

Riverview High School
INTERNATIONAL BACCALAUREATE
2026-2027 GUIDEBOOK
PROGRAM OF STUDIES

DIPLOMA PROGRAM &
CAREER-RELATED PROGRAM

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What is an IB Education?

The International Baccalaureate (IB) offers two rigorous pre-university programs at Riverview High School:

- **The Diploma Program (IBDP)** – a two-year academic program for grades 11–12.
- **The Career-related Program (IBCP)** – a two-year program that combines IB courses with career-focused studies.

Both are designed for motivated students who want to challenge themselves and prepare for college and beyond. Together, they represent the “capstone” of the IB continuum, which begins with the Primary Years Program (PYP) and Middle Years Program (MYP) offered in schools worldwide.

Since Riverview became an IB World School in 1999 (IBDP) and 2014 (IBCP), our students have achieved outstanding results. Riverview consistently exceeds global averages, with nearly 90% of our IBDP candidates earning the diploma. With almost 900 students enrolled in IB across all grades, Riverview hosts one of the largest and most successful IB programs in the nation.

The IB Experience at Riverview

Florida Pre-IB (Grades 9–10) prepares students for the rigor of the Diploma and Career-related Programs through an internationally aligned curriculum that emphasizes global awareness, critical thinking, and whole-person education.

IBDP (Grades 11–12) requires students to:

- Take courses across six subject areas.
- Complete the IB Core, which includes:
 - **Theory of Knowledge (TOK)** – a class exploring how we know what we know.
 - **Creativity, Activity, Service (CAS)** – our service-learning and personal growth component.
 - **Extended Essay (EE)** – a 3,000–4,000 word independent research project.

IBCP (Grades 11–12) blends IB coursework with career-related studies. Students take at least two IB Diploma courses, complete the CP Core (which emphasizes personal and professional skills, service learning, language development, and a reflective project), and choose a career pathway. At Riverview, students may focus on:

- Marine Science
- Engineering

- Business & Finance
- Reserve Officer Training Corps (ROTC)
- Computer Programming
- Multimedia Web Production
- Performing Arts: Theater & Music

The combination of academic rigor, career preparation, and personal development makes the IBCP a powerful pathway to both higher education and the workplace.

Why Choose IB?

IB is about more than academics—it is an **education of the whole person**. Students are encouraged to:

- Develop their own learning styles and pursue personal interests.
- Grow as thinkers, communicators, and problem-solvers.
- Balance academic challenge with social, emotional, and physical well-being.
- Contribute to their community and the wider world.

In fact, Riverview's 2025 graduating class of IBDP and IBCP students completed over 27,000 hours of community service. This commitment reflects IB's mission to develop lifelong learners who are active, caring members of their local, national, and global communities.

International Baccalaureate Organization Mission Statement

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.

IB LEARNER PROFILE

IB Programs aim to develop internationally-minded students who are striving to	
Inquirers	Their natural curiosity is nurtured. They acquire the skills necessary to conduct constructive inquiry and research, and become independent active learners. They actively enjoy learning and this love of learning will be sustained throughout their lives.
Knowledgeable	They explore concepts, ideas and issues which have global relevance and importance. In so doing, they acquire, and able to make use of, a significant body of knowledge across a range of disciplines.
Critical thinkers	They exercise initiative in applying thinking skills critically and creatively to approach complex problems and make reasoned decisions.
Communicators	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of
Risk-takers (Courageous)	They approach unfamiliar situations with confidence and forethought, and have the independence of spirit to explore new roles, ideas, and strategies.
Principled	They have a sound grasp of the principles of moral reasoning. They have integrity, honesty, a sense of fairness and justice and respect for the dignity of the individual.
Caring	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to action and service to
Open-minded	Through an understanding and appreciation of their own culture, they are open to the perspectives, values, and traditions of other individuals and cultures and are accustomed to seeking and considering a range of points
Well-balanced	They understand the importance of physical and mental balance and personal well-being for themselves and others. They demonstrate perseverance and
Reflective	They give thoughtful consideration to their own learning and personal development. They are able to analyze their strengths and weaknesses in a constructive manner.

Program Aims

The IB Program at Riverview High School is designed to:

- Provide a rigorous, broad-based curriculum and fair assessments.
 - Maintain high academic standards consistent with IB schools worldwide.
 - Support students in discovering and developing their individual talents.
 - Encourage critical, creative, and compassionate thinking.
 - Connect classroom learning to real-world issues and experiences.
 - Inspire lifelong learning and active, responsible citizenship.
 - Promote international understanding and respect for cultural diversity.
 - Prepare students for success in universities across the globe.
-

Why Choose IB?

