Atlantic Community High School
International Baccalaureate Policies

1. Inclusion

2. Language

3. Assessment

4. Academic Integrity
Philosophy

Atlantic Community High School recognizes the IB philosophy of making the programme accessible to as many students as possible, while maintaining the rigor of the programme, yet minimizing barriers to student participation and success. We strive to broaden the access and meet the needs of all learners. We support the IB belief that all candidates should be allowed to demonstrate their abilities under assessment conditions that are as fair as possible. This rationale is further supported by Atlantic Community High School’s mission statement: “Atlantic Community High School's purpose is to serve the educational needs of the community and its students. Our mission is to enable all students to become positive and productive citizens and members of a global society. To achieve this, we aim to develop the student intellectually, socially, ethically, and physically. The overall climate encourages life-long learning through self-discipline, tolerance, leadership, and service to others.”

The IB program at Atlantic Community High School meets all state and federal requirements:
- IDEA – Individuals with Disabilities Act
- Section 504 of the Rehabilitation Act
- ADA – Americans with Disabilities Act
- Assistive Technology Act

Purpose

This document communicates to all of our stakeholders -- parents, students, teachers, and administrators -- the expectations for creating and maintaining an educational environment for all IB students as required by IBO, and supported by the Palm Beach County School District, as well as applicable municipal, state and federal laws.

Principles

All special arrangements that may be authorized by the IB are based on the following principles. These principles are taken verbatim from Candidates with Special Needs (IBO, 2011)

1.1 -- The IBO must ensure that a grade awarded to a candidate in any subject is not a misleading description of that candidate’s level of attainment, so the same standards of assessment are applied to all candidates, regardless of whether or not they have special needs.

1.2 -- Special arrangements are intended to reduce the adverse effects of a candidate’s special needs when demonstrating his or her level of attainment. The special arrangements requested for a candidate must not give that candidate an advantage in any assessment component.
1.3 The special arrangements described in this document are intended for candidates with the intellectual capacity to meet all assessment requirements leading to the award of the diploma or certificates.

1.4 -- The school, not the IBO, is responsible for establishing whether the Diploma Programme can be taught and assessed. Advice may be sought from IBCA (sen@ibo.org) before a school accepts a student with special needs; however, this advice is restricted to the implications for internal and external assessment and does not extend to teaching methods and resources.

1.5 -- If it can be demonstrated that a candidate’s lack of proficiency in their response language(s) (English, French or Spanish) arises from a diagnosed need, special arrangements may be authorized. (For subjects in groups 3 to 6, all candidates are allowed to use a translating dictionary in the written examinations.)

1.6 -- The IBO aims to authorize special arrangements that are compatible with those normally available to the candidate concerned. However, authorization will only be given for arrangements that are consistent with the policy and practice of the IBO. It should not be assumed that the IBO will necessarily agree to the arrangements requested by a school. Coordinators are required to provide information on both the candidate’s usual method of working in the classroom and under assessment conditions.

1.7 -- The IBO is committed to an educational philosophy based on internationalism. Therefore, the special assessment needs policy of the IBO may not reflect the standard practice of any one country. To achieve equity among candidates with special assessment needs, the policy represents the result of a consideration of accepted practice in different countries.

1.8 -- The IBO will ensure that, wherever possible, arrangements for candidates with a similar type of need are the same. Given that cultural differences occur in the recognition of learning difficulties and the accommodations allowed, some compromise may be necessary to help ensure comparability between candidates in different countries.

1.9 -- If special assessment arrangements are necessary for a candidate, consultation with the IBO is mandatory. Similarly, if a diploma candidate has difficulties meeting the requirements for creativity, action, service (CAS), the appropriate IBO regional office must be consulted. Any exceptions are stated in this document. However, a school may provide any kind of special arrangement for a candidate during his or her study of the Diploma Programme or trial (practice) examinations.

1.10 -- A school must not inform an examiner of a candidate’s condition or adverse circumstance. Similarly, in the case of internally assessed work, teachers must not make any adjustments when marking a candidate’s work. If appropriate, the IBO will ensure that reasonable adjustments are considered.

1.11 -- The IBO treats all information about a candidate as confidential. Information will only be shared with appropriate IBO personnel and members of the final award committee, who will be instructed to treat such information as confidential.

1.12 -- If special arrangements are authorized for internal assessment, the IBO may require the candidate’s work to be submitted to IBCA for scrutiny.
1.13 -- The same special arrangements may not be available if a candidate retakes a subject after six months. This is because some arrangements, such as transcribing examination papers into Braille, take several months of preparation.

1.14 -- The list of special arrangements available is revised regularly. The IBO will consider alternative arrangements proposed by a coordinator, provided those arrangements could be made available to all other similarly affected candidates.

1.15 -- According to the diploma regulations, a diploma candidate may participate in three examination sessions to be awarded the diploma. At the discretion of the IBO, a candidate with special needs may be allowed additional sessions.

1.16 -- If a school does not meet the conditions specified by the IBO when administering special arrangements, or makes special arrangements without authorization, the candidate may not be awarded a grade in the subject and level concerned.

1.17 -- Each request for special arrangements will be judged on its own merit. Previous authorization of special arrangements, either by the IBO or another awarding body, will not influence the decision on whether to authorize the arrangements that have been requested by the coordinator.

1.18 -- The IBO does not flag or in any way annotate the results of a candidate for whom special arrangements have been authorized.

1.19 -- If the candidate’s disability and/or the nature of the special arrangement might disturb other candidates during an examination, the candidate must take the examination in a separate room and be supervised according to the regulations governing the conduct of Diploma Programme examinations.

1.20 -- Any difficulties that arise from the nature of the special arrangements, or any unforeseen difficulties encountered by the candidate, should be reported to the coordinator help desk at IBCA (help@ibo.org) as soon as possible.

1.21 -- Written examinations must be invigilated according to the regulations governing the conduct of Diploma Programme examinations. The person invigilating the candidate must not be a relative of the candidate, or any other person with whom there may be an apparent or perceived conflict of interest.

