

# Coordinator's notes

Information for Career-related Programme coordinators

## News

### Welcome to the International Baccalaureate Career-related Programme *Coordinator's notes*

These *Coordinator's notes* are for all schools offering the International Baccalaureate Career-related Programme (CP). They are published three times a year, in March, June and October. The notes serve primarily to distribute any information or news that might be of interest to CP coordinators and teachers. CP coordinators are also advised to refer to the Diploma Programme (DP) *Coordinator's notes*, available on the programme resource centre.

### Curriculum updates and more in the DP *Coordinator's notes*

Please ensure that you are up to date about the latest changes to DP curriculum and assessment.

You are also welcome to apply to be involved in DP subject reviews.

Visit the *Coordinator's notes* segment under **DP resources** on the programme resource centre.

### Collaboration brings more career-related qualifications to CP students

The CP continues to build relationships with high-quality career-related studies (CRS) providers. BTECNAF, ICAEW, SCAD and others offer attractive qualifications in the fields of finance, design, engineering, hospitality and more.

The CRS component in the CP enables students to learn relevant skills in their chosen career field through application and practice. As a result, they are better prepared to pursue higher education, employment, an internship or an apprenticeship after secondary school.

The IB collaborates with major providers of career-related qualifications to support schools who wish to offer the CP.

- Pearson, for BTEC qualifications, is a multi-sector organization working in the Americas; Africa, Europe, Middle East (AEM) and Asia-Pacific.
- Project Lead The Way offers science, technology, engineering and mathematics (STEM) in US schools.
- National Academies Foundation (NAF) provides education in finance, hospitality and tourism, information technology, engineering and health sciences in the US.
- Savannah College of Art and Design (SCAD) offers degrees in four distinct locations around the world and online via eLearning for more than 40 majors, 70 minors and certificates.

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- The Institute of Chartered Accountants in England and Wales (ICAEW) is a global professional body for chartered accountants. ICAEW provides qualifications and professional development; shares knowledge, insight and technical expertise; and protects the quality and integrity of the accountancy and finance profession.
- Council for Awards in Care, Health and Education (CACHE) is the UK's leading sector specialist for the care and education industry. Developed by experts, CACHE qualifications help millions of learners raise professional standards across the sector. CACHE offers students a structured route into childcare and education as well as health and social care through the CP.
- **World studies EE** (in English and French); **art history and world arts and cultures** (in English)
- **Sport, exercise and health science**; and **food science and technology** (in English)
- **History, psychology** (in English); and **social and cultural anthropology** (in French and Spanish)
- **Film, theatre, music and visual arts** (in English, French and Spanish)

More information on the role, the IB examiner recruitment policy and an online application form can be found on the IB website at [ibo.org/examiners](http://ibo.org/examiners).

### CP examiner recruitment

We accept applications for all subjects; however, we are particularly interested in recruiting examiners for the CP reflective project.

More information on the role, the IB examiner recruitment policy and an online application form can be found on the IB website at [ibo.org/examiners](http://ibo.org/examiners).

## CP educators required

With the rapid growth of the CP, the IB is seeking to expand the team of educators in IBEN. Experienced coordinators/administrators in CP schools are invited to apply to become a:

- consultant, who works with, and supports, CP candidate schools
- site visitor who undertakes either verification visits (of new schools) or evaluation visits (of already authorized schools) to CP schools.

Training will be provided and will focus on developing the skills and expertise needed for these roles. Once training is successfully completed, participants will be invited to undertake some or all of the roles in subsequent years.

To apply, follow the instructions below.

- Please log on to IBEN Central, which is available at [ibcentral.ibo.org](http://ibcentral.ibo.org). If you do not have an IBEN Central account, you can create one via the "New User?" link.
- Complete your full IBEN Central profile, upload your CV/resume and any other documents relevant to the consultant or site visitor role.

Although these roles are primarily aimed at experienced coordinators and/or heads, other experienced CP staff are also welcome to apply and will be considered.

## IB examiner recruitment

Examining for the IB provides a unique professional development opportunity. IB examiners learn about the assessment process and how it is applied in their subjects. Furthermore, they can see how our international body of students uses different methods to approach the assessment tasks within subjects.

We accept applications for most subjects; however, we are particularly interested in recruiting examiners in the following subjects.

