

Sample *Application for authorization*— Primary Years Programme

SAMPLE

Contents

Introduction.....	1
School and programme profile.....	2
Application for authorization questions.....	3
Purpose (01).....	3
Environment (02).....	5
Culture (03).....	16
Learning (04).....	22
Budget.....	38
Documents.....	39
Application for authorization agreement.....	41

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Introduction

This document reflects the content of the online *Application for authorization* (AFA) and is provided only as a reference. To apply for authorization, schools must complete the online document.

All questions relevant to the school's situation must be answered before the school can submit the application. Answers that were previously provided in the *Application for candidacy* (AFC) will be provided to the school as part of the *Application for authorization* so that they may be updated as needed.

The information provided in the school and programme profiles, the school's answers to the questions included in the AFA and the documents submitted with the application provide the information the IB needs to decide whether the school will move forward in the authorization process.

Any questions about the AFA should be directed to the school's programme relationship manager on the IB authorization team.

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School and programme profile

The school profile provides the IB with information about the school. It is the school's responsibility to maintain an accurate and up-to-date school profile. The school will be prompted to review and, if necessary, update, the school profile as one step in the completion of the AFA.

To review a sample school profile, please see the sample AFC, available on ibo.org.

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Application for authorization questions

Purpose (01)

Purpose (0101)

Standard

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.

Practices

Purpose 1: The governing body and school leaders articulate a purpose for learning that aligns with the IB's philosophy and mission. (0101-01)

Purpose 1.1: The school develops a mission, vision and strategy that reflect the IB mission and philosophy. (0101-01-0100)

1. Please provide the school's current mission.
2. Please provide the school's current vision.
3. Please describe the school's current strategy.

Please focus on the aspects of the strategy which are relevant to the sustainability of the school and the IB programme it is applying to implement.

The school answered these questions in the *Application for candidacy* (AFC); those answers will be provided in the *Application for authorization* (AFA) so that they may be updated, if necessary.

The IB will also evaluate this requirement by reviewing information gathered during the verification visit.

Purpose 1.2: 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)

1. Where is the school's commitment to a holistic approach to education most clearly stated? (Choose one.)
 - Mission
 - Philosophy of education
 - Strategy

If "philosophy of education" is selected above, the following question will be asked.

1. Please summarize the ways in which the school's philosophy of education includes a holistic approach to education.

If "strategy" is selected above, the following question will be asked.

2. Please summarize the ways in which the school's strategy includes a holistic approach to education.

The IB will also evaluate this requirement by reviewing information provided under Purpose 1.1 (0101-01-0100) and gathered during the verification visit.

Purpose 2: The school's pedagogical leadership team embraces educational approaches that encourage students to become active, compassionate lifelong learners. (0101-02)

Purpose 2.1: The pedagogical leadership team articulates a shared commitment to the IB's mission and philosophy. (0101-02-0100)

1. How has the pedagogical leadership team established an understanding of the IB's mission and philosophy? (Choose all that apply.)

- Direct communication (eg email, flyer, newsletter, etc)
- Intranet
- Staff meetings
- Individual meetings with programme coordinator
- Collaborative planning meetings
- Leadership meetings
- Externally provided professional development
- School/internally developed professional development
- IB professional development
- In-service sessions
- Access to the IB programme resource centre for individual review of documentation
- Use of the IB's online programme communities
- Other (please describe)

The IB will also evaluate this requirement by reviewing information provided under Purpose 1.1 (0101-01-0100) and Purpose 1.2 (0101-01-0200) and gathered during the verification visit.

Purpose 3: The school community fosters internationally minded people who embody all attributes of the IB learner profile. (0101-03)

Purpose 3.1: 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)

The “school community” refers to all stakeholders—students, parents, school staff, school managers and the governing body.

“International-mindedness” is a multifaceted concept that captures a way of thinking, being and acting characterized by an openness to the world and a recognition of our deep interconnectedness to others. For more information please refer to *What is an IB education?*

1. How has the school ensured that the school community develops an awareness of the IB learner profile? (Choose all that apply.)

- School website
- Intranet
- Access to relevant IB documentation for individual review
- School community meetings
- Direct communication (eg email, flyer, newsletter, etc)
- Social media
- Legal guardian meetings
- Student meetings
- Individual meetings with school staff
- Classroom learning experiences
- Student handbook
- Distribution of relevant IB-mandated policies
- Other (please describe)

2. How has the school ensured that the school community develops a commitment to international-mindedness and its importance in embodying the IB mission? (Choose all that apply.)

- School website
- Intranet
- Access to relevant IB documentation for individual review
- School community meetings
- Direct communication (eg email, flyer, newsletter, etc)
- Social media
- Legal guardian meetings
- Student meetings

- Individual meetings with school staff
- Classroom learning experiences
- Student handbook
- Distribution of relevant IB-mandated policies
- Other (please describe)

The IB will also evaluate this requirement by reviewing information gathered during the verification visit.

Environment (02)

Leadership and governance (0201)

Standard

The leadership and governance of IB World Schools create and sustain high-quality learning environments.

Practices

Leadership 1: The school regularly reviews and follows all IB rules, regulations and guidelines to support programme implementation and ongoing development. (0201-01)

Leadership 1.1: 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)

1. Please describe the school's leadership structure.
2. Please describe the leadership's responsibilities in supporting the implementation and development of the programme.
3. What type of governing body or educational authority has direct oversight of the school? (Choose one.)
 - Governmental/state/ministry of education
 - Board of directors/trustees/governors
 - School board/board of education/local education agency
 - Diocesan/parish/other faith-based governance
 - Owner-defined governance body
 - Company/corporations
 - School council/advisory committee
 - None
 - Other (please describe)
4. How is the school's governing body or educational authority formed? (Choose one.)
 - Publicly elected
 - Appointed by elected official/body
 - Appointed by owners
 - Do not know
 - Other (please describe)
5. Briefly explain the areas over which the governing body or educational authority has direct authority at the school.
6. How has the school informed the school community about the governance and leadership structure, roles, responsibilities and mandates for implementation of the programme? (Choose all that apply.)
 - School website
 - Intranet
 - Access to relevant IB documentation for individual review
 - School community meetings
 - Direct communication (eg email, flyer, newsletter, etc)
 - Social media

- Legal guardian meetings
- Student meetings
- Individual meetings with school staff
- Student handbook
- Distribution of relevant IB-mandated policies
- Other (please describe)

The IB will also evaluate this requirement by reviewing the organization chart, head of school and programme coordinator job descriptions and information gathered during the verification visit.

Leadership 1.2: Leadership and governance understand all IB rules, regulations and guidelines, and have put in place structures and processes to ensure compliance. (0201-01-0200)

1. How has the school's leadership and governance developed an understanding of all IB rules, regulations, and guidelines relevant to the programme? (Choose all that apply.)

- Direct communication (eg email, flyer, newsletter, etc)
- Intranet
- Staff meetings
- Individual meetings with programme coordinator
- Collaborative planning meetings
- Leadership meetings
- Externally provided professional development
- School/internally developed professional development
- IB professional development
- In-service sessions
- Access to the IB programme resource centre for individual review of documentation
- Use of the IB's online programme communities
- Other (please describe)

The school answered this question in the AFC; that answer will be provided in the AFA so that it may be updated, if necessary.

2. How have the school's internal complaints procedures been made available and accessible to all students?

3. How have the internal complaints procedures been implemented?

4. How have parents or legal guardians been informed about the school's internal complaints procedures?

- School website
- Intranet
- Access to relevant IB documentation for individual review
- School community meetings
- Direct communication (eg email, flyer, newsletter, etc)
- Social media
- Legal guardian meetings
- Student meetings
- Individual meetings with school staff
- Student handbook
- Distribution of relevant IB-mandated policies
- Other (please describe)

The IB will also evaluate this requirement by reviewing the school's website, staff chart, agreement submitted with the *Application for authorization*, statement of financial commitment, legal entity and licensure/accreditation documentation, organization chart, internal complaints procedures, head of school and programme coordinator job descriptions (if the school is seeking to operate a multi-campus), information provided in the school profile and under Student support 1.1 (0202-01-0100), Teacher support 3.1 (0203-03-0100), Coherent curriculum 1.2 (0401-01-0200) and gathered during the verification visit.

Leadership 2: The school includes on its pedagogical leadership team an IB-trained programme coordinator who is empowered to facilitate successful programme implementation. (0201-02)

Leadership 2.1: 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)

1. In which of the IB working languages is the programme coordinator proficient? (Choose all that apply.)

- English
- French
- Spanish

The school answered this question in the AFC; that answer will be provided in the AFA so that it may be updated, if necessary.

2. Please describe the time the programme coordinator spends on each of his or her areas of responsibility at the school.

If the programme coordinator has additional responsibilities, please provide this information, adding an additional line for each area of responsibility.

Areas of responsibility	% of coordinator’s weekly time
Coordination of the Primary Years Programme	
Total	

3. Please describe the resources and support the school has made available to ensure the programme coordinator can carry out his or her role.

“Resources” may include people, time, materials, and/or money.

