Samuel Clemens High School
INTERNATIONAL BACCALAUREATE PROGRAM

PROGRAM INFORMATION
BOOKLET

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Samuel Clemens High School
International Baccalaureate Program
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Transfers from Other IB World Schools:

CURRENTLY ATTENDING AN IB WORLD SCHOOL AND MOVING TO THE SAN ANTONIO AREA?

We welcome you if you are moving to the San Antonio area and are currently enrolled in an IB program in another city/state. This is a familiar situation for Clemens and we will work with you to do what we can to accommodate your existing schedule. If you are already a junior or will be a senior, our coordinator will need information regarding your current coursework, your diploma plan, your transcripts from completed school work and associated exams, and we will need your current DP Coordinator’s contact information. Just contact our coordinator to get started!
THE INTERNATIONAL BACCALAUREATE PROGRAM

The International Baccalaureate Organization 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 IBO works with schools, governments and international organizations to develop challenging programs of international education and rigorous assessment.

These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Program General Description

The International Baccalaureate Program is a rigorous course of study designed to meet the needs of highly motivated, inquisitive, college-bound secondary students, preparing well-rounded young scholars for university and beyond, fostering a love of learning and international understanding. The effectiveness of the IB program is implied in its title: program. In-depth courses taught at the college level are only part of the reason our alumni report being very well prepared for college: unlike other à la carte honors classwork, IB expects junior/senior students to take examinations in six IB-level subjects, participate fully in the Creativity, Activity and Service (CAS) Program, and independently write a 4,000-word Extended Essay during the 11th and 12th grade years. The diploma candidate must also take a unique course known as Theory of Knowledge (TOK) wherein students explore the connections and similarities between the various subjects, learn about different kinds of knowledge and thinking, ethics, and exploration of interrelated concepts.

Many students earning the IB Diploma are awarded advanced college credit at prestigious universities around the world, and recent research indicates that in the U.S., the “average acceptance rate of IB students into university/college is 22 percentage points higher than the average acceptance rate of the total population” (i-graduate.com, see Appendix A). Many highly competitive colleges and universities recognize the IB Diploma for admissions and/or advanced standing: currently, there are more than 1 million IB students worldwide.

The Texas Legislature has mandated that any student earning the IB diploma with no score lower than a 4 (1 – 7 scale) shall automatically be granted a minimum of 24 college credit hours at public universities in Texas. Regardless of whether or not the diploma is earned, students can potentially earn college credit for each individual satisfactory course score. On average, our IB alumni qualify for 24 hours college credit simply from IB scores alone; some recent grads entered with as many as 47 potential earned college credit hours.

The IB Curriculum

Six subject groups comprise the core of the IB Curriculum during junior/senior years. The IB Diploma candidate is required to select one subject from groups 1 - 5; a sixth subject may be selected from group 6 or from groups 1 - 5.

<table>
<thead>
<tr>
<th>Group 1: Studies in Literature and Language</th>
<th>English HL</th>
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</thead>
<tbody>
<tr>
<td>Group 2: Language Acquisition</td>
<td>Spanish SL/HL, French SL, German SL</td>
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<tr>
<td>Group 3: Individuals and Societies</td>
<td>History of the Americas HL, Psychology SL/HL</td>
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<td>Group 4: Experimental Sciences</td>
<td>Physics SL/HL, Biology SL/HL</td>
</tr>
<tr>
<td>Group 5: Mathematics</td>
<td>Math SL, Math Studies SL</td>
</tr>
<tr>
<td>Group 6: The Arts</td>
<td>Visual Arts SL/HL, Theater Arts SL/HL</td>
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IB Diploma Requirements

Three of the six subjects are two-year courses taken at the Higher Level (HL) over the junior and senior years, the others are generally one-year courses taken either during junior or senior year at the Standard Level (SL). Each examined subject is graded on a scale of 1 (minimum) to 7 (maximum). The award of the Diploma requires a minimum total of 24 points; see Appendix B for a more specifics regarding this 24 point minimum.