- **English language and literature; literature and performance** (in French and Spanish)
- **Danish B, Dutch B, Norwegian B and Swedish B**; also, **Latin** (in Spanish)

## CP 2018 statistics

As of November 2018, there are a total of 214 authorized CP schools in the following countries: Australia, Canada, China, Czech Republic, Egypt, Finland, Germany, Hong Kong, Indonesia, Jordan, Kenya, Malaysia, Mauritius, Mexico, Netherlands, Norway, Peru, Portugal, Singapore, Spain, Sweden, Switzerland, Thailand, United Arab Emirates, United Kingdom, United States of America and Venezuela.

## Combined CP and DP evaluation visits

The IB carries out school visits to ensure that the educational principles, standards and practices on which the IB programmes are founded are maintained and further developed.

In the case of combined DP and CP evaluation, schools will complete the evaluation process for both programmes collaboratively. The IB also requires that a visit be carried out as part of the evaluation process. The aim of the evaluation visit is to verify the school's assessment of its implementation of the DP and CP, as described in the school's self-study submitted to the IB. The visit may be either in person or remote, with the relevant IB staff making the determination regarding the type of visit.

Schools should plan for the visits to last approximately three days, but this will depend on the size of the school.

The IB visiting team will:

- typically consist of a minimum of three experienced IB educators, at least two from the DP and one from the CP

The IB may decide on a greater number of visitors according to the size of the school. The visiting team is selected by the relevant IB staff.

- meet with different members of the school community (members of the governing body, leadership team, DP and CP coordinator(s), DP teachers, CP core teachers, career-related study teachers, students and parents)
- visit the school facilities and observe classes.

The IB will not evaluate or assess the career-related study (CRS) at the school. However, visitors should be provided with access to CRS classrooms to observe the facilities, visit CRS classes and talk to CRS teachers.

When preparing for the combined CP and DP evaluation, please keep in mind that:

- both the CP and DP self-study questionnaires need to be completed and submitted to IB Docs
- the list of supporting documents is in the *Guide to programme evaluation* (November 2015, updated May 2017)  
The guide includes sections detailing the documents to upload for all programmes and programme-specific evidence and documentation.
- all CP supporting documents will be submitted with the self-study using "Additional Documents" in the DP self-study submission section on IB Docs
- the CP course outlines for evaluation can be found on the programme resource centre.

The *Guide to programme evaluation* contains further details about the evaluation process.

Please contact IB Answers or your relationship manager with any questions.

## CP resources

### CP professional development

CP professional development workshops are available, both face to face and online. For more information, please go to [ibo.org/en/professional-development/find-events-and-workshops/](http://ibo.org/en/professional-development/find-events-and-workshops/). "Service learning: Transforming academics into action" (category 1) is a recent addition to the CP catalogue.

### New careers tool in IBIS

CP schools can report which specific career-related study students have selected through IBIS. The new "CP Careers" feature will:

- enable schools to promote the CP to prospective students and parents by analysing retention and attrition data (analysis provided upon request by the IB)
- provide the IB with valuable data on popular career-related studies leading to improved university and employer recognition efforts.

This tool is not compulsory, however, the IB hopes schools will use it for the above reasons.

### CP Learning stories

*Learning stories* reflect the good practice of educators and school learning communities. We would like learning stories about implementation of the **CP's four core components and the career-related study**. These learning stories will be published on the CP page on the programme resource centre. Contact [cpdevelopment@ibo.org](mailto:cpdevelopment@ibo.org) with details of your learning story.

### IB Blog community stories

Each month, we publish a series of short stories that bring to life the wonderful initiatives undertaken by IB students and educators from around the globe. Follow these stories on Twitter, @IBWorldmag, #IBcommunitystories. Share your great CP stories and experiences by emailing [editor@ibo.org](mailto:editor@ibo.org).

Example blogs

An ambitious mission to collect millions of bottle caps

Going green on the Black Sea shore

Who said sugar-free desserts weren't sweet?

### CP materials in the IB digital communications toolkit

The digital toolkit provides IB World Schools with a wide range of communications materials, including brochures, posters, presentations and videos. These can be used to present the CP to students, parents, teachers and school boards, as well as universities and government bodies. Additionally, an updated four-page programme brochure is available, as well as a new CP PowerPoint presentation. These resources can be downloaded from the website: [ibo.org/en/digital-toolkit/](http://ibo.org/en/digital-toolkit/).

### CP on Twitter

Did you know the CP is on Twitter? Members of the CP community who are on Twitter can follow us at @ib\_c\_p. The advantage of Twitter is that automatic news and updates about the CP can be sent directly to your email and your mobile/cell phone. Twitter is also useful for connecting to CP teachers from around the world to share experiences, questions, ideas and resources. Stay well informed not only about all CP news, updates and current developments, but also find articles, educational quotes, latest research, upcoming workshops, webinars and much more!