4. What role does the programme coordinator play in curriculum and programme development?

The IB will also evaluate this requirement by reviewing the programme coordinator job description, organization chart, staff chart, budget, the school’s professional development information, and information gathered during the verification visit.

Leadership 2.2: 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)

The IB will evaluate this requirement by reviewing the school’s professional development information and information gathered during the verification visit.

Leadership 3: 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)

Leadership 3.1: The school implements a schedule that allows for the requirements of the programme(s) to be met. (0201-03-0100)

The IB will evaluate this requirement by reviewing the curriculum documents, sample schedules for each grade/year of the programme and information gathered during the verification visit.

PYP1: The school implements a schedule that provides for the development of the required number of transdisciplinary units of inquiry. (0201-03-0111)

The IB will evaluate this specification by reviewing sample schedules for each grade/year of the programme, curriculum documents and information gathered during the verification visit.

Leadership 4: The school implements and reviews systems and processes to improve the operation and sustainability of its IB programme(s). (0201-04)

Leadership 4.1: The school has systems and processes in place to document, share and store curriculum, policies and procedures that safeguard programme implementation. (0201-04-0100)

1. Please describe the systems and processes the school has put in place to document, share and store curriculum, policies and procedures that safeguard programme implementation.

	Document	Share	Store
Curriculum			
Policies			
Procedures			

The IB will also evaluate this requirement by reviewing the IB-mandated policies, internal complaints procedures and information gathered during the verification visit.

Leadership 4.2: The school captures and uses data that informs the operation and sustainability of the programmes(s). (0201-04-0200)

1. Please describe the data the school captures and how it is or will be used to inform the operation, sustainability and quality of implementation of the programme.

Please be sure to provide this information for each type of data the school captures, adding as many additional lines as needed.

Data captured	Use to inform operation	Use to inform sustainability	Use to inform quality of implementation

The IB will also evaluate this requirement by reviewing the assessment policy, samples of school-based reporting and information gathered during the verification visit.

Leadership 4.3: The school captures and uses data that informs the quality of the implementation of the programme(s). (0201-04-0300)

The IB will evaluate this requirement by reviewing the assessment policy, samples of school-based reporting and information provided under Leadership 4.2 (0201-04-0200) and gathered during the verification visit.

Leadership 4.4: 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)

1. Please indicate how the school has informed students and legal guardians of the general characteristics of the programme, the school's plans to implement it and how the school will provide updates when changes occur. (Choose all that apply.)

	Informed	Updates
School website		
Intranet		
Access to relevant IB documentation for individual review		
School community meetings		

Direct communication (eg email, flyer, newsletter, etc)		
Social media		
Legal guardian meetings		
Student meetings		
Individual meetings with school staff		
Classroom learning experiences		
Student handbook		
Distribution of relevant IB-mandated policies		
Other		

The IB will also evaluate this requirement by reviewing information gathered during the verification visit.

Leadership 5: The school funds and allocates resources that sustain and further develop its IB programme(s). (0201-05)

Leadership 5.1: The school funds adequate resources to implement the programme(s) and meet programme requirements. (0201-05-0100)

The IB will evaluate this requirement by reviewing the budget, assessment policy, school and programme enrollment chart, curriculum documents, statement of financial commitment, the school's professional development information and information gathered under Student support 3.1 (0202-03-0100) and during the verification visit.

PYP1: The school allocates adequate resources to support collaborative planning amongst subject specialists and classroom teachers for transdisciplinary learning. (0201-05-0111)

The IB will evaluate this specification by reviewing the budget and information gathered under Teacher support 3.1 (0203-03-0100) and during the verification visit.

Student support (0202)

Standard

Learning environments in IB World Schools support student success.

Practices

Student support 1: The school provides relevant human, natural, built and virtual resources to implement its IB programme(s). (0202-01)

Student support 1.1: The school provides adequate resources and facilities in accordance with programme documentation. (0202-01-0100)

1. Please describe the facilities and resources currently in place to support the implementation of the programme, including any plans to upgrade or add facilities or resources.

Learning space or resource	Description of learning space/resource	Description of how the learning space/resource supports programme implementation	Plans for further development, if any
Physical education/athletics facilities			

Science laboratories/facilities			
Visual arts studios			
Specialized facilities			
Music facilities			
Arts performance and exhibition spaces			
Performing arts facilities			
Other facilities/resources			

Please include the ways in which learning spaces allow for flexibility and collaboration in your description of how learning spaces support programme implementation.

2. Does the school have consistent access to the internet? Yes/No

3. Does the school have Wi-Fi? Yes/No

Please describe the school's IT resources that support the implementation of the programme. (Choose all that apply and provide any additional information requested.)

- One-to-one laptop/device available for students
- One-to-one laptop/device available for teachers
- Bring-your-own device policy for students
- Bring-your-own device policy for teachers
- Shared computers in centralized location for student use
- Shared computers in centralized location for teacher use

If the school indicates that it has shared computers in a centralized location for student use, it will be asked to answer the following.

- Where are the shared computers for student use located?
- How many shared computers for student use are available?

If the school indicates that it has shared computers in a centralized location for teacher use, it will be asked to answer the following.

- Where are the shared computers for teacher use located?
- How many shared computers for teacher use are available?

4. Please describe any plans to upgrade or add IT resources.

5. Please describe the school's protocols and policies for use of IT resources by teachers.

Please include information on acceptable use policies, if any, and/or restrictions on the use of hardware, the internet, or websites, as well as the source of any such restrictions.

6. Please describe the school's protocols and policies for use of IT resources by students.

Please include information on acceptable use policies, if any, and/or restrictions on the use of hardware, the internet, or websites, as well as the source of any such restrictions.

The IB will also evaluate this requirement by reviewing the budget, curriculum documents and information gathered during the verification visit.

Student support 1.2: The school is responsible for its teachers meeting the local and legal requirements for the roles to which they are appointed. (0202-01-0200)

1. Does the school ensure that all teachers meet the local/state/national and any other relevant requirements for the roles to which they have been appointed? Yes/No

The school answered this question in the AFC; that answer will be provided in the AFA so that it may be updated, if necessary.

Student support 1.3: The school provides effective learning spaces and learning environments. (0202-01-0300)

The IB will evaluate this requirement by reviewing the curriculum documents, and information provided under Student support 1.1 (0202-01-0100) and gathered during the verification visit.

Student support 1.4: 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)

1. Does the school ensure that all teachers and programme staff have access to and understand how to connect with the IB community? Yes/No
2. How do the school's technologies ensure access to current resources to support engagement with local, national, international, and global contexts?

Please describe how the school's technologies allow students and teachers to access and engage with local, national, international and global information.

The IB will also evaluate this requirement by reviewing information provided under Student support 1.1 (0202-01-0100) and gathered during the verification visit.

Student support 1.5: The school uses programme documentation to inform the use and/or design of learning spaces which allow for flexibility and collaboration. (0202-01-0500)

The IB will evaluate this requirement by reviewing the budget and information provided under Student support 1.1 (0202-01-0100) and gathered during the verification visit.

Student support 1.6: 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)

1. Please describe how the library is staffed and managed.
2. Please describe the library's collections and any plans in place to update them.

Resource type	Language	Language	Language	% of resources which are online/electronic	Plans to update, if any
Total number of general reference resources (per language)					
Total number of non-fiction resources (per language)					
Total number of fiction resources (per language)					

Total number of periodicals/journals (per language)					
Additional resources					
Total					

3. What process is in place to enable teachers to request materials needed to support implementation of the programme?
4. Can students access the library independently? Yes/No
5. Can students freely browse and borrow library resources? Yes/No
6. During what hours can students access the library?
7. Can teachers access the library independently? Yes/No
8. Can teachers freely browse and borrow library resources? Yes/No
9. During what hours can teachers access the library?
10. Does the school currently have agreements in place to provide students or teachers with access to library resources at other institutions? Yes/No
11. How do these agreements aid and extend learning and teaching?

The IB will also evaluate this requirement by reviewing the budget, school profile, curriculum documents and information gathered during the verification visit.

Student support 2: The school identifies and provides appropriate learning support. (0202-02)

Student support 2.1: The school implements and reviews systems and processes to identify the needs of students. (0202-02-0100)

1. What systems and processes are in place to identify the needs of students?

The IB will also evaluate this requirement by reviewing the budget, inclusion policy and information gathered during the verification visit.

Student support 2.2: The school supports the identified needs of students, and evidences this support through planning, policy, and practice. (0202-02-0200)

1. How are relevant staff made aware of the identified needs of students?
2. How does the school document its plans to support the identified needs of students?
3. How does learning and teaching support the identified needs of students?
4. How do student schedules allow for planned support to be provided?

The IB will also evaluate this requirement by reviewing the inclusion and language policies, curriculum documents, sample schedules for each grade/year of the programme and information provided under Teacher support 3.1 (0203-03-0100) and gathered during the verification visit.