**Practices and Special Arrangements**

The programme’s school counselor advises students about access issues during their course selection. Any student that has either a (district-based) IEP or a (federal-based) 504 plan is eligible to apply for special assessment arrangements with the IBO. The IB Diploma Programme counselor applies for accommodations with the IBO on behalf of any student with special needs who is enrolled in an IB course. These accommodations, such as special arrangements, are provided to students by teachers in class; by administrators on campus; by sponsors and advisers at athletic competitions, sporting events and club meetings; and by invigilators during final examinations. Special arrangements may include:

- Additional time.
- Rest periods.
• Word processor.
• Scribe.
• Readers.
• Communicators.
• Prompters.
• Modifications to examination papers or assignments.
• Transcriptions.
• Extensions to deadlines.
• Assistance with practical work.
• Exemption from one or more assessment components.
• Other arrangements as recommend by committee recommendation and approved by IB.

Once the IB diploma coordinator receives confirmation of accommodations by the IB, the school counselor advises students and parents of their approved accommodations, informs all teachers and administrators of such accommodations, and continuously offers support throughout the programme. Students are also supported by, and may receive services through, the school’s ESE department.

**Privacy**

Any and all discussions between and among a student, parent, teacher or administrator or coach is handled in the strictest confidence, as prescribed in school district, state and federal policies and procedures regarding students with special needs. In most cases, students can be given special accommodations without their classmates even being aware that such arrangements have been made. In all cases, arrangements are made for students to complete their assignments and assessments in such a manner as to not call attention to them.

**Respect**

As a community of learners who strive to make the world a better place, IB students are expected to respect the special needs of their classmates. That means students helping each other when possible and appropriate. Teachers emphasize this aspect of the IB learner profile to such an extent that, often, students will help each other even without being asked or assigned the task.

**Terminology**

**Assessment component**

Each subject and level for the Diploma Programme is divided into assessment components, for example, Language A paper 1, paper 2 and internal assessment. Some components are comprised of discrete tasks that are undertaken separately. These separate tasks within a component are referred to in this document as a “part” of an assessment component.

**Exceptional circumstances**

Circumstances that are not commonly within the experience of other candidates with assessment access requirements. The IB reserves the right to determine which circumstances qualify as “exceptional” and therefore justify a particular inclusive assessment arrangement.
**Invigilator**
A person, or persons, responsible for supervising an examination. Also referred to as a “proctor” or a “supervisor.” The invigilator of an IB examination may or may not be the coordinator. But all invigilators are informed well in advance if an IB student is allowed special access, arrangements or accommodations prior to, or during, an assessment, whether the assessment be oral or written.

**Inclusive assessment arrangements**
Changed or additional conditions during the assessment process for a candidate with assessment access requirements. These enable the candidate to demonstrate his or her level of attainment more fairly and are not intended to compensate for any lack of ability.

**Assessment access requirements**
A candidate with assessment access requirements is one who requires access arrangements in assessment conditions to demonstrate his or her level of attainment.

**Learning support requirements**
Support and/or access required to enable some candidates, who have the aptitude to meet all curriculum and assessment requirements, reach their full potential in learning and assessment. Candidates who require inclusive assessment arrangements may have learning support requirements due to one or more of the following:
- Autism spectrum/Asperger’s syndrome.
- Learning disabilities.
- Medical conditions.
- Mental health issues.
- Multiple disabilities.
- Physical and/or sensory challenges.
- Social, emotional and behavioural difficulties.
- Specific learning difficulties.
- Speech and/or communication difficulties.

**Standard score**
A score, which allows for comparisons, that is based on a scale with a constant statistical mean and standard deviation. Publishers of psychological tests report standard scores with a mean of 100 and standard deviation of 15.

**Technical language**
This refers to terminology specific to the subject being tested. It may be the target of the assessment and must be known by the candidate to understand fully the subject.
IB Language Policy
Revised 2018

*Our school has a vision for its use of language.*
At Atlantic High School, we pride ourselves on preparing our students to be cooperative, productive, tolerant, understanding and positive members of the global community. To that end, we strive to develop students who are effective communicators, who can express and share information and ideas confidently and creatively in more than one language. This is in keeping with established IB philosophy, as well as programme policies and procedures. Yes, we certainly want our students to be dedicated to understanding and appreciating, maintaining and preserving, supporting and enriching their own native languages and cultures. But, more than that, we want our students to be understanding of, sensitive to, and appreciative of the languages and cultures of others. This is in keeping with the established and important IB learner profile. English is the official language for which normal, routine school business is conducted; and it is the language that is used most broadly in the context of the school’s academic environment. But we acknowledge, and value, even celebrate the variety of languages spoken within our school and throughout our community.
In order to accomplish our goals, we embrace the concept that all teachers are “language” teachers… teachers who help our students understand that language is the tool for global awareness, communication and understanding in the 21st century. Toward this end, every MYP, DP and CP class on campus includes, requires and promotes a variety of summative and formative internal and external assessments that encourage students to develop the skills they will need to be able to express themselves effectively, confidently and positively in both written and verbal communication.

*Our school identifies and understands its demographics.*
Atlantic High School campus serves as varied and diverse a population of students as one is likely to find at any public high school in a metropolitan-city setting anywhere in the United States; or, for that matter, anywhere in the world. Among our entire student body of between 2,250 and 2,500 students, more than 40 different languages are spoken as a first or primary language, and more than 50 other, secondary languages are spoken in their homes, neighborhoods and communities. In fact, 43 percent of all of our students report a language other than English as their “best” language, with Haitian-Creole being the best for about 30 percent of those students, and Spanish being the best for another 8-10 percent.