If you do not have a Twitter account, you can still read CP updates at [twitter.com/@ib\\_c\\_p](https://twitter.com/@ib_c_p).

### The IB Alumni Network

The IB Alumni Network is a resource for IB graduates around the world. By connecting with the IB, former students have the opportunity to participate in research, support development efforts and speak at our events. These graduates are also supporting educators and parents in understanding the impact of an IB education from a student's perspective.

Help us continue to build this network by inviting your CP graduates to join the IB Alumni Network. The network links graduates from IB World Schools in 153 countries to support their future studies and careers. To date, 60,000 alumni have joined and the number is still growing. To see how graduates are supporting IB programmes, visit [ibo.org/programme-stories](http://ibo.org/programme-stories) and direct your graduates to connect with us at [ibo.org/alumni](http://ibo.org/alumni).

If you need support, don't hesitate to contact us at: [alumni.relations@ibo.org](mailto:alumni.relations@ibo.org).

## Curriculum review

### Language development curriculum review

The curriculum review for the next version of the CP core component language development, scheduled for first teaching in 2023, is in its initial stages.

As part of the review process, all CP language development educators are encouraged to complete the teacher survey circulated through CP coordinators.

Additionally, the IB is looking for language development coordinators/teachers to become involved in the curriculum review process. Coordinators/teachers interested in taking part in meetings are invited to submit their CV/resume along with a short expression of interest to [cpdevelopment@ibo.org](mailto:cpdevelopment@ibo.org).

### Personal and professional skills curriculum review

The curriculum review for the next version of the CP core component personal and professional skills, scheduled for first teaching in 2023, is in its initial stages. As part of the IB's ongoing commitment to collaboration and consultation, the IB is looking for personal and professional skills coordinators/teachers to become involved in the curriculum review process. Coordinators/teachers interested in taking part in meetings are invited to submit their CV/resume along with a short expression of interest to [cpdevelopment@ibo.org](mailto:cpdevelopment@ibo.org).

### Service learning curriculum review

The curriculum review for the next version of the CP core component service learning, scheduled for first teaching in 2023, is in its initial stages.

As part of the review process, all CP service learning educators are encouraged to complete the teacher survey circulated through CP coordinators.

Additionally, the IB is looking for service learning coordinators/teachers to become involved in the curriculum review process. Coordinators/teachers interested in taking part in meetings are invited to submit their CV/resume along with a short expression of interest to [cpdevelopment@ibo.org](mailto:cpdevelopment@ibo.org).

### Reflective project curriculum review

The curriculum review for the next version of the CP core component reflective project, scheduled for first teaching in 2023, is in its initial stages.

As part of the review process, all CP reflective project educators are encouraged to complete the teacher survey circulated through CP coordinators.

Additionally, the IB is looking for reflective project coordinators/teachers to become involved in the curriculum review process. Coordinators/teachers interested in taking part in meetings are invited to submit their CV/resume along with a short expression of interest to [cpdevelopment@ibo.org](mailto:cpdevelopment@ibo.org).

## Curriculum

### May 2018 assessment onwards

Please be aware that the wording of criterion A for the reflective project was revised for first assessment May 2018, and teachers should work with the revised criterion when assessing student work.

*Assessment grade descriptors for the reflective project* (for use from September 2017/January 2018) can be found on the reflective project page on the programme resource centre.

The *Reflections on planning and progress form* (RPPF) has been amended in the *Reflective project guide* (December 2015, updated August 2016) to allow for anonymized marking and electronic completion. The writeable PDF version of the form will be available for first use by schools for the 2018 examination sessions. Please note that criterion E is applied solely to the form. Non-submission of the form will result in a mark of 0 for criterion E.

### Award of the CP for students graduating in 2019

The certificate of the Career-related Programme of the International Baccalaureate will be awarded subject to satisfactory completion of the following requirements by a candidate.

1. The candidate has completed the specified career-related study.
2. The candidate has been awarded a grade 3 or more in at least two of the Diploma Programme courses registered for the Career-related Programme.
3. The candidate has been awarded a grade of at least D for the reflective project.
4. All personal and professional skills, service learning and language development requirements have been met.
5. The candidate has not received a penalty for academic misconduct.



All candidates will receive programme results detailing their level of achievement in the DP courses and the reflective project along with the status of completion of the CP core.

