



ADMINISTRATIVE PROCEDURE

THE INTERNATIONAL BACCALAUREATE PROGRAMMES®

AP No. 6143.1

Effective Date: September 29, 2025

- 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 Prince George's County (Board) 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) Programme offers a continuum of programs that 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. *Behavior Intervention Plan (BIP)* – A proactive, data-based, structured plan that is developed as a result of a functional behavior assessment which is consistently applied by trained staff to reduce or eliminate a student's challenging behaviors and to support the development of appropriate behaviors and responses.

- B. *Diploma Programme (DP), Grades 11-12* – The DP is a specialty program. Students seeking entrance into selection-based Diploma Programmes must meet the application criteria for admission.
- C. *Functional Behavior Assessment (FBA)* – The systematic process of gathering information to guide the development of an effective and efficient behavior intervention plan for the student’s problem behavior.
- D. *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.
- E. *Open-access Specialty Program* - Whole-school programs are located in neighborhoods where every child within the boundary automatically participates in the specialty program.
- F. *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.
- G. *Selection-based Specialty Program* - 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.
- H. *Student Intervention Team (SIT)* - The SIT is a school-based problem-solving team comprised of faculty members, usually general educators, who meet to help a teacher(s) identify and implement appropriate interventions for students who need support so that they are ready and able to learn, as well as students who are in need of support for academic acceleration
- I. *Student Support Team (SST)* - The SST is a multidisciplinary team with expertise in teaching and learning, problem solving, and interventions. It is used when strategies and/or interventions facilitated by the SIT for a student have proven unsuccessful. Additionally, the collaborative problem-solving processes followed by the SST promote shared ownership for student, school, and district success and help to reduce the disproportionate identification of certain student groups for special education services.

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 open-access 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 in the MYP. The MYP is a whole-school open-access program, and all students attending a school that offers the MYP automatically participate in the program. Special considerations are provided for students who do not reside within the same comprehensive feeder pattern:
 - 1) 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 their boundary middle school. Parents of out-of-boundary students may submit a Special Transfer Request through the student information system 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.
 - 2) Middle school students who have completed 8th grade MYP can continue into MYP in high school, if the program is available in their boundary high school. All out-of-boundary students may apply for MYP continuation into the MYP high school via the application provided by the school-based coordinator. These cases are reviewed by the school-based coordinators and the IB Office on a case-by-case basis based on available seats. Enrollment is not guaranteed.
- c. Diploma Programme (DP), Grades 11-12
 - 1) 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.
 - 2) 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 DP without having to complete an application packet. TAG students who meet these requirements have a guaranteed placement into the IB Program. Students must accept their IB placement by the deadline date to secure a seat. Once the deadline has passed, acceptance will be evaluated on a case-by-case basis as determined by available seats.

- a) Requirements for TAG Center Continuity:
 - i. Completion of TAG Center Middle School Program;
 - ii. 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);
 - iii. Level 1 of World Languages (preferably Spanish, French, or Chinese); and
 - iv. Passed Math 8 Honors or higher.

3) 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.

4) IB Reciprocity

- a) Requests by students seeking reciprocity to the IB programme after participating in an IB programme in another jurisdiction will be reviewed on a case-by-case basis by the receiving school's IB Coordinator.
- b) Requests should be submitted at the time of registration into PGCPs 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 Programmes®

- a. Parents and students will submit the via the Specialty Programs application process during the application window.

- 1) Students meeting the criteria set in the application materials will be offered a placement in the IB program at the IB boundary school serving their residence, based on available seats.
 - 2) This placement is with the intention of being a full Diploma Candidate in Grades 11 and 12 upon meeting programme and school requirements. Once accepted, students will attend the IB boundary school serving their residence based on available seats.
 - 3) The student and parent must sign an agreement to uphold the standards and requirements of the DP at the designated IB school.
- b. 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.
 - c. If the change of address occurs after grade 10, the parents may request a transfer using the student information system 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 PGCPS 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 the DP’s six course groups (English Language and Literature, Language Acquisition, Individuals and Societies, sciences, mathematics, and art) will be given academic support prior to being exited from the program.
1. Academic Monitoring
 - a. The classroom teacher or school-based specialty program coordinator will refer the student needing academic support to the Student Intervention Team (SIT) per Administrative Procedure 5124 – Student Intervention Team (SIT) and Student Support Team (SST).
 - b. The academic support plan will be discussed and created by the SIT to include classroom-level interventions and other supports as needed. The program coordinator will provide written notification of the finalized academic support plan to the parent/legal guardian.
 - c. Students who have received academic interventions or support for the identified time period and have not consistently improved their academic achievement will be referred to the Student Support Team (SST) for further strategies and/or interventions. The Program Coordinator/SST Chair or Principal’s designee will notify the parent/legal guardian in writing that the

student has been referred to SST. Additionally, the parent/legal guardian will be invited to the SST meeting.