To be eligible for the award of the IB Diploma at the conclusion of the senior year, all candidates, during the 11th and 12th grades, must successfully complete the following components and their related requirements:

- Successfully complete prescribed course work and an examination from each of the six required courses,
- Submit an “Extended Essay” of 4,000 words in one of the subjects of the IB curriculum,
- Complete the Theory of Knowledge (TOK) course, and
- Complete Creativity, Activity, and Service (CAS) requirements.

The International Baccalaureate Organization (IBO) publishes an updated General Rules and Regulations Booklet made available on the Clemens IB webpage as soon as it is released each fall which will contain any updates or changes to the specific requirements.

Admissions Process

Students from throughout Schertz-Cibolo-Universal City ISD and surrounding districts* may apply for pre-IB coursework and for the IB Diploma Program at Samuel Clemens High School, preferably during the eighth or ninth grade. Students may be considered for admission up to the beginning of their junior year when the IB curriculum begins, provided that specific recommended prerequisite classes and admission process have been completed prior to official entry into their junior year.

Application: Online Application is available on the Clemens International Baccalaureate home page. Students must complete an application and submit to the IB coordinator at Clemens.

Prerequisites: To be prepared for the rigor of the Pre-IB and IB curriculum, students must enroll in/have previously been in advanced core coursework (Pre AP, Pre-IB or comparably advanced version of English, math, and language at a minimum) and must have passed their previous EOC or other state-mandated exams.

Transfer from other campus: Application to the IB program is not an application to transfer into Clemens or the district: if Clemens is not the student’s home campus, the student must submit a district transfer request form to the IB coordinator to be forwarded to SCUC central office with IB approval; after SCUC central office has approved the transfer, you may enroll as a Pre-IB or an IB student.

*Students living outside the Samuel Clemens attendance zone either within SCUCISD or outside the district may be considered for admission pending transfer approval; however, those students residing in another school district currently offering the IB program are not eligible for admission to the Clemens program at this time.
The IBO Learner Profile: Who is the “Typical” IB Student?

At Samuel Clemens High School, we encourage students who want to challenge themselves academically to seriously consider applying to our International Baccalaureate program.

Due to the very nature of the IB (“an internationally recognized curriculum and examination program”), each student’s performance will be assessed in large part on pre-established standards set by the IBO. Additionally, the student must be aware of the fact that he/she must take the IB exam in May of the final year of each IB course in which he/she is enrolled. All IB students must be prepared for the IB exam(s). The student who has demonstrated adequate past academic performance, who is highly motivated, and who has acquired or is willing to work towards developing good time and stress management skills should succeed in his/her IB courses.

IB learners strive to be:

**INQUIRERS**  
Who acquire the skills necessary to conduct purposeful, constructive research

**THINKERS**  
Who exercise initiative in applying thinking skills critically and creatively to make sound decisions and to solve complex problems

**COMMUNICATORS**  
Who receive and express ideas and information confidently in more than one language, including the language of mathematical symbols

**RISK TAKERS**  
Who approach unfamiliar situations without anxiety, have confidence and independence, are courageous and articulate in defending things in which they believe

**KNOWLEDGEABLE**  
Who have spent time in school exploring themes with global relevance and importance, and have acquired a critical mass of significant knowledge

**PRINCIPLED**  
Who have a sound grasp of the principles of moral reasoning, integrity, honesty, and a sense of fairness and justice

**CARING**  
Who shows sensitivity towards the needs and feelings of others and have a personal commitment to action and service

**REFLECTIVE**  
Who give thoughtful consideration of learning and experience

**OPEN MINDED**  
Who appreciate their own cultures and are open to the perspectives, values and traditions of other individuals and communities

**BALANCED**  
Who understand the importance of intellectual, physical and emotional balance to achieve personal wellbeing for themselves and others
The Diploma Program Curriculum

The program has the strengths of a traditional curriculum, but with three important additional features, shown at the center of the curriculum model, all centered around the student.