### Grade boundaries for the reflective project—first assessment May 2018

Predicted grades for all subjects should be based on the qualitative grade descriptors for the subject in question. These descriptors were used by senior examiners to set the boundaries for the reflective project from May 2018; schools are advised to use them in the same way.

Boundaries are subject to change, while the descriptors are the constant throughout those changes from session to session. Predicted grades should always be based on the grade descriptors. The *Assessment grade descriptors for the reflective project* can be found on the reflective project page on the programme resource centre.

The grade boundaries are set by the senior examiners. Please refer to the reflective project subject report on the programme resource centre for the latest information.

### E-upload of reflective projects for May 2018 onwards

Reflective projects will continue to be submitted via the eCoursework interface. Each reflective project must be submitted with an accompanying *RPPF*. The written element, optional format element and *RPPF* are uploaded separately. Teachers are required to check the submissions of candidates as each project will be assessed on what has been submitted via the system.

More information on eCoursework submissions can be found on the CP resources page on the programme resource centre.

### Easter/Spring break 2019

The internal assessment mark entry and coursework upload deadline is 20 April, and will fall over the Easter/Spring break for many schools in 2019. With this in mind, we encourage all schools to complete the upload activities prior to the break. This will ensure that the IB deadline is met and the marking of candidates' work can commence.

Ensuring that all of your candidates' work is uploaded on time means that the IB is able to process and release results for your candidates.

### DP courses online

CP students may now do more than one online DP course.

There is no rule for the maximum number of online DP courses per student, but careful consideration of the nature of the student and the experience of the school with online courses should be factors in the decision. Another important factor to consider is the impact on planned concurrency of learning where the challenge of collaborative planning across

the CP increases with the number of courses a student takes with external online teachers. Please note that all CP schools are required to offer at least two face-to-face DP courses.

Online DP courses are available for both the May and November examination sessions. Please read article 8 in *Rules for IB World Schools: Career-related Programme* (August 2018) for further details regarding online courses.

### Career-related Programme Assessment procedures

The Career-related Programme *Assessment procedures* for 2019 is available on the programme resource centre as a fully searchable web-based resource. The publication contains a quick reference guide, and each section (and/or the whole publication) can be saved as a PDF.

There are also versions of *Assessment procedures* for the MYP and the DP.

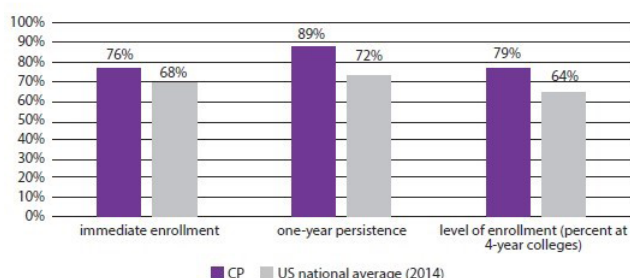
## CP research

### Study of higher education pathways of CP graduates

The results are in! A recent IB Global Research study examined the higher education pathways of all CP graduates in the US from 2013 to 2015. The results confirmed what we already suspected—the CP is a great path towards university, and those who enroll are on track to succeed.

Four out of five (81%) CP graduates enrolled in higher education, and of those, over three-quarters (79%) chose a four-year institution. Over half of those four-year universities (55%) were ranked "Very Competitive", "Highly Competitive" or "Most Competitive" by Barron's Selectivity Index, including New York University, the University of Virginia, Georgia Tech and Carnegie Mellon.

#### Immediate enrollment, persistence, and preference for four-year over two-year colleges were all higher for CP graduates than for all US graduates nationally<sup>1</sup>



<sup>1</sup>Figures for immediate enrollment of the national cohort are taken from US Department of Education, Digest of Education Statistics 2015, table 302.10. Figures for persistence of the national cohort are from National Student Clearinghouse Research Center: <https://nscresearchcenter.org/snapshotreport-persistence/retention22/>.

CP graduates favoured high-earning, career-oriented fields like engineering, business and health sciences. Finally, nine out of ten CP graduates who enrolled in university came back for a second year (89%), which is 17 percentage points higher than the 2014 US national average. To learn more, read the research snapshot and follow IB Research on social media.

## CP spotlight

In each edition of the CP *Coordinator's notes*, CP schools are invited to submit an explanation of how the CP programme is being implemented at their school. If you would like to share information regarding the CP, please send it to [cpdevelopment@ibo.org](mailto:cpdevelopment@ibo.org) at least 12 weeks before scheduled publication of the *Coordinator's notes*. (Publication is the first Tuesday in March, June and October.)