An IB education offers students unique advantages:

- **Global recognition:** IB is respected by colleges and universities worldwide, opening doors for study and travel opportunities.
 - **Whole-person learning:** IB nurtures intellectual, social, emotional, and physical growth.
 - **Cultural awareness:** Students learn to appreciate other perspectives, communicate across differences, and become more open-minded.
 - **Balance of breadth and depth:** Students gain a strong foundation in multiple disciplines while also pursuing areas of personal interest.
 - **Independence and resilience:** The IB approach fosters curiosity, independence, and critical thinking skills that last a lifetime.
-

IB Goals for Students

As Riverview IB students strive for excellence, they will:

Grow in knowledge and skills by:

1. Developing strong foundations in language, literature, mathematics, science, and social studies while seeing the connections among them.
2. Strengthening communication skills in reading, writing, speaking, and listening.

3. Building problem-solving skills through observation, calculation, measurement, and reasoning.
4. Applying intellectual skills such as analysis, synthesis, and critical judgment across subjects.
5. Preparing to participate intelligently and responsibly in a global economy and society while appreciating cultural diversity.

Grow in self-understanding and responsibility by:

- Approaching challenges with creativity and imagination.
- Exploring values and ideas through the arts.
- Committing to lifelong learning and curiosity.
- Taking ownership of independent thinking, learning, and respectful dialogue.
- Practicing self-management, responsibility, and diligence in school and community life.
- Learning to work cooperatively while respecting others.
- Understanding humanity's role in sustaining the balance of nature.
- Building confidence and adaptability in a variety of environments.

IB Leadership at Riverview High School

Responsibility of the IB Diploma Program (DP) Coordinator

The DP Coordinator leads the Diploma Program for grades 11–12. Responsibilities include:

- Ensuring compliance with IB requirements for all DP students, courses, and assessments.
- Overseeing scheduling to guarantee required hours for SL and HL courses.
- Supporting students and teachers with the Extended Essay, TOK, CAS, and Internal Assessments.
- Serving as the primary liaison between Riverview High School and the International Baccalaureate Organization (IBO).
- Communicating program requirements, deadlines, and updates to students, parents, and staff.
- Maintaining program integrity, including policies on academic honesty, assessment, inclusion, and AI.

Responsibility of the IB Career-related Program (CP) Coordinator

The CP Coordinator leads the Career-related Program for grades 11–12. Responsibilities include:

- Ensuring students complete all elements of the CP Core (Personal and Professional Skills, Reflective Project, Service Learning, and Language Development).

- Coordinating career-related study tracks, working closely with teachers and industry partners to ensure high-quality pathways in areas like Marine Science, Engineering, International Business, ROTC, Computer Science, Music, and Theatre.
 - Supporting CP students with their selected Diploma Program courses.
 - Guiding students in balancing academic work with career-related studies.
 - Communicating CP program requirements and progress with parents, teachers, and counselors.
-

Responsibility of the IB Administrator

The IB Administrator (Assistant Principal for IB) ensures smooth operation and compliance of the entire IB Program. Responsibilities include:

- Overseeing program safety, compliance, and accountability.
 - Collaborating with coordinators, guidance, and faculty to support students' academic and personal success.
 - Supervising scheduling, testing facilities, and other logistics that support IB exams and coursework.
 - Supporting teacher recruitment, training, and retention to maintain a strong IB faculty.
 - Enforcing academic honesty and program policies consistently.
 - Serving as a link between Riverview High School leadership and the IB Program.
-

Responsibility of the IB School counselors

IB Counselors provide academic and personal guidance to students throughout the IB journey.

Responsibilities include:

- Assisting students with course selection to ensure they meet both IB requirements and high school graduation requirements.
- Supporting students in balancing workload, deadlines, and wellness.
- Providing guidance for college admissions, scholarships, and career planning, including letters of recommendation and transcript support.
- Collaborating with coordinators and teachers to monitor student progress and intervene early if concerns arise.
- Helping students and families access support services, including inclusion accommodations, tutoring, and mental health resources.

- Leading meetings with students and parents to review progress toward IB assessments and graduation.

Academic Subject Areas and IBDP/IBCP Core

IB students study six subjects **concurrently** during the two-year Diploma Program. This balance ensures that every student experiences both the humanities and the sciences.

