programme(s) to which the criteria apply</b></p>
<p>The school has informed students and legal guardians of the general characteristics of the relevant programme(s) and the school's plans to implement the programme(s).</p>	<p>All programmes</p>
<p>The school has plans to provide regular updates to students and legal guardians when changes occur to the general characteristics of the programme or the school's plans for programme implementation.</p>	<p>All programmes</p>
<p><b>Leadership 5</b> The school funds and allocates resources that sustain and further develop its IB programme(s). (0201-05)</p>	
<p><b>Leadership 5.1</b> The school funds adequate resources to implement the programme(s) and meet programme requirements. (0201-05-0100)</p>	
<p><b>Criteria for authorization</b></p>	<p><b>Programme(s) to which the criteria apply</b></p>
<p>The school has developed a five-year budget, including candidacy and the initial years of programme implementation.</p>	<p>All programmes</p>
<p>The school budget includes adequate funding for required professional development.</p>	<p>All programmes</p>
<p>The school funds adequate resources for fees during candidacy and annual fees for the initial years of programme implementation.</p>	<p>All programmes</p>
<p>The school funds adequate resources for assessment fees, if paid by the school.</p>	<p>MYP, DP and CP</p>

The school funds adequate resources to effectively offer the planned programme.	All programmes
The school funds adequate resources to implement the plan to provide security for the storage, transportation and/or transmission of IB assessment materials, physical or virtual, with controlled access restricted to designated staff.	MYP, DP and CP
The school funds adequate resources to implement its plans to comply with IB regulations and procedures for assessment.	All programmes
The school funds adequate resources to provide the spaces and resources needed to attend to the social, emotional and physical well-being of its students.	All programmes
The school funds adequate resources to provide the spaces and resources needed to attend to the social, emotional, and physical well-being of its teachers.	All programmes
The school provides written commitment from the authorities that will finance candidacy and programme implementation.	All programmes
<b>Leadership 5.1—PYP 1</b>	
The school allocates adequate resources to support collaborative planning amongst subject specialists and classroom teachers for transdisciplinary learning. (0201-05-0111)	
<b>Criterion for authorization</b>	<b>Programme(s) to which the criterion applies</b>
The school allocates adequate resources to support collaborative planning amongst subject specialists and classroom teachers for transdisciplinary learning.	PYP
<b>Leadership 5.1—MYP 1</b>	
The school allocates adequate resources for the provision of leadership for developing the curriculum in subject groups, planning approaches to learning, supporting student involvement in service as action, and implementing the personal or community project. (0201-05-0121)	
<b>Criteria for authorization</b>	<b>Programme(s) to which the criterion applies</b>
The school allocates adequate resources for the provision of leadership for developing the curriculum in subject groups.	MYP
The school allocates adequate resources for the provision of leadership for planning approaches to learning.	MYP
The school allocates adequate resources for the provision of leadership for supporting student involvement in service as action.	MYP
The school allocates adequate resources for the provision of leadership for implementing the personal or community project.	MYP
<b>Leadership 5.1—DP 1</b>	
The school allocates adequate resources and provides supervision for the creativity, activity, service (CAS) core component, including designating a CAS coordinator (0201-05-0131)	
<b>Criteria for authorization</b>	<b>Programme(s) to which the criteria apply</b>
The school has designated a CAS coordinator.	DP
There is a CAS supervision structure appropriate to the cohort size.	DP

The school allocates adequate resources to support the CAS core component.	DP
<b>Leadership 5.1—DP 2</b>	
The school allocates adequate resources and provides supervision to support the extended essay core component, including designating an extended essay coordinator. (0201-05-0132)	
<b>Criteria for authorization</b>	<b>Programme(s) to which the criteria apply</b>
The school has designated an extended essay coordinator.	DP
There is an extended essay supervision structure appropriate to the cohort size.	DP
The school allocates adequate resources to support the extended essay core component.	DP
<b>Leadership 5.1—CP 1</b>	
The school allocates adequate resources and provides supervision for the service learning core component, including designating a service learning coordinator. (0201-05-0141)	
<b>Criteria for authorization</b>	<b>Programme(s) to which the criteria apply</b>
The school has designated a service learning coordinator.	CP
There is a service learning supervision structure appropriate to the cohort size.	CP
The school allocates adequate resources to support the planned service learning core component.	CP
<b>Leadership 5.1—CP 2</b>	
The school allocates adequate resources and provides supervision to support the reflective project core component, including designating a reflective project coordinator. (0201-05-0142)	
<b>Criteria for authorization</b>	<b>Programme(s) to which the criteria apply</b>
The school has designated a reflective project coordinator.	CP
There is a reflective project supervision structure appropriate to the cohort size.	CP
The school allocates adequate resources to support the planned reflective project core component.	CP
<b>Leadership 5.1—CP 3</b>	
The school allocates adequate resources and provides supervision to implement the language development core component. (0201-05-0143)	
<b>Criteria for authorization</b>	<b>Programme(s) to which the criteria apply</b>
The school has plans for a language development supervision structure appropriate to the cohort size.	CP
The school allocates adequate resources necessary to implement their planned delivery of the language development core component.	CP

<b>Leadership 5.1—CP 4</b>	
The school allocates adequate resources to implement the personal and professional skills (PPS) core component. (0201-05-0144)	
<b>Criterion for authorization</b>	<b>Programme(s) to which the criterion applies</b>
The school allocates adequate resources to implement the personal and professional skills (PPS) core component.	CP
<b>Student support</b>	
Learning environments in IB World Schools support student success. (0202)	
<b>Student support</b>	
The school provides relevant human, natural, built and virtual resources to implement its IB programme(s). (0202-01)	
<b>Student support 1.1</b>	
The school provides adequate resources and facilities in accordance with programme documentation. (0202-01-0100)	
<b>Criteria for authorization</b>	<b>Programme(s) to which the criteria apply</b>
The school provides adequate resources and facilities in accordance with programme documentation	All programmes
The school has reliable internet access.	All programmes
The school's technologies enable the school to meet the requirements of the programme.	All programmes
The school's technology-related protocols enable the school to meet the requirements of the programme.	All programmes
The school's technologies enable the school to meet the needs of the programme the school plans to offer.	All programmes
The school's technology-related protocols enable the school to meet the needs of the programme the school plans to offer.	All programmes
<b>Student support 1.2</b>	
The school is responsible for its teachers meeting the local and legal requirements for the roles to which they are appointed. (0202-01-0200)	
<b>Criterion for authorization</b>	<b>Programme(s) to which the criterion applies</b>
The school is responsible for its teachers meeting the local and legal requirements for the roles to which they are appointed.	All programmes
<b>Student support 1.3</b>	
The school provides effective learning spaces and learning environments. (0202-01-0300)	
<b>Criterion for authorization</b>	<b>Programme(s) to which the criterion applies</b>

The school's facilities enable the school to meet the needs of the programme offered.	All programmes
<b>Student support 1.4</b>	
The school provides technologies that facilitate effective communication with the IB community and ensure access to current resources that support engagement with local, national, international and global contexts. (0202-01-0400)	
<b>Criteria for authorization</b>	<b>Programme(s) to which the criteria apply</b>
The school's technologies enable effective communication with the IB community.	All programmes
The school's technology-related protocols enable effective communication with the IB community and ensure access to current resources to support engagement with local, national, international and global contexts.	All programmes
The school's technologies ensure access to current resources to support engagement with local, national, international and global contexts.	All programmes
<b>Student support 1.5</b>	
The school uses programme documentation to inform the use and/or design of learning spaces which allow for flexibility and collaboration. (0202-01-0500)	
<b>Criteria for authorization</b>	<b>Programme(s) to which the criteria apply</b>
The school uses programme documentation to inform the use and/or design of learning spaces which allow for flexibility and collaboration.	All programmes
<b>Student support 1.5—MYP 1 (if applicable)</b>	
The school complies with IB assessment requirements with regards to the security and administration of examination materials, and the provision and delivery of access arrangements. (0202-01-0521)	
<b>Criteria for authorization</b>	<b>Programme(s) to which the criteria apply</b>
The school complies with IB assessment requirements with regards to the security and administration of examination materials.	MYP, if the school is planning to participate in MYP eAssessment
The school complies with IB assessment requirements with regards to the provision and delivery of access arrangements.	MYP, if the school is planning to participate in MYP eAssessment
<b>Student support 1.5—DP 1</b>	
The school complies with IB assessment requirements with regards to the security and administration of examination materials, and the provision and delivery of access arrangements. (0202-01-0531)	
<b>Criteria for authorization</b>	<b>Programme(s) to which the criteria apply</b>
The school plans to comply with IB assessment requirements with regards to the security and administration of examination materials.	DP

The school plans to comply with IB assessment requirements with regards to the provision and delivery of access arrangements.	DP
<b>Student support 1.5—CP 1</b>	
The school complies with IB assessment requirements with regards to the security and administration of examination materials, and the provision and delivery of access arrangements. (0202-01-0541)	
<b>Criteria for authorization</b>	<b>Programme(s) to which the criteria apply</b>
The school plans to comply with IB assessment requirements with regards to the security and administration of examination materials.	CP
The school plans to comply with IB assessment requirements with regards to the provision and delivery of access arrangements.	CP
<b>Student support 1.6</b>	
The school maintains a functioning and active library consisting of adequate combinations of people, places, collections and services that aid and extend learning and teaching. (0202-01-0600)	
<b>Criteria for authorization</b>	<b>Programme(s) to which the criteria apply</b>
There are designated staff responsible for the library and for the facilitation of meeting the needs of students and teachers.	All programmes
The designated staff responsible for the library are informed about the programme and understand their role in planning and supporting the programme.	All programmes
The library collections have enough appropriate materials to support implementation of the programme.	All programmes
The library collections have adequate resources to support the needs of the language(s) offered in the programme, the language(s) of instruction and the language needs of the student population.	All programmes
Library collections are organized to enable access for all students and teachers.	All programmes
The library schedule allows for ongoing use of the library to aid and extend learning and teaching.	All programmes
The library collections have enough appropriate materials to aid and extend learning and teaching.	All programmes
<b>Student support 2</b>	
The school identifies and provides appropriate learning support. (0202-02)	
<b>Student support 2.1</b>	
The school implements and reviews systems and processes to identify the needs of students. (0202-02-0100)	
<b>Criteria for authorization</b>	<b>Programme(s) to which the criteria apply</b>
The school has in place systems and processes to identify the needs of students.	All programmes
The school has in place plans to review their systems and processes to identify the needs of students.	All programmes

<b>Student support 2.2</b>	
The school supports the identified needs of students, and evidences this support through planning, policy, and practice. (0202-02-0200)	
<b>Criteria for authorization</b>	<b>Programme(s) to which the criteria apply</b>
The school makes all relevant staff aware of identified student needs.	All programmes
The school ensures that collaborative planning includes time dedicated to plan to support the identified needs of students.	All programmes
The school documents plans to support the identified needs of students.	All programmes
Learning and teaching supports the identified needs of students.	PYP and MYP
Learning and teaching will support the identified needs of students.	DP and CP
The student schedule allows for the planned support to be implemented.	All programmes
<b>Student support 2.3</b>	
The school provides staff, facilities and resources as outlined in their inclusion policy. (0202-02-0300)	
<b>Criteria for authorization</b>	<b>Programme(s) to which the criteria apply</b>
The school has identified staff responsible for the coordination and implementation of their inclusion policy.	All programmes
The school has put in place the facilities required to implement their inclusion policy.	All programmes
The school has allocated resources to implement their inclusion policy.	All programmes
<b>Student support 2.4</b>	
The school demonstrates a commitment to make the most effective use of learning spaces and learning environments in ways that meet the needs of all students. (0202-02-0400)	
<b>Criteria for authorization</b>	<b>Programme(s) to which the criteria apply</b>
The school uses the identified needs of students to make decisions about the effective use of learning environments to meet the needs of all students.	All programmes
Plans have been made to review the identified needs of students and the most effective use of learning environments to meet the needs of all students.	All programmes
<b>Student support 3</b>	
The school fosters the social, emotional, and physical well-being of its students and teachers. (0202-03)	
<b>Student support 3.1</b>	
The school identifies and allocates spaces and resources to support the social, emotional, and physical well-being of its students and teachers. (0202-03-0100)	
<b>Criteria for authorization</b>	<b>Programme(s) to which the criterion applies</b>
The school has identified and allocated the spaces and resources needed to support the social, emotional, and physical well-being of its students and teachers.	All programmes