Among the students in our IB-MYP, IB-DP and IB-CP programs at Atlantic High School, more than one-third report their “best” language is one other than English. Among those other-than-English languages that our IB students speak best, Spanish is about 8-10 percent, Chinese and Haitian-Creole are both at about 5-7 percent, Bengali and Portuguese are both at about 3-5
percent, and Vietnamese is at about 2-3 percent. These numbers can vary somewhat from year to year, depending upon the ethnicities, backgrounds and experiences of families who send their children to our campus.

**Our school takes responsibility for its communications.**

The campus is located in a defined geographic area and specific urban community with significant African-American, Spanish and Haitian-Creole populations, in which both Spanish and French-Creole are widely spoken, used and accepted. Therefore, the campus must do the same.

Therefore, between one-third and one-half of the faculty, administration, clerical and custodial staff at Atlantic High School can communicate in more than one language. All internal and external communication to students, parents, families, relatives and stakeholders is provided in at least three different languages: English, Spanish and Haitian-Creole.

In addition, the school district in which the campus is located is currently under separate U.S. Department of Education (DOE) and Department of Justice (DOJ) guidelines stipulating that students, parents, families, relatives and stakeholders be communicated with in the community’s three predominant languages: English, Spanish and French-Creole.

The campus spent the 2017-18 term developing an innovative and comprehensive schoolwide positive behavior system. One of the key goals of the system is that it be implemented, communicated and evaluated in the school’s three predominant languages: English, Spanish and Haitian-Creole. An end-of-year initial, external evaluation concluded that the school is doing a satisfactory job in its multilingual approach.

**Our school maintains clear admission and assessment policies.**

Atlantic High School fully complies with all applicable school district, city, county, state and federal laws ensuring that all students – including IB students – are admitted, placed, taught, assessed and counseled fairly and equally, without regard to race, religion, gender, ethnicity, background or experience.

In addition, the campus provides a range of introductory courses, remedial classes, tutoring sessions, counseling services and computer programs for all students who need extra help meeting minimum requirements for acceptance into IB programs, or maintaining their academic standing in IB classes.

Our counselors work directly and proactively with families to ensure that students are placed not only in appropriate classes, but also the appropriate level of those classes, based on their language needs, abilities and goals.

All of this help is continually and consistently offered in the school’s three predominant languages: English, Spanish and Haitian-Creole.

If a teacher or counselor is not able to communicate effectively with a student who speaks a different language, translators are available at the school and through the district to provide additional services.

When appropriate and applicable, IB students who are completing assignments, conducting research or taking tests receive access to additional resources, such as dictionaries, study guides, tablets, etc. that provide information in their native languages.
The same is true for any IB student who has successfully applied for such assistance during IB end-of-course exams.

**Our school delivers instruction in varied languages.**
All instructors of IB Language A and B classes and courses at Atlantic High demonstrate and embrace the idea of teaching, encouraging and supporting their students’ knowledge of, sensitivity to, and appreciation for their own native languages and mother tongues, as well as those of other cultures.

To that end, and in keeping with IB philosophy, teachers have made extensive use of short stories, novels, poetry, non-fiction works, articles, artwork, legal documents and other works and resources originally written in languages other than English.

Some of these works have been translated into English, while other works are studied in their original languages. This is especially true of materials that are studied in the Language B courses.

Additional resources, such as songs and movies created, produced and delivered in other languages, are used to enhance and enrich instruction in both Language A and B.

English is considered Language A at Atlantic High School and is the primary language in which MYP and DP instruction is delivered.

Florida state law requires that students in traditional high school programs must earn two credits in a world language – both credits of which must be in the same language – in order to receive an accredited Florida high school diploma.

IB students at Atlantic High are required to earn four credits in English and an additional four credits in a world language in order to receive an IB Diploma.

Students select their Language B option in the ninth grade as part of the MYP curriculum, and are expected to stay with that same language during all four years of the DP program in high school.

At Atlantic High, students may choose between French and Spanish as their Language B option. In keeping with IB policy, for a language to be considered Language B, a student must not be able to read, write or speak that language. If the student speaks the language, but cannot read or write it, then it still can be considered a Language B for the purposes of placing students in an appropriate Language B class, course or program.

In addition, both Spanish and French *ab initio* courses are offered where identified and when needed.

By maintaining this policy, we enable our students to preserve their mother tongue and native culture, while we encourage them to broaden their horizons and learn about other languages and cultures.

In furtherance of this philosophy, the school has, when needed, added HL French and Spanish to the IB curriculum to recognize the enhanced abilities of our students to communicate in a language other than English, and to continue to challenge and encourage them. Our language programs also serve to emphasize the realization that the Hispanic population and influence in South Florida is increasing; and that Florida has become a gateway to the Spanish-speaking Americas.
Our school identifies the language needs of students.
The school implemented a new computer software program during the 2017-18 term that identifies, details and tracks the predominant languages of students and their families at school and at home, and the languages with which they would most like to be communicated. These changes already have assisted the teaching, counseling and administrative staff in communicating more efficiently and effectively with students, parents, families, relatives and stakeholders.

This comprehensive information also is helping teachers, counselors, administrators and tutors develop, implement, monitor and improve students’ individual educational plans (IEPs), as well as similar plans that have been created to meet federal (section 504) requirements that govern equal access to educational programs and services, regardless of a student’s special needs or issues, or learning challenges or difficulties.

In turn, this information helps counselors work with teachers to ensure that students’ specific language needs are effectively assessed and addressed, and their learning goals are effectively supported and encouraged.

Copies of all relevant and pertinent documents related to a student’s education, including student and parent handbooks, are readily available in languages other than English, including Spanish and Haitian-Creole. These documents also are available on line any time through the school’s and the district’s websites.

Our school meets the language needs of students.
Because it is the only high school campus in the city of Delray Beach, Atlantic High also strives to meet the needs of all local English for Speakers of Other Languages (ESOL).

The campus ESOL department offers classes, programs, tutoring, support and enrichment for English-Language Learners (ELL) who are either non-English, limited-English or intermediate-English speakers.

ELL students initially are placed in “sheltered” programs for beginning speakers. There, students receive intensive language classes within content-area courses.

