Bryan ISD Mission Statement
Bryan ISD, through innovation and choice in educational offerings, will provide positive experiences that ensure high school graduation and post-secondary success.

Travis B. Bryan High School Mission Statement
The Bryan High School community is committed to developing successful, lifelong learners who think, care, and serve in a global society.

IB 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.
Dear Parents and Students,

Bryan High School’s mission is to provide each student with an environment in which he or she may achieve his or her personal best to become a responsible and productive citizen in an ever-changing world. It is estimated that “65% of today’s school children will eventually be employed in jobs that have yet to be created” (McLeod and Fisch). Since the job skills learned today may be obsolete in three to five years, the need to know how to learn continually is paramount. The need to collect and process information and communicate effectively using oral, written, and multimedia methods in a variety of forms and languages is important. To think strategically and to be able to creatively solve problems is to be prepared for the jobs of the 21st century.

The interdisciplinary style of thinking and questioning of the IB programme is ideally suited to provide the necessary skills, academic knowledge, proficiency in a second language, and the compassion needed to work and live well with others from around the globe. This programme is also recognized by universities worldwide as a symbol of academic excellence and achievement.

The IB programme is open to any student in Bryan ISD who is looking for an academic challenge, a broadened perspective, and a desire for personal, emotional, and social growth. A student entering the diploma program is committing to a two-year course of study in their junior and senior years. The IB faculty and administration have prepared this handbook to assist you in your time with the IB programme. Please use this handbook as a guide to benefits, policies and expectations for the IB program.

Best wishes,

Sarah Patterson
IB Coordinator
Sarah.Patterson@bryanisd.org
979-209-2412
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Overview

Why the IB Program is Ideal Preparation for College

Students will:

- be encouraged to think independently and drive their own learning
- take part in programmes of education that can lead them to some of the highest ranking universities around the world
- become more culturally aware through the development of a second language and exposure to world literature and international perspectives
- be able to engage with people in an increasingly globalized, rapidly changing world.
- become part of a community of learners who are all focused on similar post-secondary goals.
- participate in a curriculum that is not only rigorous in all content areas but focuses on creating strong writers.
- be part of a program that focuses on the whole student. The Learner Profile is central to all courses. The development of students’ character is woven into all curricula. Students are expected to be inquirers, thinkers, communicators, risk-takers, knowledgeable, principled, open-minded, balanced, reflective, and caring.

Benefits of IB:

- It offers academic breadth and depth: IB Diploma Program students are 21% more likely to be admitted into 10 of the most prestigious universities, including Harvard, Princeton, Yale, and Stanford.
- Colleges value students with meaningful experiences beyond the classroom. Creativity, Action, and Service encourages learning through direct experience.
- It is a qualification recognized by universities around the world. Many universities offer credit and/or preferential admissions consideration to IB Diploma candidates. Ex: Texas Tech grants automatic admission to Tech’s honors program to students with the IB Diploma. Many universities (Stanford, Princeton, Duke, MIT, Emory, Notre Dame) include “TOK and EE additional points... in admissions decisions.”
- Students outperform their peers on state assessments.
- Students have higher acceptance rates to colleges.
- Students perform better in post-secondary education than their peers.

University Recognition and College Credit

The International Baccalaureate® (IB), and the Diploma Programme (DP) in particular, enjoy a high level of respect and recognition among the world’s higher education institutions. The IB diploma is widely recognized by colleges and universities around the world as superior preparation for students to succeed at post-secondary institutions. For students, success in the IB often results in advanced standing, course credit, scholarships, and other admissions related benefits at many universities.
In Texas, all public institutions of higher education are required to grant at least 24 hours of credit to entering students who have obtained an IB Diploma and received scores of at least 4 on all examinations taken to achieve the diploma (Texas Education Code [TEC] §51.968, 2005).