Subject Groups

1. **Studies in Language and Literature** – usually the student’s best language (e.g., English Literature, English Language & Literature, Spanish Language & Literature).
2. **Language Acquisition** – a second language, chosen at the ab initio, SL, or HL level (e.g., Spanish, German, French, or other IB-offered languages).
3. **Individuals and Societies** – courses that explore human behavior and society (e.g., History, Business Management, Psychology, Economics, Environmental Systems & Societies, World Religions, Global Politics).
4. **Sciences** – courses that develop experimental, analytical, and problem-solving skills (e.g., Biology, Chemistry, Environmental Systems & Societies, Computer Science)
5. **Mathematics** – all students take a math course, either:
 - **Applications and Interpretation (AI)** – practical, applied math with an emphasis on statistics and modeling.
 - **Analysis and Approaches (AA)** – traditional math emphasizing algebra, calculus, and abstract problem-solving.
6. **The Arts** – creative expression and critical study (e.g., Visual Arts, Music, Theatre, Film, Dance). Students may also choose another subject from Groups 2–4 instead of an arts course.

Higher Level (HL) and Standard Level (SL)

- **Higher Level (HL)** – taken in 3 or 4 subjects, requiring a minimum of **240 teaching hours**.
- **Standard Level (SL)** – taken in 2 or 3 subjects, requiring a minimum of **150 teaching hours**.

This structure allows students to study some subjects in depth while maintaining breadth across a wide range of disciplines.

Why This Matters

- Science-oriented students must also engage with languages and the arts, ensuring balance.
- Language-focused students gain exposure to laboratory sciences and mathematical reasoning.

- Across all groups, students are encouraged to develop **problem-solving, critical thinking, active citizenship, and global perspectives**.
- IB continually reviews and updates curricula to reflect the latest global and educational needs.

The IBDP Core

In addition to six subjects, all Diploma Program (DP) students complete three required “core” components: the **Extended Essay (EE)**, **Theory of Knowledge (TOK)**, and **Creativity, Activity, Service (CAS)**. Together, these elements develop research skills, critical thinking, and balance between academics and personal growth.

Extended Essay (EE)

The **Extended Essay** is an independent, original research paper of up to **4,000 words**. It gives students the chance to investigate a topic of personal interest and to develop the academic writing and research skills expected in college.

Key points:

- Students spend about **40 hours** on research and writing over two years.
- Essays may be written in any approved IB subject, from sciences to world studies to languages.
- Many students choose topics connected to one of their Higher Level courses, while others use the EE to explore a completely different area.
- Each student works with a faculty supervisor who provides guidance and feedback.

The EE develops skills in **time management, critical inquiry, academic integrity, and formal writing** that prepare students for success at the university level.

Theory of Knowledge (TOK)

TOK is an interdisciplinary course that asks students to reflect on how we know what we know. Instead of focusing on “what” we learn, TOK emphasizes **why and how** knowledge is constructed across different disciplines and cultures.

Key points:

- TOK is taught for a **minimum of 100 hours** over two years.
- Students explore knowledge questions in areas such as history, the arts, mathematics, and the natural and human sciences.

- TOK helps students recognize bias, challenge assumptions, and make connections between school learning and real-world issues.

Assessment includes:

- A **TOK essay** (1,200–1,600 words) written on a prescribed title, externally assessed by IB examiners.
- A **TOK exhibition**, where students connect TOK concepts to real-world objects or experiences, internally assessed by teachers.

Creativity, Activity, Service (CAS)

CAS is a core requirement that ensures learning goes beyond the classroom. Through CAS, students grow as balanced individuals by engaging in experiences related to creativity, physical activity, and service to others.

Key points:

- CAS is completed over **two years** (11th and 12th grade).
- Students participate in a variety of activities that balance the three strands:
 - **Creativity** – arts, design, innovation, and problem-solving.
 - **Activity** – physical exertion, sports, and healthy lifestyles.
 - **Service** – voluntary community service and meaningful engagement with others.
- Students reflect on their growth through a portfolio, documenting evidence of seven learning outcomes such as collaboration, perseverance, and commitment.

At Riverview, **Florida Pre-IB students (grades 9–10)** are also encouraged to begin developing the habit of service through **100 hours of community service**, which supports both IB expectations and district/state scholarship requirements.

The IB Career-related Program (IBCP)

The IBCP is designed for students who want the challenge of IB academics **combined with career-focused learning**. Students take at least two Diploma Program (DP) courses alongside a **career pathway** and a unique CP Core. This balance develops both **academic depth** and **real-world skills**.

