

ADMINISTRATIVE PROCEDURE

ADMISSION TO INTERNATIONAL BACCALAUREATE PROGRAMMES®

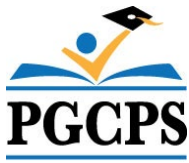
6143.1

Procedure No.

September 2, 2021

Date

- I. **PURPOSE:** The purpose of this administrative procedure is to identify the steps to be taken (1) for students to access International Baccalaureate® (IB) Programmes in elementary, middle, and high school, and (2) when students enrolled in the IB Diploma Programme are experiencing difficulties with the instructional program in IB schools.
- II. **POLICY:** The Board of Education of the Prince George’s County Public Schools believes that all students can learn and achieve at high levels, that rigorous performance standards and achievement standards are essential components of developing and delivering quality instruction, and that regular assessment is an important component of an effective teaching and learning environment and an important tool in measuring students’ learning. (Board Policy 5121)
- III. **BACKGROUND:** The International Baccalaureate® (IB) Programmes offers a continuum of programs which encourage both personal development and academic achievement. The Primary Years Programme focuses on the development of the whole child, ages 3-12, to become active, caring, lifelong learners who demonstrate respect for themselves and others, and have the capacity to participate in the world around them. The Middle Years Programme provides a framework that encourages students, ages 11-16, to make practical connections between their studies and the real world. The Diploma Programme is a rigorous two-year course of study that provides 11th and 12th graders the opportunity to develop a depth of knowledge in content and to grow physically, intellectually, emotionally, and ethically.
- IV. **DEFINITIONS:**
- A. **Specialty Programs** – Programs that provide options in addition to the broad spectrum of programs in each comprehensive school. They are designed to address the needs and interests of the students and parents. These programs allow for exploration and development of interests and needs, while following state and school system mandates. There are two types of specialty programs:
1. **Open Access:** Whole-school programs are located in neighborhoods where every child in the boundary automatically participates in the specialty program.
 2. **Selection-Based Specialty:** Students must submit an application, audition, and/or meet certain selection criteria (lottery, testing). These selection-based programs can encompass the whole school or be a school within a school.
- B. **Primary Years Programme (PYP), Grades K-5** – The PYP is a whole-school open access program and all students attending the school offering the PYP automatically participate in the program.
- C. **Middle Years Programme (MYP), Grades 6-10** - The MYP is a whole-school open access program and all students attending the school offering the MYP automatically participate in the program.



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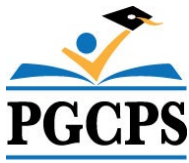
- D. Diploma Programme (DP), Grades 11-12: The DP are specialty programs. Students seeking entrance into selection based Diploma Programmes must meet application criteria for admission.

V. PROCEDURES:

A. Entrance

1. Accessing the IB Programmes

- a. Primary Years Programme (PYP), Grades K-5 – There is no application to enroll into the PYP. The PYP is a whole-school program and all students attending the school offering the PYP automatically participate in the program.
- b. Middle Years Programme (MYP), Grades 6-10 – There is no application to enroll into the MYP. The MYP is a whole-school program and all students attending the school offering the MYP automatically participate in the program. Special considerations are provided for students that do not reside within the same comprehensive feeder pattern:
 - i. Students who complete the PYP at a K-5 elementary school can continue into the MYP in middle school if the program is available at the boundary high school. Parents of out-of-boundary students may submit a Special Transfer Request through the SchoolMAX Family Portal for continuation in the MYP. These requests are reviewed on a case-by-case basis and may be granted if seats are available at the requested MYP school, but are not guaranteed.
 - ii. Middle school students who have completed 8th grade MYP can continue into MYP in high school, if the program is available in the boundary high school. All out-of-boundary students may apply for MYP continuation into the MYP high school via the school application. These cases are reviewed on a case-by-case basis based on available seats. Enrollment is not guaranteed.
- c. Diploma Programme (DP), Grades 11-12
 - i. IB Program Continuity – A student who has successfully completed the MYP may apply to continue in the Diploma Programme by submitting an application and/or letter of interest in the year that the MYP ends to the MYP Coordinator. Successful completion of the MYP means that the student has met all the academic and student behavior requirements set by the MYP School.