Universities have the option to award some course credit regardless of a student’s IB Diploma status, and high scores in individual courses can result in course-specific credits. Policies for awarding course credit are defined by each university. Be sure to investigate the school you are interested in for the IB credit policy. To see an example of how IB transfers to college credit, follow the link below to Texas A&M University. [http://testing.tamu.edu/TestingServices/media/Media/PDFs/AP-IB.pdf](http://testing.tamu.edu/TestingServices/media/Media/PDFs/AP-IB.pdf)

**BISD IB Application and Selection Process**

**Current IB and BHS PreIB students in 9th, 10th, or 11th grade** will receive a “Continuing in Program” letter each year. Students and their families should follow the directions in the letter to inform the IB Coordinator of their plans to continue or exit the program.

**Current 8th graders and students new to IB (grades 9-11)** should complete an IB Application. This is published each spring and posted on the Bryan High IB website as well as the BISD Advanced Academics website. If zoned for Rudder, students must also complete a transfer application. Decision letters will be mailed, and students and parents must complete the decision letter and return it to Sarah Patterson by the due date.

**Review Process**

Transcripts are reviewed to assess the level of achievement in prior classes. The scores of an applicant should be all passing, with the majority of them A or B in the 8th, 9th, and 10th grades. One D or F score will not automatically disqualify an applicant, but will be reviewed more closely to check for subsequent improvement in later grading periods.

State test scores should be passing (meets) or commended (masters) in the majority of subjects. A failing score may mean that a student is not on grade level, but the student may be accepted into the Diploma Program on a probationary basis if the classroom grades in that subject are significantly higher.

Students who have Special Educational needs are reviewed by their counselor and the IB Coordinator to determine if the needs of the student are those that can be met and accommodated for within the BHS SEN Policy for the IB Diploma Program. Students whose special arrangements would be authorized under the IB Principles are accepted, and necessary accommodations and supports are planned through 504 or ARD meetings and through application for Inclusive Assessment Arrangements with IB.
Program Elements

IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS
We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE
We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS
We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS
We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED
We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED
We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING
We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS
We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED
We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional— to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE
We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.
Theory of Knowledge

Theory of Knowledge (TOK) is assessed through an oral presentation and a 1,600 word essay. It asks students to reflect on the nature of knowledge, and on how we know what we claim to know. TOK is part of the IB Diploma Programme core, and is mandatory for all DP students. This takes place in the spring of the junior year and the fall of the senior year. Students are assessed on an essay and a presentation and receive a letter grade score of A-E. Failure to complete TOK or a score of “E” is a failing condition and no diploma is awarded.

Extended Essay

The extended essay (EE) is an independent, self-directed piece of research, finishing with a 4,000-word paper. As a core component of the Diploma Programme, the extended essay is mandatory for all DP students. Although the task of writing such a piece may seem overwhelming, there are many checkpoints built into the EE process to help students divide the task into manageable chunks.

Students first choose a subject, then a more specific topic, and finally a well-focused research question. From this point, students conduct research, create an outline, and submit their progress at several word count marks (500, 100, 2000, 3000 and 4000). Students are paired with a supervisor with appropriate content knowledge. The entire process spans more than a year.

The EE is then submitted to IB and awarded a letter grade of A-E. The EE is a compulsory component of the Diploma Program. Failure to complete or a score of “E” is a failing condition and results in no diploma being awarded.


Creativity, Activity, Service

CAS is intended to move IB students out of the academic arena and help them learn through life experiences.

Creativity provides students with the opportunity to explore their own sense of original thinking and expression. The Activity strand promotes lifelong healthy habits related to physical well-being. The Service strand is for students to understand their capacity to make a meaningful contribution to their community and society.

CAS emphasizes reflection, which informs students’ learning and growth by allowing students to explore ideas, skills, strengths, limitations, and areas for further development as well as consider how they may use prior learning in new contexts. For most students, documentation of experiences already a part of their current extracurricular schedule will meet the requirements for the IB diploma. Students are encouraged to continue participating in Bryan High School clubs, sports teams, and organizations as well as community activities and organizations.