Career-related Pathways at Riverview

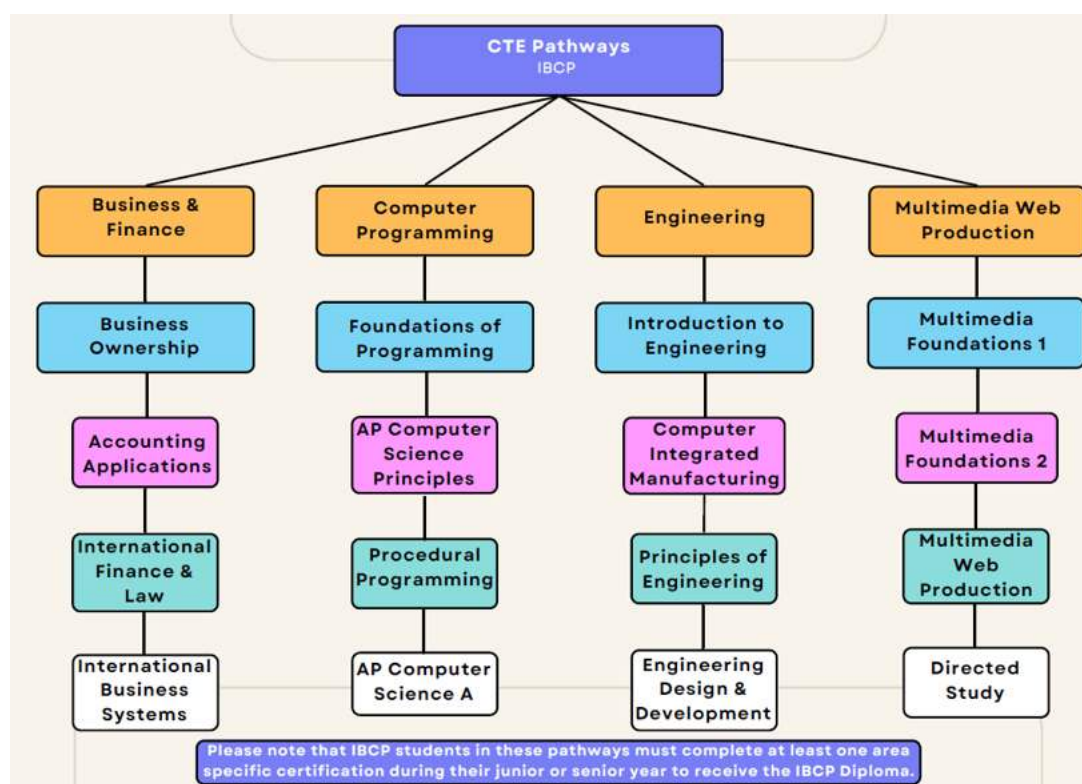
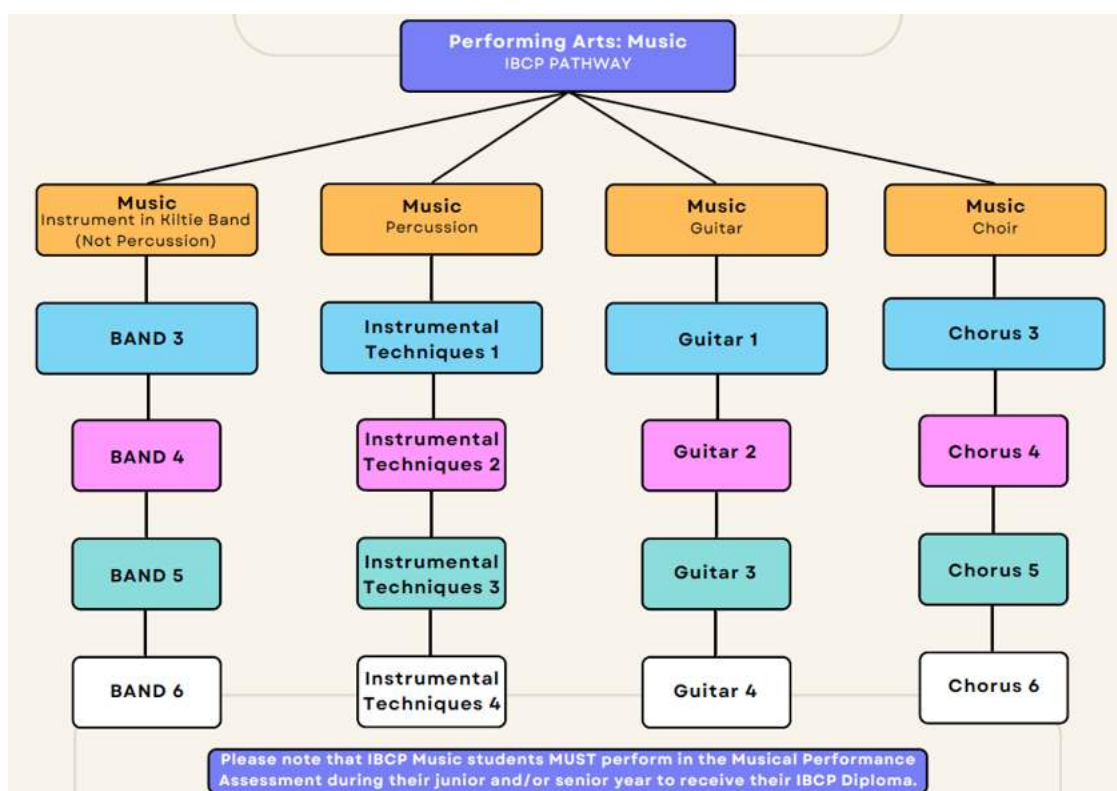
IBCP students choose one career track and complete specialized courses alongside their IB studies. Riverview currently offers:

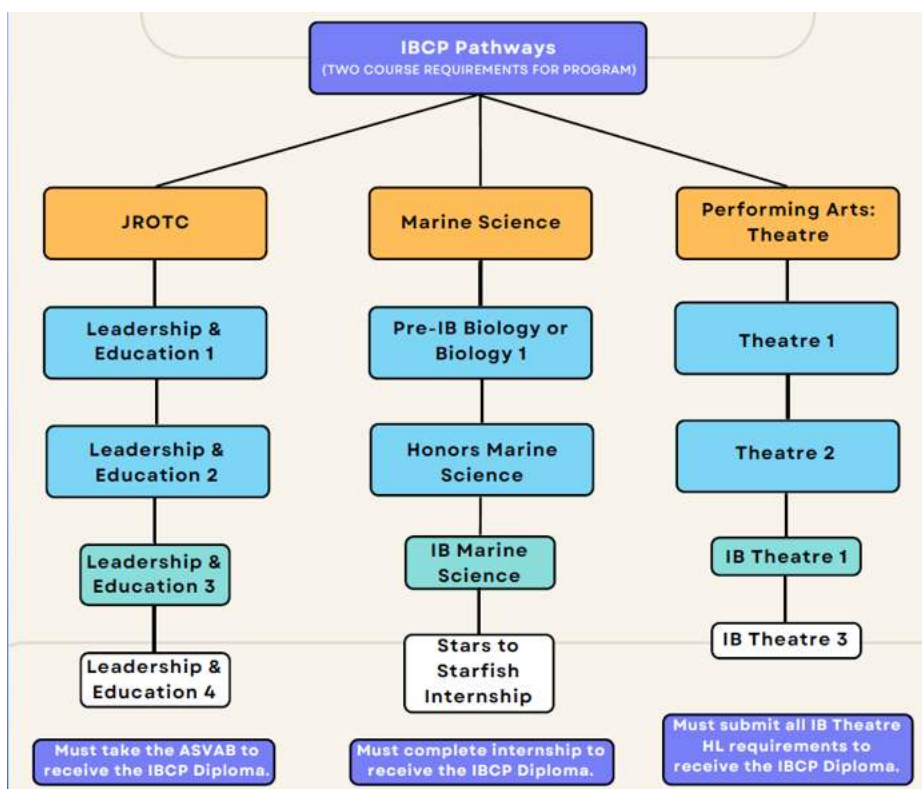
- Marine Science
- Engineering
- Business & Finance
- Reserve Officer Training Corps (ROTC)
- Computer Programming
- Multimedia Web Production
- Performing Arts: Theater & Music

Each pathway connects classroom learning to **professional practice, internships, and hands-on experience**, preparing students for both college and careers.

IB Career Program at RHS

Personal and Professional Skills	Language Development	Reflective Project	Service Learning
Taken Junior and Senior Year Themes Explored: Personal Development Effective Communication Applied Ethics Intercultural Understanding Thinking Processes One on one coaching from your PPS teacher	Students develop a language of their choice. 50 Hours Completed within the PPS Course Students have creative freedom to complete hours as they see fit, if the requirements are met.	2000-word research paper about an ethical dilemma within their career path. The IBCP reflective project enhances critical thinking, research, and communication skills, aligning with real-world career challenges.	Students use their knowledge and skills in their career path to meet a community need. 50 Hours of <u>Service Learning</u> outside of school hours





The IBCP Core

The CP Core is what makes this program unique. It includes four required components:

1. **Personal and Professional Skills (PPS)** – develops workplace and life skills such as teamwork, problem-solving, communication, and ethics.
2. **Reflective Project** – an extended piece of work (up to 3,000 words with a supporting product or presentation) exploring an ethical dilemma related to the student's chosen career field. It builds research, writing, and critical thinking skills.
3. **Service Learning** – meaningful community engagement where students connect service to their career interests and reflect on the impact of their work.
4. **Language Development** – students expand their ability in an additional language, supporting global citizenship and career readiness.

Diploma Program Courses in CP

In addition to the CP Core and career-related study, students must complete **at least two IBDP courses** at Standard Level (SL) or Higher Level (HL). These provide the academic foundation of the program and ensure CP students experience the same rigor as DP candidates.