<b>Student support 3.2</b>	
The school demonstrates in its systems, processes and policies attention to the social, emotional, and physical well-being of its students and teachers. (0202-03-0200)	
<b>Criterion for authorization</b>	<b>Programme(s) to which the criterion applies</b>
The school's systems, processes, and policies demonstrate attention to the social, emotional, and physical well-being of its students and teachers.	All programmes
<b>Student support 3.3</b>	
The pedagogical leadership team and teachers support students' social, emotional and physical well-being. (0202-03-0300)	
<b>Criterion for authorization</b>	<b>Programme(s) to which the criterion applies</b>
The pedagogical leadership team and teachers support students' social, emotional and physical well-being.	All programmes
<b>Student support 3.4</b>	
The school promotes open communication based on understanding and respect. (0202-03-0400)	
<b>Criteria for authorization</b>	<b>Programme(s) to which the criteria apply</b>
The school promotes open communication based on understanding and respect.	PYP and MYP
The school will promote open communication based on understanding and respect.	DP and CP
Teachers and students express themselves openly and respectfully.	All programmes
<b>Student support 4</b>	
The school provides guidance and support that help students succeed in its IB programme(s) and plan for the next stage of their educational and/or career-related experiences. (0202-04)	
<b>Student support 4.1</b>	
The school implements and reviews systems and processes to provide advice and guidance to students on programme choices, careers and/or additional education opportunities as they move further in their learning. (0202-04-0100)	
<b>Criteria for authorization</b>	<b>Programme(s) to which the criteria apply</b>
The school has systems and processes in place to provide advice and guidance to students on programme choices as they move further in their learning.	All programmes
The school has systems and processes in place to provide advice and guidance to students on careers and/or additional education opportunities as they move further in their learning.	All programmes
The school regularly reviews its systems and processes to provide advice and guidance to students on programme choices, careers and/or additional education opportunities as they move further in their learning.	All programmes
<b>Student support 5</b>	

The school builds relationships with the wider community that are a source of wisdom and expertise to strengthen the implementation of its IB programme(s). (0202-05)	
<b>Student support 5.1</b>	
The school identifies and uses a variety of human, virtual and physical resources in the wider community that aid and extend student learning. (0202-05-0100)	
<b>Criteria for authorization</b>	<b>Programme(s) to which the criteria apply</b>
The school has established a system to identify human, virtual and physical resources in the wider community needed to aid and extend student learning.	All programmes
The school demonstrates the use of identified human, virtual and physical resources in the wider community to aid and extend student learning.	PYP and MYP
The school will demonstrate the use of identified human, virtual and physical resources in the wider community to aid and extend student learning.	DP and CP
<b>Student support 5.2</b>	
The school provides meaningful opportunities for legal guardians to contribute to the development and support of its programme(s). (0202-05-0200)	
<b>Criterion for authorization</b>	<b>Programme(s) to which the criterion applies</b>
The school provides meaningful opportunities for legal guardians to contribute to the development and support of its programme.	All programmes
<b>Teacher support</b>	
Learning environments in IB World Schools support and empower teachers. (0203)	
<b>Teacher support 1</b>	
The school ensures that teachers use current IB resources and regularly review their implementation of the programme. (0203-01)	
<b>Teacher support 1.1</b>	
The school ensures that all teachers have access to current and relevant IB content. (0203-01-0100)	
<b>Criterion for authorization</b>	<b>Programme(s) to which the criterion applies</b>
The school ensures that all teachers involved with the programme have access to the Programme Resource Centre.	All programmes
<b>Teacher support 1.2</b>	
The school demonstrates that teachers have used current and relevant programme documentation to implement the programme in their classroom teaching. (0203-01-0200)	
<b>Criterion for authorization</b>	<b>Programme(s) to which the criterion applies</b>
The school's curriculum reflects current and relevant IB programme documentation.	All programmes
<b>Teacher support 1.2—MYP 1</b>	

The school ensures that learning and teaching reflect the current aims, objectives and implementation requirements of the curriculum. (0203-01-0200)	
<b>Criterion for authorization</b>	<b>Programme(s) to which the criterion applies</b>
The school ensures that learning and teaching reflect the current aims, objectives and implementation requirements of the curriculum.	MYP
<b>Teacher support 1.2—DP 1</b>	
The school ensures that learning and teaching reflect the current aims, objectives and implementation requirements of the curriculum. (0203-01-0231)	
<b>Criterion for authorization</b>	<b>Programme(s) to which the criterion applies</b>
The school ensures that learning and teaching reflect the current aims, objectives and implementation requirements of the curriculum.	DP
<b>Teacher support 1.2—CP 1</b>	
The school ensures that learning and teaching reflect the current aims, objectives and implementation requirements of the curriculum. (0203-01-0241)	
<b>Criterion for authorization</b>	<b>Programme(s) to which the criterion applies</b>
The school ensures that learning and teaching reflect the current aims, objectives and implementation requirements of the curriculum.	CP
<b>Teacher support 2</b>	
The school ensures that leadership and teachers participate in appropriate and timely professional learning to inform their practice. (0203-02)	
<b>Teacher support 2.1</b>	
The school complies with IB-mandated professional development requirements, as outlined in IB documentation. (0203-02-0100)	
<b>Criterion for authorization</b>	<b>Programme(s) to which the criterion applies</b>
The school complies with IB-mandated professional development requirements, as outlined in IB documentation.	All programmes
<b>Teacher support 3</b>	
The school provides time and other resources for teachers to collaborate effectively in the implementation of IB programme(s). (0203-03)	
<b>Teacher support 3.1</b>	
The school allocates dedicated and scheduled and/or timetabled time for teachers' collaborative planning and reflection. (0203-03-0100)	
<b>Criterion for authorization</b>	<b>Programme(s) to which the criterion applies</b>

The school allocates dedicated and scheduled and/or timetabled time for teachers' collaborative planning and reflection.	All programmes
<b>Teacher support 3.1—MYP 1</b>	
The school allocates adequate time for teachers to collaborate and ensures that they use that time effectively to plan and implement the MYP in accordance with programme documentation. (0203-03-0121)	
<b>Criterion for authorization</b>	<b>Programme(s) to which the criterion applies</b>
The school allocates adequate time for teachers to collaborate and ensures that they use that time effectively to plan and implement the MYP in accordance with programme documentation.	MYP
<b>Teacher support 3.1—CP 1</b>	
The school allocates adequate time and resources to plan for the integration of elements of the CP framework. (0203-03-0141)	
<b>Criterion for authorization</b>	<b>Programme(s) to which the criterion applies</b>
The school allocates adequate time and resources to plan for the integration of elements of the CP framework.	CP
<b>Culture through policy implementation</b>	
Schools develop, implement, communicate and review effective policies that help to create a school culture in which IB philosophy can thrive. (0301)	
<b>Culture 1</b>	
The school secures access to an IB education for the broadest possible range of students. (0301-01)	
<b>Culture 1.1</b>	
The school implements and reviews an access and/or admissions policy that clearly describes the conditions for participation in the school's programme(s). (0301-01-0100)	
<b>Criteria for authorization</b>	<b>Programme(s) to which the criteria apply</b>
The school's access and/or admissions policy clearly describes the conditions for participation in the school's programme(s).	All programmes
The school has implemented, or will implement, its access and/or admissions policy.	All programmes
The school has plans in place to review its access and/or admissions policy.	All programmes
<b>Culture 1.2</b>	
The school provides relevant support materials, resources and structures to promote access to the school's programme(s) for as many students as reasonable. (0301-01-0200)	
<b>Criteria for authorization</b>	<b>Programme(s) to which the criteria apply</b>
The school has support materials in place to promote access to the school's programme for as many students as reasonable.	All programmes

The school has allocated resources to promote access to the school's programme for as many students as reasonable.	All programmes
The school has structured the IB programme to promote access to the school's programme for as many students as reasonable.	All programmes
<b>Culture 1.3</b>	
The school provides opportunities to access the programme(s) for the broadest possible range of students. (0301-01-0300)	
<b>Criterion for authorization</b>	<b>Programme(s) to which the criterion applies</b>
The school provides opportunities to access the programme for the broadest possible range of students.	All programmes
<b>Culture 1.3—PYP 1</b>	
The school articulates and demonstrates the PYP to include all students, regardless of learner variability, unless the school's regulatory environment precludes full enrollment and requires the school offer the relevant national or state/provincial curriculum to certain students. (0301-01-0311)	
<b>Criteria for authorization</b>	<b>Programme(s) to which the criteria apply</b>
The school's access and/or admissions policy indicates that the PYP will include all students, regardless of learner variability.	PYP
The school has structured the PYP to include all students, regardless of learner variability.	PYP
Curriculum documents include plans for the inclusion of all students, regardless of learner variability.	PYP
Classroom practice demonstrates the inclusion of all students, regardless of learner variability.	PYP
All early years and/or primary grade students in the school are enrolled in the PYP.	PYP
The school's regulatory environment precludes full PYP enrollment and requires the school offer the relevant national or state/provincial curriculum to certain students.	PYP, if the school does not plan to enroll all early years and/or primary grade students in the school in the PYP because the school's regulatory environment precludes full PYP enrollment and requires the school offer the relevant national or state/provincial curriculum to certain students. <sup>2</sup>
The PYP section is a separate section within the overall school with its own ethos, values, curriculum and assessment.	
One person is responsible exclusively for the educational leadership of the PYP section of the school and is formally recognized as such by the overall school, local authorities (where appropriate), staff, legal guardians and other members of the school community.	
The PYP section leader has the autonomy, authority and responsibility to lead the PYP section within the overall school in a manner that fully meets the IB programme requirements.	
The PYP section leader, programme coordinator and classroom teaching staff are employed by the overall school to work only within the PYP section.	
Single-subject teachers, who may have roles in the overall school beyond the PYP section, embrace the PYP philosophy and participate in collaborative planning, as required by the IB.	