CAS starts at the beginning of the Diploma Programme and covers an 18-month period. Students are expected to participate in CAS activities on a regular basis, ideally weekly. Some
components of CAS are individual, but students must also participate in a collaborative project that lasts at least one month.

All CAS students are expected to maintain and complete a CAS portfolio as evidence of their engagement with CAS. The CAS portfolio is a collection of evidence that showcases CAS experiences and student reflections; it is not formally assessed. All experiences and reflections must be completed on or before April 30 of the senior year. CAS is an IB diploma requirement and lack of attention to this requirement will result in denial of the IB diploma.

The CAS handbook in its entirety can be found on http://bryanhighnorseman.com/ib.

Diploma Program Requirements

The IB Diploma Pathway

To earn the IB Diploma, a student must successfully complete:

1. **At least one course and an IB examination in each of the six subject area groups listed below.** To allow for specialization, normally three subjects (but not more than four) are chosen at Higher Level (HL) and to ensure a broad education, three subjects are chosen at Standard Level (SL). Higher Level subjects require intensive, in-depth study over two years and HL examinations are taken in the senior year. Students are required to take three HL tests: HL Literature (English), HL History, and a third HL of their choice. Standard Level courses are less demanding, but are still on par with introductory college level courses. SL courses require one or two years of study depending on the specific course. At least one but no more than two SL tests must be taken at the end of the student’s junior year. The remaining SL test(s) are then taken at the end of senior year.

   **Group 1 – Language:**
   English A1 Literature HL

   **Group 2 – Foreign Language:**
   French SL, or *ab initio* SL
   Spanish SL, HL, or *ab initio* SL
   Chinese SL, or *ab initio* SL

   **Group 3 – Individuals & Societies**
   History of the Americas HL
   Economics SL or HL

   **Group 4 – Experimental Sciences**
   Biology SL or HL
   Chemistry SL or HL
   Physics SL
   Computer Science SL or HL

   **Group 5 – Mathematics**
   Mathematics AA SL or HL

   **Group 6 – Arts**
   Music SL or HL
   Visual Arts SL or HL
   Film SL or HL
   Theatre SL or HL

* A second course from Groups 2, 3, or 4 may replace the Group 6 requirement.
In addition to the exams, students are evaluated on a portion of their regular course work (For example, laboratory work, essays, portfolios, projects, etc.) that is completed in each class. These internal assessments are externally moderated by an IB Examiner. Each subject is graded on a scale of 1 (minimum) to 7 (maximum). The award of the IB Diploma requires a minimum total of 24 points.

For course descriptions, please see the subject briefs at http://bryanhighnorseman.com/ib or the course guide at https://sites.google.com/a/bryanisd.org/bhs-counselors/course-guide.

2. The Theory of Knowledge (TOK) course (see p 7)

3. An Extended Essay, of about 4,000 words, on a topic of the student’s choice (see p 7)

4. The Creativity, Action, and Service (CAS) component. (see p 7)

A minimum of 24 points must be attained to receive the IB Diploma. The score from each subject (1 to 7 points) contributes to the total. A student may also earn points based on their scores for the Theory of Knowledge course and the Extended Essay. The chart below shows the relationship between the grades earned for TOK and EE and bonus points earned. Note that failure to complete TOK or the Extended Essay will keep a student from earning the Diploma.