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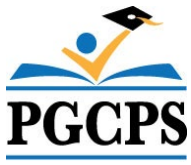
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- ii. Continuity for TAG Center Students – An 8th grade student in the Talented and Gifted (TAG) Center, who successfully completes the criteria below, is eligible to participate in the District’s IB Diploma Programme without having to complete an application packet. TAG students who meet these requirements have a guaranteed placement into the Pre- Diploma Programme (preparation phase) for the IB Diploma Programme in 9th and 10th grade. Students must accept their IB placement by the deadline date in order to secure a seat. Once the deadline has passed, acceptance will be evaluated on a case-by-case basis as determined by available seats.
- iii. Requirements for TAG Center Continuity:
 - a) Completion of TAG Center Middle School Program;
 - b) 3.0 GPA for 5 quarters (all 4 quarters of 7th grade and the first quarter of 8th grade) in core courses (Reading/English Language Arts, mathematics, science, U.S. History, and World Languages);
 - c) Level 1 of World Languages (preferably Spanish, French, or Chinese); and
 - d) Passed Math 8 Honors or higher.
- iv. Students from Non-IB Schools
 - a) Students must complete and submit an application packet in either their 8th or 9th grade year within the determined application window.
 - b) The application is submitted for acceptance to the programme rather than to a specific school location, and if admitted, transportation will be provided to the programme location assigned to the student’s residence.
 - c) Programme locations and boundaries may be adjusted at the discretion of PGCPS.
- v. IB Reciprocity
 - a) Requests of students seeking reciprocity to the IB programme after participating in an IB program in another jurisdiction will be reviewed on a case-by-case basis by the receiving school’s IB Coordinator.



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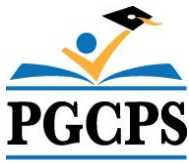
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- b) Requests should be submitted at the time of registration and should be accompanied by relevant documentation, (i.e., transcripts, four-year planner, and course offerings) from the programme and the student's level of participation in the former jurisdiction.
2. Enrollment into the IB Programs - Parents and students will submit the application packet to the PGCPS' IB Office.
 - a. Students meeting the criteria set in the application materials will be offered a placement in the IB DP at the IB boundary school serving their residence based on available seats.
 - b. This placement is with the intention of being a full Diploma Candidate in Grades 11 and 12 upon meeting program and school requirements. Once accepted, students will attend the IB boundary school serving their residence based on available seats.
 - c. The student and parent must sign an agreement to uphold the standards and requirements of the IB DP at the designated IB school.
 - d. If a change of address occurs after placement in Grades 9 and 10, the student must enroll in the IB school that services the new address.
 - e. If the change of address occurs after grade 10, the parents may request a transfer using the SchoolMAX Family Portal or contact the Student Transfer Office for the student to remain at the previous school. Parents must agree to abide by the conditions of the transfer.
- B. Monitoring and Exiting – Continuation of a student in the IB Programme will depend upon the successful demonstration of minimal proficiencies in the coursework along with adhering to the PGCP Student Code of Conduct. Students who fail to maintain a “C” average or higher in one or more of their courses during Grades 9 and 10 or IB DP six course groups (English Language and Literature, Language Acquisition, Individuals and Societies, sciences, mathematics, and art) will be given academic assistance prior to exiting the program.
 1. Academic Monitoring
 - a. At the end of the marking period in which the student experiences academic difficulty, the IB Coordinator and the IB Professional School Counselor will meet with the student and the student's parent or guardian to review expectations and develop a support plan for the student for the following marking period.