Intermediate-English speakers are placed in support programs and are closely monitored in mainstream and regular classes. Advanced-English speakers who have exited the ESOL program continue to be closely monitored and supported for at least two successive years to ensure their continued success.

In all cases, campus ESOL programs offer interactive, cooperative, discovery-oriented lessons in all core-content areas. These programs are designed to ensure that all students receive equitable access to the full diversity of academic opportunities on campus.

ELL students are monitored on the English Language Development Continuum (ELDC). The continuum is a four-dimensional matrix that prescribes instruction and determines adequate progress in English-language comprehension and development based upon grade level, oral proficiency and written ability in English.

At all levels, the overall goal of the campus ESOL department is to prepare students to enter mainstream and regular classroom settings with the appropriate oral and literacy skills to ensure their success.

The campus ESOL department includes a coordinator, bilingual guidance counselor, language
community facilitators (translators) and sheltered teachers. In all cases, this team works with mainstream and regular classroom teachers from all other content-area and subject-matter departments on campus. All members of the ESOL department are ESOL- and ELL-endorsed by the state of Florida Department of Education. In addition, many teachers in the separate Language Arts Department at Atlantic High School already have been ESOL-endorsed, or are seeking ESOL-endorsements, in addition to their other language endorsements, such as reading, speech-debate and journalism. Meanwhile, all teachers, media coordinators, counselors and administrators, regardless of the level of their tenure or the subject that they teach, are required by the school district to join in regular ESOL training classes and programs. All classes have ESOL strategies imbedded into their curriculums and all teachers have ESOL strategies imbedded into their lessons. In order to ensure that those lesson and strategies are implemented with fidelity, teachers are required to attend appropriate in-service professional training sessions. In addition, the curriculums are reviewed by teachers, instructional-team leaders, department heads, school administrators and district coordinators on an annual basis. The lesson plans are reviewed on a monthly basis by instructional-team leaders, department heads and school administrators. 

**Our school encourages students to express themselves.** Students who take Language A and B classes are supported through the campus National Honor Society, Spanish National Honor Society and French National Honor Society. Meanwhile, students who are interested in expanding their knowledge, understanding, appreciation, support and use of language are encouraged to join the campus Global Club, International Culture Club (ICC) and Jewish Student Union. All of these groups stress the importance of language and culture, education and enrichment. Meanwhile, the campus award-winning student newspaper, The Squall, as well as the campus yearbook, Nautilus, and the campus literary magazine, iamb, have printed student-written material in Spanish and Haitian-Creole in the past, and remain committed to doing so in the future. In addition, the campus Literary Club, which publishes the literary magazine, also sponsors regular coffee-house-style “open-mic” poetry slams, during which students are encouraged to present written works (including poems, stories, dramas, etc.) and spoken works (dialogues, raps, songs, etc.) in their native languages. Many already have done so, and continue to do so.
Our school encourages student involvement.
Our counselors, as well as our separate CAS, MYP and DP coordinators, regularly communicate in more than one language with IB students through school and district websites, Naviance and other computer-software programs, and through social media such as Facebook and Twitter, encouraging those students to get involved in community projects, some of which have specific language needs, and offer specific services.
CAS, for example, places IB students at local schools, programs and summer camps, where they tutor, supervise and counsel youngsters in several different languages, thus providing services to meet varied language needs.
Meanwhile, IB students are eligible to take dual-enrollment classes in a variety of foreign languages, including Finnish, Italian, German and Mandarin, at Florida Atlantic University, a nearby, accredited and full-service campus of the Florida state college system.

Our school encourages community involvement.
Atlantic High School’s School Advisory Committee is the primary vehicle through which community members and organizations are involved in the development, implementation, maintenance, review and improvement of language classes, courses, programs, services and activities.
In addition, the school’s magnet programs and academies not only invite community involvement; but, in reality, could not function without it. These include the U.S. Army Junior Reserve Officer Training Corps (JROTC), the Criminal Justice and Fire Academy programs offered in conjunction with the City of Delray Beach Police and Fire Departments, and the Eagle’s Nest Construction Academy offered in conjunction with the City of Delray Beach Building Department.
All of these magnet programs and academies are “language supported” through the IB program and the ESOL department.
In addition, Atlantic High School, the City of Delray Beach and the Greater Delray Beach Chamber of Commerce jointly sponsor the community’s Sister City program with several towns in Japan. This program includes the exchange visits of students and teachers.

Our school is committed to always improving.
At Atlantic High, we are dedicated to creating, welcoming, nurturing and supporting a diverse student body that reflects the strong diversity of our community. Further, we are dedicated to expanding and improving our classes, programs, services and activities for all of our students, as our community grows and changes.
Atlantic High School IB Assessment Policy

In this policy
- Who we assess: Needs of students and teachers.
- What we assess: Internal and External assessments. Formative and summative assessments. IB Learner Profile
- How we assess: Specific assignments that teachers administer.
- When we assess: Timing of assessments and reports.
- While we assess: Issues of academic honesty. Students who have language or learning difficulties. Procedures regarding late work. Transparency of grading policies.

The International Baccalaureate’s Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Atlantic High School’s administrators, teachers, parents and community encourage students to become globally aware, internationally minded, active, and compassionate lifelong learners who understand cultures and the world around them.

The IB Learner Profile

The aim of all IB programmes, and especially here at Atlantic High School, is to develop internationally minded people who, recognizing their common humanity and shared responsibility of the planet, so they can one day assist in creating a better and more peaceful world.

Atlantic Students as IB learners strive to be:

**Inquirers** – Student’s curiosity will be nurtured, and teachers and administrators will continue to develop skills for inquiry and research. Students know how to learn independently and collaboratively. All stakeholders learn with enthusiasm and sustain our love of learning throughout life.
**Knowledgeable** – Atlantic teachers develop and use conceptual understanding, exploring knowledge across a range of disciplines so that students get the most out of each class. Students and teachers engage with issues and ideas that have local and global significance.