Theory of Knowledge (TOK)

TOK is an interdisciplinary requirement intended to stimulate critical reflection on the knowledge and experience gained inside and outside the classroom. The course challenges you to question the basis of knowledge, to be aware of subjective and ideological biases, and to develop the ability to analyze evidence that is expressed in rational argument. It is a key element in encouraging you to appreciate other cultural perspectives. The course is unique to the IBO and spans your junior and senior years. Clemens presents year one as a college-seminar conducted weekly, before or after school, and will prepare you for the second half of the course taken in the fall of your senior year.

Creativity, Activity, Service (CAS)

The IBO’s goal is to educate the whole person; Creativity, Activity, Service (CAS) encourages students to share their energy and special talents with others by expecting students to engage in activities that demonstrate creativity, take action, and participate in community and social service. The goal is to have students increase awareness of their own strengths and areas for growth, undertake new challenges, work collaboratively with others, show perseverance and commitment in their activities, engage with issues of global importance, consider the ethical implications of their actions, and develop new skills.

Extended Essay (EE)

Each student has the opportunity to investigate a topic of special interest. The essay requirement acquaints diploma candidates with the kind of independent research and writing skills expected by universities. The IBO recommends that a student devote a total of about 40 hours of private study and writing time to the essay, which may be written in one of 60 subjects, including many languages. The essay permits students to deepen their programs of study, or they might add breadth to their academic experience by electing to write in a subject not included in their program choices.

Last Updated August, 2016

For more specific program policies, see IB Student/Parent Handbook
The Six Academic Subjects

These six areas are studied concurrently during junior/senior years and involve both the humanities and the sciences. Diploma candidates must select one subject from each of groups 1 - 5; a sixth subject may be selected from group 6 or from groups 1 - 5. At least three but not more than four are taken at higher level (HL), while the others are standard level (SL). Students are thus able to explore some subjects in depth and others more broadly, a deliberate compromise between the early specialization required by House Bill 5 endorsements and the à la carte nature of other advanced course offerings (AP/DC). The list below represents the Junior/Senior IB courses as offered to those students enrolled in the IB Diploma program at Samuel Clemens.

Group 1 – Studies in Language and Literature
Samuel Clemens offers English A – Literature at the higher (HL) level only. Strong writing and oral skills and respect for the literary heritage of the student’s first language are complemented by the international perspective given through world literature studies.

Group 2 – Language Acquisition
Spanish is offered both at the SL level (Spanish 1 through Spanish 4) and the HL level (Spanish 1 through Spanish 6). French and German are available at the SL level. The principal aim for the subjects in group 2 is to enable students to use the language in a range of contexts and for many purposes; the courses focus on written and spoken communication.

Group 3 – Individuals and Societies
Samuel Clemens offers History of the Americas (HOTA) at the higher (HL) level only. Students in the IB program will have met the state requirement for Government and Economics courses if HOTA is completed successfully. IB Psychology SL and HL are also considered part of Group 3, although Texas graduation requirements consider psychology an elective. IB students often take IB Psychology as their sixth course in lieu of Visual or Theater Arts coursework, and it, too, may earn students college credit.

Group 4 – Experimental Sciences
Physics and Biology are offered at both the SL level. Biology SL may be completed in one year, but IB Physics is a two-year commitment regardless of SL or HL status. Practical laboratory skills are developed and collaborative learning is encouraged through an interdisciplinary group project. Students must take one of the two IB sciences, but are free to supplement with other non-IB science courses as scheduling permits.

Group 5 – Mathematics
All candidates for the diploma are required to complete a one-year IB mathematics course. Clemens offers two options to cater to different abilities and levels of student interest: IB Mathematics SL (more calculus based) and IB Math Studies SL (more statistics based). The selection of a math course is to be made carefully with assistance from the IB Math department and IB Coordinator as the choice of course determines the courses available as a fourth year math class. Additionally, future career goals need to be considered in selecting a mathematics course. Each course aims to deepen a student’s understanding of mathematics as a discipline and to promote confidence and facility in the use of mathematical language.