<p>The facilities provided by the overall school for the PYP section are exclusively for the use of the PYP section, and the physical learning environment is dedicated only to the PYP teachers and students.</p> <p>However, if the facilities provided by the overall school for the PYP section cannot be solely dedicated to the use of the PYP section, single-subject rooms and shared areas, including the library, are permanently configured in accordance with the IB's <i>Programme standards and practices</i>.</p>	
<p>PYP students spend their formal learning time (including specialist courses, such as music, PE and visual arts) as a separate community from the population of the overall school.</p>	
<p>The PYP section leader, programme coordinator and teachers have direct relationships with legal guardians in terms of providing updates and reports on student progress, providing student support, admitting students and engaging legal guardians in school community activities.</p>	
<p>The overall school understands that only the PYP section is authorized as an IB World School and that the overall school cannot present itself as an IB World School.</p>	
<p><b>Culture 1.3—PYP 2</b></p> <p>The school implements the PYP across all early years and/or primary grade levels offered at the school. (0301-01-0312)</p>	
<p><b>Criterion for authorization</b></p>	<p><b>Programme(s) to which the criterion applies</b></p>
<p>The school implements the PYP across all early years and/or primary grade levels offered at the school.</p>	<p>PYP</p>
<p><b>Culture 1.3—MYP 1</b></p> <p>The school monitors and evaluates its efforts to provide students with equal opportunities to undertake the MYP. (0301-01-0321)</p>	
<p><b>Criteria for authorization</b></p>	<p><b>Programme(s) to which the criteria apply</b></p>
<p>The school provides students with equal opportunities to undertake the MYP.</p>	<p>MYP</p>
<p>The school has plans to monitor its efforts to provide students with equal opportunities to undertake the MYP.</p>	<p>MYP</p>
<p>The school has plans to evaluate its efforts to provide students with equal opportunities to undertake the MYP.</p>	<p>MYP</p>
<p><b>Culture 1.3—DP 1</b></p> <p>The school provides for the full DP, ensures that some of its students attempt the full diploma, then monitors and evaluates its efforts to provide students with equal opportunities to undertake the full diploma. (0301-01-0331)</p>	
<p><b>Criteria for authorization</b></p>	<p><b>Programme(s) to which the criteria apply</b></p>
<p>The school ensures that some of its students attempt the full diploma.</p>	<p>DP</p>
<p>The school's subject offering provides for the full diploma.</p>	<p>DP</p>

The school has structured the DP to provide students with equal opportunities to undertake the DP.	DP
The school has plans to monitor its efforts to provide students with equal opportunities to undertake the DP.	DP
The school has plans in place to evaluate its efforts to provide students with equal opportunities to undertake the DP.	DP
<b>Culture 1.3—DP 2</b>	
The school implements and reviews strategies to encourage students to pursue the full IB diploma. (0301-01-0332)	
<b>Criteria for authorization</b>	<b>Programme(s) to which the criteria apply</b>
The school implements strategies to encourage students to pursue the full IB diploma.	DP
The school has plans to review strategies to encourage students to pursue the full IB diploma.	DP
<b>Culture 1.3—CP 1</b>	
The school monitors and evaluates its efforts to provide students equal opportunities to undertake the CP, and implements strategies to encourage students to pursue the full CP. (0301-01-0341)	
<b>Criteria for authorization</b>	<b>Programme(s) to which the criteria apply</b>
The school has structured the CP to provide students with equal opportunities to undertake CP.	CP
The school monitors its efforts to provide students with equal opportunities to undertake the CP.	CP
The school has plans in place to evaluate its efforts to provide students with equal opportunities to undertake the CP.	CP
The school implements strategies to encourage students to pursue the full CP.	CP
<b>Culture 2</b>	
The school implements, communicates and regularly reviews an inclusion policy that creates cultures that support all students to reach their full potential. (0301-02)	
<b>Culture 2.1</b>	
The school implements and reviews an inclusion policy that meets IB guidelines. (0301-02-0100)	
<b>Criteria for authorization</b>	<b>Programme(s) to which the criteria apply</b>
The school's inclusion policy meets IB guidelines.	All programmes
The school's inclusion policy has been implemented.	PYP and MYP
There are plans in place to implement the school's inclusion policy.	DP and CP
The school has systems in place for the regular review and updating of the inclusion policy.	All programmes

<b>Culture 2.2</b>	
The school identifies in its inclusion policy all of its legal requirements and outlines the school's structures and processes for compliance. (0301-02-0200)	
<b>Criterion for authorization</b>	<b>Programme(s) to which the criterion applies</b>
The school identifies in its inclusion policy all of its legal requirements and outlines the school's structures and processes for compliance.	All programmes
<b>Culture 2.3</b>	
The school describes in its inclusion policy the rights and responsibilities of all members of the school community and clearly states the school's vision for implementing inclusive programmes. (0301-02-0300)	
<b>Criterion for authorization</b>	<b>Programme(s) to which the criterion applies</b>
The school describes in its inclusion policy the rights and responsibilities of all members of the school community and clearly states the school's vision for implementing inclusive programmes.	All programmes
<b>Culture 3</b>	
The school implements, communicates and regularly reviews an academic integrity policy that creates cultures of ethical academic practice. (0301-03)	
<b>Culture 3.1</b>	
The school implements and reviews an academic integrity policy that makes the school's philosophy clear and is aligned with IB guidelines. (0301-03-0100)	
<b>Criteria for authorization</b>	<b>Programme(s) to which the criteria apply</b>
The school's academic integrity policy aligns with IB guidelines.	All programmes
The school has implemented the academic integrity policy.	PYP and MYP
There are plans in place to implement the academic integrity policy.	DP and CP
There are plans in place for the regular review of the academic integrity policy.	All programmes
<b>Culture 3.2</b>	
The school clearly describes in its academic integrity policy the rights and responsibilities of all members of the school community, what constitutes good practice and misconduct, and the actions that are to be taken if there are transgressions. (0301-03-0200)	
<b>Criterion for authorization</b>	<b>Programme(s) to which the criterion applies</b>
The school clearly describes in its academic integrity policy the rights and responsibilities of all members of the school community, what constitutes good practice and misconduct, and the actions that are to be taken if there are transgressions.	All programmes
<b>Culture 3.3</b>	



The school articulates responsibilities for teaching a variety of practices related to academic integrity, and reflects its five fundamentals: honesty, trust, fairness, respect and responsibility. (0301-03-0300)	
<b>Criteria for authorization</b>	<b>Programme(s) to which the criteria apply</b>
The school articulates responsibilities for teaching a variety of practices related to academic integrity.	All programmes
The school reflects the five fundamentals of academic integrity honesty, trust, fairness, respect and responsibility.	All programmes
<b>Culture 3.4</b>	
The school ensures that relevant support materials, resources and structures related to the academic integrity policy are implemented. (0301-03-0400)	
<b>Criteria for authorization</b>	<b>Programme(s) to which the criteria apply</b>
The school has developed support materials related to the processes included in the academic integrity policy.	All programmes
The school has made available support materials related to the processes included in the academic integrity policy.	PYP and MYP
The school will make available support materials related to the processes included in the academic integrity policy.	DP and CP
The school has developed structures related to the processes included in the academic integrity policy.	All programmes
The school has made available structures related to the processes included in the academic integrity policy.	PYP and MYP
The school will make available structures related to the processes included in the academic integrity policy.	DP and CP
The school has allocated resources to support the implementation of the academic integrity policy.	All programmes
<b>Culture 3.5</b>	
The school monitors and evaluates the impact of the academic integrity policy to ensure that it regularly informs learning and teaching across the curriculum and that school's procedures are transparent, fair and consistent. (0301-03-0500)	
<b>Criteria for authorization</b>	<b>Programme(s) to which the criteria apply</b>
The school has plans in place to monitor and evaluate the impact of the academic integrity policy.	All programmes
The school has plans in place to use the results of its monitoring and evaluation of the academic integrity policy to ensure that it regularly informs learning and teaching across the curriculum.	All programmes
The school has plans in place to use the results of its monitoring and evaluation of the academic integrity policy to ensure that the school's procedures are transparent, fair and consistent.	All programmes

<p><b>Culture 4</b> The school implements, communicates and regularly reviews a language policy that helps to foster intercultural understanding through communicating in a variety of ways in more than one language. (0301-04)</p>	
<p><b>Culture 4.1</b> The school implements and reviews a language policy that is aligned with IB language policy guidelines. (0301-04-0100)</p>	
<p><b>Criteria for authorization</b></p>	<p><b>Programme(s) to which the criteria apply</b></p>
<p>The school's language policy aligns with the IB's language policy guidelines.</p>	<p>All programmes</p>
<p>The school has implemented the language policy.</p>	<p>PYP and MYP</p>
<p>There are plans in place to implement the language policy.</p>	<p>DP and CP</p>
<p>The school has plans in place for the regular review and updating of the language policy.</p>	<p>All programmes</p>
<p><b>Culture 4.2</b> The school describes in its language policy the way that the school recognizes multilingualism as a fact, a right and a resource for learning. (0301-04-0200)</p>	
<p><b>Criterion for authorization</b></p>	<p><b>Programme(s) to which the criterion applies</b></p>
<p>The school describes in its language policy the way that the school recognizes multilingualism as a fact, a right and a resource for learning.</p>	<p>All programmes</p>
<p><b>Culture 4.3</b> The school identifies in its language policy a variety of physical and virtual resources used to facilitate language development. (0301-04-0300)</p>	
<p><b>Criterion for authorization</b></p>	<p><b>Programme(s) to which the criterion applies</b></p>
<p>The school identifies in its language policy a variety of physical and virtual resources used to facilitate language development.</p>	<p>All programmes</p>
<p><b>Culture 4.4</b> The school clearly describes in its language policy the rights and responsibilities of all members of the school community and what constitutes good practice within the school context. (0301-04-0400)</p>	
<p><b>Criterion for authorization</b></p>	<p><b>Programme(s) to which the criterion applies</b></p>
<p>The school clearly describes in its language policy the rights and responsibilities of all members of the school community and what constitutes good practice within the school context.</p>	<p>All programmes</p>
<p><b>Culture 4.4—PYP 1</b></p>	

The school ensures that students learn a language in addition to the language of instruction (at least from the age of seven). Multilingual programmes, where students are learning in at least two languages, can but are not required to offer additional languages. (0301-04-0411)	
<b>Criterion for authorization</b>	<b>Programme(s) to which the criterion applies</b>
The school ensures that students learn a second language, in addition to the language of instruction (at least from the age of seven).	PYP
<b>Culture 5</b>	
The school implements, communicates and regularly reviews an assessment policy or policies to help create a culture of continuous learning and growth. (0301-05)	
<b>Culture 5.1</b>	
The school implements and reviews an assessment policy that makes the school's philosophy clear and is aligned with the IB philosophy concerning learning and assessment. (0301-05-0100)	
<b>Criteria for authorization</b>	<b>Programme(s) to which the criteria apply</b>
The school has developed an assessment policy that makes the school's assessment philosophy, policies and procedures clear and is aligned with the IB philosophy concerning learning and assessment.	All programmes
The school has implemented the assessment policy.	PYP and MYP
There are plans in place to implement the assessment policy.	DP and CP
The school has plans in place for the regular review and updating of the assessment policy.	All programmes
<b>Culture 5.2</b>	
The school identifies in its assessment policy all necessary local and IB requirements, and outlines how the school is adhering to these requirements. (0301-05-0200)	
<b>Criteria for authorization</b>	<b>Programme(s) to which the criteria apply</b>
The school identifies in its assessment policy all necessary local and IB requirements.	All programmes
The school identifies in its assessment policy all necessary local and IB requirements, and outlines how the school is adhering to these requirements.	All programmes
<b>Culture 5.3</b>	
The school describes in its assessment policy the rights and responsibilities of all members of the school community and clearly states what constitutes good assessment practice. (0301-05-0300)	
<b>Criteria for authorization</b>	<b>Programme(s) to which the criteria apply</b>
The school describes in its assessment policy the rights and responsibilities of all members of the school community.	All programmes
The assessment policy clearly states what constitutes good assessment practice.	All programmes
<b>Culture 5.4</b>	

The school ensures relevant support materials, resources and processes are implemented for fair and valid assessment. (0301-05-0400)	
<b>Criteria for authorization</b>	<b>Programme(s) to which the criteria apply</b>
The school has developed relevant support materials needed to ensure fair and valid assessment.	All programmes
The school makes available relevant support materials needed to ensure fair and valid assessment.	PYP and MYP
The school will make available relevant support materials needed to ensure fair and valid assessment.	DP and CP
The school has allocated resources needed to ensure fair and valid assessment.	All programmes
The school has developed processes needed to ensure fair and valid assessment.	All programmes
The school has put into place the processes needed to ensure fair and valid assessment.	PYP and MYP
The school will put into place the processes needed to ensure fair and valid assessment.	DP and CP
<b>Culture 5.5</b>	
The school describes in its assessment policy the value of assessment for continuous learning and growth. (0301-05-0500)	
<b>Criterion for authorization</b>	<b>Programme(s) to which the criterion applies</b>
The school's assessment policy describes the value of assessment for continuous learning and growth.	All programmes
<b>Culture 6</b>	
The school implements, communicates and regularly reviews its IB-mandated policies to ensure they are cohesive and reflect IB philosophy. (0301-06)	
<b>Culture 6.1</b>	
The school implements processes with consideration of the relationship between its IB-mandated policies. (0301-06-0100)	
<b>Criterion for authorization</b>	<b>Programme(s) to which the criterion applies</b>
The school implements processes with consideration of the relationship between its IB-mandated policies.	All programmes
<b>Culture 6.2</b>	
The school documents its IB-mandated policies and communicates them to the school community. (0301-06-0200)	
<b>Criteria for authorization</b>	<b>Programme(s) to which the criteria apply</b>
The school has documented its inclusion policy.	All programmes