Why This Matters

The IBCP allows students to:

- **Blend academics with career skills**, preparing them for university, technical programs, or the workplace.
- Gain **internationally recognized IB credits** through DP courses.
- Develop **practical, real-world competencies** through the CP Core.
- Pursue a pathway aligned with personal goals and interests.
- Grow as reflective, adaptable, and service-oriented learners.

IB Curriculum and Examination

Diploma Program (DP) students take six subjects over two years: one from each of the five required groups and a sixth subject chosen from the arts or as an additional science, language, or individuals & societies course. Students take **three or four subjects at Higher Level (HL)** and the remainder at Standard Level (SL).

1. Studies in Language and Literature

- **IB English Language & Literature HL**
- **IB Spanish Language & Literature HL/SL** (for native and heritage speakers)

2. Language Acquisition (second language)

- **IB German ab initio SL / German SL/HL**
- **IB Spanish ab initio SL / Spanish SL/HL**

3. Individuals and Societies (Choose ONE)

- **Business Management HL/SL**
- **Economics HL/SL**
- **History of the Americas HL**
- **Psychology HL/SL**
- **World Religions SL (one-year course)**
- **Global Politics SL (one-year course)**

4. Experimental Sciences (Choose ONE)

- **Biology HL/SL**
- **Chemistry HL/SL**
- **Environmental Systems & Societies (ESS) SL ***
- **Marine Science SL (one-year course)**
- **Astronomy SL (one-year course)**

Note: Environmental Systems & Societies (ESS) is interdisciplinary and may count as either Group 3 or Group 4, or both.

5. Mathematics (placement based on prerequisites and performance)

- **Mathematics: Analysis and Approaches HL/SL (AA)**

- **Mathematics: Applications and Interpretation SL (AI)**

6. The Arts or an Elective (Choose ONE)

- **Dance HL/SL**
- **Music HL/SL**
- **Theatre HL/SL**
- **Visual Arts HL/SL**
- OR a second course in:
 - Language Acquisition
 - Experimental Sciences
 - Individuals & Societies

IB Core Requirements

In addition to six subjects, every IB Diploma candidate must complete three core components:

1. **Extended Essay (EE)** – an independent, original research paper of up to **4,000 words** on a topic of the student’s choice. This project builds college-level research and writing skills.
2. **Theory of Knowledge (TOK)** – a two-year course (grades 11–12) that asks students to reflect critically on how knowledge is constructed across disciplines and cultures.
3. **Creativity, Activity, Service (CAS)** – ongoing involvement in creative pursuits, physical activity, and community service. Students document and reflect on their CAS experiences in a portfolio, which is reviewed at the end of the Program.

Together, these core elements develop students as **independent thinkers, balanced learners, and active global citizens**.

IB Examinations

- **Diploma candidates “sit” for exams in all six subject areas at the end of Grade 12.** These exams are set and graded by IB examiners around the world.
 - In some cases, Grade 11 students may take up to **two Standard Level (SL) exams early** as “anticipated candidates,” if they have completed the required coursework and hours.
 - Early (anticipated) exams are subject to approval by the IB Coordinators.
-

Assessment of Student Work

IB assessment combines both **external examinations** and **internal assessments (IAs)** completed during the course.

- **External assessments** may include essays, data analysis, case studies, short-answer questions, or multiple-choice tests. These are marked by trained examiners worldwide.
- **Internal assessments** are projects, investigations, oral presentations, or portfolios completed under teacher supervision. These are graded by Riverview teachers and then moderated by IB to ensure fairness.
- **Specialized assessments** vary by subject:
 - Visual Arts students submit digital portfolios, comparative studies, and process portfolios.
 - Music students submit recordings of performances or compositions.
 - Sciences and Mathematics students complete labs, investigations, or explorations.
 - World Language students complete oral assessments.

IB grading is **criterion-referenced**, meaning students are measured against clearly defined standards, not compared to each other. Scores range from **1 (lowest) to 7 (highest)** for each subject. Diploma candidates can earn up to **45 points total** (42 from six subjects + 3 from EE/TOK). The worldwide pass rate is consistently around **80%**, and Riverview IB results regularly exceed global averages.

IB Student Classifications at Riverview

- **Florida Pre-IB Students** – Grades 9 & 10 students preparing for the IB Diploma Program (DP) or the IB Career-related Program (CP). Admission to DP or CP requires meeting program standards and following the admissions process.
- **IB Diploma Candidates** – Grade 11–12 students enrolled in the full Diploma Program, preparing to complete all six subjects, core components (EE, TOK, CAS), and May examinations.
- **IB Anticipated Candidates** – Grade 11 students who may sit for up to two Standard Level exams before completing the full Diploma Program in Grade 12.
- **IB Diploma Course Students** – Students who take one or more individual IB courses and exams without pursuing the full diploma. Course students receive IB certificates in the subjects they complete.