### CP at Riverview High School, Florida, USA

Riverview High School is located in Sarasota, Florida in the United States. The current CP enrollment is around 45 students, which is small in a campus of 2,500 students, but the DP is also offered with a cohort of around 300 students. CP had its first cohort graduate in May 2017 and has been growing in popularity. As Riverview offers both the DP and CP, the CP should stand on its own merit. At the IB Americas Global Conference last summer, our school presented on the opportunities and challenges of implementing the CP alongside the DP. The resounding theme was—create a community that is united through rituals. What is Riverview CP doing to create community and buy-in? A myriad of practices, opportunities and innovations.

Riverview uses the personal and professional skills (PPS) course to highlight the core of the CP while also teaching the essentials of an IB education. The core components of CP are what students believe sets the CP apart from other offerings available on campus. The learner profile is prevalent throughout the PPS course construction, as well as throughout the CP curriculum.

Focusing on community growth allows CP students to be engaged with other students as an entire cohort. One of the rituals for the programme is the continuous development of personal and professional skills across the content areas, whether that means students' career-related study courses or their IB coursework. In the PPS course, juniors are introduced to resume writing along with interview techniques. Local experts act as guest speakers to aid in student question and answer sessions with a culminating experience that allows local elected officials to interview CP students. These officials have been recently elected (or re-elected) in local elections and have a direct impact on student life as they are the governing board of the school system in our area. The benefit is not just for students, but also for the community leaders who also learn more about young people and understand the CP from the point of view of the students who have chosen to participate in and commit to the programme.

Students reflect before, during and after the process to better understand their strengths and areas of improvement while also being cognizant of their role in becoming a more well-rounded professional. The new cohort looked on the opportunity as real-life engagement with professionals they respect, and appreciated that the feedback is given in a positive and safe environment. In the senior year, resumes and interviews are revisited with an emphasis on post-secondary opportunities. Students appreciate the skills that are introduced in the junior year of the CP and revisited with a different lens during their senior year. The CP allows flexibility of personal development through the PPS course.

Another ritual to create community is the use of personal goal-setting and celebrating when students have reached milestones. Students are excited to share their accomplishments big and small. College application deadlines met, post-secondary acceptances, reflective project completion, service learning placements, and personal achievements are all celebrated within the classroom and programme-wide. Our IB parent organization assists in these celebrations and presents the programmes equally.

The career-related study pathways also create communities within themselves by providing innovative learning opportunities. The marine science students recently visited the Florida Keys to assist in water clean-up and community education with regard to plastics and recycling. These students also worked collaboratively with a local marine laboratory to tag snook they had grown in the school's aquadome and released in the creek behind the school. Students will continue to record data in collaboration with the laboratory, to track the distances the fish travel in relation to the current "red tide" problem in the area. These experiential opportunities allow students to learn outside the classroom and engage with real-world problems.

Engineering students work collaboratively with a local engineering group who design and develop various locations in our community. Last year, CP juniors worked with their local mentor to design and compete in a fire station proposal initiative. Students toured various fire stations, interviewed firefighters and superiors, then worked with engineers to develop plans for a new fire station. These students created blueprints, a 3D model, and presented to a board of local engineers, architects and firefighters. Once the presentations were complete, the panel discussed and chose the most efficient project. The students in this career-related study were extremely competitive, but the camaraderie amongst them is priceless and motivates future students because they also want to be a part of exciting opportunities the CP offers.

Service learning is also imperative in creating our CP community. Students collaborate across both years of the CP to take part in opportunities that fill a local need; helping their community, the environment, or animals. Students work together and pass on knowledge from cohort to cohort and create sustainable actions towards a greater solution.

The CP is definitely picking up interest and respect in our community by creating opportunities for students that are authentic and relevant.

Amy Earl, CP Coordinator, Riverview High School

## CP at Forest Hill Community High School, West Palm Beach, Florida, USA

Forest Hill Community High School opened in 1958. We are in southeastern Florida and serve over 2,400 students from diverse backgrounds. As part of that diversity, we have students and staff who speak English, Spanish, Creole, French, Arabic, Bengali and Mandarin. In serving our students we have 54.2% of our student body enrolled in college preparatory courses for the 2018–2019 school year.

Our Diploma Programme was authorized in 2005. We quickly realized that a continuum of rigour and reflection was needed as students transitioned educational settings, so we began the authorization process for the MYP. In October 2008 our MYP was authorized and our journey towards giving our students as many opportunities for rigour and the development of characteristics of the IB learner profile began.