**Thinkers** – Students and teachers use critical and creative thinking skills to analyse and understand issues in the world around us. Students will be able to take responsible action on complex problems as they exercise initiative in making reasoned, ethical decisions.

**Communicators** – Students will be able to express themselves confidently and creatively in more than one language and in many ways. All stakeholders will collaborate effectively, listening carefully to the perspectives of other individuals and groups.

**Principled** – All stakeholders will act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and understand that there may be consequences.

**Open-minded** – All stakeholders will appreciate their own culture and heritage as well as the values, cultures, traditions, beliefs, religions, etc of others. Atlantic High School looks to evaluate and understand and grow from a range of viewpoints which will allow us to understand the world better.

**Caring** – Stakeholders will demonstrate and show empathy, compassion and respect. Atlantic High School has a commitment to service, and all stakeholders act to make a positive difference in the lives of others at our school, in our community and in the world around us.

**Risk-takers** – All stakeholders will approach uncertainty with planning and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful, we do not give up and we will be resilient in the face of challenge and will be open to change.

**Balanced** – All stakeholders understand the importance of balancing different aspects of our lives - intellectual, physical and emotional. Atlantic High Schools hopes to achieve well-being for all as we recognize our interdependence with other people and the world in which we live.
Reflective – All stakeholders will caringly consider the world and our own individual ideas and experience. We will collaborate and work to understand our strengths and weaknesses in order to support our learning and personal development.

Who we assess
All stakeholders at Atlantic High School, including the students, teachers, parents and administrators that comprise the IB community, recognize that teaching, learning and grading must be transparent to be equitable and understandable, useful and helpful. They further recognize that these elements of assessment, by their very nature, are related to, and dependent upon, one another.

Therefore, the IB program at Atlantic is guided by the following basic principles:

- **Students:** They learn best when they know what is expected of them, why they are learning specific information or skills, how and when they will be assessed, how they are doing so far and what they can do to improve. Students also know that teachers, parents, coaches and administrators all expect and encourage them to be leaders not just in classes, but also in clubs, activities and sports, and that these talents and abilities are assessed as well, however informal those assessments may be. A variety of practice and mock exams, internal and external assessments, district-level and state diagnostic tests, are regularly administered to students. The results of these tests help teachers and administrators place students in proper classes at appropriate levels. The results also help teachers and administrators determine proper textbooks and materials at appropriate levels.

- **Teachers:** They are most successful when they know what to teach and how to teach it, when they know how and when their students are learning, and what they can do to improve that teaching and learning. Teachers submit lesson plans monthly to administrators, who also formally and informally observe teachers several times a year, all as part of official school and district-level evaluations, as prescribed in negotiated school district employment contracts. In addition, teachers must undergo a state Department of Education re-certification process every five years to maintain a teaching certificate and professional standing. Career Related Studies teachers must annually pass the same industry certification exams as the students.

- **Learners:** No matter if they are students, parents, teachers, coaches or administrators, they all recognize that they are, should be, and can be, lifelong learners, constantly striving to learn, communicate and share with and from each other, in keeping with the basic IB goal of producing citizens of the world who can communicate with each other and help each other, toward making the world a better place.

- **Curriculum:** Teachers and administrators are proud of who they teach, what they teach and how they teach. Having said that, however, these stakeholders understand the importance of constantly reflecting and reviewing, monitoring and assessing, revisiting and revising, classes, curriculums and programs, to meet the changing needs of the students, the school and the community. These changes often come as a result of teachers having attended school-based “Learning Team Meetings” (LTMs), district-based “Professional Development Days” (PDDs), IB program-based conferences (for us, the Florida League of IB Schools in St. Petersburg, FL.), and nationwide online or virtual classes promoted through various institutions of higher learning.

- **IB:** Atlantic High ensures that instructors new to IB are properly trained, while veteran IB teachers attend “refresher” courses-- especially when IB curriculums and assessments change.
Atlantic High also ensures that it is guided by the IB learner “profile” – as it pertains to all stakeholders. Meanwhile, all stakeholders understand they are all not just lifelong learners, but active participants in a global community that respects diversity and encourages communication, and that students must be prepared to do the same. Furthermore, all stakeholders understand that the ultimate goal of the IB program is to produce young adults who care about each other and help each other to make the world a better place. Finally, this document, as part of Atlantic High’s every-five-years-IB-self-study, is proof that the school takes seriously its commitment to regularly review its work.

**Why we assess**
*The primary goal of the IB program at Atlantic is for students to succeed in an intercultural, academically rigorous, challenging and creative college preparatory environment. The success of students in the IB program to a large extent ensures their success in college, careers and life.*

All stakeholders are committed to ensuring that assessments not only are fair and accurate, but they also are administered, scored, graded, analyzed and utilized fairly and accurately.

This approach not only helps students learn more effectively, but it also helps teachers teach more effectively, helps parents judge more accurately, and it helps administrators plan more efficiently.

Whether they are teacher-generated quizzes, IB-inspired “mocks,” school district “practice” exams, state required comprehensive “high-stakes” tests, national diagnostics such as Common Core, college-aptitude surveys such as the SAT and ACT, or Industry certification tests, all assessments help determine where students are now, where they should be, how to get there, and what methods and materials are best to get them there.

Students understand that these assessments help them decide what classes to take, at what levels of difficulty, toward reaching their desired proficiency. Teachers understand that these assessments help them place and teach students properly, efficiently and effectively. Administrators understand that these assessments help determine what classes to offer, in what quantities and at what levels. Parents understand that these assessments help them guide their children toward success in school, college, career and life.

**What we assess**
*Students are given a variety of assessments in order to fairly and accurately determine their education, growth and improvement, as well as their lesson-applying, problem-solving and product-producing talents and abilities.*
- **Observations**
  Students are observed regularly, both in and out of class, during formal oral exams, informal discussions and presentations, casual extra-curricular activities and after-school clubs.