<table>
<thead>
<tr>
<th>TOK / EE Score</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>Failing Condition</td>
</tr>
<tr>
<td>C</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>E</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Failing Condition</td>
</tr>
</tbody>
</table>

IB Course Pathway (No Diploma Earned)

Many IB courses are open to any student. Students will pursue the same course of study and complete the same assessments in that subject as are required for the Diploma. The last three requirements listed above for the IB Diploma (TOK, Extended Essay and CAS) are not part of the Course option. Students who transfer to Bryan High School from another BISD school must enroll in and complete at least two IB courses each year in order to have a valid reason to request a transfer for IB.
The courses available to students pursuing individual IB Certificates are as follows:

- Spanish HL
- French HL
- German HL
- History of the Americas HL
- Economics HL
- Biology HL
- Chemistry HL
- Physics SL
- Computer Science SL or HL
- Mathematics AA SL or HL
- Film - SL or HL
- Music - SL or HL
- Theatre - SL or HL
- Visual Arts - SL or HL

Assessments

IB Assessments are criterion-referenced assessments. Each student is assessed in relation to identified standards and criterion rather than against the work of other students. Students, parents, and staff are made aware of the IB assessment criterion by:

- Teachers’ shared course curricula, scope and sequence, and syllabi
- Teachers’ direct instruction
- Informational meetings provided by the IB Coordinator
- IB Examination meetings provided by the IB Coordinator for all grade 11 and 12 students preparing for IB examinations
- Bryan High School website
- IBO website

IB courses are assessed both internally and externally.

IB Internal Assessments

Internal assessment allows student assessment to be carried out by IB teachers over the duration of the course. Examples of these include essays, presentations, oral commentaries or interviews, projects, and lab work. Teachers mark individual pieces of work, and this grade counts as a percentage of the students’ overall IB score for that course. A required sample of the teacher-marked work is sent to an IB moderator who then evaluates the teacher’s application of the grading rubrics. Teachers are required to submit Internal Assessment scores to the IB DP Coordinator prior to submission to the IBO.

The calendar dates for the completion of the Internal Assessments are governed by the Bryan High School IB calendar. This calendar is provided to students and is posted on the Bryan High IB website. It is designed to fairly provide equitable distribution of internal assessment over grades 11 and 12, to reduce stress on students, and to allow time for teachers to provide feedback on drafts, check the authenticity of the work, mark the final pieces of work, and prepare moderation samples in an organized fashion. The calendar is designed with input from teachers and feedback from students graduating from the program.

IB External Assessments

External assessment refers to work that is conducted and overseen by examination invigilator (proctors) and is then sent to IB examiners to be graded externally. External assessments are internationally benchmarked, which balances valid measurement with reliable results. These external
assessments are primarily end-of-course examinations, but also include work such as the Extended Essay, English A1 Written Assignment, Languages Other than English Written Assignments, and the Theory of Knowledge essay. Travis B. Bryan High School adheres to the External Assessment due dates as determined by the IBO. Students and parents are provided an IB examination calendar which is posted on the Bryan High website.

*Details about subject-specific assessments can be found in the course descriptions and/or course syllabi.*

**IB Course Information**

**Importance of Course Selection**

Bryan ISD and Bryan High School determine staffing levels and the master schedule based upon the course selections that students make each spring. Also, IB Diploma candidates must complete 3 (or 4) HL courses and 3 (or 2) SL courses. A student may take no more than 2 SL tests in the junior year. With such constraints, students need to carefully weigh their options and evaluate their strengths, weaknesses, and interests before selecting courses and levels. Students should pursue frank discussions with their teachers and their parents so as to select the most appropriate slate of courses for the completion of the diploma.

**IB Diploma and Course Candidates**

Diploma students in IB courses will stay with their selections unless a schedule conflict arises that does not allow completion of the Diploma Requirements. In this case, students might be asked to make a substitution (i.e. switching IB physics for IB chemistry). The same applies for course candidates if the student has no other options to fit all course selections into the school day. Otherwise, the courses that were selected in the spring of the sophomore year will stand.