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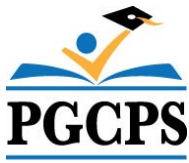
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- b. The support plan will include academic assistance to the student in the concerned subject area(s) and regular meetings with the student to monitor progress. The support plan may vary from school to school and is dependent upon the student's individual circumstances.
 - c. At the end of the next marking period, a student who has received academic assistance and who fails to maintain a "C" average or better in required courses will be referred to the School Instructional Team (SIT) for review. Based on that review, a determination will be made if additional support is warranted or if the student should be considered for withdrawal from the program at the end of the school year. The school must maintain a log and/or documentation of the support provided and meetings held during the marking period.
2. Academic Withdrawal
- a. If withdrawal is the recommendation of the school team, documentation must accompany the written request for removal from the program and be forwarded to the Associate Superintendent and the Director of Curriculum and Instruction for review and determination.
 - b. If the Associate Superintendent has approved the removal, the principal will notify the parent in writing of the decision to return the student to the regular attendance area school at the end of the school year or during the course of the school year, if it is in the best interest of the student. The school registrar sends the student's withdrawal papers to the student's boundary school.
 - c. The principal will send a copy of the withdrawal letter to the Department of Pupil Accounting and School Boundaries. The student will be removed from the program participation file.
 - d. Due to the high level of required directed instruction and rigor of the courses, regular attendance is required for the IB DP. If it is determined that a student's attendance requires intervention, written notification will be provided to the parents by the IB Coordinator and/or the Professional School Counselor. Attendance interventions initiated by the IB Coordinator or Professional School Counselor will include a parent conference and a strategic intervention plan provided by the SIT. Students who have received attendance interventions and were unsuccessful in improving attendance will be referred to the SIT for a final decision about removal from the program.
 - e. Students in violation of the Code of Student Conduct eliciting a level 4 or 5 response may be exited from the program at the discretion of the principal



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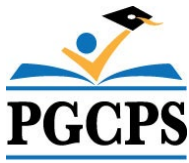
and Associate Superintendent. If removed, students would be returned to their boundary high school.

3. Behavior Monitoring

- a. A student is considered to be experiencing behavioral difficulty when exhibiting disciplinary conduct that significantly disrupts the educational environment, indicating their unwillingness to continue participation in the IB program or causing actual or potential harm to other students, staff or him/herself.
- b. Behavioral support initiated by administrators, coordinators, and or school counselors will include a parent conference, strategic intervention provided by the SIT/SST and written action plan.
- c. Whenever it is determined that a student is in need of behavioral intervention, written notification of that determination will be provided to the parents/guardians.
- d. At any time, parents/guardians, teachers, counselors, administrators and/or coordinators may request a behavioral review of a student's conduct.
- e. Due to the high level of required directed instruction and rigor of the courses in which IB students are taught, certain behaviors may be grounds for a student forfeiting their placement in the program. The SIT/SST and school principal will weigh the unique factors of each case and range of interventions, management strategies and responses needed in accordance with the Code of Student Conduct in the Student Rights and Responsibilities Handbook.
- f. The school SIT/SST will reconvene as appropriate to discuss a student's progress.

4. Behavior Withdrawal

- a. If substantial improvement has not been made on a student's behavior plan, the principal shall consult with the program coordinator to make a decision regarding the student's status in the program and notify the parent, Instructional Director, and Pupil Accounting of the decision, as needed.
- b. If withdrawal is the recommendation of the principal and program coordinator, documentation to include progress monitoring notes, and all other documentation must accompany the written request for removal from the program and be forwarded to the Instructional Director and Chief of School Support and Leadership.



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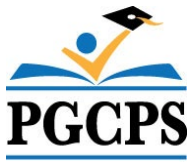
- c. If withdrawal is recommended and approved by the Chief of School Support and Leadership, the principal will send a copy of the withdrawal letter to the Department of Pupil Accounting.
- d. The student will be removed from the program file.
- e. The school counselor/registrar will advise the parent/guardian and student on withdrawal and registration processes (see Administrative Procedure 5111 Registration and Withdrawal of Students).