Student support 2.3: The school provides staff, facilities and resources as outlined in their inclusion policy. (0202-02-0300)

1. Who is responsible for the coordination and implementation of the inclusion policy?

The IB will also evaluate this requirement by reviewing the organization chart, inclusion policy, budget and information provided under Student support 1.1 (0202-01-0100) and gathered during the verification visit.

Student support 2.4: 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)

The IB will evaluate this requirement by reviewing information provided under Student support 1.1 (0202-01-0100) and gathered during the verification visit.

Student support 3: The school fosters the social, emotional, and physical well-being of its students and teachers. (0202-03)

Student support 3.1: 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)

1. What spaces and resources has the school identified to support the social, emotional, and physical well-being of its students?
2. What spaces and resources has the school identified to support the social, emotional, and physical well-being of its teachers?

The IB will also evaluate this requirement by reviewing the staff chart, budget and information provided under Student support 1.1 (0202-01-0100) and gathered during the verification visit.

Student support 3.2: 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)

1. How do the school's systems, processes and policies demonstrate attention to the social, emotional, and physical well-being of its students?
2. How do the school's systems, processes and policies demonstrate attention to the social, emotional, and physical well-being of its teachers?

The IB will also evaluate this requirement by reviewing the IB-mandated policies, internal complaints procedures and information gathered during the verification visit.

Student support 3.3: The pedagogical leadership team and teachers support students' social, emotional and physical well-being. (0202-03-0300)

1. How does the pedagogical leadership team support students' social, emotional, and physical well-being?
2. How do teachers support students' social, emotional, and physical well-being?

The IB will also evaluate this requirement by reviewing information gathered during the verification visit.

Student support 3.4: The school promotes open communication based on understanding and respect. (0202-03-0400)

1. What actions has the school taken to promote open communication based on understanding and respect?

The IB will also evaluate this requirement by reviewing information gathered during the verification visit.

Student support 4: 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)

Student support 4.1: 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)

1. What systems and processes are in place to provide advice and guidance to students on programme choices as they move further in their learning?
2. What systems and processes are in place to provide advice and guidance to students on careers and/or additional educational opportunities as they move further in their learning?

The IB will also evaluate this requirement by reviewing the staff chart and information gathered during the verification visit.

Student support 5: 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)

Student support 5.1: 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)

1. How do teachers identify the resources they need from the wider community to aid and extend student learning?
2. How is the school using resources from the wider community to aid and extend student learning?

The IB will also evaluate this requirement by reviewing the curriculum documents and information gathered during the verification visit.

Student support 5.2: The school provides meaningful opportunities for legal guardians to contribute to the development and support of its programme(s). (0202-05-0200)

1. Please describe the ways in which legal guardians contribute, or will contribute, to the development and support of the programme. (Choose all that apply.)
 - Development of school policies
 - Participation in student activities (eg career awareness day, multicultural awareness activities, guest speakers/demonstrations)
 - Involvement in service learning
 - Volunteering/mentoring
 - Online and social media communications
 - Legal guardian-led promotional events, advocacy or activities
 - School community-led promotional events, advocacy or activities
 - Business/community involvement/alliance
 - Provision of resources (eg financial or in-kind donations)
 - Participation as member(s) of disciplinary/honour code/academic integrity board
 - School improvement/beautification

- Participation as member(s) of school governance body
- Other (please describe)

The IB will also evaluate this requirement by reviewing the information gathered during the verification visit.

Teacher support (0203)

Standard

Learning environments in IB World Schools support and empower teachers.

Practices

Teacher support 1: The school ensures that teachers use current IB resources and regularly review their implementation of the programme. (0203-01)

Teacher support 1.1: The school ensures that all teachers have access to current and relevant IB content. (0203-01-0100)

1. Have all teachers and programme staff been provided with access to the IB programme resource centre and online communities? Yes/No

The IB will also evaluate this requirement by reviewing the staff chart and information provided under Student support 1.1 (0202-01-0100) and gathered during the verification visit.

Teacher support 1.2: The school demonstrates that teachers have used current and relevant programme documentation to implement the programme in their classroom teaching. (0203-01-0200)

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

Teacher support 2: The school ensures that leadership and teachers participate in appropriate and timely professional learning to inform their practice. (0203-02)

Teacher support 2.1: The school complies with IB-mandated professional development requirements, as outlined in IB documentation. (0203-02-0100)

The IB will evaluate this requirement by reviewing the school's professional development information, budget and information gathered during the verification visit.

Please ensure that the school's professional development information is complete and current before submitting this application. This information can be updated in the "Professional development" information section of the "School profile".

Teacher support 3: The school provides time and other resources for teachers to collaborate effectively in the implementation of IB programme(s). (0203-03)

Teacher support 3.1: The school allocates dedicated and scheduled and/or timetabled time for teachers' collaborative planning and reflection. (0203-03-0100)

1. Please describe the dedicated and scheduled time the school allocates for teachers' collaborative planning and reflection.

Meeting name	Who attends	Frequency of meeting	Meeting objectives

Please ensure that this chart includes information addressing all the requirements and specifications for which this item is used as evidence:

- Leadership 5.1 (0201-05-0100)
- Student support 2.1 (0202-02-0100)

- Teacher support 3.1 (0203-03-0100)
- Culture 1.1 (0301-01-0100)
- Coherent curriculum 1.4 (0401-01-0400)
- Coherent curriculum 2.1 (0401-02-0100)
- Coherent curriculum 2.3 (0401-02-0300)
- Coherent curriculum 2.4 (0401-02-0400), and
- Approaches to teaching 4.1 (0403-04-0100) and related programme specifications.

The IB will also evaluate this requirement by reviewing information gathered during the verification visit.

Culture (03)

Culture through policy implementation (0301)

Standard

Schools develop, implement, communicate and review effective policies that help to create a school culture in which IB philosophy can thrive.

Practices

Culture 1: The school secures access to an IB education for the broadest possible range of students. (0301-01)

Schools should seek to make their IB programme(s) available to as many students as possible, ensuring equality of access to the curriculum and providing students with the support they need to set and meet appropriately challenging educational goals. For more information on admission, access and inclusion in the IB, please consult the *From principles into practice publication* for the relevant programme(s). These publications are available on the IB programme resource centre.

Culture 1.1: 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)

1. How has the school's access and/or admissions policy been implemented?

The IB will also evaluate this requirement by reviewing the access and/or admissions policy and information gathered during the verification visit.

Culture 1.2: 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)

1. How does the school promote access to the school's IB programme for as many students as reasonable? (Choose all that apply.)
 - Legal guardian meetings
 - Student information sessions
 - Social media
 - Direct communication (eg email, flyer, newsletter, etc)
 - Information sessions with school counsellors
 - School visits/student shadow day
 - Other (please describe)
2. How has the school structured its IB programme to promote access to the school's IB programme for as many students as reasonable?

The IB will also evaluate this requirement by reviewing the budget, staff chart, and information gathered during the verification visit.

Culture 1.3: The school provides opportunities to access the programme(s) for the broadest possible range of students. (0301-01-0300)

1. How does the school provide opportunities for the broadest possible range of students to access the IB programme?

The school answered this question in the AFC; that answer will be provided in the AFA so that it may be updated, if necessary.

The IB will also evaluate this requirement by reviewing the School and programme enrollment chart, access and/or admissions policy and information gathered during the verification visit.

PYP1: 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)

1. How has the school structured the PYP to include all students, regardless of learner variability?

The IB will also evaluate this specification by reviewing the School and programme enrollment chart, access and/or admissions policy, sample schedules for each grade/year of the programme, curriculum documents and information gathered during the verification visit.

If the school plans to include all early years and/or primary grade students enrolled in the school in the PYP, no additional questions will be asked. If it does not, it will be asked to answer the following questions.

The information provided in the school profile indicates that the school does not plan to enroll all early years and/or primary grade students enrolled in the school in the PYP. This is only permitted if the school is subject to district- or group-level, state, regional or national regulations which require the school to offer the relevant state or national curriculum alongside the PYP. If this is the case, please answer the following questions and provide documentation of these regulations.

Please contact your programme relationship manager if you have questions regarding the school's regulatory situation as it relates to the school's ability to enroll all early years and/or primary grade students in the PYP or if the school's regulatory situation has changed since the submission of your *Application for candidacy*.

2. What type of educational authority has established the law or regulation which requires the school to offer the relevant national or state/provincial curriculum alongside the PYP? (Choose one.)

- District- or group-level educational authority
- State or provincial educational authority
- Regional educational authority
- National educational authority

3. What is the name of the educational authority which has established the regulation which requires the school to offer the relevant national or state/provincial curriculum alongside the PYP? (Choose one.)

- Georgia: The Ministry of Education, Science, Culture and Sport of Georgia
- Germany: The Standing Conference of the Ministers of Education and Cultural Affairs (KMK)
- Norway: Ministry of Education and Research
- People's Republic of China: Ministry of Education
- Other (please describe)

If you have selected "Other", please contact your programme relationship manager to discuss the school's regulatory situation as it relates to the school's ability to enroll all early years and/or primary grade students in the PYP. You may be asked for additional documentation to support your request to provide the PYP alongside the relevant national or state/provincial curriculum.