*If a student exits an IB course or the IB program after fees have been paid for that year by Bryan ISD, he/she will be responsible for reimbursing the district.*

**BHS PreIB Students**

Students in grades 9 and 10 who have expressed desire in the IB program will be placed into BHS Pre-IB English and BHS Pre-IB math courses. These courses have been specifically designed to cover state standards as well as prepare students for the content and assessment structure of IB courses. If a student chooses to switch out of BHS PreIB courses, he or she is diminishing the likelihood of success in IB courses and will not be allowed to pursue the full diploma.
Transfer Students

A student zoned for another high school who has transferred to Bryan High for the reason of participating in the IB program but does not remain in PreIB or IB courses shall return to his or her home campus. 9th and 10th grade students must enroll in and remain in BHS PreIB English. If the student has completed geometry in 8th or 9th grade, he/she will be expected to take BHS PreIB Algebra II the following year. 11th and 12th grade transfer students must enroll in and remain in at least 2 IB courses per school year.

Academic Honesty

*The following excerpts are from the BHS Academic Integrity Policy, which can be found in its entirety [here](#).*

In order for learning to be valid, students must engage in their studies honestly. When students cheat, or in any way compromise the integrity of the educational process, they demean themselves, debase the efforts of their peers, and degrade the value of the International Baccalaureate Program. The IB Learner Profile states that learners will be “Principled: We act with integrity and honesty, a strong sense of fairness, justice and respect for the dignity of individuals, groups, and communities. We take responsibility for their own actions and consequences that accompany them.” Upholding such standards of academic honesty is expected of all Travis B. Bryan High School IB students and is embodied in the Travis B. Bryan High School mission statement of developing successful, life-long learners who think, care, and serve in a global society.

It is also our duty as educators to identify responsible and open collaboration, and to provide students with the tools to identify and avoid plagiarism and cheating because these skills are “fundamental in their (students) development into responsible and caring world citizens.” (Academic Integrity. A publication of the International Baccalaureate Organization. October 2019). Academic honesty is taught in ALL subject areas to ensure that students take responsibility for the processes and product they create. “All coursework – including work submitted for assessment—is to be authentic, based on the student’s individual and original ideas with the work of others fully acknowledged. If a candidate uses the work or ideas of another person (including audio/visual material, works of art, computer programs, photographs, graphs, diagrams, illustrations, maps, text, images, or data published in print or electronic sources, they must acknowledge the source.” (Diploma Programme: From Principles into practice. A publication of the International Baccalaureate Organization. United Kingdom. IBO. April 2015).

2. Definitions and Best Practices

“Academic Integrity...is the foundation for ethical decision-making and behaviour in the production of legitimate, authentic, and honest scholarly work” (Academic Integrity. A publication of the International Baccalaureate Organization. United Kingdom. IBO 2019)

**Academic misconduct** involves actions by which a student gains an unfair academic advantage or actions that thwart the intended purpose of an educational activity or assignment. While no set of
examples can be exhaustive, the following chart provides an indication of the kinds of practices that constitute academic dishonesty as well as examples of best practice.