- **IB Career-related Program (CP) Students** – Students who combine at least two IB Diploma courses with a **career-related study pathway** and complete the CP Core (Personal & Professional Skills, Reflective Project, Service Learning, and Language Development).

Marking of Examinations

Each IB subject is graded on a scale of **1 (lowest) to 7 (highest)**.

- To be awarded the **IB Diploma**, a student must earn:
 - A **minimum of 24 points total** across six subjects.
 - Completion of the **three core requirements**:
 - Theory of Knowledge (TOK)
 - Extended Essay (EE)
 - Creativity, Activity, Service (CAS)
- Students may earn a maximum of **45 points**:
 - **42 points** from six subjects (each scored 1–7).
 - **Up to 3 bonus points** from the combined performance in TOK and the EE, using the IB’s assessment matrix.
- A grade of **4** in a subject is generally considered a passing standard.
- The IB applies additional rules to ensure balance, such as limits on the number of 2s or 3s a candidate can earn. Full details are outlined in the official IB Diploma Program Assessment Regulations.

Students who do not meet all Diploma requirements—or who choose to take fewer than six subjects—receive an **IB Course Certificate** in each subject completed.

IB Subject Grading Scale

- **7 = Excellent**
- **6 = Very Good**
- **5 = Good**
- **4 = Satisfactory**
- **3 = Mediocre**
- **2 = Poor**
- **1 = Very Poor**

TOK and Extended Essay Grading Scale

- **A = Excellent**

- **B = Good**
- **C = Satisfactory**
- **D = Mediocre**
- **E = Elementary**

Note: A grade of E in either TOK or the EE is a failing condition for the IB Diploma.

Awarding of the IB Diploma

The **IB Diploma** is awarded to candidates who meet the following conditions:

- Earn a **minimum of 24 points** across six subjects.
- Receive grades in all six required subjects.
- Complete and meet the assessment requirements for:
 - **Theory of Knowledge (TOK)**
 - **Extended Essay (EE)**
 - **Creativity, Activity, Service (CAS)**
- Avoid serious academic misconduct (malpractice).

Key Requirements

- No grade of **1** in any subject.
- No grade of **2** in a Higher Level (HL) subject.
- No more than **three grades of 3** or below.
- At least **12 points total across HL subjects** (for students taking 3 HLs) or **16 points total across HL subjects** (for students taking 4 HLs).
- At least **9 points total across SL subjects** (for students taking 3 SLs) or **6 points total across SL subjects** (for students taking 2 SLs).
- A grade of **D or higher** in both TOK and the EE.
- Completion of the CAS program.

Failing Conditions

The IB Diploma will **not** be awarded if any of the following occur:

- A grade of **E** in either TOK or the EE.
- A grade of **1** in any subject.
- More than **two grades of 2** (HL or SL).
- More than **three grades of 3** or below.
- Fewer than 12 points in HL subjects (if taking 3 HLs) or fewer than 16 points in HL subjects (if taking 4 HLs).

- Fewer than 9 points in SL subjects (if taking 3 SLs) or fewer than 6 points in SL subjects (if taking 2 SLs).
- Evidence of academic malpractice confirmed by the IB Final Award Committee.

Core Contribution to Diploma Points

- **TOK + EE** are graded on a letter scale (A–E).
- The combination of grades can contribute up to **3 additional points** to the overall total.
- A grade of **E** in either is a failing condition.

Riverview High School IB Assessment Policy

Overview

“The aim of assessment is to help students learn and teachers teach.”

Success in the IB Program depends on performance in a comprehensive system of **criterion-referenced assessments**. Student work is evaluated against clear standards rather than compared to other students.

Effective assessment is designed to measure a student’s ability to:

- Demonstrate knowledge and understanding
 - Recall and apply information
 - Analyze, evaluate, and synthesize ideas
 - Communicate clearly and effectively
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Overarching Goals

- Honor and respect diverse learning styles.
 - Master essential facts and concepts while expanding student learning opportunities.
 - Uphold the mission and objectives of the International Baccalaureate.
 - Relate assessment to skills and knowledge necessary for success in post-secondary education and lifelong learning.
 - Maintain assessment as a **living process** that promotes dialogue and strengthens connections between teaching, learning, and evaluation.
-

Why Are Students Assessed?

Purpose:

- To help teachers and students plan for future learning.
- To allow students to demonstrate subject proficiency in multiple ways.
- To provide feedback and encourage student reflection.
- To set academic and personal goals.
- To show mastery of key concepts in each subject area.

- To keep parents informed about progress, procedures, and expectations.