The school has documented its academic integrity policy.	All programmes
The school has documented its language policy.	All programmes
The school has documented its assessment policy.	All programmes
The school has documented its access and/or admissions policy.	All programmes
The school has communicated its inclusion policy to the school community.	All programmes
The school has communicated its academic integrity policy to the school community.	All programmes
The school has communicated its language policy to the school community.	All programmes
The school has communicated its assessment policy to the school community.	All programmes
The school has communicated its access and/or admissions policy to the school community.	All programmes
<b>Culture 6.3</b>	
The school considers physical and virtual spaces in all of its IB-mandated policies. (0301-06-0300)	
<b>Criteria for authorization</b>	<b>Programme(s) to which the criteria apply</b>
The school considers physical and virtual space in its inclusion policy.	All programmes
The school considers physical and virtual space in its academic integrity policy.	All programmes
The school considers physical and virtual space in its language policy.	All programmes
The school considers physical and virtual space in its assessment policy.	All programmes
The school considers physical and virtual space in its access and/or admissions policy.	All programmes
<b>Culture 6.4</b>	
The school articulates a planned integration of human, natural, built or virtual resources in all of its IB-mandated policies. (0301-06-0400)	
<b>Criteria for authorization</b>	<b>Programme(s) to which the criteria apply</b>
The school articulates a planned integration of human, natural, built or virtual resources in its inclusion policy.	All programmes
The school articulates a planned integration of human, natural, built or virtual resources in its academic integrity policy.	All programmes
The school articulates a planned integration of human, natural, built or virtual resources in its language policy.	All programmes
The school articulates a planned integration of human, natural, built or virtual resources in its assessment policy.	All programmes
The school articulates a planned integration of human, natural, built or virtual resources in its access and/or admissions policy.	All programmes
<b>Culture 6.5</b>	
The school considers the IB learner profile in all of its IB-mandated policies. (0301-06-0500)	

<b>Criteria for authorization</b>	<b>Programme(s) to which the criteria apply</b>
The school considers the IB learner profile in its inclusion policy.	All programmes
The school considers the IB learner profile in its academic integrity policy.	All programmes
The school considers the IB learner profile in its language policy.	All programmes
The school considers the IB learner profile in its assessment policy.	All programmes
The school considers the IB learner profile in its access and/or admissions policy.	All programmes
<b>Culture 6.6</b>	
The school considers international-mindedness in all of its IB-mandated policies. (0301-06-0600)	
<b>Criteria for authorization</b>	<b>Programme(s) to which the criteria apply</b>
The school considers international-mindedness in its inclusion policy.	All programmes
The school considers international-mindedness in its academic integrity policy.	All programmes
The school considers international-mindedness in its language policy.	All programmes
The school considers international-mindedness in its assessment policy.	All programmes
The school considers international-mindedness in its access and/or admissions policy.	All programmes
<b>Culture 6.7</b>	
The pedagogical leadership team uses the school's IB-mandated policies in decision-making and curriculum development. (0301-06-0700)	
<b>Criteria for authorization</b>	<b>Programme(s) to which the criteria apply</b>
The pedagogical leadership team uses the school's inclusion policy in decision-making and curriculum development.	All programmes
The pedagogical leadership team uses the school's academic integrity policy in decision-making and curriculum development.	All programmes
The pedagogical leadership team uses the school's language policy in decision-making and curriculum development.	All programmes
The pedagogical leadership team uses the school's assessment policy in decision-making and curriculum development.	All programmes
The pedagogical leadership team uses the school's access and/or admissions policy in decision-making and curriculum development.	All programmes
<b>Designing a coherent curriculum</b>	
Learning in IB World Schools is based on a coherent curriculum. (0401)	
<b>Coherent curriculum 1</b>	
The school plans and implements a coherent curriculum that organizes learning and teaching within and across the years of its IB programme(s). (0401-01)	
<b>Coherent curriculum 1.1</b>	

The school designs its curriculum in accordance with programme documentation. (0401-01-0100)	
<b>Criterion for authorization</b>	<b>Programme(s) to which the criterion applies</b>
The school designs its curriculum in accordance with programme documentation.	All programmes
<b>Coherent curriculum 1.2</b>	
The school articulates its curriculum horizontally and vertically. (0401-01-0200)	
<b>Criteria for authorization</b>	<b>Programme(s) to which the criteria apply</b>
The school articulates its curriculum by subject.	MYP, DP and CP
The school articulates its curriculum by grade level.	All programmes
The school articulates its curriculum across the years of its IB programmes.	All programmes
The school articulates its curriculum by transdisciplinary theme.	PYP
The school articulates its curriculum across transdisciplinary themes.	PYP
<b>Coherent curriculum 1.3</b>	
The school demonstrates that all applicable IB curriculum frameworks are fully integrated with the requirements for school, local, state or provincial and national education authorities. (0401-01-0300)	
<b>Criterion for authorization</b>	<b>Programme(s) to which the criterion applies</b>
The school demonstrates that all applicable IB curriculum frameworks are fully integrated with the requirements for school, local, state or provincial and national education authorities.	All programmes
<b>Coherent curriculum 1.4</b>	
The school provides collaborative planning time for teachers to incorporate IB philosophy into the curriculum. (0401-01-0400)	
<b>Criterion for authorization</b>	<b>Programme(s) to which the criterion applies</b>
The school provides teachers with adequate collaborative planning time to ensure that they are able to incorporate IB philosophy into the curriculum.	All programmes
<b>Coherent curriculum 1.5</b>	
The school articulates its schedule and curriculum to make it possible for students to make connections across their learning. (0401-01-0500)	
<b>Criterion for authorization</b>	<b>Programme(s) to which the criterion applies</b>
The school has articulated its schedule and curriculum to allow for students to make connections across their learning.	All programmes
<b>Coherent curriculum 1.5—PYP 1</b>	

<p>The school designs a programme of inquiry that consists of six units of inquiry—one for each transdisciplinary theme—at each year or grade level, with the exception of students who are 3–6 years where the requirement is at least four units at each year or grade level, two of which must be under “Who we are” and “How we express ourselves”. (0401-01-0511)</p>	
<p><b>Criteria for authorization</b></p>	<p><b>Programme(s) to which the criteria apply</b></p>
<p>The programme of inquiry consists of six units of inquiry—one for each transdisciplinary theme—at each year or grade level, with the exception of students who are 3–6 years.</p>	<p>PYP</p>
<p>For students who are 3–6 years, the programme of inquiry includes at least four units at each year or grade level, two of which must be under “Who we are” and “How we express ourselves”.</p>	<p>PYP</p>
<p><b>Coherent curriculum 1.5—PYP 2</b></p> <p>The school commits to the PYP as the framework for planning, teaching, and learning across the curriculum. (0401-01-0512)</p>	
<p><b>Criteria for authorization</b></p>	<p><b>Programme(s) to which the criteria apply</b></p>
<p>The school uses the PYP as the framework for planning across the curriculum.</p>	<p>PYP</p>
<p>The school uses the PYP as the framework for teaching and learning across the curriculum.</p>	<p>PYP</p>
<p><b>Coherent curriculum 1.5—PYP 3</b></p> <p>The school ensures that all subjects are represented within the programme of inquiry at each year or grade level. (0401-01-0513)</p>	
<p><b>Criterion for authorization</b></p>	<p><b>Programme(s) to which the criterion applies</b></p>
<p>All subjects are represented within the programme of inquiry at each year or grade level.</p>	<p>PYP</p>
<p><b>Coherent curriculum 1.5—MYP 1</b></p> <p>The school develops subject group overviews and an approaches to learning planning chart in accordance with programme documentation. (0401-01-0521) <sup>3</sup></p>	
<p><b>Criteria for authorization</b></p>	<p><b>Programme(s) to which the criteria apply</b></p>
<p>The school develops subject group overviews in accordance with programme documentation.</p>	<p>MYP</p>
<p>The school develops an approaches to learning planning chart in accordance with programme documentation.</p>	<p>MYP</p>
<p><b>Coherent curriculum 1.6</b></p> <p>The school demonstrates that the curriculum is influenced by an understanding of students’ prior knowledge, identities, backgrounds, needs and contexts. (0401-01-0600)</p>	



<b>Criteria for authorization</b>	<b>Programme(s) to which the criteria apply</b>
The school ensures that teachers understand students' prior knowledge, identities, backgrounds, needs and contexts.	PYP and MYP
The school ensures that teachers will understand students' prior knowledge, identities, backgrounds, needs and contexts.	DP and CP
The school ensures that the curriculum is influenced by students' prior knowledge, identities, backgrounds, needs and contexts.	PYP and MYP
The school ensures that the curriculum will be influenced by students' prior knowledge, identities, backgrounds, needs and contexts.	DP and CP
<b>Coherent curriculum 2</b>	
Teachers collaborate to design, plan and deliver the school's IB programme(s). (0401-02)	
<b>Coherent curriculum 2.1</b>	
Teachers collaborate to plan and design units that meet programme requirements and are in accordance with programme documentation. (0401-02-0100)	
<b>Criterion for authorization</b>	<b>Programme(s) to which the criterion applies</b>
Teachers collaborate to plan and design units that meet programme requirements and are in accordance with programme documentation.	All programmes
<b>Coherent curriculum 2.1—PYP 1</b>	
Teachers use the PYP planner template(s) or otherwise document the way that they use the PYP planning process to collaboratively design, plan and deliver the programme. (0401-02-0111)	
<b>Criteria for authorization</b>	<b>Programme(s) to which the criteria apply</b>
Teachers use the PYP planning process to collaboratively design and plan the programme.	PYP
Teachers use the PYP planning process to collaboratively deliver the programme.	PYP
Teachers use the PYP planner template(s) or otherwise document the way that they use the PYP planning process.	PYP
<b>Coherent curriculum 2.1—PYP 2</b>	
The school demonstrates a commitment to transdisciplinary learning by ensuring that the programme of inquiry is collaboratively designed, planned and facilitated between the classroom teacher and specialist teachers to deliver the subjects included in each unit of inquiry. (0401-02-0112)	
<b>Criteria for authorization</b>	<b>Programme(s) to which the criteria apply</b>
The school ensures that the programme of inquiry is collaboratively designed, planned and facilitated between the classroom teacher and the specialist teachers to deliver the subjects included in each unit of inquiry.	PYP

The school sets clear expectations around the requirements and process for collaborative design, planning and facilitation of the programme of inquiry to support transdisciplinary learning.	PYP
<b>Coherent curriculum 2.1—MYP 1</b>	
The school provides opportunities for teachers to use collaborative planning and reflection to develop interdisciplinary understanding. (0401-02-0121)	
<b>Criterion for authorization</b>	<b>Programme(s) to which the criterion applies</b>
The school provides opportunities for teachers to use collaborative planning and reflection to develop interdisciplinary understanding.	MYP
<b>Coherent curriculum 2.1—MYP 2</b>	
Teachers use the MYP planning process to collaboratively design, plan, deliver and document student inquiry. (0401-02-0122)	
<b>Criterion for authorization</b>	<b>Programme(s) to which the criterion applies</b>
Teachers use the MYP planning process to collaboratively design, plan, deliver and document student inquiry.	MYP
<b>Coherent curriculum 2.1—DP 1</b>	
The school provides opportunities for teachers to use collaborative planning and reflection to integrate theory of knowledge into each subject. (0401-02-0131)	
<b>Criterion for authorization</b>	<b>Programme(s) to which the criterion applies</b>
The school provides opportunities for teachers to use collaborative planning and reflection to integrate theory of knowledge into each subject.	DP
<b>Coherent curriculum 2.1—CP 1</b>	
The school provides opportunities for the IB teachers to collaborate with the career-related studies (CRS) staff to ensure balance and articulation of the students' full educational experience. (0401-02-0141)	
<b>Criterion for authorization</b>	<b>Programme(s) to which the criterion applies</b>
The school provides opportunities for the IB teachers to collaborate with the CRS staff to ensure balance and articulation of the students' full educational experience.	CP
<b>Coherent curriculum 2.2</b>	
Teachers plan and reflect collaboratively to consider connections and relationships between different areas, and reinforce shared concepts, content and skills. (0401-02-0200)	
<b>Criterion for authorization</b>	<b>Programme(s) to which the criterion applies</b>
Teachers plan and reflect collaboratively to consider connections and relationships between different areas, and reinforce shared concepts, content and skills.	All programmes