As our programmes grew and our population shifted, we noticed yet again, that a unique group of students were dropping off the rigour radar because they had such a passion for the career studies they were pursuing within our school. So naturally when the opportunity arose, we jumped at the chance to bring in the CP, and were authorized in 2014.

Just as the programme itself has undergone some transformations, so has our programme structure and offerings. Our current-day CP now encompasses eight different career and technical education (CTE) courses—Army JROTC, criminal justice, culinary, digital design, engineering, environmental science, hospitality, and medical. Our first graduating cohort was made up of 3 students; this year our graduating class of CP students is made up of 44 amazing young minds.

What seems to draw students to the CP is the flexibility that comes with the programme and of course the opportunities afforded to them through the CP core. We bundle the CP core components together because it allows the teachers to establish a deeper, more meaningful relationship with our students and helps create an educational environment where students feel safe to have open, thought-provoking conversation. In these lessons students tackle the reflective project, language development and service learning alongside all the skills that the personal and professional skills course aims to develop.

We welcome all students in to our CTE programs as well as the CP. We work hard to give every single student on our campus the opportunity to be exposed to courses of rigour as well as career courses that help develop invaluable workplace skills. Our open access policy truly encompasses **all** of our students. We accommodate any of our students who have special educational needs due to health or cognitive ability

issues, ensuring fair access for all. Most recently we added a dual language course where our English language learner students are able to immediately enter rigorous courses and learn English while concurrently receiving instructional support in their native language. Because we provide this support during years 9 and 10, these students are far more confident and willing to enter the CP for years 11 and 12.

Our CP students tend to be the ones on our campus who are most driven by a desire to engage and deepen their passion for learning. They tend to also be among the most balanced of our student body. We have the opportunity to create global citizens who are prepared for today's workforce, armed with twenty-first century skills. But truly what is most exciting about CP here at Forest Hill Community High School is the level of equity and accessibility students have to our curriculum. We wholeheartedly believe in education and opportunity for all.

Alexa Kokotoff, CP/DP Coordinator, Forest Hill Community High School

## IB on the web

### Ask your peers

 [resources.ibo.org](https://resources.ibo.org)

 **CP Communities**

 **@ib\_c\_p**

### IB Answers

For all queries about programme implementation/ authorization.

 **ibid@ibo.org**

### IB workshops catalogue

A catalogue of IB workshops and resources for 2019.

<https://www.ibo.org/contentassets/817e205ac1be4d0b8d5e2ebd939e0915/pd-catalogue-2019-en.pdf>



### PD online workshops

An online workshops calendar.

[ibo.org/en/professional-development/find-events-and-workshops/](https://ibo.org/en/professional-development/find-events-and-workshops/)



### Digital toolkit

This digital toolkit contains a wide range of free communications materials.

[ibo.org/en/digital-toolkit/](https://ibo.org/en/digital-toolkit/)

### IB newsletters

*IB Global News*—Subscribe to receive the latest news and developments from the IB in this monthly newsletter. Read about IB programme development, latest research, professional development opportunities, conferences, IB community stories, and much more. Do you have a story to tell about your students, teachers or school? Do you want to write about the latest trends in international education? Please send stories and ideas to [communications@ibo.org](mailto:communications@ibo.org).

*IB in Practice*—We send this newsletter five times each year to IB coordinators, members of the IB Educator Network (IBEN) and examiners. The content focuses on IB teaching practice and provides current details on IB curriculum, assessment and programme news. We send this newsletter using contact information from three sources.

1. Profiles built in the IB's "My School" system\*

2. The latest list of examiners from our Assessment Division
3. The latest list of IBEN members from our regional IBEN teams

IB educators whose contact details are not stored in the three points above can subscribe by emailing [communications@ibo.org](mailto:communications@ibo.org).

\*Each "My School" profile is built and maintained by the individual profile holder.

*Heads Up*—We send this newsletter three times each year exclusively to IB heads of school, using their contact information from the "My School" system.

### The IB store has moved

[sales@ibo.org](mailto:sales@ibo.org)

Visitors to the IB store are redirected to a new store—the Follett IB Store. The IB community will find all IB publications, programme and curriculum support materials, exam papers, digital resources, posters and merchandise at the new online store.

Check [ibo.org/new-store/](https://ibo.org/new-store/) for more information.

### IB Education

The most recent IB Education publication on the programme resource centre is:

*Access and inclusion policy* (applicable from the November 2019 examination session)