4. Please provide a brief description of the regulation which requires the school to offer the relevant national or state/provincial curriculum alongside the PYP, including the schools and students to which the regulation applies.

5. The PYP section is a separate section within the overall school with its own ethos, values, curriculum, and assessment. Yes/No
6. One person (the PYP section leader) is responsible exclusively for the educational leadership of the PYP section of the overall school and is formally recognized as such by the overall school, local authorities (where relevant), staff, legal guardians and other members of the school community. Yes/No
7. The PYP section leader has the autonomy, authority, and responsibility to lead the PYP section within the overall school in accordance with the IB's Programme standards and practices. Yes/No
8. The PYP section leader, programme coordinator, and classroom teaching staff are employed by the overall school to work only within the PYP section. Yes/No
9. 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. Yes/No
10. 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 *Programme standards and practices*. Yes/No
11. PYP students spend their formal learning time (including specialist courses such as music, physical education and visual art) as a separate community from the population of the overall school. Yes/No
12. 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. Yes/No
13. 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. Yes/No

The school answered some or all of these questions in the AFC; those answers will be provided in the AFA so that they may be updated, if necessary.

The IB will also evaluate this specification by reviewing the School and programme enrollment chart, access and/or admissions policy, sample schedules for each grade/year of the programme, curriculum documents, documentation of district- or group-level state, regional, or national laws or regulations, legal entity and licensure/ accreditation documentation, organization chart and the PYP section leader job description and information provided under Teacher support 3.1 (0203-03-0100) and information gathered during the verification visit.

PYP2: The school implements the PYP across all early years and/or primary grade levels offered at the school. (0301-01-0312)

The IB will evaluate this specification by reviewing the School and programme enrollment chart and information gathered during the verification visit.

Culture 2: The school implements, communicates and regularly reviews an inclusion policy that creates cultures that support all students to reach their full potential. (0301-02)

Culture 2.1: The school implements and reviews an inclusion policy that meets IB guidelines. (0301-02-0100)

Consult *Learning diversity and inclusion in IB programmes: Removing barriers to learning* for specific information about IB inclusion guidelines. This publication is available on the IB programme resource centre.

1. How has the inclusion policy been implemented?

The IB will also evaluate this requirement by reviewing the inclusion policy, and information gathered during the verification visit.

Culture 2.2: 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)

The IB will evaluate this requirement by reviewing the inclusion policy.

Culture 2.3: 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)

The IB will evaluate this requirement by reviewing the inclusion policy.

Culture 3: The school implements, communicates and regularly reviews an academic integrity policy that creates cultures of ethical academic practice. (0301-03)

Culture 3.1: 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)

Consult *Academic honesty in the IB educational context* for specific information about IB academic integrity guidelines. This publication is available on the IB programme resource centre.

1. How has the academic integrity policy been implemented?

The IB will also evaluate this requirement by reviewing the academic integrity policy, curriculum documents and information gathered during the verification visit.

Culture 3.2: 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)

The IB will evaluate this requirement by reviewing the academic integrity policy.

Culture 3.3: 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)

1. How does the school articulate responsibilities for teaching a variety of practices related to academic integrity?

The IB will also evaluate this requirement by reviewing the academic integrity policy and information gathered during the verification visit.

Culture 3.4: The school ensures that relevant support materials, resources and structures related to the academic integrity policy are implemented. (0301-03-0400)

1. What materials and structures has the school developed to support the processes included in the academic integrity policy?

2. How are these materials and structures made available to members of the school community?

3. What resources has the school allocated to support the implementation of the academic integrity policy?

The IB will also evaluate this requirement by reviewing the academic integrity policy, budget, staff chart and information gathered during the verification visit.

Culture 3.5: 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 the school's procedures are transparent, fair and consistent. (0301-03-0500)

1. How will the school monitor and evaluate the impact of the academic integrity policy?

2. How will the school use this information to ensure that the academic integrity policy regularly informs learning and teaching across the curriculum and that its procedures related to academic integrity are transparent, fair, and consistent?

The IB will also evaluate this requirement by reviewing the academic integrity policy and information gathered during the verification visit.

Culture 4: 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)

Culture 4.1: The school implements and reviews a language policy that is aligned with IB language policy guidelines. (0301-04-0100)

Consult *Guidelines for developing a school language policy* for specific information about IB language policy guidelines. This publication is available on the IB programme resource centre.

1. How has the language policy been implemented?

The IB will also evaluate this requirement by reviewing the language policy and information gathered during the verification visit.

Culture 4.2: 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)

The IB will evaluate this requirement by reviewing the language policy.

Culture 4.3: The school identifies in its language policy a variety of physical and virtual resources used to facilitate language development. (0301-04-0300)

The IB will evaluate this requirement by reviewing the language policy.

Culture 4.4: 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)

The IB will also evaluate this requirement by reviewing the language policy.

PYP1: 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)

1. At what age does additional language instruction begin? (Choose one.)

The IB will also evaluate this specification by reviewing the language policy, sample schedules for each grade/year of the programme, curriculum documents and information gathered during the verification visit.

Culture 5: The school implements, communicates and regularly reviews an assessment policy or policies to help create a culture of continuous learning and growth. (0301-05)

Culture 5.1: 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)

Consult *Assessment principles and practices—Quality assessments in a digital age* for specific information about the IB's philosophy on learning and assessment. This publication is available on the IB programme resource centre.

1. How has the assessment policy been implemented?

The IB will also evaluate this requirement by reviewing the assessment policy, curriculum documents and information gathered during the verification visit.

Culture 5.2: 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)

The IB will evaluate this requirement by reviewing the assessment policy.

Culture 5.3: 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)

The IB will evaluate this requirement by reviewing the assessment policy.

Culture 5.4: The school ensures relevant support materials, resources and processes are implemented for fair and valid assessment. (0301-05-0400)

1. What relevant support materials and processes has the school developed to ensure fair and valid assessment?
2. How are these materials and processes made available to members of the school community?
3. What resources has the school allocated to ensure fair and valid assessment?

The IB will also evaluate this requirement by reviewing the assessment policy, budget, staff chart and information gathered during the verification visit.

Culture 5.5: The school describes in its assessment policy the value of assessment for continuous learning and growth. (0301-05-0500)

The IB will evaluate this requirement by reviewing the assessment policy.

Culture 6: The school implements, communicates and regularly reviews its IB-mandated policies to ensure they are cohesive and reflect IB philosophy. (0301-06)

Culture 6.1: The school implements processes with consideration of the relationship between its IB-mandated policies. (0301-06-0100)

1. How has the school considered the relationship between its IB-mandated policies in implementing processes?

The IB will also evaluate this requirement by reviewing information gathered during the verification visit.

Culture 6.2: The school documents its IB-mandated policies and communicates them to the school community. (0301-06-0200)

1. Please describe the ways in which the school has communicated each of the following IB-mandated policies to the school community. (Please tick the appropriate boxes to indicate the communication methods used for each IB-mandated policy.)

Communication method	Inclusion policy	Academic integrity policy	Language policy	Access and admissions policy	Assessment policy
School website					
Intranet					
Access to relevant IB documentation for individual review					
School community meetings					
Direct communication					
Social media					
Legal guardian meetings					
Student meetings					
Individual meetings with school staff					
Classroom learning experiences					

Student handbook					
Distribution of relevant IB-mandated policies					
Other (please describe)					

The IB will also evaluate this requirement by reviewing the IB-mandated policies and information gathered during the verification visit.

Culture 6.3: The school considers physical and virtual spaces in all of its IB-mandated policies. (0301-06-0300)

The IB will evaluate this requirement by reviewing the IB-mandated policies.

Culture 6.4: The school articulates a planned integration of human, natural, built or virtual resources in all of its IB-mandated policies. (0301-06-0400)

The IB will evaluate this requirement by reviewing the IB-mandated policies.

Culture 6.5: The school considers the IB learner profile in all of its IB-mandated policies. (0301-06-0500)

The IB will evaluate this requirement by reviewing the IB-mandated policies.

Culture 6.6: The school considers international-mindedness in all of its IB-mandated policies. (0301-06-0600)

The IB will evaluate this requirement by reviewing the IB-mandated policies.

Culture 6.7: The pedagogical leadership team uses the school's IB-mandated policies in decision-making and curriculum development. (0301-06-0700)

1. Please describe the ways in which the pedagogical leadership team uses the school's IB-mandated policies in decision-making and curriculum development.

Policy	Use in curriculum development	Use in decision-making
Academic integrity policy		
Access and admissions policy		
Assessment policy		
Inclusion policy		
Language policy		

The IB will also evaluate this requirement by reviewing information gathered during the verification visit.

Learning (04)

Designing a coherent curriculum (0401)

Standard

Learning in IB World Schools is based on a coherent curriculum.

Practices

Coherent curriculum 1: 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)

Coherent curriculum 1.1: The school designs its curriculum in accordance with programme documentation. (0401-01-0100)

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

Coherent curriculum 1.2: The school articulates its curriculum horizontally and vertically. (0401-01-0200)

1. Please describe the ways in which the school articulates its curriculum by grade level, by and across transdisciplinary themes and across the years of its IB programme and/or subjects (where applicable).