<b>Coherent curriculum 2.3</b>	
Teachers use human, physical and virtual resources to aid and extend their collaboration. (0401-02-0300)	
<b>Criterion for authorization</b>	<b>Programme(s) to which the criterion applies</b>
Teachers use human, physical and virtual resources to aid and extend their collaboration.	All programmes
<b>Coherent curriculum 2.4</b>	
Teachers use collaborative planning and reflection to address the elements of an IB education. (0401-02-0400)	
<b>Criterion for authorization</b>	<b>Programme(s) to which the criterion applies</b>
Collaborative planning and reflection addresses elements of an IB education (learner-centred; approaches to teaching and learning; working within global contexts; and exploring significant content).	All programmes
<b>Coherent curriculum 3</b>	
The school develops, regularly reviews and shares its curriculum in ways that explicitly engage the school community. (0401-03)	
<b>Coherent curriculum 3.1</b>	
The school informs the school community of ongoing developments in the programme(s) and incorporates these into curriculum development. (0401-03-0100)	
<b>Criteria for authorization</b>	<b>Programme(s) to which the criteria apply</b>
The curriculum is informed by current IB publications.	All programmes
The school has a process in place to inform the school community of any ongoing developments in the programme.	All programmes
<b>Coherent curriculum 3.2</b>	
The school ensures that all teachers and pedagogical leadership teams have access to relevant communities that support the development of the programme(s). (0401-03-0200)	
<b>Criterion for authorization</b>	<b>Programme(s) to which the criterion applies</b>
The school has systems to ensure that all teachers and pedagogical leadership teams have access to the programme communities to support programme development.	All programmes
<b>Coherent curriculum 3.3</b>	
The school reviews IB requirements for learning, teaching and assessment, and communicates them to the school community. (0401-03-0300)	
<b>Criteria for authorization</b>	<b>Programme(s) to which the criteria apply</b>

The school has developed strategies for reviewing IB requirements for learning and teaching.	All programmes
The school has plans in place to review IB requirements for learning and teaching.	All programmes
The school has informed the school community of IB requirements for learning and teaching.	PYP and MYP
The school has plans in place to inform the school community of IB requirements for learning and teaching.	DP and CP
The school has developed strategies for reviewing IB requirements for assessment.	All programmes
The school has developed strategies to inform the school community of IB requirements for assessment.	PYP and MYP
The school will develop strategies to inform the school community of IB requirements for assessment.	DP and CP
<b>Coherent curriculum 3.4</b>	
The school regularly reviews required and supporting IB content. (0401-03-0400)	
The school regularly reviews required and supporting IB content.	All programmes
<b>Coherent curriculum 3.5</b>	
The school ensures the curriculum is up to date and clearly communicated to the school community. (0401-03-0500)	
<b>Criteria for authorization</b>	<b>Programme(s) to which the criteria apply</b>
The school has a process to ensure that the curriculum is based on current programme documentation.	All programmes
The school has systems in place to clearly communicate its curriculum to the school community.	All programmes
<b>Coherent curriculum 3.5—MYP 1</b>	
Teachers follow the MYP review cycles and associated IB communications. (0401-03-0521)	
<b>Criterion for authorization</b>	<b>Programme(s) to which the criterion applies</b>
Teachers follow the MYP review cycles and associated IB communications.	MYP
<b>Coherent curriculum 3.5—DP 1</b>	
Teachers follow the DP review cycles and associated IB communications. (0401-03-0531)	
<b>Criterion for authorization</b>	<b>Programme(s) to which the criterion applies</b>
Teachers follow the DP review cycles and associated IB communications.	DP
<b>Coherent curriculum 3.5—CP 1</b>	
Teachers follow the DP and CP review cycles and associated IB communications. (0401-03-0541)	

<b>Criterion for authorization</b>	<b>Programme(s) to which the criterion applies</b>
Teachers follow the DP and CP review cycles and associated IB communications.	CP
<b>Students as lifelong learners</b>	
Learning in IB schools aims to develop students ready for further education and life beyond the classroom. (0402)	
<b>Lifelong learners 1</b>	
Students actively develop thinking, research, communication, social and self-management skills. (0402-01)	
<b>Lifelong learners 1.1</b>	
The school implements and reviews the development of the IB's approaches to learning. (0402-01-0100)	
<b>Criteria for authorization</b>	<b>Programme(s) to which the criteria apply</b>
The school ensures that students develop the IB's approaches to learning.	PYP and MYP
The school ensures that students will develop the IB's approaches to learning.	DP and CP
The school has plans in place to review its approach to the development of skills associated with the IB's approaches to learning.	All programmes
<b>Lifelong learners 1.2</b>	
The school implements and reviews processes that actively engage students in their own learning. (0402-01-0200)	
<b>Criteria for authorization</b>	<b>Programme(s) to which the criteria apply</b>
The school actively engages students in their own learning.	PYP and MYP
The school will actively engage students in their own learning.	DP and CP
The school has plans in place to review how they actively engage students in their own learning.	All programmes
<b>Lifelong learners 2</b>	
Students demonstrate and reflect on their continued development of the IB learner profile attributes. (0402-02)	
<b>Lifelong learners 2.1</b>	
Students understand the IB learner profile, and can reflect on it effectively. (0402-02-0100)	
<b>Criterion for authorization</b>	<b>Programme(s) to which the criterion applies</b>
The school ensures that students will understand the IB learner profile and be able to reflect on it effectively	All programmes
<b>Lifelong learners 2.2</b>	
Teachers provide students with opportunities in the curriculum to reflect on the growth and demonstration of their IB learner profile attributes. (0402-02-0200)	

<b>Criteria for authorization</b>	<b>Programme(s) to which the criteria apply</b>
Teachers provide students with opportunities in the curriculum to reflect on the growth and demonstration of their IB learner profile attributes.	PYP and MYP
Teachers will provide students with opportunities in the curriculum to reflect on the growth and demonstration of their IB learner profile attributes.	DP and CP
<b>Lifelong learners 2.3</b>	
Students understand the connections between the IB learner profile and international-mindedness. (0402-02-0300)	
<b>Criterion for authorization</b>	<b>Programme(s) to which the criterion applies</b>
The school ensures that students will understand the connections between the IB learner profile and international-mindedness.	All programmes
<b>Lifelong learners 3</b>	
Students identify and foster healthy relationships, an understanding of shared responsibility, and the ability to collaborate effectively. (0402-03)	
<b>Lifelong learners 3.1</b>	
Students and teachers engage in learning experiences that are designed to include opportunities for students to collaborate. (0402-03-0100)	
<b>Criteria for authorization</b>	<b>Programme(s) to which the criteria apply</b>
The school ensures that students and teachers engage in learning experiences that are designed to include opportunities for students to collaborate.	PYP and MYP
The school ensures that students and teachers will engage in learning experiences that are designed to include opportunities for students to collaborate.	DP and CP
<b>Lifelong learners 3.2</b>	
The school demonstrates that collaboration and effective relationship building are featured explicitly within the curriculum. (0402-03-0200)	
<b>Criterion for authorization</b>	<b>Programme(s) to which the criterion applies</b>
Collaboration and effective relationship building are an explicit part of the curriculum.	All programmes
<b>Lifelong learners 3.3</b>	
Pedagogical leaders provide opportunities for student voice to be represented in the school. (0402-03-0300)	
<b>Criterion for authorization</b>	<b>Programme(s) to which the criterion applies</b>

Pedagogical leaders provide opportunities for student voice to be represented in the school.	All programmes
<b>Lifelong learners 4</b>	
Students grow in their ability to make informed, reasoned, ethical judgments. (0402-04)	
<b>Lifelong learners 4.1</b>	
Students and teachers comply with IB academic integrity guidelines. (0402-04-0100)	
<b>Criteria for authorization</b>	<b>Programme(s) to which the criteria apply</b>
The school ensures that students and teachers are made aware of, and comply with, the IB guidelines in regards to academic integrity.	PYP and MYP
The school ensures that students and teachers will be made aware of, and will comply with, the IB guidelines in regards to academic integrity.	DP and CP
<b>Lifelong learners 4.2</b>	
Students and teachers acknowledge the intellectual property of others when producing work. (0402-04-0200)	
<b>Criteria for authorization</b>	<b>Programme(s) to which the criteria apply</b>
The school ensures that students acknowledge the intellectual property of others when producing work.	PYP and MYP
The school ensures that students will acknowledge the intellectual property of others when producing work.	DP and CP
The school ensures that teachers acknowledge the intellectual property of others when producing work.	PYP and MYP
The school ensures that teachers will acknowledge the intellectual property of others when producing work.	DP and CP
<b>Lifelong learners 4.3</b>	
The school provides support and guidance for students on acknowledging the work of others, including guidance on citation and referencing. (0402-04-0300)	
<b>Criteria for authorization</b>	<b>Programme(s) to which the criteria apply</b>
The school provides support and guidance for students on acknowledging the work of others, including guidance on citation and referencing.	PYP and MYP
The school will provide support and guidance for students on acknowledging the work of others, including guidance on citation and referencing.	DP and CP
<b>Lifelong learners 4.4</b>	
Teachers discuss with students the significance and importance of producing authentic and original work. (0402-04-0400)	
<b>Criteria for authorization</b>	<b>Programme(s) to which the criteria apply</b>

Teachers discuss with students the significance and importance of producing authentic and original work.	PYP and MYP
Teachers will discuss with students the significance and importance of producing authentic and original work.	DP and CP
<p><b>Lifelong learners 5</b> Students exercise the flexibility, perseverance and confidence they need to bring about positive change in the wider community and beyond. (0402-05)</p>	
<p><b>Lifelong learners 5.1</b> The school provides opportunities for students to directly apply their learning by taking action. (0402-05-0100)</p>	
<b>Criteria for authorization</b>	<b>Programme(s) to which the criteria apply</b>
Students are provided with opportunities to directly apply their learning by taking action.	PYP and MYP
Students will be provided with opportunities to directly apply their learning by taking action.	DP and CP
<p><b>Lifelong learners 5.2</b> Students demonstrate a commitment to service with and for the community throughout their learning, in accordance with programme documentation. (0402-05-0200)</p>	
<b>Criteria for authorization</b>	<b>Programme(s) to which the criteria apply</b>
The school ensures that students demonstrate a commitment to service with and for the community throughout their learning, in accordance with programme documentation.	PYP and MYP
The school ensures that students will demonstrate a commitment to service with and for the community throughout their learning, in accordance with programme documentation.	DP and CP
<p><b>Lifelong learners 5.2—MYP 1</b> Students take opportunities to develop, act and reflect on MYP learning outcomes for service in each year of the programme. (0402-05-0221)</p>	
<b>Criterion for authorization</b>	<b>Programme(s) to which the criterion applies</b>
The school ensures that students take opportunities to develop, act and reflect on MYP learning outcomes for service in each year of the programme.	MYP
<p><b>Lifelong learners 6</b> Students take ownership of their learning by setting challenging goals and pursuing personal inquiries. (0402-06)</p>	
<p><b>Lifelong learners 6.1</b> Students take opportunities to develop personal learning goals. (0402-06-0100)</p>	