Group 6 – The Arts
This includes Visual Arts and Theater Arts. IB Psychology is also available as a sixth course, and is offered at SL and HL. However, for students with a talent in the visual or theatre arts, those options are also available. The decision to pursue theatre arts needs to be made no later than the freshman year as this course requires 3-4 years of course work. IB Art may be started at the junior level with prior approval from the art teacher; both arts courses require a good bit of independent student work under the guidance of the instructor.
IB Assessment

Any student enrolled in an IB course is required to complete the assessment requirements. IB is an international program, and as such the final marks that the students receive from the IBO for each IB course they have completed represent how successfully they have met IB’s Diploma Program standards – standards that apply to over one million students worldwide. Independent of these scores received from IB toward the Diploma, traditional “report card” grades in IB courses are determined in accordance with Clemens Advanced Academics guidelines. As with any public high school class, you will receive a local report card and grades for classroom work appear on the transcript of work completed at Clemens High School to satisfy state graduation requirements. Students are, in effect, striving to earn two diplomas: the traditional diploma awarded by the state of Texas, and the internationally-recognized diploma awarded by the IB.

How does IB determine grades? Each IB subject calls for the teacher to contribute a percentage of the final IB mark by assigning and then “internally assessing” IB-generated assignments and projects according to given IB criteria, and student overall marks are based on a portfolio of efforts, not simple a score on a seated exams. The percentage varies from subject to subject, but generally this “portfolio” of work or a teacher’s “internal assessment” of IB-generated assignments accounts for between 20% and 30% of the final IB mark. For example, IB English and IB world language teachers assign and grade prescribed oral presentations; IB science teachers assess student notebooks of practical laboratory work; IB math teachers score prescribed portfolios or projects. The teachers’ “internal assessment” marks for all IB subjects are submitted to International Baccalaureate Curriculums and Assessment (IBCA), headquartered in Cardiff, Wales, in early April each year. In addition, IBCA requires that each teacher submit samples of student work so that the teachers’ assessments can be checked for validity against the published criteria. In addition to completing “internal assessments,” each student sits for IB assignments and examinations that are “externally assessed” by designated IB examiners around the world, a system coordinated by IBCA.

The results of the IB exams completed in May are published in July. Students are able to access their individual results on a special IB web site, and upon the request of each student, his or her IB results are then forwarded to the university he or she will be attending in the fall. Universities can use these results to award course credit or advanced standing, depending on the student’s performance on IB exams in relation to the results recognition policy of each university.

The IB also has its own method of assessment—one that is criterion-based, not norm-based. What this means is that IBCA publishes a set of grading criteria for each IB assignment or exam it administers. IB examiners then mark each piece of student work based on how successfully – or to what achievement level – the student has performed according to the given criteria. In this way, all IB students around the world are graded the same way for each piece of work they submit. IB teachers are also trained on the various assessment criteria and achievement levels and are always encouraged to share these with their students well before any assignment is due or exam is taken. In other words, the IB grading system is very transparent: anyone who wants to know how examiners and/or IB teachers will be grading any IB-required piece of student work has access to the criteria/rubrics.

IB Exams

The majority of externally assessed works are the IB exams that our students will sit for in May. Most questions on the IB exams are in the form of essays, regardless of which IB subject is being examined, to give students more opportunity to explain what they know about a given topic rather than demonstrating what they don’t know by simply selecting answers on a multiple choice exam. Usually, these papers are written over the course of two consecutive days. After each paper of the subject exam is completed by the students, the “scripts” (written answers) are sent to the assigned examiners. Each separate paper of a subject exam is assessed by a different examiner. These marked scripts are then submitted to Cardiff, where IBCA reviews and tabulates the marks for each student in each subject. As with the internal assessment marks of IB teachers being checked for validity, so are those of the IB examiners. After a grade award committee review, final results are published early in July. The IB assessment system is a very well thought out program of quality control which encourages both students and teachers to pursue high but very reachable international academic standards.
Frequently Asked Questions
General Questions

WHY IS SAMUEL CLEMENS THE ONLY SCHOOL IN SCUC ISD THAT HAS THE IB PROGRAM?
The staff at Clemens, not wanting to become complacent with its very successful Advanced Placement program, challenged themselves to learn about other respected programs which would give students another choice. The IB program continued to surface as a program that is not only rigorous and well-respected nationally, but one that is internationally recognized as a complete, well-rounded education. The administration and faculty at Clemens researched the IB program, made application for accreditation, visited existing IB schools, trained teachers, underwent a two-day site visit from the New York office, and were awarded the status of a participating school in the spring of 2005. This process can take up to 5 years and was begun well before Steele High School opened its doors.