<table>
<thead>
<tr>
<th>Academic Misconduct</th>
<th>Best Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Copying another student’s work for submission. Students must not look at the</td>
<td>● Students are expected to take precautions to decrease the possibility of others cheating off their work</td>
</tr>
<tr>
<td>answer sheets of others or copy another student’s homework.</td>
<td>● Getting <em>general</em> help from others is usually acceptable. Anyone may offer <em>general</em> feedback or assist in mastering skills or content. However, students should not permit peers or parents to do specific problems, plan projects, write essays or portions of essays, or otherwise do their work for them</td>
</tr>
<tr>
<td>2. Willfully allowing one’s own work to be copied or otherwise sharing answers for</td>
<td></td>
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<tr>
<td>submission.</td>
<td></td>
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<tr>
<td>3. Allowing another person to do one’s work.</td>
<td></td>
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<tr>
<td>4. Using “cheatsheets,” unauthorized tools, electronic devices, or other aides for</td>
<td>● Clarify with instructors the expectations for exams and any allowable assistance (i.e. calculators, reference materials) before the day of the exam.</td>
</tr>
<tr>
<td>submission. If calculators are permitted during an assessment, their programming</td>
<td></td>
</tr>
<tr>
<td>must be authorized.</td>
<td></td>
</tr>
<tr>
<td>5. Giving or knowingly receiving advance knowledge of an assessment. Students</td>
<td>● Do not discuss the assessment, or give very vague responses such as “I’m glad I studied” or “I felt prepared.”</td>
</tr>
<tr>
<td>must not discuss the specifics of any assessment with others who have not yet taken</td>
<td></td>
</tr>
<tr>
<td>the test. A student who says, “There was a question comparing Stalin and Hitler” is</td>
<td></td>
</tr>
<tr>
<td>helping someone else cheat and is therefore participating in academic dishonesty.</td>
<td></td>
</tr>
<tr>
<td>6. Plagiarizing the work of others. If a student uses the precise words, general</td>
<td>● Cite all sources.</td>
</tr>
<tr>
<td>ideas, or data of another student or from other sources, that work must be</td>
<td>● Keeping an annotated bibliography or a journal to document progress can help students keep track of their research.</td>
</tr>
<tr>
<td>appropriately and specifically acknowledged.</td>
<td></td>
</tr>
<tr>
<td>7. Stating the ideas or thoughts of another without awarding the original author</td>
<td></td>
</tr>
<tr>
<td>credit.</td>
<td></td>
</tr>
</tbody>
</table>
8. Using ideas, phrases, or works in their entirety from websites publishing completed works of others, or purchasing portions of a paper, or a paper in its entirety from a website, company, individual, etc.

The IB program and Travis B. Bryan High School does not endorse, or condone, any of these sites or services, and students who use them may well be violating the code of ethical practice.

- Students should record their own thoughts, and use the revising and editing process to strengthen the structure and content.
- When allowed by IB and course guidelines, students can discuss their ideas and their struggles in communicating or organizing these ideas to authorized sources such as teachers.

9. Falsifying or willfully misrepresenting data. Students agree that data submitted as part of experiments, lab write-ups, problem sets, etc. have been collected honestly and appropriately given the requirements of the assignment.

- Discuss concerns about data with instructors. Address problems and sources of errors in the data processing or conclusions of a lab write-up.

10. Any other behavior that gains an unfair advantage for a candidate or that affects the results of another candidate

- If students have questions about what materials are allowed in an examination room, they should ask the coordinator, teachers, or invigilators.
- Students should notify the coordinator, teachers, or invigilators if they know of an issue pertaining to academic integrity.
- Students should communicate with teachers and the coordinator about troubles meeting expectations and/or deadlines.

**School maladministration** is “an action by an IB World School or an individual associated with an IB World School that infringes IB rules and regulations, and potentially threatens the integrity of IB examinations and assessments.”

In order to prevent school maladministration, the coordinator, teachers, examination invigilators, and associated administrators have appropriate training on the expectations related to their role(s).

**Consequences**

Incidents of academic misconduct are subject to review by a committee composed of the IB Coordinator, an administrator, and an IB faculty member. The committee may recommend any one of a combination of the following penalties in addition to the academic penalties imposed by the teacher in whose class the misconduct occurred:

- Immediate notification of IBO if academic misconduct occurs in relation to Internal or External Assessments
- Fulfillment of additional community service
- Information in the student’s file made available to other IB teachers, school organizations, to colleges and universities and to scholarship-selection personnel
- Dismissal from the IB Program
- Probationary period of a specified length
- Placement of the record of the infraction(s) in student’s official school file
- Disqualification from IB exams
- Student may be awarded a 0 for a subject component or an N (no grade) for the subject.
- In-School Suspension
- Removal by IBO of the award of the IB Diploma. The International Baccalaureate Program extends beyond Bryan High School Policy, and consequences may be more extensive. IB states that failure to comply with academic honesty requirements and standards will result in no grade being awarded for the subject concerned.

