

Report on the school evaluation

Name of head of school	Todd Racine		
Name of school	Sebastian River High School	IB school code	850
Date	14-11-2017	IB programme	DP

Dear Head of School,

Thank you for completing the self-study process for programme evaluation. The IB recognizes that this process requires considerable time and effort from the entire school community. We appreciate the effort that you have made and hope that the insights gained along the way will be valuable in further developing your programme.

The aim of this evaluation is for the IB to ensure that the standards and practices of the programme are being maintained. The IB is aware that for each school the implementation of an IB programme is a journey, and that the school will meet these standards and practices to varying degrees along the way.

The present report is based on the analysis of the self-study questionnaire and supporting documents.

The report is structured according to the document titled *Programme standards and practices*.

The report includes the following:

- feedback on the self-study process
- commendations for school practices that address the Programme standards and practices in ways that solve challenges faced by the school and/or outstanding implementation
- recommendations for the school on further developing the programme
- matters to be addressed (MTBAs) that identify areas within a school's practice which, if not addressed immediately, will jeopardize the integrity of the programme and thus the school's entitlement to be considered an IB World School
- findings that describe the practices at the school that led to the commendations, recommendations or MTBAs
- indication of the evidence to be provided by the school in case of MTBAs
- a conclusion for each standard.

Outcome of the evaluation process of your school

Based on the findings included in the report, the IB has identified the following matter(s) that the school must address. The school is required to upload its response and the requested evidence in IB Docs by 1 June 2018

	Practice	Finding	Matter to be addressed The school must ensure that:	Evidence to be provided by the school	Support in IB documentation

B1.5b	The school develops and implements a language policy that is consistent with IB expectations.	The school's language policy is given in B.1.5b of the self study, but there does not seem to be a separate policy document.	the language policy includes (as applicable): <ul style="list-style-type: none"> ° support for mother tongues ° support for students who are not proficient in the language of instruction ° learning of the host country or regional language and culture ° a selection of languages in group 1 and group 2 courses which reflects the needs of students. 	The school does not have a separate language policy that aligns with IB expectations	<p>"Multilingualism and intercultural understanding" in What is an IB education? (2015)</p> <p>"Language options and language support" in The Diploma Programme: From principles into practice, (2015)</p> <p>Guidelines for developing a school language policy.</p> <p>Learning in a language other than mother tongue in IB programmes.</p> <p>Guidance for the support of mother tongue in the Diploma Programme.</p> <p>Language and learning in IB programmes.</p> <p>Learning stories: A learning story about how a school's language policy supports multilingualism in a culturally diverse community.</p> <p>Learning stories: A learning story about the role of the mathematics teacher as a language teacher.</p>
B1.5c	The school develops and implements an inclusion/special educational needs policy that is consistent with IB expectations and with the school's admissions policy.	<p>The school has a 191 page Florida state mandated inclusion program.</p> <p>The inclusive education/special educational needs policy does not make clear reference to the DP, nor the possibilities that the DP offers to students with special needs.</p> <p>The inclusive education policy that the school uses does not analyse the possibilities that the DP offers to students with special needs.</p>	there is an inclusion/special educational needs policy consistent with IB expectations and aligned with the admissions policy.	A revised special educational needs policy that meets DP expectations, as published in the supporting documents. A description of actions taken by the school to implement the inclusion/special educational needs policy. A description of actions taken by the school to communicate the inclusion/special educational needs policy to prospective and current parents.	<p>"Learning diversity and inclusion" in Diploma Programme: From principles into practice (2015)</p> <p>Current Handbook of procedures for the Diploma Programme.</p> <p>Support areas in the OCC.</p> <p>Learning diversity in the International Baccalaureate programmes: Special educational needs within the International Baccalaureate programmes.</p> <p>Candidates with assessment access requirements.</p> <p>Meeting student learning diversity in the classroom.</p> <p>Learning stories: A learning story about inclusive education, global engagement and schools working together to create a better world.</p> <p>Learning stories: Developing policies, procedures and practices to meet student learning diversity.</p> <p>Learning stories: "An International Baccalaureate education for all".</p>