<b>Criteria for authorization</b>	<b>Programme(s) to which the criteria apply</b>
The school ensures that students take opportunities to develop personal learning goals.	PYP and MYP
The school ensures that students will take opportunities to develop personal learning goals.	DP and CP
<b>Lifelong learners 6.2</b>	
Students take opportunities to ask questions and pursue personal inquiries and actions. (0402-06-0200)	
<b>Criteria for authorization</b>	<b>Programme(s) to which the criteria apply</b>
The school promotes a culture of inquiry among its students.	PYP and MYP
The school will promote a culture of inquiry among its students.	DP and CP
The school ensures that students take opportunities to pursue personal inquiries and actions.	PYP and MYP
The school ensures that students will take opportunities to pursue personal inquiries and actions.	DP and CP
<b>Lifelong learners 6.2—PYP 1</b>	
Students participate in the exhibition in the final year of the PYP, except in schools that exclusively offer the early years. (0402-06-0211)	
<b>Criterion for authorization</b>	<b>Programme(s) to which the criterion applies</b>
There are plans in place for the school to ensure that students participate in the exhibition in the final year of the PYP, unless the school exclusively offers the early years (students aged 3–6 years).	PYP, unless the school exclusively offers the early years (students aged 3–6 years)
<b>Lifelong learners 6.2—MYP 1</b>	
The school provides opportunities for students to take ownership of their learning through the personal project and community project. (0402-06-0221)	
<b>Criteria for authorization</b>	<b>Programme(s) to which the criteria apply</b>
The school provides opportunities for students to take ownership of their learning through the personal project.	MYP, where the programme ends in year 5
The school provides opportunities for students to take ownership of their learning through the community project.	MYP, where the programme ends in year 3 or year 4
<b>Lifelong learners 6.2—DP 1</b>	

The school provides opportunities for students to take ownership of their learning through the DP core. (0402-06-0231)	
<b>Criterion for authorization</b>	<b>Programme(s) to which the criterion applies</b>
There are plans in place for the school to provide opportunities for students to take ownership of their learning through the DP core.	DP
<b>Lifelong learners 6.2—CP 1</b>	
The school provides opportunities for students to take ownership of their learning through the CP core. (0402-06-0241)	
<b>Criterion for authorization</b>	<b>Programme(s) to which the criterion applies</b>
There are plans in place for the school to provide opportunities for students to take ownership of their learning through the CP core.	CP
<b>Lifelong learners 7</b>	
Students pursue opportunities to explore and develop their personal and cultural identities. (0402-07)	
<b>Lifelong learners 7.1</b>	
The school provides opportunities for students to explore and develop their personal and cultural identities. (0402-07-0100)	
<b>Criteria for authorization</b>	<b>Programme(s) to which the criteria apply</b>
Students are provided with opportunities to explore and develop their personal and cultural identities.	PYP and MYP
Students will be provided with opportunities to explore and develop their personal and cultural identities.	DP and CP
<b>Lifelong learners 7.2</b>	
The school community affirms individual student identity through learning and teaching. (0402-07-0200)	
<b>Criteria for authorization</b>	<b>Programme(s) to which the criteria apply</b>
The school community affirms individual student identity through learning and teaching.	PYP and MYP
The school community will affirm individual student identity through learning and teaching.	DP and CP
<b>Lifelong learners 7.3</b>	
Students take opportunities to develop their language profiles. (0402-07-0300)	
<b>Criteria for authorization</b>	<b>Programme(s) to which the criteria apply</b>
The school ensures that students take opportunities to develop their language profiles.	PYP and MYP

The school ensures that students will take opportunities to develop their language profiles.	DP and CP
<b>Approaches to teaching</b>	
IB programmes encourage approaches to teaching that create learning experiences that are shown to be meaningful to the school community. (0403)	
<b>Approaches to teaching 1</b>	
Teachers use inquiry, action and reflection to develop natural curiosity in students. (0403-01)	
<b>Approaches to teaching 1.1</b>	
Teachers use inquiry-based teaching strategies and learning engagements. (0403-01-0100)	
<b>Criteria for authorization</b>	<b>Programme(s) to which the criteria apply</b>
Teachers use inquiry-based teaching strategies and learning engagements.	PYP and MYP
Teachers will use inquiry-based teaching strategies and learning engagements.	DP and CP
<b>Approaches to teaching 1.2</b>	
The school monitors and evaluates inquiry-based teaching strategies and learning engagements. (0403-01-0200)	
<b>Criteria for authorization</b>	<b>Programme(s) to which the criteria apply</b>
The school monitors and evaluates inquiry-based teaching strategies and learning engagements.	PYP and MYP
The school will monitor and evaluate inquiry-based teaching strategies and learning engagements.	DP and CP
<b>Approaches to teaching 1.3</b>	
The school provides opportunities for students to actively engage in interactive and exploratory learning environments and/or play in accordance with programme documentation. (0403-01-0300)	
<b>Criteria for authorization</b>	<b>Programme(s) to which the criteria apply</b>
Students are provided with opportunities to actively engage in interactive and exploratory learning environments and/or play in accordance with programme documentation.	PYP and MYP
Students will be provided with opportunities to actively engage in interactive and exploratory learning environments and/or play in accordance with programme documentation.	DP and CP
<b>Approaches to teaching 1.4</b>	
Teachers encourage student choice in appropriate places in the curriculum. (0403-01-0400)	
<b>Criteria for authorization</b>	<b>Programme(s) to which the criteria apply</b>
Teachers encourage student choice in appropriate places in the curriculum.	PYP and MYP

Teachers will encourage student choice in appropriate places in the curriculum.	DP and CP
<b>Approaches to teaching 1.5</b>	
Teachers facilitate student exploration of their personal interests and ideas. (0403-01-0500)	
<b>Criteria for authorization</b>	<b>Programme(s) to which the criteria apply</b>
Teachers facilitate students in exploration of students' own interests and ideas.	PYP and MYP
Teachers will facilitate students in exploration of students' own interests and ideas.	DP and CP
<b>Approaches to teaching 2</b>	
Teachers focus on conceptual understanding to support students in developing their ideas. (0403-02)	
<b>Approaches to teaching 2.1</b>	
Teachers demonstrate strategies focused on conceptual understanding. (0403-02-0100)	
<b>Criteria for authorization</b>	<b>Programme(s) to which the criteria apply</b>
Teachers use strategies focused on conceptual understanding.	PYP and MYP
Teachers will use strategies focused on conceptual understanding.	DP and CP
<b>Approaches to teaching 2.2</b>	
Teachers plan and facilitate learning experiences through which students can develop their own conceptual understandings. (0403-02-0200)	
<b>Criteria for authorization</b>	<b>Programme(s) to which the criteria apply</b>
Teachers design learning experiences that allow students to develop their own conceptual understandings.	All programmes
Teachers provide students with opportunities to develop their own conceptual understandings.	PYP and MYP
Teachers will provide students with opportunities to develop their own conceptual understandings.	DP and CP
<b>Approaches to teaching 2.3</b>	
Students take opportunities to explore and develop their own conceptual understandings in appropriate places in the curriculum. (0403-02-0300)	
<b>Criteria for authorization</b>	<b>Programme(s) to which the criteria apply</b>
The school ensures that students take opportunities to explore and develop their own conceptual understandings in appropriate places in the curriculum.	PYP and MYP
The school ensures that students will take opportunities to explore and develop their own conceptual understandings in appropriate places in the curriculum.	DP and CP
<b>Approaches to teaching 3</b>	
Teachers use local and global contexts to establish the relevance of the curriculum. (0403-03)	
<b>Approaches to teaching 3.1</b>	

Teachers ensure that there are clear examples of connections to local and global contexts in the curriculum. (0403-03-0100)	
<b>Criteria for authorization</b>	<b>Programme(s) to which the criteria apply</b>
Teachers use local and global contexts to make connections across the curriculum.	PYP and MYP
Teachers will use local and global contexts to make connections across the curriculum.	DP and CP
<b>Approaches to teaching 3.2</b>	
Teachers encourage students to transfer their conceptual understandings to unfamiliar contexts. (0403-03-0200)	
<b>Criteria for authorization</b>	<b>Programme(s) to which the criteria apply</b>
Teachers encourage students to transfer their conceptual understandings to unfamiliar contexts.	PYP and MYP
Teachers will encourage students to transfer their conceptual understandings to unfamiliar contexts.	DP and CP
<b>Approaches to teaching 4</b>	
Teachers promote effective relationships and purposeful collaboration to create a positive and dynamic learning community. (0403-04)	
<b>Approaches to teaching 4.1</b>	
Teachers collaborate to ensure a holistic and coherent learning experience for students in accordance with programme documentation. (0403-04-0100)	
<b>Criterion for authorization</b>	<b>Programme(s) to which the criterion applies</b>
Teachers collaborate to ensure a holistic and coherent learning experience for students in accordance with programme documentation.	All programmes
<b>Approaches to teaching 4.2</b>	
Students collaborate with teachers and peers to plan, demonstrate, and assess their own learning. (0403-04-0200)	
<b>Criteria for authorization</b>	<b>Programme(s) to which the criteria apply</b>
The school ensures that students have opportunities to collaborate with teachers to plan their learning.	PYP and MYP
The school ensures that students will have opportunities to collaborate with teachers to plan their learning.	DP and CP
The school ensures that students have opportunities to collaborate with peers to plan their learning.	PYP and MYP
The school ensures that students will have opportunities to collaborate with peers to plan their learning.	DP and CP

The school ensures that students have opportunities to collaborate with teachers to demonstrate their learning.	PYP and MYP
The school ensures that students will have opportunities to collaborate with teachers to demonstrate their learning.	DP and CP
The school ensures that students have opportunities to collaborate with peers to demonstrate their learning.	PYP and MYP
The school ensures that students will have opportunities to collaborate with peers to demonstrate their learning.	DP and CP
The school ensures that students have opportunities to collaborate with teachers to assess their learning.	PYP and MYP
The school ensures that students will have opportunities to collaborate with teachers to assess their learning.	DP and CP
The school ensures that students have opportunities to collaborate with peers to assess their learning.	PYP and MYP
The school ensures that students will have opportunities to collaborate with peers to assess their learning.	DP and CP
<b>Approaches to teaching 4.3</b>	
The school provides opportunities for students to collaborate based on their strengths and abilities. (0403-04-0300)	
<b>Criteria for authorization</b>	<b>Programme(s) to which the criteria apply</b>
The school provides opportunities for students to collaborate based on their strengths and abilities.	PYP and MYP
The school will provide opportunities for students to collaborate based on their strengths and abilities.	DP and CP
<b>Approaches to teaching 4.3—PYP 1</b>	
Teachers use flexible grouping of students to maximize learning, ensure student well-being, and provide a variety of opportunities for collaboration. (0403-04-0311)	
<b>Criteria for authorization</b>	<b>Programme(s) to which the criteria apply</b>
Teachers use flexible grouping of students in their class(es) to maximize learning.	PYP
Teachers use flexible grouping of students in their class(es) to ensure student well-being.	PYP
Teachers use flexible grouping of students in their class(es) to create a variety of opportunities for collaboration.	PYP
<b>Approaches to teaching 5</b>	
Teachers remove barriers to learning to enable every student to develop, pursue and achieve challenging personal learning goals. (0403-05)	
<b>Approaches to teaching 5.1</b>	
Teachers consider learner variability when planning students' personal learning goals. (0403-05-0100)	