Articulation	Ways in which the curriculum is articulated
By grade level	
Across the years of the IB programme(s)	
By transdisciplinary theme	
Across transdisciplinary themes	

The IB will also evaluate this requirement by reviewing the curriculum documents and information gathered during the verification visit.

Coherent curriculum 1.3: 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)

1. Is the school required to meet school, local, state or provincial and national education requirements? Yes/No

If the school is required to meet school, local, state or provincial and national education requirements, the IB will ask the following questions.

2. Please indicate the requirements that must be met in each year of the programme.

Please be sure to provide information for each year of the programme, adding as many additional lines as needed.

Year of the programme	Requirement	Type
	<input type="checkbox"/> Examination(s)	<input type="checkbox"/> School
	<input type="checkbox"/> Curriculum	<input type="checkbox"/> Local
	<input type="checkbox"/> Teaching structure	<input type="checkbox"/> State or provincial
	<input type="checkbox"/> Timetable	<input type="checkbox"/> National
	<input type="checkbox"/> Other (please describe)	<input type="checkbox"/> Other (please describe)

3. How does the school ensure that all applicable IB curriculum frameworks are fully integrated with the requirements for school, local, state or provincial and national education authorities?

The IB will also evaluate this requirement by reviewing the curriculum documents and information gathered during the verification visit.

Coherent curriculum 1.4: The school provides collaborative planning time for teachers to incorporate IB philosophy into the curriculum. (0401-01-0400)

The IB will evaluate this requirement by reviewing information provided under Teacher support 3.1 (0203-03-0100) and gathered during the verification visit.

Coherent curriculum 1.5: The school articulates its schedule and curriculum to make it possible for students to make connections across their learning. (0401-01-0500)

1. Please describe the ways in which students are provided with opportunities to make connections across their learning.

The IB will also evaluate this requirement by reviewing the curriculum documents, sample schedules for each grade/year of the programme, information provided under Coherent curriculum 1.2 (0401-01-0200) and gathered during the verification visit.

PYP1: 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)

The IB will evaluate this specification by reviewing the curriculum documents and information gathered during the verification visit.

PYP2: The school commits to the PYP as the framework for planning, teaching, and learning across the curriculum. (0401-01-0512)

The IB will evaluate this specification by reviewing the curriculum documents and information gathered during the verification visit.

PYP3: The school ensures that all subjects are represented within the programme of inquiry at each year or grade level. (0401-01-0513)

The IB will evaluate this specification by reviewing the curriculum documents and information gathered during the verification visit.

Coherent curriculum 1.6: The school demonstrates that the curriculum is influenced by an understanding of students’ prior knowledge, identities, backgrounds, needs and contexts. (0401-01-0600)

1. How does the school ensure that the curriculum is influenced by students’ prior knowledge, identities, backgrounds, needs and contexts?

The IB will also evaluate this requirement by reviewing the curriculum documents and information gathered during the verification visit.

Coherent curriculum 2: Teachers collaborate to design, plan and deliver the school’s IB programme(s). (0401-02)

Coherent curriculum 2.1: Teachers collaborate to plan and design units that meet programme requirements and are in accordance with programme documentation. (0401-02-0100)

The IB will evaluate this requirement by reviewing information provided under Teacher support 3.1 (0203-03-0100) and gathered during the verification visit.

PYP1: 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)

The IB will evaluate this specification by reviewing the curriculum documents and information provided under Teacher support 3.1 (0203-03-0100) and gathered during the verification visit.

PYP2: 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)

The IB will evaluate this specification by reviewing information provided under Teacher support 3.1 (0203-03-0100) and Coherent curriculum 2.1 PYP 1 (0401-02-0111) and gathered during the verification visit.

Coherent curriculum 2.2: Teachers plan and reflect collaboratively to consider connections and relationships between different areas, and reinforce shared concepts, content and skills. (0401-02-0200)

The IB will evaluate this requirement by reviewing information provided under Teacher support 3.1 (0203-03-0100) and gathered during the verification visit.

Coherent curriculum 2.3: Teachers use human, physical and virtual resources to aid and extend their collaboration. (0401-02-0300)

1. How do teachers use human, physical and virtual resources to aid and extend their collaboration?

The IB will evaluate this requirement by reviewing the budget and information provided under Student support 1.1 (0202-01-0100) and Teacher support 3.1 (0203-03-0100) and gathered during the verification visit.

Coherent curriculum 2.4: Teachers use collaborative planning and reflection to address the elements of an IB education. (0401-02-0400)

The IB will evaluate this requirement by reviewing information provided under Teacher support 3.1 (0203-03-0100) and gathered during the verification visit.

Coherent curriculum 3: The school develops, regularly reviews and shares its curriculum in ways that explicitly engage the school community. (0401-03)

Coherent curriculum 3.1: The school informs the school community of ongoing developments in the programme(s) and incorporates these into curriculum development. (0401-03-0100)

1. How does the school ensure its curriculum is informed by current IB publications? (Choose all that apply.)

- Ensure access to the IB programme resource centre for all staff
- Confirm regular use of the IB programme resource centre by all staff
- Inform school community of curriculum updates
- Conduct curriculum document review during collaborative planning meetings
- Support IB professional development
- Other (please describe)

2. Please describe the school's curriculum review process.

3. Please describe how the school community is or will be kept informed of ongoing programme changes/developments. (Choose all that apply.)

- School website
- Intranet
- Access to relevant IB documentation for individual review
- School community meetings
- Direct communication (eg email, flyer, newsletter, etc)
- Social media
- Legal guardian meetings
- Student meetings
- Individual meetings with school staff
- Student handbook
- Distribution of relevant IB-mandated policies
- Other (please describe)

The IB will also evaluate this requirement by reviewing the curriculum documents and information provided under Teacher support 1.1 (0203-01-0100) and gathered during the verification visit.

Coherent curriculum 3.2: 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)

The IB will evaluate this requirement by reviewing information provided under Teacher support 1.1 (0203-01-0100) and gathered during the verification visit.

Coherent curriculum 3.3: The school reviews IB requirements for learning, teaching and assessment, and communicates them to the school community. (0401-03-0300)

1. How will the school decide when to conduct a review of IB requirements for learning, teaching and assessment? (Choose one.)

- Regular review cycle (eg every year, every three years)
- Triggered review (eg when new IB rules are issued or when the school context changes)

2. How will the school review IB requirements for learning, teaching and assessment?

3. How does the school inform the school community about the IB requirements for teaching and learning? (Choose all that apply.)

- School website
- Intranet
- Access to relevant IB documentation for individual review
- School community meetings
- Direct communication (eg email, flyer, newsletter, etc)
- Social media
- Legal guardian meetings
- Student meetings
- Individual meetings with school staff
- Classroom learning experiences
- Student handbook
- Distribution of relevant IB-mandated policies
- Other (please describe)

4. How does the school inform the school community about the IB requirements for assessment? (Choose all that apply.)

- School website
- Intranet
- Access to relevant IB documentation for individual review
- School community meetings
- Direct communication (eg email, flyer, newsletter, etc)
- Social media
- Legal guardian meetings
- Student meetings
- Individual meetings with school staff
- Classroom learning experiences
- Student handbook
- Distribution of relevant IB-mandated policies
- Other (please describe)

The IB will also evaluate this requirement by reviewing information gathered during the verification visit.

Coherent curriculum 3.4: The school regularly reviews required and supporting IB content. (0401-03-0400)

1. How will the school decide when to conduct a review of required and supporting IB content? (Choose one.)

- Regular review cycle (eg every year, every three years)
- Triggered review (eg when new IB rules are issued or when the school context changes)

How will the school review required and supporting IB content?

The IB will also evaluate this requirement by reviewing information gathered during the verification visit.

Coherent curriculum 3.5: The school ensures the curriculum is up to date and clearly communicated to the school community. (0401-03-0500)

1. Please describe how the school keeps the school community informed about programme requirements. (Choose all that apply.)

- School website
- Intranet
- Access to relevant IB documentation for individual review
- School community meetings
- Direct communication (eg email, flyer, newsletter, etc)
- Social media
- Legal guardian meetings
- Student meetings
- Individual meetings with school staff
- Classroom learning experiences
- Student handbook
- Distribution of relevant IB-mandated policies
- Other (please describe)

The IB will also evaluate this requirement by reviewing information gathered during the verification visit.

Students as lifelong learners (0402)

Standard

Learning in IB schools aims to develop students ready for further education and life beyond the classroom.

Practices

Lifelong learners 1: Students actively develop thinking, research, communication, social and self-management skills. (0402-01)

Lifelong learners 1.1: The school implements and reviews the development of the IB's approaches to learning. (0402-01-0100)

1. How does the school ensure students develop the IB's approaches to learning?

The IB will also evaluate this requirement by reviewing the curriculum documents and information gathered during the verification visit.

Lifelong learners 1.2: The school implements and reviews processes that actively engage students in their own learning. (0402-01-0200)

1. How does the school actively engage students in their own learning?

The IB will also evaluate this requirement by reviewing the information gathered during the verification visit.