FOR WHOM IS THE IB PROGRAM DESIGNED?
It is designed for highly motivated students who seek the challenge of a program aligned with an internationally vetted, highly respected, well-rounded curriculum.

HOW MANY YEARS DOES IT TAKE TO EARN THE IB DIPLOMA?
The program is a comprehensive two-year international curriculum started in the eleventh grade. Students prepare by beginning Pre IB courses in the ninth grade.

DO I HAVE TO PURSUE THE FULL DIPLOMA?
Yes. As an IB World School, our focus is the full IB Diploma. All students accepted into the Clemens IB program are accepted as future Diploma candidates and four year plans are made accordingly. Exceptions may be considered only if state graduation requirements are in jeopardy of not being met. Consult with your IB Coordinator for further information.

AND WHAT IF I DON’T?
Any student voluntarily stepping back from the full Diploma program or not meeting the required academic standards is subject to removal from the Clemens IB program. If this student is a transfer from another campus based on participation in IB, he/she will lose that designation and will no longer qualify for IB transfer to Clemens.

WHAT IS FOCUS OF THE IB CURRICULUM?
The curriculum focuses on both the sciences and the humanities. Diploma candidates select six subjects from the IB groups: Studies in Literature and Language A (English), Language Acquisition B (Spanish, French, or German), Individuals and Societies (History of the Americas and Psychology), Experimental Science (Physics and/or Biology), Mathematics (IB Math or IB Math Studies) and the Arts (Visual Arts and Theater Arts). See the IB Diploma Program Student/Parent Handbook for more specifics on the coursework required.

WHY ARE SOME COURSES TAKEN AT THE HIGHER LEVEL AND OTHERS AT THE STANDARD LEVEL?
This allows students to explore some subjects in depth and others more broadly.

WHAT ARE THE BENEFITS OF AN IB DIPLOMA?
You can expect increased college readiness, increased college acceptance, and potential college credit for all of your hard work. The Diploma Program equips students with the skills and attitudes necessary for success in higher education and employment with its internationally recognized standard of achievement. And as shown in Appendix A, statistically speaking, IB students enjoy higher college acceptance rates than non-IB students. So students are more likely to be accepted, then more likely to be well prepared once they get there. The IBO’s goal is to provide students with the values and opportunities that will enable them to develop sound judgment, to make wise choices, and to respect others in a global community. Each university sets its own criteria for awarding college credit and/or scholarships, and in the state of Texas, public universities are required to award 24 college-credit hours for those students earning the IB Diploma with no score lower than a 4 on each course. Students and parents can best view each university’s IB policy for awarding credit by investigating the university’s webpage and searching for “IB Credit” or by visiting the IBO web page, www.ibo.org,
Does the IB Diploma replace the state of Texas or SCUC ISD Graduation Requirements?

No, but most of the IB courses will fulfill many of the Texas and SCUC ISD graduation requirements. The IB coordinator works very closely with IB students to ensure that all state graduation requirements and IB Diploma requirements are met.

How is the IB Diploma Program similar to the College Board Advanced Placement (AP) coursework?

Both give students the opportunity to earn credit for college courses through internationally (IB) or nationally (AP) recognized curricula; both are excellent preparations for higher education through rigorous curricula, and success in either program can be an excellent indicator for success in college. Both are taught by specially trained teachers. Both require several hours of homework or off campus preparation each day.

How does the IB Diploma Program differ from AP and DC coursework?