In class, teachers assess students and students assess their classmates using standard IB rubrics, scoring sheets and grading scales.

Out of class, teachers and administrators encourage and support IB students in accepting and serving in leadership positions in school- and community-based athletics, service clubs, organizations and extra-curricular activities.

- **Writing/Speaking Assignments**
  Teachers provide various opportunities daily for students to practice their research, writing, speaking and presentation abilities. These opportunities take the form of opening-class “bell-ringers” and “do-nows” and closing-class “exit” passes and “take-aways,” and everything in-between, such as unit-closure writing prompts, mid-year “mocks” exams and year-end “orals.”

Teachers regularly expect their students to gather in cooperative-learning groups, participate in class discussions, make presentations to classmates and address writing prompts.

These assignments are not limited to language arts, world languages or social studies. Students in math classes not only work on word problems, but create their own. Students in science classes conduct experiments, perform field work, compile information, document findings and report results. Students perform tasks on industry current software and hardware.

- **Authentic Product/Performance**
  Students are regularly assessed according to their ability to take what they have learned in classrooms and apply it to real-life and real-world situations. For example, students prepare resumes. They work together to make presentations. They deliver speeches that they previously have memorized. They conduct field work. They build models. They talk to each other in several different languages. They collaborate to solve math and science problems. They produce powerpoints, architectural plans and blueprints, scripts, musical scores, artwork, special events and fund-raisers, videos, TV productions, newspapers and magazines.

All of this work is assigned and assessed with an eye toward helping students build and practice the skills they will need to be successful on the job in their chosen careers.

- **Quizzes, Tests & Exams**
  These single-occasion assessments provide specific “snapshots” for students and teachers: Are teachers teaching what they expect their students to know? Are students gathering, collecting, studying, learning and applying this knowledge? What can be done to improve both the teaching and the learning? These are the questions that are answered through pop quizzes, unit tests, “mocks,” “orals” and semester exams.

All stakeholders, but particularly teachers, understand that feedback that is given accurately, quickly and completely is most helpful to students.
- **Portfolios**

Every IB student keeps at least one folder of work in at least one class. In fact, teachers and students commonly use these portfolios in many classes. These portfolios are routinely examined and graded. Beyond that, these portfolios are “organic” – that is, they are living, breathing files that students regularly add material to and subtract documents from. They are records of ongoing work that students continuously review, revise and rewrite.

When time comes to implement IB rubrics that require “reflection,” these portfolios and the material therein are not only necessary but also invaluable to students. In addition, when time comes for students to review past work to prepare for culminating activities, such as semester tests and oral exams, these portfolios provide the information that students need to be successful on those assessments.

**How we assess**

*Stakeholders at Atlantic High agree that all assessments, whether formative or summative, internal or external, must be administered fairly and consistently, while still accommodating those students with learning challenges. In turn, stakeholders agree that the results of these assessments must be reported accurately and applied consistently. Further, stakeholders agree that these assessments must be used in a positive way, to encourage students; rather than in a negative way, to punish them. Finally, stakeholders adhere to the IB “way” of creating and implementing lessons using “backwards design.” That is, teachers always begin with the end, the assessment, in mind; and they always work with their students to successfully reach that “end” assessment.*

Among the methods used to assess students:

- **Rubrics:** IB has produced, and both students and teachers employ, a variety of scoring guides or rubrics. This includes the personal reflection components that are built into the rubrics.
- **Self-Assessment:** Reflection is a fundamental element of the assessment process and therefore self-assessment is a helpful tool both during and after a learning experience. It is vital to help a learner take responsibility for their own learning. Self-assessment is relevant at the end of the year and during the year as both students and teachers reflect on their learning and teaching. Students must examine their strengths and weaknesses in light of the upcoming exams. Students may speak and reflect alone, with peers, with teachers, counselors, parents and administrators.
- **Peer Assessment:** One of the guiding principles of IB is that students are part of a learning community... that they are responsible not just for their own learning, but for the learning of others as well. To that end, students are encouraged, even expected, to learn how to use IB rubrics to fairly and accurately judge the work of their classmates. In addition, students are encouraged, even expected, to learn how to teach their classmates lessons and how to help them learn.
- **Formative:** These are the regular and ongoing assignments that teachers administer to students, and students take on themselves, to make sure that they are learning, incorporating and using the basic skills that they will need to build upon as they take on more complex assignments.
These assignments can and do take a variety of forms, from taking notes to annotating passages to addressing prompts to compiling notes. Teachers collect these assignments, render scores, post grades and return work to students, often through the use of in-class folders or portfolios.

- **Summative:** These are the “tests” – often “mocks” – that teachers administer to students at the end of a chapter or unit of study; or the “exams” – i.e. “finals” – that teachers administer to students at the end of a semester or academic year.

- **Internal:** In adhering to IB requirements, certain internal program assessments are administered, such as requiring all diploma candidates to complete Extended Essays, World Literature papers, etc. In all cases, teachers use such IB tools as mark schemes and grade bands to assess students and render scores.

- **External:** In adhering to IB requirements, certain external program assessments are administered, such as oral exams in Language A and B; and written exams in various social studies classes such as world history, human geography and cultural anthropology.

- **Continuous Assessment:** This is an important part of the IB Programme. All stakeholders take an active role in this process so that Atlantic High School maintains and improves the quality of student learning and teaching.

<table>
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<tr>
<th>Students</th>
<th>Self-Assessment</th>
<th>Reflect on learning. How am I doing? Am I taking responsibility for my learning?</th>
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<td>Peer-Assessment</td>
<td>How can I help other learn? What can I learn from my peers?</td>
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<td>Teachers</td>
<td>Formative Assessment</td>
<td>How are my students learning? How can they improve?</td>
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<td>Coordinators and Administration</td>
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<td>How can we use data and information to improve the teaching and learning at Atlantic High School?</td>
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<td>Whole School Community</td>
<td>Community Assessment</td>
<td>How can all stakeholder assist in fostering learning experiences which can promote social responsibility, creativity, understanding of others and international-mindedness?</td>
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</tbody>
</table>

- **School District:** Teachers regularly administer to students a variety of assessments promulgated by the School District of Palm Beach County, the local governing body for Atlantic High. These assessments, such as Florida Writes in language arts classes, are designed primarily to help teachers and administrators diagnose and measure student comprehension of certain topics and subjects, with a focused eye toward helping students improve.