- d. Once the student is referred to SST, the developed academic support plan will be implemented and monitored as determined by the team. If the student does not progress academically after the established timeframe, by way of passing grades, the SST should determine if a referral to the Section 504 team or Individualized Education Program (IEP) team is necessary. If the student is ineligible for a 504 plan or IEP, the Principal, in consultation with the school-based program coordinator, will decide whether the student can remain in the program or must return to the comprehensive school program and notify the parent/legal guardian, Instructional Director, and the Office of Pupil Accounting and School Boundaries of the decision, as needed.
- e. At any time, the parent/legal guardian, teachers, counselors, and/or administrators/coordinators may review the student's grades in the student information system.
- f. Students with IEPs/504 plans:
 - 1) Whenever it is determined that a student with an IEP or a 504 plan is experiencing academic difficulties, the school-based program coordinator will provide written notification of that action to the parent/legal guardian, teachers of record, and the student's IEP/504 case manager. The school-based program coordinator, the student's parent/legal guardian, and/or the IEP/504 case manager will determine whether the IEP/504 team should convene to address the student's need for academic support.
 - 2) If the student is not making sufficient progress toward achievement of their annual IEP/504 goals at the end of any marking period, the IEP/504 team, including the parent/legal guardian, shall convene an IEP/504 meeting to determine the academic support and services that will be provided to the student, as appropriate (refer to the PGCPs Special Education Process Guide).

2. Behavior Monitoring

- a. A student is considered to be experiencing behavioral difficulty when: (1) exhibiting disciplinary conduct that significantly and/or persistently disrupts the educational environment, (2) causes actual or potential harm to other students, staff, or self, or (3) is out of compliance with the Code of Student Conduct in the Student Rights and Responsibilities Handbook, as documented in the student information system.

- b. For students who are suspended ten (10) days or more in a school year, if the student has an IEP or the behavior may be related to any disability of the student, the disciplinary procedures for special education must be followed.
- c. Behavioral support initiated by administrators, coordinators, and/or school counselors will include a parent/legal guardian conference, strategic intervention provided by the SIT, and a written behavior support plan in accordance with AP 5124.
- d. Depending on the intervention, the behavior support plan should be reviewed and monitored by the SIT/SST for the identified time period. However, the parent/legal guardian, teachers, counselors, administrators/coordinators may request a behavioral review of a student's conduct by the SIT at any time.
- e. Due to the unique settings in which IB programme students are taught, certain behaviors may be grounds for a student forfeiting their placement in the programme. The SIT and the Principal will weigh the specific circumstances of each case and the range of interventions, management strategies, and responses needed in accordance with the Code of Student Conduct in the Student Rights and Responsibilities Handbook and state and federal law.
- f. The school SIT/SST will reconvene as appropriate to discuss a student's progress.
- g. In the case of a student with an IEP who is experiencing behavioral difficulties, the IEP team will convene as appropriate to consider the use of positive behavioral interventions, supports and other strategies to address the student's behavior. This may include, but is not limited to, developing behavior goals, conducting a Functional Behavioral Assessment, and/or the need to implement a Behavioral Intervention Plan to address the student's interfering behavior. The student's IEP team will reconvene as appropriate to discuss the student's progress.

3. Attendance Requirement

- a. Refer to AP 5113 (Student Attendance, Absence, and Truancy) as well as the specific Specialty Program contract regarding attendance policies.
- b. Additionally, the program coordinator should provide email notification to the parent/legal guardian regarding consecutive or chronic absences if the student has three (3) or more unlawful absences in a quarter. School administrators, coordinators, and teachers may request a review of a student's attendance in PGCPs courses by the SIT if a student is in jeopardy of exceeding unlawful absences, as explained in AP 5113.

- c. Attendance interventions initiated by administrators, specialty program coordinators, or school counselors will include a parent/legal guardian conference(s) and strategic intervention(s) provided by the SIT. Whenever it is determined that a student's attendance requires intervention, the SIT will provide written notification to the parent/legal guardian.
 - d. If a student with an IEP is experiencing attendance difficulties (*i.e.*, school avoidance, medical issues) which are impeding their ability to access the general education curriculum, the IEP team, including the parent(s), shall convene to consider the use of positive behavioral interventions and supports, and other strategies, to address the attendance concerns.
 - e. Students with chronic absences, both lawful and unlawful, will be referred to the SIT to address the underlying problems that lead to the absenteeism. This is inclusive of students with 504 accommodations and students with an IEP. A SIT or IEP meeting will be convened to discuss the attendance issues.
 - f. If the student's attendance does not improve after the established intervention has been implemented, the withdrawal process from the program will be initiated.
4. Academic, Behavior and Attendance Withdrawal
- a. If a student is not making progress after going through the SIT and/or SST process, including interventions and support plans, the school may begin discussing withdrawal from the programme.
 - b. If the team determines that withdrawal is the next step and a transfer back to the boundary school is recommended, the Principal will:
 - 1) Create an official withdrawal letter to include information on the appeal process.
 - 2) Communicate with the Central Office Program Supervisor who will provide a form for the documentation to be uploaded. The Central Office Program Supervisor will work with the school-based coordinator to review all documentation and provide a recommendation to forward to the Instructional Director.
 - 3) Communicate in an email the recommendation along with the documentation to the Instructional Director, Associate Superintendent of High Schools, Chief of School Support and Leadership and copy the appropriate Central Office Program Supervisor.