The 2019 IBO publication *Academic Integrity* includes a matrix of penalties for both students and schools that elaborates on the consequences of academic dishonesty and maladministration.

### Exiting the Program

The IB coordinator, a parent, or a student may choose for the student to exit the program for several reasons. The steps for exiting the program are as follows:

1. Conference
2. Probation Plan
3. Re-evaluation

If a student is considering this path, the student and/or parent should seek a conference with the IB Coordinator. The conference will include the student, parent(s), coordinator, academic advisor, and teachers. All parties will offer perspectives and possible solutions, endeavor to facilitate honest communication, and to find the best solution for the student.

### Checkpoints for Probation

<table>
<thead>
<tr>
<th>Time</th>
<th>Checkpoints for Probation</th>
<th>Possible Consequences of Probation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Each semester 9th and 10th grade</td>
<td>- Failed courses</td>
<td>- Conference with student, parent, coordinator, and teachers</td>
</tr>
<tr>
<td></td>
<td>- Dropping BHS PreIB classes</td>
<td>- Growth plan to improve grades</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Tutorial log</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Exit from program</td>
</tr>
<tr>
<td>End 1st Semester Junior Year</td>
<td>- Failed 1 or more IB courses</td>
<td>- Conference with student, parent, coordinator, and teachers</td>
</tr>
<tr>
<td></td>
<td>- EE - minimal to no research accomplished</td>
<td>- Growth plan to catch up on EE and/or CAS</td>
</tr>
<tr>
<td></td>
<td>- CAS - less than 70% required</td>
<td>- Tutorial log</td>
</tr>
</tbody>
</table>
### Appendix

#### IB Common Vocabulary

<table>
<thead>
<tr>
<th>Term (common abbreviation)</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extended Essay (EE)</td>
<td>an independent, self-directed piece of research, finishing with a 4,000-word paper.</td>
</tr>
<tr>
<td>Creativity, Activity &amp; Service (CAS)</td>
<td>Students log experiences approximately weekly and complete a project related to those three concepts.</td>
</tr>
<tr>
<td>Theory of Knowledge (TOK)</td>
<td>students reflect on the nature of knowledge and on how we know what we claim to know.</td>
</tr>
<tr>
<td><strong>Higher Level (HL)</strong></td>
<td>Courses that go into more depth than an SL course. These courses require 250 hours of class time and are completed over a period of two years.</td>
</tr>
<tr>
<td>----------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Standard Level (SL)</strong></td>
<td>Rigorous course that requires 150 hours of class time. Some are 1 year, but most are 2 year courses.</td>
</tr>
<tr>
<td><strong>Internal Assessment (IA)</strong></td>
<td>Assignment(s) done within the IB course that become part of the score for that course. Scored by teacher and moderated by IB</td>
</tr>
<tr>
<td><strong>External Assessment (EA)</strong></td>
<td>May exams and other assessments that are scored by IB</td>
</tr>
<tr>
<td><strong>Individuals and Societies</strong></td>
<td>Social Studies</td>
</tr>
<tr>
<td><strong>Language A</strong></td>
<td>English</td>
</tr>
<tr>
<td><strong>Language B</strong></td>
<td>Language Acquisition course</td>
</tr>
</tbody>
</table>

**IB Fees**

Bryan ISD subsidizes the registration and testing fees for AP and IB exams in order to ameliorate the cost of testing. IB students (course or diploma) pay for their examinations at the same rate as AP testing. Since the IBO mandates that students enrolled in an IB course sit for the exams, course students should budget accordingly.

Please note that if a student does not sit for the exam or drops an IB course after the November 15 registration deadline, the student will owe the entire balance (unsubsidized) of the subject fee(s).

All students who want their work rescored (Enquiry Upon Results) or who want to retake an examination are responsible for these fees. BISD will reimburse students who improve their scores.