Lifelong learners 2: Students demonstrate and reflect on their continued development of the IB learner profile attributes. (0402-02)

Lifelong learners 2.1: Students understand the learner profile, and can reflect on it effectively. (0402-02-0100)

1. How do students become familiar with the IB learner profile?

The IB will also evaluate this requirement by reviewing information gathered during the verification visit.

Lifelong learners 2.2: Teachers provide students with opportunities in the curriculum to reflect on the growth and demonstration of their learner profile attributes. (0402-02-0200)

1. How do teachers provide students with opportunities across the curriculum to reflect on their continued growth and demonstration of the IB learner profile attributes?

The IB will also evaluate this requirement by reviewing the curriculum documents and information gathered during the verification visit.

Lifelong learners 2.3: Students understand the connections between the IB learner profile and international-mindedness. (0402-02-0300)

1. What plans are in place for students to understand the connections between the IB learner profile and international-mindedness?

The IB will also evaluate this requirement by reviewing information gathered during the verification visit.

Lifelong learners 3: Students identify and foster healthy relationships, an understanding of shared responsibility, and the ability to collaborate effectively. (0402-03)

Lifelong learners 3.1: Students and teachers engage in learning experiences that are designed to include opportunities for students to collaborate. (0402-03-0100)

1. What types of learning experiences have been designed to include opportunities for students to collaborate?

The IB will also evaluate this requirement by reviewing the curriculum documents and information gathered during the verification visit.

Lifelong learners 3.2: The school demonstrates that collaboration and effective relationship building are featured explicitly within the curriculum. (0402-03-0200)

1. How are collaboration and effective relationship building an explicit part of the curriculum?

The IB will also evaluate this requirement by reviewing information gathered during the verification visit.

Lifelong learners 3.3: Pedagogical leaders provide opportunities for student voice to be represented in the school. (0402-03-0300)

1. Please describe opportunities the pedagogical leaders provide for student voice to be represented in the school. (Choose all that apply.)

- Student council
- Service learning projects
- Student-led outreach/promotion
- Online platforms
- Student-led newsletter/newspaper
- Student clubs
- Student showcases
- Development of policies
- Student representation on disciplinary/honour code/academic integrity board
- Artistic expression/school beautification
- Student representation on school governance body
- Student surveys
- Other (please describe)

The IB will also evaluate this requirement by reviewing the information gathered during the verification visit.

Lifelong learners 4: Students grow in their ability to make informed, reasoned, ethical judgments. (0402-04)

Lifelong learners 4.1: Students and teachers comply with IB academic integrity guidelines. (0402-04-0100)

1. Please describe how students and teachers are made aware of IB academic integrity guidelines. (Choose all that apply.)

- School website
- Intranet
- Access to relevant IB documentation for individual review
- School community meetings
- Direct communication (eg email, flyer, newsletter, etc)
- Social media
- Legal guardian meetings

- Student meetings
- Individual meetings with school staff
- Classroom learning experiences
- Student handbook
- Distribution of relevant IB-mandated policies
- Other (please describe)

The IB will also evaluate this requirement by reviewing the academic integrity policy and information gathered during the verification visit.

Lifelong learners 4.2: Students and teachers acknowledge the intellectual property of others when producing work. (0402-04-0200)

1. How do students and teachers acknowledge the intellectual property of others when producing work?

Please be sure to include information on both students' and teachers' practices in your answer.

The IB will also evaluate this requirement by reviewing the academic integrity policy, samples of assessed student work and information gathered during the verification visit.

Lifelong learners 4.3: The school provides support and guidance for students on acknowledging the work of others, including guidance on citation and referencing. (0402-04-0300)

1. What support and guidance does the school provide students on acknowledging the work of others?

The IB will also evaluate this requirement by reviewing the academic integrity policy and information gathered during the verification visit.

Lifelong learners 4.4: Teachers discuss with students the significance and importance of producing authentic and original work. (0402-04-0400)

1. How do teachers help students become familiar with the significance and importance of producing authentic and original work?

The IB will also evaluate this requirement by reviewing information gathered during the verification visit.

Lifelong learners 5: Students exercise the flexibility, perseverance and confidence they need to bring about positive change in the wider community and beyond. (0402-05)

Lifelong learners 5.1: The school provides opportunities for students to directly apply their learning by taking action. (0402-05-0100)

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

Lifelong learners 5.2: Students demonstrate a commitment to service with and for the community throughout their learning, in accordance with programme documentation. (0402-05-0200)

1. How do students demonstrate a commitment to service with and for the community throughout their learning?

The IB will also evaluate this requirement by reviewing the curriculum documents and information gathered during the verification visit.

Lifelong learners 6: Students take ownership of their learning by setting challenging goals and pursuing personal inquiries. (0402-06)

Lifelong learners 6.1: Students take opportunities to develop personal learning goals. (0402-06-0100)

1. Please describe the opportunities students are given to develop personal learning goals. (Choose all that apply.)

- Student-driven selection of focus areas for culminating events
- Student-driven selection of service activities and goals
- Student surveys

- Journals/portfolios
- Co-constructed with teachers
- Learning management system
- Coaching/mentorship
- Consultation with academic counsellor/adviser
- Other (please describe)

The IB will also evaluate this requirement by reviewing information gathered during the verification visit.

Lifelong learners 6.2: Students take opportunities to ask questions and pursue personal inquiries and actions. (0402-06-0200)

1. How does the school promote a culture of inquiry among its students?

Please be sure to include a description of the opportunities that the school makes available for students to pursue personal inquiries and actions.

The IB will also evaluate this requirement by reviewing the curriculum documents and information gathered during the verification visit.

PYP1: Students participate in the exhibition in the final year of the PYP, except in schools that exclusively offer the early years. (0402-06-0211)

If the school is exclusively offering the early years, the IB has no further questions on this specification. If not, the following questions will be asked.

1. Please describe the school's plans for the PYP exhibition.

The IB will also evaluate this specification by reviewing the curriculum documents and information gathered during the verification visit.

Lifelong learners 7: Students pursue opportunities to explore and develop their personal and cultural identities. (0402-07)

Lifelong learners 7.1: The school provides opportunities for students to explore and develop their personal and cultural identities. (0402-07-0100)

1. What opportunities are provided to students to explore and develop their personal and cultural identities?

The IB will also evaluate this requirement by reviewing the curriculum documents and information gathered during the verification visit.

Lifelong learners 7.2: The school community affirms individual student identity through learning and teaching. (0402-07-0200)

1. How does the school community affirm individual student identity through learning and teaching?

The IB will also evaluate this requirement by reviewing the curriculum documents and information gathered during the verification visit.

Lifelong learners 7.3: Students take opportunities to develop their language profiles. (0402-07-0300)

1. What opportunities are provided for students to develop their language profiles?

The IB will also evaluate this requirement by reviewing the curriculum documents, language policy and information gathered during the verification visit.

Approaches to teaching (0403)

Standard

IB programmes encourage approaches to teaching that create learning experiences that are shown to be meaningful to the school community.

Practices

Approaches to teaching 1: Teachers use inquiry, action and reflection to develop natural curiosity in students. (0403-01)

Approaches to teaching 1.1: Teachers use inquiry-based teaching strategies and learning engagements. (0403-01-0100)

1. Please describe the inquiry-based teaching strategies and learning engagements used by teachers.

The IB will also evaluate this requirement by reviewing the curriculum documents and information gathered during the verification visit.

Approaches to teaching 1.2: The school monitors and evaluates inquiry-based teaching strategies and learning engagements. (0403-01-0200)

1. How does the school monitor and evaluate inquiry-based teaching strategies and learning engagements?

The IB will also evaluate this requirement by reviewing information gathered during the verification visit.

Approaches to teaching 1.3: 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)

1. What opportunities are provided to students to actively engage in interactive and exploratory learning environments and/or play?

The IB will also evaluate this requirement by reviewing information gathered during the verification visit.

Approaches to teaching 1.4: Teachers encourage student choice in appropriate places in the curriculum. (0403-01-0400)

1. How do teachers encourage student choice in appropriate places in the curriculum?

The IB will also evaluate this requirement by reviewing the curriculum documents and information gathered during the verification visit.

Approaches to teaching 1.5: Teachers facilitate student exploration of their personal interests and ideas. (0403-01-0500)

1. How do teachers facilitate student exploration of their personal interests and ideas?

The IB will also evaluate this requirement by reviewing the curriculum documents and information gathered during the verification visit.

Approaches to teaching 2: Teachers focus on conceptual understanding to support students in developing their ideas. (0403-02)

Approaches to teaching 2.1: Teachers demonstrate strategies focused on conceptual understanding. (0403-02-0100)

1. What strategies focused on conceptual understanding do teachers use?

The IB will also evaluate this requirement by reviewing the curriculum documents and information gathered during the verification visit.

Approaches to teaching 2.2: Teachers plan and facilitate learning experiences through which students can develop their own conceptual understandings. (0403-02-0200)

1. How do teachers plan and facilitate learning experiences that allow students to develop their own conceptual understandings?