5. Attendance Requirement

- a. Refer to AP 5113, Student Attendance, Absence and Truancy regarding attendance policies.
- b. Whenever it is determined that a student's attendance requires intervention, written notification of that determination will be provided to the parent(s)/guardian(s).
- c. Notification to parent(s)/guardian(s) regarding consecutive or chronic absences is provided if the student has missed three (3) school days in a quarter. The parent(s)/guardian(s) should be called or emailed by the teacher.
- d. School Administrators, coordinators, and teachers may request a review of a student's attendance in PGCPS courses if a student has eight (8) unlawful absences from a class in a quarter, fifteen (15) unlawful days in a semester or twenty (20) or more unlawful absences from school in a year.
- e. Attendance interventions initiated by administrators, coordinators and/or school counselors will include a parent conference(s) and strategic intervention(s) provided by the School Intervention Team (SIT).

6. Attendance Withdrawal

- a. Students who have received attendance interventions and were unsuccessful in consistently improving attendance will be referred to the principal and program coordinator for a final decision.
- b. If withdrawal is the recommendation of the school team, the student will be withdrawn from the program and be forwarded to the Chief of School Support and Leadership or designee, Associate Superintendent, and Instructional Director for review.
- c. Withdrawal supporting documentation must include: (1) the student's withdrawal letter; (2) the student's action plan; and (3) any other



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documentation pertaining to the student's withdrawal (e.g., report card, behavioral plan, attendance record, etc.).

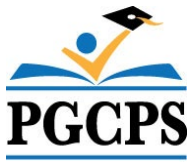
- d. The principal will send a copy of the withdrawal letter to the Department of Pupil Accounting. A copy will be in the student's program file inside the cumulative folder.

C. Appeals Process

1. The Chief of School Support and Leadership, or their designee shall make determinations regarding removal from the program under this administrative procedure. If the parent or guardian requests further review, the Office of Appeals serves as the Chief Executive Officer's (CEO) designee.
2. A parent/guardian who wishes to appeal a withdrawal decision must submit a written appeal to the Office of Appeals within ten (10) calendar days of receiving the decision. The student is enrolled at their boundary school pending the decision of the appeal. The parent/guardian should indicate the reason for seeking a review of the decision and may include additional information for consideration.
3. The Office of Appeals will determine if there was a material departure from the policies and procedures by the program coordinator, principal or Instructional Director which adversely impacted the appellant.
4. An appeal from the decision by the Office of Appeals to the Board of Education must be made in writing and received by the Board Office within ten (10) days of the date on the decision letter by the Office of Appeals, acting as the CEO's designee.
5. If there is additional information in the appeal to the Board of Education, the Office of Appeals will be given an opportunity to respond in writing and shall provide a copy of its response to the appellant before the Board of Education considers the appeal.
6. The Board of Education's decision shall be final and rendered in writing.

VI. COMPLIANCE AND MONITORING:

- Schools will maintain a list each year of students accepted in the IB program, unless they are school wide. Schools will also keep a copy of each SIT case related to IB in a secure file located in the main office. The folder should be titled "IB SIT Cases" and should include the school year in the title. There should be a folder for each school year.
- At the end of the marking period in which the student experiences academic difficulty, the IB Coordinator and the IB Professional School Counselor will meet with the student and the student's parent or guardian to review expectations and develop a support plan for the student for the following marking period.



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- Behavioral support initiated by administrators, coordinators, and or school counselors will include a parent conference, strategic intervention provided by the SIT/SST and written action plan.

VII. **RELATED PROCEDURES:**

- Administrative Procedure 5110.3 - Student Transfers.
- Administrative Procedure 5111 Registration and Withdrawal of Students;
- Administrative Procedure 6142.3 - Monitoring and Exit Procedures for the Science and Technology Program; and
- Administrative Procedure 6142.2 - Talented and Gifted

VIII. **MAINTENANCE AND UPDATE OF THESE PROCEDURES:** These procedures originate with the Department of Curriculum and Instruction under the Division of Academics that is responsible for procedural review and update.

IX. **CANCELLATIONS AND SUPERSEDURES:** None. This is a new administrative procedure.

X. **EFFECTIVE DATE:** September 2, 2021