- **State:** The primary statewide and high-stakes assessment tool is called the Florida Comprehensive Assessment Test or FCAT. All IB students must pass the FCAT, along with various other assessments specific to IB, in order to receive a high school diploma. The FCAT is giving way to Common Core. A different name and a different assessment, but the goal remains the same: To make sure that students are learning what they need to know, when they need to know it, to be able to advance to the next level of study.
- **U.S.**: Atlantic High, along with all other public schools and districts, must adhere to the assessment requirements prescribed in such federal programs as the No Child Left Behind Act, as well as other federal laws and statutes related to educational practices and procedures.
- **Personal**: Beyond the individual reflections that are built into the rubrics and self-studies, IB teachers and administrators at Atlantic know and care about their students personally and strive to establish positive and professional relationships with them. These relationships extend beyond the classroom, as many IB teachers sponsor clubs and activities, and coach academic and sports teams that include IB students. IB students know that when they need an informal assessment of their work, whether it’s a glance at a rough draft of an essay or a report, or a review of the preliminary findings of a science project or a research study, they can seek and find help from their IB teachers, who are committed to their success.

**When we assess**

*Teachers consistently report assessments to students, parents and administrators on a regular basis, understanding that assessments must not only be fair and consistent, but also must be reported quickly and accurately if they are to be used efficiently and effectively.*

The timing of these assessments includes:

- **Daily**: Not a day goes by that an IB teacher doesn’t score a student’s work or log a student’s grade, or add that grade or score to the electronic, computerized, public and transparent “gradebook,” the school district’s GradeQuick/Edline software.
- **Weekly**: Teachers are required by the school and the district to post a minimum number of grades per week to the school’s website, which is accessible to students and their parents 24 hours a day, seven days a week.
- **Bi-Monthly**: Teachers distribute informal, written grade compilations to students at least once every two months.
- **Quarterly**: Students receive formal progress reports every nine weeks.
- **Regularly**: Teachers in almost every IB class administer several “mocks” to their students during the course of the semester. These mocks often, and traditionally, are past IB exams that teachers are authorized and encouraged to use to help their students practice.
- **Semester**: Teachers administer exams at the end of every semester. Students receive formal, written report cards every semester.
- **Annually**: Atlantic High’s IB coordinator is fond of reminding stakeholders, “You do not have to ‘do’ IB. There are lots of easier ways to get a high school diploma.” That’s because Atlantic High’s IB program is a “choice program.” Families choose to send their children to the IB program at Atlantic High. But families also can change their minds, and send their children to their “home” school. So each year, families “assess” whether their children can, and should, continue their IB education at Atlantic High. The fact that Atlantic High’s IB program continues to grow significantly shows that families are assessing Atlantic High’s IB program positively.
While we assess
The value of integrity is a foundation of our IB program. Hence, all IB students sign a pledge of “academic honesty,” in which they promise never to plagiarize someone else’s work or take credit for someone else’s work. Such a violation is an instance of malpractice. Students know that if they are found to have done so, the consequences are serious, up to an including an inability to continue in the IB program. The seriousness with which stakeholders take this issue underscores the importance of honesty and integrity, and the intrinsic value of the IB program and diploma.

IB stakeholders at Atlantic High also strive to work with students who have language or learning challenges:

- **Non-English Speakers:** The primary language through which the IB program conducts its business at Atlantic High is English. However, IB teachers and administrators recognize that some students may be more successful if they are assessed in their native language. Toward that end, teachers and administrators can and often do modify assessments so that students may take them in Spanish and French-Creole, two non-English languages that many Atlantic High students speak. These modifications are made in conjunction with IB policies and procedures, and with the cooperation of regional, national and international IB administrators and consultants.

- **Learning-Challenged Students:** IB teachers and administrators are fully cognizant of their responsibilities to adhere to state and federal guidelines regarding students’ equal access to education. Toward that end, teachers and administrators can and do modify assessments to accommodate specific students’ learning challenges. These modifications are made in conjunction with regional, national and international IB administrators and consultants.

- **Physically-Challenged Students:** The IB program at Atlantic High is fully integrated into the curriculum, and IB students are fully integrated into the campus. The campus adheres to all applicable municipal, state and federal laws regarding “handicapped access.” This access is monitored constantly and reviewed continuously through regular inspections.

- **Late Work:** All teachers have policies and procedures regarding the completion and submission of late work by students. These policies and procedures are generally consistent with one another and with school and district guidelines regarding the issue. Teachers explain these policies and procedures to all their students in all their classes several times during the year. In addition, teachers also distribute these policies and procedures to their students in writing, which, in turn, are shared with parents at the beginning of the year, often on online posts through Edline. Finally, these policies and procedures are posted in writing in all classrooms.

- **Grading policies:** All teachers have policies regarding their scoring and grading procedures. These policies and procedures are generally consistent with one another and with school and district guidelines regarding the issue. Teachers explain these policies and procedures to all their students in all their classes several times during the year. In addition, teachers also distribute these policies and procedures to their students in writing, which, in turn, are shared with parents at the beginning of the year, often on online posts through Edline. Finally, these policies and procedures are posted in writing in all classrooms.