Please be sure to include the opportunities teachers provide to students to develop their own conceptual understandings.

The IB will also evaluate this requirement by reviewing the curriculum documents and information gathered during the verification visit.

Approaches to teaching 2.3: Students take opportunities to explore and develop their own conceptual understandings in appropriate places in the curriculum. (0403-02-0300)

The IB will evaluate this requirement by reviewing the curriculum documents, and information provided under Approaches to teaching 2.1 (0403-02-0100), Approaches to teaching 2.2 (0403-02-0200) and gathered during the verification visit.

Approaches to teaching 3: Teachers use local and global contexts to establish the relevance of the curriculum. (0403-03)

Approaches to teaching 3.1: Teachers ensure that there are clear examples of connections to local and global contexts in the curriculum. (0403-03-0100)

1. How do teachers use local and global contexts to make connections across the curriculum?

The IB will also evaluate this requirement by reviewing the curriculum documents and information gathered during the verification visit.

Approaches to teaching 3.2: Teachers encourage students to transfer their conceptual understandings to unfamiliar contexts. (0403-03-0200)

1. How do teachers encourage students to transfer their conceptual understandings to unfamiliar contexts?

The IB will also evaluate this requirement by reviewing the curriculum documents and information gathered during the verification visit.

Approaches to teaching 4: Teachers promote effective relationships and purposeful collaboration to create a positive and dynamic learning community. (0403-04)

Approaches to teaching 4.1: Teachers collaborate to ensure a holistic and coherent learning experience for students in accordance with programme documentation. (0403-04-0100)

The IB will evaluate this requirement by reviewing information provided under Teacher support 3.1 (0203-03-0100) and gathered during the verification visit.

Approaches to teaching 4.2: Students collaborate with teachers and peers to plan, demonstrate, and assess their own learning. (0403-04-0200)

1. What opportunities do students have to collaborate with teachers and peers to plan, demonstrate and assess their learning?

	Opportunities for collaboration to plan their learning	Opportunities for collaboration to demonstrate their learning	Opportunities for collaboration to assess their learning
Students and teachers			
Students and peers			

The IB will also evaluate this requirement by reviewing the curriculum documents, samples of assessed student work and information gathered during the verification visit.

Approaches to teaching 4.3: The school provides opportunities for students to collaborate based on their strengths and abilities. (0403-04-0300)

1. What opportunities does the school provide for students to collaborate based on strengths and abilities?

The IB will also evaluate this requirement by reviewing the curriculum documents and information gathered during the verification visit.

PYP1: Teachers use flexible grouping of students to maximize learning, ensure student well-being, and provide a variety of opportunities for collaboration. (0403-04-0311)

1. Please describe the ways teachers use flexible grouping of students to:

maximize learning	
ensure student well-being	
create a variety of opportunities for collaboration.	

The IB will also evaluate this specification by reviewing the curriculum documents and information gathered during the verification visit.

Approaches to teaching 5: Teachers remove barriers to learning to enable every student to develop, pursue and achieve challenging personal learning goals. (0403-05)

Approaches to teaching 5.1: Teachers consider learner variability when planning students' personal learning goals. (0403-05-0100)

1. How do teachers consider learner variability when planning students' personal learning goals?

The IB will also evaluate this requirement by reviewing the curriculum documents, inclusion policy and information gathered during the verification visit.

Approaches to teaching 5.2: Teachers integrate prior knowledge into the curriculum to aid and extend learning for all students. (0403-05-0200)

1. How do teachers integrate prior knowledge into the curriculum to aid and extend learning for all students?

The IB will also evaluate this requirement by reviewing the curriculum documents and information provided under Coherent curriculum 1.6 (0401-01-0600) and gathered during the verification visit.

Approaches to teaching 5.3: Teachers use IB-mandated policies to support students. (0403-05-0300)

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

Approaches to teaching 5.4: Teachers support language development with consideration for the language profiles of students. (0403-05-0400)

1. How do teachers develop an awareness of the language profiles of students and use student language profiles to support language development?

The IB will also evaluate this requirement by reviewing the curriculum documents, language policy and information gathered during the verification visit.

Approaches to teaching 5.5: Teachers use multiple technologies to aid and extend learning and teaching. (0403-05-0500)

1. What technologies do teachers use to aid and extend learning and teaching?

The IB will also evaluate this requirement by reviewing the curriculum documents and information provided under Student support 1.1 (0202-01-0100) and gathered during the verification visit.

Approaches to assessment (0404)

Standard

Learning, teaching, and assessment effectively inform and influence one another.

Practices

Approaches to assessment 1: Students and teachers use feedback to improve learning, teaching and assessment. (0404-01)

Approaches to assessment 1.1: Students and teachers use feedback to support stated outcomes and expectations, in accordance with IB philosophy and assessment documentation. (0404-01-0100)

1. How do students and teachers use feedback to support stated outcomes and expectations?

Please be sure to include information on both students' and teachers' practices in your answer.

The IB will also evaluate this requirement by reviewing the assessment policy and information gathered during the verification visit.

Approaches to assessment 1.2: 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)

1. What type(s) of school-based reporting does the school use?
2. What information does the school provide to students and teachers to improve learning, teaching and assessment?

Please be sure to include information on the school's practices in regards to both students and teachers in your answer.

The IB will also evaluate this requirement by reviewing the assessment policy, samples of school-based reporting and information gathered during the verification visit.

Approaches to assessment 2: The school uses assessment methods that are varied and fit-for-purpose for the curriculum and stated learning outcomes and objectives. (0404-02)

Approaches to assessment 2.1: Teachers use a variety of assessment methods that are connected to stated learning objectives and outcomes. (0404-02-0100)

1. What types of assessment methods are used by teachers? (Choose all that apply.)

- Peer assessments
- Project-/assignment-based assessments
- Portfolios
- Reflection journals
- Tests/quizzes
- Other (please describe)

2. How are assessment methods connected to stated learning objectives and outcomes?

The IB will also evaluate this requirement by reviewing the curriculum documents, assessment policy, samples of assessed student work and information gathered during the verification visit.

PYP1: Teachers document and analyse student learning over time to design learning experiences based on data. (0404-02-0111)

1. How do teachers document student learning over time? (Choose all that apply.)

- Student portfolios
- Online system
- Report cards
- Written curriculum/unit plans
- Other (please describe)

2. How do teachers analyse student learning over time? How does this analysis inform learning design?

The IB will also evaluate this specification by reviewing information gathered during the verification visit.

Approaches to assessment 2.2: The school demonstrates that assessment practices are formed around conceptual learning. (0404-02-0200)

1. How does the school form assessment practices around conceptual learning?

The IB will also evaluate this requirement by reviewing the curriculum documents, assessment policy and information gathered during the verification visit.

Approaches to assessment 2.3: 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)

1. Indicate how the school has ensured 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. (Choose all that apply.)

	Awareness of assessment regulations and requirements	Access to assessment regulations and requirements
Sent by direct email to students/legal guardians		
Available/accessible electronically to students/legal guardians		
Distributed at legal guardian meetings		
Distributed at all-student meetings		
Sent home with students		
Distributed at individual legal guardian conferences		
Distributed at individual student conferences		
Distributed via social media		

The IB will also evaluate this requirement by reviewing the assessment policy and information gathered during the verification visit.

Approaches to assessment 3: The school administrates assessment consistently, fairly, inclusively and transparently. (0404-03)

Approaches to assessment 3.1: The school administrates assessment in accordance with IB rules, regulations, and/or relevant programme documentation. (0404-03-0100)

The IB will evaluate this requirement by reviewing the curriculum documents, assessment policy, samples of assessed student work and information gathered during the verification visit.

Approaches to assessment 3.2: The school regularly reviews and ensures compliance with all access arrangements. (0404-03-0200)

1. How does or will the school develop access arrangements when needed? How does or will the school ensure compliance with those arrangements?

2. How will the school decide when to conduct a review of its access arrangements? (Choose one.)

- Regular review cycle (eg every year, every three years)
- Triggered review (eg when new IB rules are issued or when the school context changes)

3. How will the school review its access arrangements? (Choose all that apply.)

- Gather information from stakeholders
- Review use and results during period under review
- Identify persistent areas of difficulty
- Consider resources needed
- Test possible changes prior to implementation
- Carry out process mapping and analyses
- Collaboratively develop changes
- Other (please describe)

The IB will also evaluate this requirement by reviewing the assessment and inclusion policies and information gathered during the verification visit.

Approaches to assessment 3.3: 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)

1. How does or will the school ensure that external reporting and/or predictions are as accurate as possible, and are appropriately designed for the contexts in which they are required?

The IB will also evaluate this requirement by reviewing information gathered during the verification visit.

Approaches to assessment 3.4: 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)

1. What systems and processes are in place for reporting student progress?

2. How does the school communicate the systems and processes for reporting student progress? (Choose all that apply.)

- School website
- Intranet
- Access to relevant IB documentation for individual review
- School community meetings
- Direct communication (eg email, flyer, newsletter, etc)
- Social media
- Legal guardian meetings
- Student meetings
- Individual meetings with school staff
- Classroom learning experiences
- Student handbook
- Distribution of relevant IB-mandated policies
- Other (please describe)

3. What systems and processes are in place for handling appeals or challenges?

4. How does the school communicate the systems and processes for handling appeals or challenges? (Choose all that apply.)