<b>Criteria for authorization</b>	<b>Programme(s) to which the criteria apply</b>
Teachers consider learner variability when planning students' personal learning goals.	PYP and MYP
Teachers will consider learner variability when planning students' personal learning goals.	DP and CP
<b>Approaches to teaching 5.2</b>	
Teachers integrate prior knowledge into the curriculum to aid and extend learning for all students. (0403-05-0200)	
<b>Criteria for authorization</b>	<b>Programme(s) to which the criteria apply</b>
Teachers integrate prior knowledge into the curriculum to aid and extend learning for all students.	PYP and MYP
Teachers will integrate prior knowledge into the curriculum to aid and extend learning for all students.	DP and CP
<b>Approaches to teaching 5.3</b>	
Teachers use IB-mandated policies to support students. (0403-05-0300)	
<b>Criteria for authorization</b>	<b>Programme(s) to which the criteria apply</b>
Teachers use IB-mandated policies to support students.	PYP and MYP
Teachers will use IB-mandated policies to support students.	DP and CP
<b>Approaches to teaching 5.4</b>	
Teachers support language development with consideration for the language profiles of students. (0403-05-0400)	
<b>Criteria for authorization</b>	<b>Programme(s) to which the criteria apply</b>
Teachers support language development with consideration for the language profiles of students.	PYP and MYP
Teachers will support language development with consideration for the language profiles of students.	DP and CP
<b>Approaches to teaching 5.5</b>	
Teachers use multiple technologies to aid and extend learning and teaching. (0403-05-0500)	
<b>Criteria for authorization</b>	<b>Programme(s) to which the criteria apply</b>
Teachers use multiple technologies to aid and extend learning and teaching.	PYP and MYP
Teachers will use multiple technologies to aid and extend learning and teaching.	DP and CP
<b>Approaches to assessment</b>	

Learning, teaching, and assessment effectively inform and influence one another. (0404)	
<b>Approaches to assessment 1</b>	
Students and teachers use feedback to improve learning, teaching and assessment. (0404-01)	
<b>Approaches to assessment 1.1</b>	
Students and teachers use feedback to support stated outcomes and expectations, in accordance with IB philosophy and assessment documentation. (0404-01-0100)	
<b>Criteria for authorization</b>	<b>Programme(s) to which the criteria apply</b>
The school ensures that students use feedback to support stated outcomes and expectations, in accordance with IB philosophy and assessment documentation.	PYP and MYP
The school ensures that students will use feedback to support stated outcomes and expectations, in accordance with IB philosophy and assessment documentation.	DP and CP
Teachers use feedback to support stated outcomes and expectations, in accordance with IB philosophy and assessment documentation.	PYP and MYP
Teachers will use feedback to support stated outcomes and expectations, in accordance with IB philosophy and assessment documentation.	DP and CP
<b>Approaches to assessment 1.2</b>	
The school uses specific and constructive school-based reporting to provide students and teachers with information that can be used to improve learning, teaching and assessment. (0404-01-0200)	
<b>Criteria for authorization</b>	<b>Programme(s) to which the criteria apply</b>
The school uses specific and constructive school-based reporting.	PYP and MYP
The school will use specific and constructive school-based reporting.	DP and CP
The school provides students with information that can be used to improve learning and teaching.	PYP and MYP
The school will provide students with information that can be used to improve learning and teaching.	DP and CP
The school provides teachers with information that can be used to improve learning and teaching.	PYP and MYP
The school will provide teachers with information that can be used to improve learning and teaching.	DP and CP
The school provides students with information that can be used to improve assessment.	PYP and MYP
The school will provide students with information that can be used to improve assessment.	DP and CP
The school provides teachers with information that can be used to improve assessment.	PYP and MYP
The school will provide teachers with information that can be used to improve assessment.	DP and CP
<b>Approaches to assessment 2</b>	



The school uses assessment methods that are varied and fit-for-purpose for the curriculum and stated learning outcomes and objectives. (0404-02)	
<b>Approaches to assessment 2.1</b>	
Teachers use a variety of assessment methods that are connected to stated learning objectives and outcomes. (0404-02-0100)	
<b>Criteria for authorization</b>	<b>Programme(s) to which the criteria apply</b>
Teachers use a variety of assessment methods.	PYP and MYP
Teachers will use a variety of assessment methods.	DP and CP
Assessment methods are connected to stated learning objectives and outcomes.	PYP and MYP
Assessment methods will be connected to stated learning objectives and outcomes.	DP and CP
<b>Approaches to assessment 2.1—PYP 1</b>	
Teachers document and analyse student learning over time to design learning experiences based on data. (0404-02-0111)	
<b>Criteria for authorization</b>	<b>Programme(s) to which the criteria apply</b>
Teachers document student learning over time.	PYP
Teachers analyse student learning over time.	PYP
Teachers design learning experiences based on analysis of student learning data.	PYP
<b>Approaches to assessment 2.1—MYP 1</b>	
Teachers plan and design the assessment of student learning based on the criteria and procedures in accordance with programme documentation. (0404-02-0121)	
<b>Criterion for authorization</b>	<b>Programme(s) to which the criterion applies</b>
Teachers plan and design the assessment of student learning based on the criteria and procedures in accordance with programme documentation.	MYP
<b>Approaches to assessment 2.1—MYP 2</b>	
The school records criterion level totals and submits MYP personal projects for IB moderation in accordance with programme documentation. (0404-02-0122)	
<b>Criterion for authorization</b>	<b>Programme(s) to which the criterion applies</b>
The school records criterion level totals and submits MYP personal projects for IB moderation in accordance with programme documentation.	MYP
<b>Approaches to assessment 2.1—DP 1</b>	
The school uses the objectives and assessment tools for each subject, and component of the DP core, to build summative assessments of student learning. (0404-02-0131)	

<b>Criterion for authorization</b>	<b>Programme(s) to which the criterion applies</b>
The school's plans for summative assessments of student learning are based on the objectives and assessment tools for each subject and component of the DP core.	DP
<b>Approaches to assessment 2.1—DP 2</b>	
The school records and submits IB-validated assessments for the components of the DP core in accordance with programme documentation. (0404-02-0132)	
<b>Criterion for authorization</b>	<b>Programme(s) to which the criterion applies</b>
The school will record and submit IB-validated assessments for the components of the DP core in accordance with programme documentation.	DP
<b>Approaches to assessment 2.1—CP 1</b>	
The school uses the objectives and assessment tools for each DP subject, and component of the CP core, to build summative assessments of student learning. (0404-02-0141)	
<b>Criterion for authorization</b>	<b>Programme(s) to which the criterion applies</b>
The school's plans for summative assessments of student learning are based on the objectives and assessment tools for each DP subject, and component of the CP core.	CP
<b>Approaches to assessment 2.2</b>	
The school demonstrates that assessment practices are formed around conceptual learning. (0404-02-0200)	
<b>Criteria for authorization</b>	<b>Programme(s) to which the criteria apply</b>
The school demonstrates that assessment practices are formed around conceptual learning.	PYP and MYP
The school demonstrates that assessment practices will be formed around conceptual learning.	DP and CP
<b>Approaches to assessment 2.3</b>	
The school ensures that from the time of enrollment students and legal guardians are aware of and have access to documentation describing the relevant programme regulations and requirements regarding assessment. (0404-02-0300)	
<b>Criteria for authorization</b>	<b>Programme(s) to which the criteria apply</b>
The school ensures that from the time of enrollment students and legal guardians are aware of documentation describing the relevant programme regulations and requirements regarding assessment.	PYP and MYP
The school ensures that from the time of enrollment students and legal guardians will be aware of documentation describing the relevant programme regulations and requirements regarding assessment.	DP and CP

The school ensures that from the time of enrollment students and legal guardians have access to documentation describing the relevant programme regulations and requirements regarding assessment.	PYP and MYP
The school ensures that from the time of enrollment students and legal guardians will have access to documentation describing the relevant programme regulations and requirements regarding assessment.	DP and CP
<b>Approaches to assessment 3</b>	
The school administrates assessment consistently, fairly, inclusively and transparently. (0404-03)	
<b>Approaches to assessment 3.1</b>	
The school administrates assessments in accordance with IB rules, regulations, and/or relevant programme documentation. (0404-03-0100)	
<b>Criteria for authorization</b>	<b>Programme(s) to which the criteria apply</b>
Assessment is administered in accordance with the IB rules, regulations, and/or relevant programme documentation.	PYP and MYP
Assessment will be administered in accordance with the IB rules, regulations, and/or relevant programme documentation.	DP and CP
<b>Approaches to assessment 3.1—MYP 1</b>	
Teachers standardize their assessment of student work to ensure reliable results in accordance with IB guidelines. (0404-03-0121)	
<b>Criterion for authorization</b>	<b>Programme(s) to which the criterion applies</b>
Teachers standardize their assessment of student work to ensure reliable results in accordance with IB guidelines.	MYP
<b>Approaches to assessment 3.1—DP 1</b>	
Teachers standardize their assessment of student work to ensure reliable results in accordance with IB guidelines. (0404-03-0131)	
<b>Criterion for authorization</b>	<b>Programme(s) to which the criterion applies</b>
Teachers will standardize their assessment of student work to ensure reliable results in accordance with IB guidelines.	DP
<b>Approaches to assessment 3.1—CP 1</b>	
Teachers will standardize their assessment of student work to ensure reliable results in accordance with IB guidelines. (0404-03-0141)	
<b>Criterion for authorization</b>	<b>Programme(s) to which the criterion applies</b>
Teachers will standardize their assessment of student work to ensure reliable results in accordance with IB guidelines.	CP
<b>Approaches to assessment 3.2</b>	

The school regularly reviews and ensures compliance with all access arrangements. (0404-03-0200)	
<b>Criteria for authorization</b>	<b>Programme(s) to which the criteria apply</b>
The school does or will develop access arrangements.	PYP and MYP
The school will develop access arrangements.	DP and CP
Access arrangements will be reviewed on a regular basis.	All programmes
Access arrangements are or will be enforced.	PYP and MYP
Access arrangements will be enforced.	DP and CP
<b>Approaches to assessment 3.3</b>	
The school ensures that external reporting and/or predictions are as accurate as possible, and are appropriately designed for the contexts in which they are required. (0404-03-0300)	
<b>Criteria for authorization</b>	<b>Programme(s) to which the criteria apply</b>
The school ensures that external reporting and/or predictions are as accurate as possible.	PYP and MYP
The school ensures that external reporting and/or predictions will be as accurate as possible.	DP and CP
The school ensures that external reporting and/or predictions are appropriately designed for the contexts in which they are required.	PYP and MYP
The school ensures that external reporting and/or predictions will be appropriately designed for the contexts in which they are required.	DP and CP
<b>Approaches to assessment 3.3—MYP 1 (if applicable)</b>	
The school communicates accurate and honest predicted grades for MYP on-screen examination subjects to the IB. (0404-03-0321)	
<b>Criterion for authorization</b>	<b>Programme(s) to which the criterion applies</b>
The school communicates accurate and honest predicted grades for MYP on-screen examination subjects to the IB.	MYP, if the school is planning to participate in MYP eAssessment
<b>Approaches to assessment 3.3—DP 1</b>	
The school communicates forecasted grades to institutions (such as those to higher education institutions) and predicted grades to the IB, in ways that value academic integrity and reflect as much accuracy as possible. (0404-03-0331)	
<b>Criteria for authorization</b>	<b>Programme(s) to which the criteria apply</b>
The school has plans to communicate forecasted grades to institutions (such as those to higher education institutions) in ways that value academic integrity and reflect as much accuracy as possible.	DP

The school has plans to communicate predicted grades to the IB in ways that value academic integrity and reflect as much accuracy as possible.	DP
<b>Approaches to assessment 3.3—CP 1</b>	
The school communicates forecasted grades to institutions (such as those to higher education institutions) and predicted grades to the IB, in ways that value academic integrity and reflect as much accuracy as possible. (0404-03-0341)	
<b>Criteria for authorization</b>	<b>Programme(s) to which the criteria apply</b>
The school has plans to communicate forecasted grades to institutions (such as those to higher education institutions) in ways that value academic integrity and reflect as much accuracy as possible.	CP
The school has plans to communicate predicted grades to the IB in ways that value academic integrity and reflect as much accuracy as possible.	CP
<b>Approaches to assessment 3.4</b>	
The school implements, communicates and regularly reviews consistent and fair systems and processes for reporting student progress and handling appeals or challenges. (0404-03-0400)	
<b>Criteria for authorization</b>	<b>Programme(s) to which the criteria apply</b>
The school implements consistent and fair systems and processes for reporting student progress.	PYP and MYP
The school will implement consistent and fair systems and processes for reporting student progress.	DP and CP
The school communicates consistent and fair systems and processes for reporting student progress.	PYP and MYP
The school will communicate consistent and fair systems and processes for reporting student progress.	DP and CP
The school has plans to regularly review consistent and fair systems and processes for reporting student progress.	All programmes
The school implements consistent and fair systems and processes for handling appeals or challenges.	All programmes
The school communicates consistent and fair systems and processes for handling appeals or challenges.	All programmes
The school has plans to regularly review consistent and fair systems and processes for handling appeals or challenges.	All programmes
<b>Approaches to assessment 3.5</b>	
The school monitors and evaluates the delivery of assessments to ensure that they are as seamless as reasonable. (0404-03-0500)	
<b>Criteria for authorization</b>	<b>Programme(s) to which the criteria apply</b>
The school monitors and evaluates the delivery of assessments to ensure that they are as seamless as reasonable.	PYP and MYP