**IB Faculty**

A list of current IB Faculty and their contact information can be found at blogs.bryanisd.org/bhsib

**Sample Individual Graduation Plan**

<table>
<thead>
<tr>
<th></th>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>English 1 BHS PIB</td>
<td>English 2 BHS PIB</td>
<td>IB English HL</td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td>PAP Geometry</td>
<td>BHS PIB Algebra 2</td>
<td>IB Math SL</td>
<td>AP Calculus</td>
</tr>
<tr>
<td>Science</td>
<td>PAP Biology</td>
<td>PAP Chemistry</td>
<td><strong>IB Physics SL</strong></td>
<td>AP Biology</td>
</tr>
<tr>
<td>------------------</td>
<td>-------------</td>
<td>---------------</td>
<td>-------------------</td>
<td>------------</td>
</tr>
<tr>
<td>Social Studies</td>
<td>PAP World Geog</td>
<td>AP World History</td>
<td></td>
<td>IB History HL (AP US History 11th grade)</td>
</tr>
<tr>
<td>LOTE</td>
<td>PAP Spanish 2</td>
<td>PAP Spanish 3</td>
<td></td>
<td>IB Spanish SL</td>
</tr>
<tr>
<td><strong>Group 6 elective:</strong></td>
<td>Music</td>
<td>Visual Arts</td>
<td>Film</td>
<td>Computer Science</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>Choir</td>
<td>Choir</td>
<td>Choir</td>
<td>Choir</td>
</tr>
<tr>
<td>Other</td>
<td>Dance</td>
<td>Dance</td>
<td>AP Gov/AP Econ</td>
<td>Graphic Design</td>
</tr>
</tbody>
</table>

**Ethical Practices**

The IB Policy regarding ethical practices can be found at [https://blogs.bryanisd.org/bhsib](https://blogs.bryanisd.org/bhsib).

**Language Policy**

The TBBHS Language Policy can be found at [https://blogs.bryanisd.org/bhsib](https://blogs.bryanisd.org/bhsib).

**Special Education Needs**

The TBBHS SEN Policy can be found at [https://blogs.bryanisd.org/bhsib](https://blogs.bryanisd.org/bhsib).
Parent Student Contract

Bryan High School
International Baccalaureate Diploma Program
2021-2022

1. We have received and read the International Baccalaureate Organization (IBO) DP regulations.
2. We understand that internal and external assessments are a required part of an IB course. Internal assessments are produced during the school year and will be graded by the IB teacher. Samples from each course are moderated by an external source to ensure adherence to the IB standards of that course. These assignments will also count as grades for the BHS course grade.
3. A Diploma candidate who fails to complete the requirements of CAS, TOK, or the Extended Essay in satisfactory condition will not receive an IB diploma.
4. We understand the IBO mandates that students enrolled in IB courses complete all internal and external assessments. A student must sit for an exam unless he/she is seriously ill (with a doctor’s note) or there is a death in the immediate family. In this case, the student will not be eligible for the IB diploma that year.
5. We understand that Bryan ISD pays for a portion of the exam fees but that we are responsible for the remainder.
6. We understand that examination and registration fees are paid by Bryan ISD in November of the student’s junior year. If the student transfers out of BHS or the IB program after this point or does not take the exam, the family must repay the exam fee for any exam for which the student is registered and does not take.
7. Students who will be recognized at graduation as IB Diploma students are those who have taken tests in all six subject areas and have completed the required CAS, TOK, and EE work. Any student who does not meet these requirements will NOT be recognized as an IB Diploma candidate.
8. We understand the definition of and expectations regarding academic honesty as well as the consequences for failure to adhere to these expectations.
9. We understand that if a student commits malpractice, he/she will receive an “N” for that subject from the IBO and the student will not receive an IB Diploma.
10. We understand that students are expected to read and follow the IB Exam Conduct Rules posted prior to the exam period and with this contract.

________________________  __________________________  Date: _________
Student Name  Student Signature

________________________  __________________________  Date: _________
Parent Name  Parent Signature