- School website
- Intranet
- Access to relevant IB documentation for individual review
- School community meetings
- Direct communication (eg email, flyer, newsletter, etc)
- Social media
- Legal guardian meetings
- Student meetings

- Individual meetings with school staff
- Classroom learning experiences
- Student handbook
- Distribution of relevant IB-mandated policies
- Other (please describe)

The IB will also evaluate this requirement by reviewing the assessment policy, internal complaints procedures and information gathered during the verification visit.

Approaches to assessment 3.5: The school monitors and evaluates the delivery of assessments to ensure that they are as seamless as reasonable. (0404-03-0500)

1. How does or will the school monitor and evaluate the delivery of assessments to ensure that they are as seamless as reasonable?

The IB will also evaluate this requirement by reviewing information gathered during the verification visit.

Approaches to assessment 4: Students take opportunities to consolidate their learning through assessment. (0404-04)

Approaches to assessment 4.1: The school provides students with opportunities to consolidate their learning through a variety of assessments. (0404-04-0100)

1. What types of assessment tools or strategies are used to allow students to consolidate their learning?

The IB will also evaluate this requirement by reviewing the curriculum documents and information gathered during the verification visit.

Budget

Please provide the school's projected five-year budget for candidacy and IB programme implementation after the school has been authorized as an IB World School. While completing the application, please take note of the requirements and specifications for which the budget serves as evidence and include related budget items, if any, below.

The school provided a budget in the AFC; that information will be provided in the AFA so that it may be updated, if necessary.

Budget item	Year 1	Year 2	Year 3	Year 4	Year 5
IB fees					
Application for candidacy fee/pre-authorization fee					
Candidacy and consultation services fee, where applicable					
Candidacy and authorization services fee, where applicable					
Annual school fee					
Assessment fees (if paid by the school)					
Professional development (PD)					
IB workshops					
Other professional development					
PD-related costs (such as travel and substitute teachers)					
Resources					
The school will enter relevant items in this and the following sections, adding as many additional lines as needed.					
Facilities and equipment					
Personnel					
Other costs					
Total					

Please consult the *Guide to school authorization* for further information on which fees apply to the programme(s) for which your school is seeking authorization.

Documents

Documents submitted with the *Application for candidacy*

The school will be provided with a list of documents submitted with the AFC. If any of those documents require updating, the school will be able to submit an updated version. If a document has not changed since the AFC was submitted, there is no need to resubmit that document.

Legal entity documentation: documentary confirmation that the school is duly registered as a legal entity under local law. If necessary the school must provide a translation into English, French or Spanish if written in any other language. Translations of official documents must be duly certified.

Contact your programme relationship manager if you have questions or concerns about your school's legal entity/status, or if your school's legal status has changed since candidacy was awarded.

Licensure or accreditation documentation: documentary confirmation from the relevant educational authorities indicating that the school is licensed or accredited to provide educational services to students of the ages served by the programme for which the school is applying. If necessary the school must provide a translation into English, French or Spanish if written in any other language. Translations of official documents must be duly certified.

Contact your programme relationship manager if you have questions or concerns about your school's licensure or accreditation, if your school operates in a context in which licensure/accreditation does not exist or will not be awarded until you have completed the IB authorization process, or if your school's licensure/accreditation status has changed since candidacy was awarded.

Head of school job description: a written description of the general tasks and responsibilities of the position as well as other related duties.

Programme coordinator job description: a written description of the general tasks and responsibilities of the position as well as other related duties.

Organization chart: school organization chart showing the pedagogical leadership team—including the Head of school and programme coordinator—and reporting lines.

Proof of workshop completion or registration—programme coordinator: documentary evidence of completion of, or registration for, the required workshop.

Proof of workshop completion—head of school: documentary evidence that the head of school, or appropriate designee, has fulfilled the Category 1 "Head of school" workshop requirement.

Statement of financial commitment: written confirmation of support from the authorities that will finance the implementation of the IB in the school.

If the school does not plan to include all early years and/or primary grade students enrolled in the school in the PYP, it will have been asked to provide the following additional documentation with its AFC.

Documentation of the district- or group-level, state, regional, or national laws or regulations which preclude full enrollment and requires the school offer the relevant national or state/provincial curriculum to certain students.

Contact your programme relationship manager if you have questions regarding the school's regulatory situation as it relates to the school's ability to enroll all early years and/or primary grade students in the PYP, or if your regulatory situation has changed since candidacy was awarded.

PYP section leader job description: a written description of the general tasks and responsibilities of the position as well as other related duties.

Application for authorization: Documents to be submitted

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

Internal complaints procedures

Assessment policy

Access and/or admissions policy

Inclusion policy

Academic integrity policy

Language policy

Sample schedules for each grade/year of the programme:

Include one per PYP year, with clear identification of content addressed and duration of class periods.

Samples of school-based reporting:

Samples (from at least three different grade/year levels) of the school-based reporting format which is used and shared with legal guardians.

Samples of assessed student work:

Samples (from at least three different grade/year levels) which indicate the process of/progress in learning, include teacher feedback and student reflection and self-assessment, and reflect learning within and outside of the transdisciplinary programme.

Curriculum documents

Planning documents: completed PYP planning template(s) or school designed planner(s) which follow the PYP planning process.

Programme of inquiry

Unit of inquiry: three completed unit planners for each grade/year level.

Subject guidance

Other: additional documents, as requested by the IB.

Contact your programme relationship manager if you have questions regarding whether the IB requires any additional documents in support of the school's *Application for authorization*.

Application for authorization agreement

Request to the International Baccalaureate Organization (IB) for authorization to offer the Primary Years Programme

Please read and sign this agreement.

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

We understand that if, after careful review of this application and the accompanying documentation, the required conditions are fulfilled, a verification visit to the school will be arranged before a final decision on the authorization process is reached by the Director General.

We confirm that:

- a. We have read the following documents published on the IB website, made them available to the relevant constituencies of the school and agree to abide by the regulations stated therein:
 - *Guide to school authorization*
 - *Application for candidacy*
 - *Application for authorization*
 - *Rules for IB candidate schools*
 - *Rules for IB World Schools*
 - *General regulations*
 - *Programme standards and practices*
 - *The Primary Years Programme: From principles into practice*
 - The IB's "Rules for use of IB intellectual property" (available at ibo.org/copyright)
 - The IB's online terms and conditions (available at IBO.org/terms-and-conditions)
- b. The school has prepared itself to meet the authorization requirements following the current IB documents published for the purpose of implementing the programme.
- c. The school operates in compliance with all applicable laws, regulations, and policies. Further, the school confirms that it operates in accordance with best practices as well as all applicable laws, regulations and policies in the area of child protection and that it has appropriate procedures in place (which may include components such as criminal background screening for recruiting, hiring and retaining staff).
- d. The appropriate financial authorities of the school/public school district know of the schedule of Primary Years Programme fees and currency as assigned by the IB and have agreed to their timely payment.
- e. The school will not advertise or otherwise imply that it is authorized to offer the Primary Years Programme. The final decision on the *Application for authorization* is reached by the Director General of the IB after acceptance of the *Application for authorization: Primary Years Programme* and after a verification visit to the school by an IB team has taken place.
- f. The school will only use the IB World School logo if and when the school is authorized to offer the IB Primary Years Programme. No IB logo is available for candidate schools.

- g. We have uploaded the supporting documents as requested in this application.
- h. We agree that this electronic application form, whether signed electronically or not, will be understood by the IB to have been read and endorsed by the head of school, the superintendent (if applicable) and the chair of the governing body (if applicable) without a signed hard copy being necessary.
- i. We understand and accept that any dispute arising from, or in connection with the *Application for candidacy: Primary Years Programme*, the *Application for authorization: Primary Years Programme*, or any other document relating to the authorization process, shall be finally settled by arbitration, taking place in and in accordance with the rules applicable in Geneva, Switzerland. The proceedings shall be confidential and the language of the arbitration shall be English.

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

Name and title of head of schoolⁱ

Signature **Date**

Name and title of superintendent of schoolⁱⁱ (if applicable)

Signature **Date**

Name and title of the duly authorized representative of the school's (or its controlling entity's) governing bodyⁱⁱⁱ

Signature **Date**

Signature **Date**

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

ⁱⁱ **Superintendent of school** (executive head in some systems) is the person who has oversight of the group of schools of which the applicant school is a part; such groups might include community or regional school districts, or a number of private schools overseen by a central management group.

ⁱⁱⁱ **Governing body** and/or controlling entity (board of education or school district in some systems) is the individual or duly constituted entity, body politic, or group that has the ultimate legal authority to make decisions on behalf of the school, bind the school and the school's controlling entity (as the case may be) to the obligations of this letter and the Rules and/or make payments for the IB's services.