Coursework Differences:

IB represents a comprehensive program in which students are expected to complete a series of courses, conduct independent research, demonstrate leadership and participate fully in service learning outside the classroom. Therefore, there are substantial differences in the three choices:

- At its heart, IB expects students to complete rigorous coursework leading to an external exam from each of the six IB core subject groups. AP and DC are “à la carte” with no defined parameters or program; students pick and choose AP/DC courses.
- Because the IB is a comprehensive program and not just à la carte courses, more work will be involved. It’s common sense but bears stating: You must commit to undertake the entire program to reap the benefits of being in an entire program. This means, by definition, more work than merely taking a few AP or Dual Credit courses. This is one aspect of IB that gets you ready for college; AP and DC are not comprehensive programs.
- During the junior and senior years, the IB Diploma student writes an extended essay of approximately 4,000 words representing independent development of research on a subject of his/her choice, outside of the class requirements. AP and DC offer no similar opportunity.
- IB students take a Theory of Knowledge course during their junior or senior year to help them understand more about the nature of knowledge and to help them process and synthesize all they have learned. AP/DC have no comparable course offering requirement.
- IB students satisfy Creativity, Activity, Service (CAS) requirements during the 11th and 12th grade years with documented participation of their growth, impact on the community, and service learning. AP/DC offer no comparable requirements or documentation of such.
- IB and AP curricula are set to different standards than those of DC: IB students compete at an international level, with IB curriculum that meets internationally vetted standards of the International Baccalaureate Organization (IBO), recognized worldwide. AP curriculum is established by the standards of the well-respected US-based College Board, recognized country-wide, and students compete at a national level. Dual Credit is set to the standards of the local community college.

Assessment Differences:

IB assessments occur over the life of the course and potential college credit is earned through successful completion of various assessments: students sit for two days of testing at the culmination of the coursework in May; additionally, student success is assessed by IB through formal written papers, one-on-one oral examinations, portfolios, dossiers, projects, etc. Students therefore have the opportunity to demonstrate to IB their achievement in both testing and non-testing environments.

AP assessments are one-day exams at the culmination of the coursework in May; performance on this test determines whether or not college credit may be earned. Dual Credit assessments are conducted in the classroom by the qualified high school teacher under the guidelines of the local community college.
**Can a student who is in the IB program also take AP/DC courses and exams?**

AP: Yes; most IB students take at least one AP exam; College Board allows any student to register and pay for any exam regardless of whether or not they were enrolled in an AP course.

DC: theoretically, there’s nothing stopping an IB student from enrolling in a DC course; practically, IB students usually determine that more benefit can be gained from maximizing their efforts in IB and supplementing with any AP exam they feel qualified to take.

**Can a student who is in AP or DC take an IB exam?**

No. Because assessment in IB isn’t all based on one test on one day and occurs throughout the course in the form of internal and external assessments, students must be enrolled in IB courses to take IB exams.

**Frequently Asked Questions for Clemens Pre-IB Students**

**I am still in 7th or 8th grade. What should I be doing now to prepare?**

Students who are not yet enrolled in high school will have more flexibility in their schedules at Clemens if they take advantage of opportunities to obtain credit for high school coursework in 8th grade, specifically World Language (Spanish, French, or German), Algebra 1, fine arts, and any other classes offered for high school credit etc. at the junior high level. It is not absolutely a requirement, but again, it will allow you more flexibility in scheduling and make room for more non-core electives when you are in the program at Clemens.

**I am already a freshman or sophomore but I’m not sure yet about IB. Is it too late to commit now?**

The official IB curriculum begins in a student’s junior year, and students in 9th or 10th will be in mixed Pre-IB/Pre-AP courses. These “Pre” classes offer an excellent foundation for any higher-level course, so you don’t have to decide officially until the beginning of your junior year. However, as stated in the item above, there are certain math and language requirements that are more easily met if you are not behind. It is highly recommended that you begin your junior year having already earned credit for: Algebra II, a minimum of two years of World Language (Spanish, French or German), P.E., fine arts (unless you’re doing IB Art), and health credits completed. (Ask about Credit by Exam for Health). Feel free to contact your coordinator and ask. And students wanting to attend Clemens but not residing in the attendance zone or district may apply for permission to transfer in based on commitment to the IB program; no such possibility exists for those wanting to transfer into Clemens to participate in AP classes.