- **Grading Scales:** Teachers understand the need to understand and use the IB Grading Scale. Teachers have creatively found ways to satisfy both the state and IB requirements and utilize both scales in class. Students recognize:
  - 7: Excellent
  - 6: Very Good
- 5: Good
- 4: Satisfactory
- 3: Mediocre
- 2: Poor
- 1: Very Poor
  - Grades 2 and 1 are failing grades.
**Academic Honesty**

**Vision**
Students will endeavor to conduct themselves with the utmost integrity in all pursuits, whether those be pursuits be academic, athletic, service or social. This policy spells out just what that means…

**Mission**
Atlantic’s IB program – its students, faculty and administration – remain deeply committed to the concept of academic honesty.
First of all, the concept is embedded in the school’s mission statement: “(Our) purpose is… to develop the student intellectually, socially, **ethically** and physically.” (The word is noted for emphasis.)
Secondly, as an IB school, Atlantic High doesn’t just adhere to IB’s Policy on Academic Honest, but embraces it.
Thirdly, several courses now being offered through Atlantic’s IB World School, notably philosophy and journalism, teach academic honesty as part of the basic curriculum.

**Honor Code**
During the annual International Baccalaureate Programme induction ceremony, which welcomes Atlantic students to the DP/CP program, all incoming IB juniors sign the school’s and IB’s Honor Code Pledge, promising to abide by all of IB’s policies and procedures, rules and regulations, not the least of which is the concept and importance of academic honesty.

*International Baccalaureate World School at Atlantic*

**Honor Agreement**

*I do hereby resolve to support the efforts of the Faculty, Staff and Students of the International Baccalaureate World School programs at Atlantic Community High School by maintaining the highest academic and honor standards in all work associated with my chosen program of study.*

*I do hereby resolve to refrain from all forms of malfeasance, such as cheating, plagiarism, collusion, or other forms of academic dishonesty.*

*I do hereby resolve to declare that any and all papers on which I have placed my name are a product of my work and I have not received any unauthorized help and/or misrepresented the source of the information presented.*
I do hereby resolve to voluntarily remove myself from all International Baccalaureate World School programs at any point at which I feel I cannot maintain the honor standards set forth in this agreement.

In doing so, students agree that acting in an academically honest way is not just something they will do personally, but they will also help classmates achieve the same goal; that as a “community of learners,” they are all responsible for another.

**Rationale**
All stakeholders – including students and parents, teachers and administrators – agree that signing a pledge, following a code and implementing a policy of academic honesty serves several important functions:

- **Students**: Academic honesty serves a vital role in students’ education. Students can be taught, monitored, assessed and evaluated more fairly, equitably, completely and efficiently when they do their own work.
- **Teachers**: Teachers can more accurately and effectively judge student performance and behavior in a setting, atmosphere and attitude of academic honesty. Teachers also model academic honesty behaviors.
- **Parents**: Parents can have more faith and trust in a program that teaches and values, promotes and practices, the ideals of academic honesty.
- **Administrators**: Administrators can better organize and supervise a program that is conducted with an overarching and transparent theme of academic honesty.
- **Community**: Finally, the community can take ownership of, and pride in, a program which places a priority on academic honesty.

**Definitions**
All stakeholders agree that academic honesty can be defined in a number of ways, and take a number of forms:

- **Collaboration**: Student will not copy the work of a classmate, or give work to a classmate to copy. (This does not prohibit students from working together in groups, when a teacher’s assignment calls for such cooperative learning.) Students will not engage in the unauthorized use of study aids.
- **Testing**: Students will not collaborate during testing. Students will not attempt to obtain or distribute copies of testing materials. Students will not give or receive information regarding a test before, during, or after the test itself.
- **Accuracy**: Students will not represent another person’s ideas or expressions as their own, whether the ideas are published or unpublished. Students will cite the work of others appropriately and professionally, giving full and complete credit when and where it is due.
- **Not for “profit”**: Students will not engage in buying or selling, giving or receiving, study aids or assignments, such as notes or papers, notebooks, of any kind from any source, including and especially from the Internet.
- **Authenticity:** Students will not change or forge documents, whether official or unofficial, including such papers as letters of reference.
- **Media Center:** Students will not treat all books, materials and resources from the library or media center carefully. Students will return books promptly, so as not to deprive others of their use.
- **Electronic media:** Students will treat all electronic media (computer and related hardware and software) with care and concern for its use by others. Students will treat internet resources and material obtained from internet resources with the same care and concern – using information, citing sources and giving credit in a manner that is in keeping this policy and the IB policy of academic honesty.
- **Honesty:** Students will at all times assist during an investigation into malpractice of malfeasance. When questions are posed, students will give all answers honestly and completely.

**Implementation**

IB teachers are continually teaching the importance of academic honesty in their classrooms. Yet all teachers agree that more can and should be done. All IB teachers are committed to informing their students about the necessity and implementation of the school policy and the IB policy regarding academic honesty. All IB teachers will require that students produce assignments and assessments (for example, world lit. papers in Language A; or field work for geography) that meet the criteria for academic honesty.

IB teachers who handle specific classes that particularly highlight the value of ethical behavior -- such as philosophy or journalism -- will implement policies governing and encouraging the highest standards of accuracy and integrity as part of their curriculum. The overriding expectation is that students will work within a framework of accuracy and integrity, especially in subjects in which ethical behavior is a part of the material taught.

**Procedures**

All teachers agree that the issue of consequences is important, and still needs to be addressed and standardized. But all teachers agree that matters of academic dishonesty can and should be treated swiftly and justly. At the very least, violations of the Honor Code result in a teacher’s written referral to the school administration for further action.

**Evaluation**

Atlantic’s IB faculty and administration remain deeply committed to ensuring the success of the academic policy. Toward this end, the faculty and administration will review the policy regularly with an eye toward improvement.
Consequences

Candidates found in violation of the above honor agreement face a range of consequences depending on the degree of offence. Consequences are intended to reinforce proper academic honesty learning experiences. Candidates are expected to make amends to those harmed by the displayed behavior. Typical restitution singularly or in combination includes, but is not limited to; written apologies, redoing assignments, schedule changes, loss of assignment credit in class, loss of credit for the class, detention, Saturday School, Suspension from school and/or removal from all IB programs.