

Before starting the application process to become an IB World School, it is important to conduct a feasibility study. A feasibility study analyzes the IB philosophy, structure of the programme of interest and requirements to compare the findings with the current situation at the school and determine what needs to be done in order to implement the programme of interest. The following outline should be considered:

- I. List of feasibility study members
  - a. Principal
  - b. District staff
  - c. Campus-based teacher leaders
  - d. Parents
  - e. Community members (if applicable)
  
- II. Summary of inquiry into the IB, its philosophy, and programme of interest
  - a. Determine which programme(s) would be the best-fit for the school
    - i. IB Primary Years Programme (PYP) Grades PK-5
    - ii. IB Middle Years Programme (MYP) Grades 6-10
    - iii. IB Diploma Programme (DP) Grades 11 and 12
    - iv. IB Career-related Programme (CP) Grades 11 and 12
  - b. Analyze the IB mission statement and learner profile to determine if the school's current philosophy is similar or if adjustments will be made.
  
- III. Gap analysis that identifies any key differences in current practices and requirements of the programme of interest
  - a. Staffing changes needed to implement the programme if necessary
  - b. Professional development required to become, and remain, an authorized programme and related costs
  - c. Expenses and anticipated revenue streams – How will the school pay for
    - i. Application for candidacy fee
    - ii. Annual candidacy fee
    - iii. Annual programme fee
    - iv. Required IB training
  
- IV. Curriculum and assessment impacts
  - a. Teaching practices – Will changes take place to meet the needs of the programme?
  - b. Scheduling – Will there be changes to the master schedule?

- i. Will the schedule change to accommodate the teaching of a second languages (all programmes)?
    - ii. How will the school address the transdisciplinary nature of the PYP?
    - iii. How will the school accommodate the teaching of all 8 subjects in the MYP?
    - iv. How will the master schedule change to include the Theory of Knowledge course taught over the two years of the DP?
    - v. How will the master schedule change to include the Personal and Professional Skills course taught over the two years of the CP?
  - c. Scheduling- Will the schedule for teacher collaborative planning time change?
  - d. Assessment – how will the school meet the requirements of IB grade recording and grade reporting?
  - e. Resources
    - i. Will resources be added to the library to support the teaching of a second language?
    - ii. Will resources be added to the library to support the culminating activities (exhibition, community and personal project, extended essay)?

V. Expected Impact of the programme

- a. On students
- b. On faculty/staff
- c. On community

VI. Recommendation to Area Superintendent - Does the school intend to move forward?

VII. Contents Page

VIII. Tables/Charts (if applicable)

IX. Cited resources (if applicable)