**I am a Pre-IB student. Do I have CAS requirements?**

No. Although we certainly encourage you to challenge yourself to become involved in your community and grow as an individual by participating in creative, active and service-oriented experiences prior to beginning the IB Diploma program, there are no official requirements that you do so until the beginning of your junior year, and your efforts will officially qualify as CAS service beginning the first day of your junior year in IB.

*Students wishing to transfer to Clemens from a district offering an IB program are not eligible for transfer.*

**Two Most Frequently Asked Questions for Incoming Juniors**

**Is it possible to pursue extracurricular activities and have a social life in IB?**

Yes! in fact, most of our current juniors (and seniors) are enrolled in at least one of the following: band, choir, ROTC, athletics, art, theatre, ag/FFA, cheer, and dance. It is not guaranteed that you will be able to accommodate your extracurricular activity within your IB schedule and sometimes choices have to be made, but the faculty and staff work very hard to build a master schedule that meets the needs of all students.

**What is CAS and when do I start?**

CAS stands for Creativity, Activity and Service. All IB students are required to complete CAS requirements as established by IBO. You may begin working toward the CAS Diploma program requirements as early as the first day of your junior year. General Information and required forms can be found at the Clemens IB website (CAS) or contact Ms. Crowe, the IB CAS coordinator, via school email.
Important Information for Students
Living Outside the Clemens Attendance Zone

The IB Organization certifies individual school/campuses to offer the IB Program, not school districts. In SCUC ISD, the official two-year program is offered only at Samuel Clemens High School. Our district welcomes students from the Steele attendance zone as well as from other school districts that do not currently have an IB program to apply to the IB Program, but there are certain implications that must be understood:

1. **ACCEPTANCE IN THE PROGRAM:** Students who transfer to Clemens based on acceptance into the IB Diploma Program are required to pursue the IB program as full Diploma candidates. A student who does not wish to pursue the full Diploma may be better served by AP/DC courses at his/her home campus. Please discuss your situation with the IB Coordinator to make sure that IB is the best choice for you.

2. **OUT OF DISTRICT** students may apply any time, but will only be accepted for entry into the program starting in the fall semester, unless moving into the district and transferring as an active IB student from another IB School. The official program begins day one of junior year. Preparatory work prior to that should be at the advanced level, regardless of campus of origin.

3. **IB STUDENT TRANSFER FORM:** Students residing outside the Clemens attendance zone must complete a Student Transfer Form in addition to the IB Application. This form is available from Central Office or by contacting the coordinator, Ms. Rhodes. The Student Transfer Form is a commitment to attend the IB program at Clemens. IB transfer students are subject to the UIL rules and local district guidelines. This form should be completed when you apply in the spring prior to the year that the student is to begin enrollment at Clemens.

4. **DROPPING THE IB DIPLOMA PROGRAM:** Students who drop any IB coursework are no longer Diploma Candidates and, therefore, will no longer qualify to attend Clemens based on participation in IB.

Students enrolling in any coursework in the SCUC district are generally not allowed to move/change schedule after the 6 weeks of school. Removal from the IB program may only occur prior to the end of the first six weeks; the only exception to the “six weeks” rule will be if, under extenuating circumstances, remaining in the IB course will jeopardize an IB senior student's ability to meet state graduation requirements. All students enrolled in the Clemens IB Diploma Program, whether from out of district or within, are required to pursue the IB Diploma and students who drop IB coursework lose their IB status for transfer and will be expected to return to their home campus.

Students and/or Parents are encouraged to contact Ms. Sam Rhodes as soon as possible at ib@scuc.txed.net if they have questions regarding attendance zone issues.
For further information regarding the IB Diploma Program or for questions regarding application process/status, please contact the coordinator, Ms. Sam Rhodes srhodes@scuc.txed.net.

For specific guidelines and program policies for students once accepted, please refer to the IB Student/Parent Handbook.