B1.5d	The school has developed and implements an assessment policy that is consistent with IB expectations.	<p>The school says, "Administrative staff generates assessment policy based on state and district guidelines. All assessment policy information is disseminated to teachers, students, parents/guardians, support staff and administrators in a timely manner through different means: posting on electronic school calendar, emails, daily announcement and automated phone calling system (will leave scripted message). This includes any updates."</p> <p>The school does not seem to have a separate assessment policy document which aligns with IB expectations.</p>	<p>the assessment policy includes:</p> <ul style="list-style-type: none"> ◦ a philosophy of assessment that supports student learning ◦ understanding of the use of DP assessment criteria ◦ processes for recording and reporting DP assessment ◦ processes for standardization of assessment of students' work ◦ frequency of formative and summative assessment. ◦ how the school combines DP assessment with national requirements (where applicable). 	<p>An assessment policy document that meets DP expectations, as published in the document, Guidelines for developing a school assessment policy in the Diploma Programme. A description of actions taken by the school to implement the assessment policy.</p>	<p>"Assessment for learning" and "Informed by assessment" in The Diploma Programme: From principles into practice (2015).</p> <p>Diploma Programme assessment: Principles and practice.</p> <p>Guidelines for developing a school assessment policy in the Diploma Programme.</p>
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<p>B1.5e</p>	<p>The school has developed and implements an academic honesty policy that is consistent with IB expectations.</p>	<p>The school says, "As defined in our student Code of Conduct Handbook under the title "Cheating, Plagiarism," the SRHS academic honesty policy reads as follows:</p> <p>The inappropriate and deliberate distribution or use of information, notes, materials, or work of another person in the completion of an academic exam, test, or assignment without specific teacher permission and proper crediting of the source (plagiarism)." This is the only academic honesty "policy" that the school has submitted.</p> <p>The school did not include the Code of Conduct Handbook.</p> <p>The academic honesty policy does not include clear reference to conduct in all forms of assessment related to the DP.</p> <p>The policy does not include monitoring processes and sanctions.</p> <p>The policy does not include clear reference to resources that support the policy (software to check plagiarism, student guides).</p>	<p>the school has a documented academic honesty policy that is consistent with IB expectations.</p>	<p>An academic honesty policy document that meets DP expectations, as published in the document, Academic honesty.A description of actions taken by the school to implement the academic honesty policy.A description of actions taken by the school to communicate the academic honesty policy to relevant stakeholders (teachers, coordinators, students, librarians, counselors and parents)</p>	<p>"Academic honesty" in The Diploma Programme: From principles into practice, (2015)</p> <p>Academic honesty in the Diploma Programme.</p> <p>Academic honesty in the IB educational context.</p> <p>Effective citing and referencing.</p> <p>Are you completing your IB assignments honestly?</p>
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<p>B2.1+1a+1b</p>	<p>The governing body allocates funding for the implementation and ongoing development of the programme(s).</p> <p>a. The allocation of funds includes adequate resources and supervision for the creativity, action, service (CAS) programme and the appointment of a CAS coordinator.</p> <p>b. The allocation of funds includes adequate resources to implement the theory of knowledge course over two years.</p>	<p>Previous report matter to be addressed: TOK is an independent course in year 1 of the Diploma Programme the schedule includes the TOK teaching hours distributed evenly over the two years of the DP.</p> <p>The school's Update of Organization of Teaching Time shows that TOK is taught for 150 hours in year 2 only. The school says, "Students are scheduled into ToK in their senior year as our Florida course requirements for graduation limit their flexibility in the Junior year."</p> <p>The school says, "As per the matters-to-be addressed in our last five year review, and with permission from IB, we implemented a ToK summer camp where the Anticipated students attended a two week session with, comprehensive instruction in ToK. While the students were attentive, we found it was difficult to cover all of the material, and we ceased the program for the next year. Currently, we are holding regular meetings with Diploma faculty and the ToK instructor, Michael Hall, to implement Tok practices in the Anticipated elective and HL</p>	<p>the school budget includes allocated funds for the IB fees and the resources necessary for the implementation of the DP.</p>	<p>A revised budget and timeline signed by the appropriate authority showing that TOK will be taught over the two years of the DP</p>	<p>Current Handbook of procedures for the Diploma Programme.</p> <p>DP subject guides</p> <p>Creativity, activity, service guide</p> <p>Theory of knowledge guide</p> <p>Extended essay guide</p> <p>IB professional development calendar at www.ibo.org</p>
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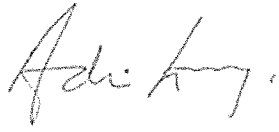
		<p>subject level classes to provide concurrency of learning in ToK. Subject area teachers for Anticipated students have incorporated weekly ToK activities in all classes. Our Diploma seniors have a daily class devoted to ToK."</p> <p>The school has not addressed the matter of the preceding report..</p>			
B2.10+10a+10b+10c	<p>The student schedule or timetable allows for the requirements of the programme(s) to be met.</p> <p>a. The schedule provides for the recommended hours for each standard and higher level subject.</p> <p>b. The schedule provides for the development of the theory of knowledge course over two years.</p> <p>c. The schedule respects concurrency of learning in the Diploma Programme.</p>	<p>The student schedule provided by the school is inadequate. It does not provide the weekly timetable. The Visual Arts programme is accorded 4 hours (which must be an error.) The schedule says that TOK is taught only in year 1 whereas the self study says that it is only taught in year 2. See B.2.1</p>	<p>the schedule includes the recommended hours for SL and HL subjects and TOK.</p>	<p>Revised student schedules showing teaching periods and particularly the allocation of hours for Visual Arts and TOK as per IB expectations related to number of hours and concurrency of learning.</p>	<p>"Programme structures (scheduling)" in The Diploma Programme: From principles into practice (2015)</p> <p>Current Handbook of procedures for the Diploma Programme.</p> <p>Concurrency of learning in the IB Diploma Programme and Middle Years Programme, by Roger Marshman https://blogs.ibo.org/positionpapers/files/2010/09/Concurrency-of-learning_Roger-Marshman2.pdf</p>

The recommendations provided here should be incorporated into your action plan. At your next programme evaluation in 2022 the IB will expect the school to provide evidence that these have been addressed.

We trust the information found in this report will support the school in its continued implementation and enhancement of the IB programme.

We wish you continued success with the implementation of the IB Programme. We hope the self-study process has been beneficial and will lead to stronger programme implementation. We look forward to hearing about your school's developments and achievements over the coming years.

Yours sincerely,

A handwritten signature in black ink, appearing to read "Adrian Kearny". The signature is written in a cursive style with a prominent initial 'A'.

Adrian Kearny
Director of IB World Schools