The school will monitor and evaluate the delivery of assessments to ensure that they are as seamless as reasonable.	DP and CP
<b>Approaches to assessment 4</b>	
Students take opportunities to consolidate their learning through assessment. (0404-04)	
<b>Approaches to assessment 4.1</b>	
The school provides students with opportunities to consolidate their learning through a variety of assessments. (0404-04-0100)	
<b>Criteria for authorization</b>	<b>Programme(s) to which the criteria apply</b>
The school provides students with opportunities to consolidate their learning through a variety of assessments.	PYP and MYP
The school will provide students with opportunities to consolidate their learning through a variety of assessments.	DP and CP
<b>Approaches to assessment 4.1—MYP 1</b>	
All students in MYP year 5 complete the personal project, and all students finishing the programme in year 3 or 4 complete the community project. (0404-04-0121)	
<b>Criteria for authorization</b>	<b>Programme(s) to which the criteria apply</b>
The school ensures that all students in MYP year 5 complete the personal project.	MYP
The school ensures that all students finishing the programme in MYP year 3 or 4 complete the community project.	MYP
<b>Approaches to assessment 4.1—DP 1</b>	
The school ensures that students submit the extended essay toward the end of the DP, and focuses on providing students with opportunities to engage in topics of their own choice. (0404-04-0131)	
<b>Criteria for authorization</b>	<b>Programme(s) to which the criteria apply</b>
The school ensures that students will submit the extended essay toward the end of the DP.	DP
The school ensures that it will provide students with opportunities to engage in extended essay topics of their own choice.	DP
<b>Approaches to assessment 4.1—CP 1</b>	
The school records and submits required IB-validated assessments and the evidence of completion of the components of the CP core in accordance with programme documentation. (0404-04-0141)	
<b>Criteria for authorization</b>	<b>Programme(s) to which the criteria apply</b>
The school will record and submit required IB-validated assessments in accordance with programme documentation.	CP

The school will record and submit the evidence of completion of the components of the CP core in accordance with programme documentation.	CP
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<sup>2</sup> During the consideration phase, schools should have conferred with their point of contact on the Regional Development team to confirm that the school's regulatory context makes it eligible for this approach. If that did not happen, or if the school's regulatory context has changed, schools should confer with their programme relationship manager during the candidacy phase.

<sup>3</sup> Schools must submit curriculum documentation (subject group overviews and samples of unit plans) covering each year for which the school is seeking authorization.

## Appendix 4: Sample verification visit agendas

Downloadable, editable versions of the sample verification visit agendas are available on the Programme Resource Centre.

### *Sample agenda: PYP verification visit*

#### *Day 1*

<b>Approximate time</b>	<b>Objective</b>	<b>Who</b>	<b>Venue</b>
7.45am–8.00am	Time for team to settle		
8.00am–8.15am	Introductory meeting with all PYP teachers		
8.15am–8.45am	Meeting with pedagogical leadership team/head of school/governing body		
8.45am–9.15am	Meeting with PYP coordinator		
9.15am–10.00am	Tour of school facilities		
10.00am–12.00pm	Class observations		
12.00pm–1.00pm	Lunch		
1.00pm–1.30pm	Meeting with students		
1.30pm–2.30pm	Class observations		
2.30pm–3.30pm	Meeting with teachers		
3.30pm–4.00pm	Meeting with legal guardians		
4.00pm–5.00pm	Time for team to review documents submitted on site		

### *Sample agenda: PYP verification visit*

#### *Day 2*

<b>Approximate time</b>	<b>Objective</b>	<b>Who</b>	<b>Venue</b>
7.45am–8.00am	Time for team to settle		
8.00am–8.30am	Meeting with librarian(s) and/or other staff involved in the PYP		
8.30am–9.00am	Meeting with teachers		
9.00am–9.45am	Class observations		
9.45am–10.00am	Break		



10.00am–11.00am	Meetings with teachers		
11.00am–12.00pm	Class observations		
12.00pm–1.00pm	Lunch		
1.00pm–1.30pm	Meeting with teachers		
1.30pm–2.00pm	Meeting with PYP coordinator		
2.00pm–3.30pm	Visiting team to prepare for exit meeting		
3.30pm–4.30pm	Exit meeting with pedagogical leadership team/head of school and PYP coordinator		

*Sample agenda: MYP verification visit*

**Day 1**

<b>Approximate time</b>	<b>Objective</b>	<b>Who</b>	<b>Venue</b>
7.45am–8.00am	Time for team to settle		
8.00am–8.15am	Introductory meeting with all MYP teachers		
8.15am–9.00am	Meeting with pedagogical leadership team/head of school/governing body		
9.00am–9.45am	Meeting with MYP coordinator		
9.45am–10.00am	Break		
10.00am–10.30am	Tour of school facilities		
10.30am–11.30am	Meeting with subject-group leadership/year leader(s)		
11.30am–12.00pm	Meeting with arts (performing and visual) teachers		
12.00pm–1.00pm	Lunch		
1.00pm–1.45pm	Meeting with students		
1.45pm–2.30pm	Class observations		
2.30pm–2.45pm	Break		
2.45pm–3.15pm	Meeting with sciences teacher(s)		
3.15pm–3.45pm	Meeting with language and literature teacher(s)		

Appendix 4: Sample verification visit agendas

3.45pm–4.15pm	Time for team to review documents submitted on site		
4.15pm–5.00pm	Meeting with legal guardians		

*Sample agenda: MYP verification visit*

*Day 2*

<b>Approximate time</b>	<b>Objective</b>	<b>Who</b>	<b>Venue</b>
7.45am–8.00am	Time for team to settle		
8.00am–8.30am	Meeting with mathematics teacher(s)		
8.30am–9.00am	Meeting with language acquisition teacher(s)		
9.00am–9.45am	Class observations		
9.45am–10.00am	Break		
10.00am–10.30am	Meeting with individuals and societies teacher(s)		
10.30am–11.00am	Meeting with design teacher(s)		
11.00am–11.30am	Meeting with physical and health education teacher(s)		
11.30am–12.00pm	Meeting with educational support staff		
12.00pm–1.00pm	Lunch		
1.00pm–1.30pm	Meeting with librarian		
1.30pm–2.00pm	Meeting with personal/community project team		
2.00pm–2.30pm	Meeting with MYP coordinator		
2.30pm–4.00pm	Visiting team to prepare for exit meeting		
4.00pm–5.00pm	Exit meeting with pedagogical leadership team/head of school and MYP coordinator		

*Sample agenda: DP verification visit*

*Day 1*

<b>Approximate time</b>	<b>Objective</b>	<b>Who</b>	<b>Venue</b>
7.45am–8.00am	Time for team to settle		

8.00am–8.15am	Introductory meeting with DP teachers, if applicable		
8.15am–9.00am	Meeting with pedagogical leadership team/head of school/governing body		
9.00am–9.45am	Meeting with DP coordinator		
9.45am–10.00am	Break		
10.00am–10.30am	Meeting with DP course or DP course group teacher(s) (studies in language and literature)		
10.30am–11.00am	Meeting with DP course or DP course group teacher(s) (language acquisition)		
11.00am–11.30am	Meeting with DP course or DP course group teacher(s) (individuals and societies)		
11.30am–12.00pm	Meeting with DP course or DP course group teacher(s) (sciences)		
12.00pm–1.00pm	Lunch		
1.00pm–2.00pm	Tour of school facilities		
2.00pm–2.30pm	Meeting with DP course or DP course group teacher(s) (mathematics)		
2.30pm–2.45pm	Break		
2.45pm–3.15pm	Meeting with DP course or DP course group teacher(s) (the arts)		
3.15pm–3.45pm	Meeting with TOK teacher(s)		
3.45pm–4.30pm	Meeting with legal guardians of prospective DP students		

*Sample agenda: DP verification visit*

**Day 2**

<b>Approximate time</b>	<b>Objective</b>	<b>Who</b>	<b>Venue</b>
7.45am–8.00am	Time for team to settle		
8.00am–8.30am	Meeting with EE coordinator/supervisor(s)		

Appendix 4: Sample verification visit agendas

8.30am–9.00am	Meeting with CAS coordinator		
9.00am–9.30am	Meeting with librarian		
9.30am–10.15am	Meeting with prospective DP students		
10.15am–10.45am	Meeting with educational support staff		
10.45am–11.00am	Break		
11.00am–11.30am	Meeting with counsellor		
11.30am–12.00pm	Time for team to review documents submitted on site		
12.00pm–1.00pm	Lunch		
1.00pm–2.00pm	Classroom visits or other activities at the team’s request		
2.00pm–2.30pm	Meeting with DP coordinator		
2.30pm–4.00pm	Visiting team to prepare for exit meeting		
4.00pm–5.00pm	Exit meeting with pedagogical leadership team/head of school and DP coordinator designate		

*Sample agenda: CP verification visit*

**Day 1**

<b>Approximate time</b>	<b>Objective</b>	<b>Who</b>	<b>Venue</b>
7.45am–8.00am	Time for team to settle		
8.00am–8.15am	Introductory meeting with all CP teachers, if applicable		
8.15am–9.00am	Meeting with pedagogical leadership team/head of school/governing body		
9.00am–9.45am	Meeting with CP coordinator		
9.45am–10.00am	Break		
10.00am–12.30pm	Meeting with DP course or DP course group teachers who will be involved in the CP		
12.30pm–1.15pm	Lunch		

1.15pm–2.15pm	Tour of facilities		
2.15pm–2.45pm	Meeting with PPS teacher(s)		
2.45pm–3.30pm	Meeting with representatives of the CRS		
3.30pm–4.00pm	Meeting with reflective project coordinator and supervisors		
4.00pm–4.45pm	Meeting with legal guardians of prospective CP students		

Note: The allocation of time will vary according to the number of teachers or whether teachers will be part of a subject-group meeting or individual DP course teachers.

*Sample agenda: CP verification visit*

*Day 2*

<b>Approximate time</b>	<b>Objective</b>	<b>Who</b>	<b>Venue</b>
7.45am–8.00am	Time for team to settle		
8.00am–8.30am	Meeting with teacher(s) who will be involved in language development		
8.30am–9.00am	Meeting with service learning coordinator		
9.00am–9.15am	Break		
9.15am–9.45am	Meeting with librarian		
9.45am–10.30am	Meeting with prospective CP students		
10.30am–11.00am	Meeting with counsellor		
11.00am–12.00pm	Time for team to review documents submitted on site		
12.00pm–1.00pm	Lunch		
1.00pm–1.30pm	Meeting with educational support staff		
1.30pm–2.00pm	Classroom visits or other activities at the team's request		
2.00pm–2.30pm	Meeting with CP coordinator		
2.30pm–4.00pm	Visiting team to prepare for exit meeting		
4.00pm–5.00pm	Exit meeting with pedagogical leadership		

#### Appendix 4: Sample verification visit agendas

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	team/head of school and CP coordinator		
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Note: The allocation of time will vary according to the number of teachers or whether teachers will be part of a subject-group meeting or individual DP course teachers.