- 4) Upon approval of feedback and agreement from the Instructional Director and Central Office Program Supervisor, Associate Superintendent, Chief of School Support and Leadership, and the appropriate program Supervisor, the school counselor/registrar will advise the parent/legal guardian on the withdrawal and registration processes (see AP 5111 Registration and Withdrawal of Students) and will send a copy of the withdrawal letter to the parent/legal guardian via the confirmed email address on file in the student information system.
 - 5) The Principal will also send a copy of the withdrawal letter to the Office of Pupil Accounting and School Boundaries. Once this is completed, the student will be removed from the program file.
- c. If a student with an IEP/504 plan is recommended for withdrawal after the IEP/504 team has also reviewed it, the IEP/504 team must also determine the appropriate placement at which the student's IEP/504 plan can be implemented, as written. The Principal will then follow the steps in Section V.B.4.b. above.
 - d. Documentation must be maintained for easy access so that it may be provided to the Office of Appeals in case there is an appeal. The withdrawal supporting documentation must include (1) the student's withdrawal letter; (2) the student's appropriate support plan that the school implemented; and (3) any other documentation pertaining to the student's withdrawal (*e.g.*, report card, attendance record, emails related to support, etc.).
 - e. This packet should be filed in the cumulative folder behind the withdrawal letter.
 - f. For behavior withdrawals, it should be noted that a student may be subject to immediate removal from the specialty program for documented behavioral violations that include, but are not limited to: arson, assault, bullying, sexual harassment, theft, threat, use/distribution of controlled substances, and use/possession of weapons or instruments used as such.
 - g. Withdrawal should only take place at the end of the first semester or the end of the year and after grades have been published.
 - h. A parent/legal guardian may appeal a decision of removal as described in the letter sent and in the Appeal Process below.

C. Appeals Process

1. A parent/legal guardian who wishes to appeal a program withdrawal decision must submit a written appeal to the Chief Academic Officer within ten (10)

business days of the timestamp on the email containing the letter of withdrawal. The student is enrolled at their boundary school pending the decision of the appeal.

2. The parent/legal guardian must indicate in their written appeal the reason for seeking a review of the decision and may include additional information for consideration.
3. The Chief Academic Officer 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. The Chief Academic Officer will render a decision based on the information provided by the school and the parent/legal guardian in alignment with this administrative procedure. Notification of this decision will be sent electronically via the confirmed email address on file in the student information system.
5. An appeal of the decision of the Chief Academic Officer to the Office of Appeals and Hearings (Office of Appeals) must be made in writing and received by the Office of Appeals within ten (10) business days of the date on the decision letter by the Chief Academic Officer.
6. The parent/legal guardian must indicate in their written appeal the reason for seeking a review of the decision and may include additional information for consideration.
7. The Office of Appeals will determine if there was a material departure from the policies and procedures by the school Program Coordinator, Principal, or Instructional Director that adversely impacted the appellant.
8. The Office of Appeals will render a decision based on the information provided by the school, parent/legal guardian, and Chief Academic Officer in alignment with this administrative procedure.
9. An appeal from the decision by the Office of Appeals to the Board must be made in writing and received by the Board Office within 30 calendar days of the date on the decision letter by the Office of Appeals, acting as the Superintendent's designee.
10. The Board will determine if there was a material departure from the policies and procedures by the school Program Coordinator or Principal that adversely impacted the appellant.

11. If additional information is included in the appeal to the Board, the Office of Appeals will be allowed to respond in writing and shall provide a copy of its response to the appellant before the Board considers the appeal.
12. The Board's decision shall be rendered in writing.
13. If the decision to withdraw the student is overturned by an appeal at any level, and the parent/legal guardian re-enrolls the student at the specialty program school, the school counselor will add the student to the SIT agenda regarding classroom-level interventions and other supports as needed for the student to reacclimate.

VI. MONITORING AND COMPLIANCE:

- A. Schools will maintain a list each year of students accepted in the IB programme, unless they are an open-access programme. 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.
- B. 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/legal guardian to review expectations and develop a support plan for the student for the following marking period. 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 ADMINISTRATIVE PROCEDURES:

Administrative Procedure 5110.3 – Student Transfers
Administrative Procedure 5111 – Registration and Withdrawal of Students
Administrative Procedure 6142.2 – Talented and Gifted Student Program
Administrative Procedure 6142.3 – Entrance, Monitoring and Exit Procedures for the Science and Technology Center Programs and Aerospace Engineering and Aviation Technology Program

VIII. MAINTENANCE AND UPDATE OF THIS ADMINISTRATIVE PROCEDURE:

This administrative procedure originates with the Department of Curriculum and Instruction under the Division of Academics that is responsible for procedural review and update.

IX. CANCELLATIONS AND SUPERSEDURES: This administrative procedure supersedes the administrative procedure from July 1, 2024.

X. EFFECTIVE DATE: September 29, 2025