Principles:

- Students understand the criteria by which they are assessed.
 - Assessments reflect varied learning styles and use multiple tools and strategies.
 - Assessments are **criteria-referenced**, not norm-referenced.
 - Assessments measure what students know, understand, and can apply.
 - Assessments vary in weight based on complexity, length, and importance.
 - Final grades reflect the level most consistently demonstrated over time.
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What Is Assessed?

- **Content Objectives** – knowledge acquisition
 - **Skill Mastery** – application and performance
 - **IB Criteria & Standards** – international benchmarks
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Types of Assessment**Performance-Based:**

- Internal Assessments (IAs)
- Oral Presentations
- Digital Portfolios
- Collaborative Projects

Formative:

- Quizzes and low-stakes checks
- Critiques and peer evaluations
- Varied writing samples
- Draft portfolios

Summative:

- IB Mock Exams
- Midterm and Final Exams

- Formal Orals
 - Science labs and investigations
 - Visual and Performing Arts portfolios/exhibitions
 - Multidisciplinary projects and comparative studies
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Reporting Assessment

- Course Fact Sheets and Syllabi
 - Online gradebook systems (Teams, Schoology, ManageBac)
 - Teacher feedback and reflections
 - Student self-reflections
 - Parent updates via meetings and IB communications
 - Collaborative teacher planning and professional development
-

Timing of Assessments

- **Formative Assessments** – ongoing throughout each quarter, semester, and year.
 - **Summative Assessments** – tied to units, semesters, and IB exam periods (March–May for external IB assessments).
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Responsibilities

Students:

- Uphold academic integrity.
- Follow attendance policies to maximize time-in-learning.
- Practice reflection and self-assessment.
- Meet deadlines and manage long-term assignments responsibly.
- Submit major assessments (IAs, reports, portfolios) to the IB Office by 7:30 a.m. on the due date, even if absent.

Teachers:

- Design assessments using IB-style criteria and language.

- Ensure rigor through a variety of assessment styles.
- Communicate expectations and grades clearly and consistently.
- Use data from assessments to adjust instruction and measure growth.
- Collaborate with colleagues to support holistic student learning.
- Model the IB Learner Profile and uphold concurrency of learning.
- Follow the IB assessment calendar and ensure fairness across classes.

Parents:

- Stay engaged as partners in their student's education.
- Attend IB parent meetings and support program requirements.
- Understand and value the IB mission and learner profile.
- Monitor student progress via grade portals and ManageBac.
- Review the Guidebook annually, sign the Honor Code, and reinforce expectations at home.
- Contribute to the Riverview IB community when possible.

Grading Scale

Riverview IB follows Sarasota County Schools' grading scale and reporting procedures. Progress reports, quarterly grades, and final transcripts reflect both district and IB requirements.

Internal & External Assessments

- **Internal Assessments (IAs):** Completed at school, graded by teachers, and moderated by IB examiners.
- **External Assessments:** Exams, essays, and projects graded by international examiners.
- Course grades should align as closely as possible with IB rubrics and marks.
- A master IA calendar ensures deadlines are balanced across subjects to reduce student stress.

Student Learning Responsibilities

- Each student receives an **IB assessment calendar** at the start of each semester listing major deadlines for projects, labs, investigations, reports, portfolios, and IAs.

- Assignments have firm due dates. Students are strongly encouraged to complete work early.
- Absence on the due date does not excuse a student from submission; work must still be turned in by the deadline.
- Late work policies vary by teacher, as outlined in individual course fact sheets.

Program Requirements

Admissions Commitment

Admission into the Riverview IB Program (Diploma Program or Career-related Program) represents a commitment by the student and family to uphold the values, standards, and requirements of the International Baccalaureate.

- **Commitment to Completion:** Students admitted into Florida Pre-IB are expected to pursue either the IB Diploma Program (DP) or the IB Career-related Program (CP) in grades 11–12. Once a student enters grade 11 as a Diploma or Career-related candidate, they are expected to remain in the Program for a minimum of one academic year.
- **Transfer Policy:** If a student requests to exit the IB Program, the transition must occur at the end of the academic year. Mid-year transfers may be considered only at semester and must be approved by the IB Coordinator.
- **Course Pathways:** Students in good standing with at least a “B” average may be eligible to continue as **IB Diploma Course Students** (formerly Certificate Candidates), completing individual IB courses and assessments without pursuing the full diploma.
- **Out-of-District Students:** Students attending Riverview from outside their assigned district must return to their home high school if they exit the IB Program, in accordance with district policy.
- **Placement after IB Exit:** Students who exit IB cannot be guaranteed placement in AP, Dual Enrollment, or Honors courses. Placement is dependent on space availability and Riverview scheduling policies.

Good Standing Requirement:

As per IB regulations, students must be in good standing with respect to:

- **Academic Integrity** (no unresolved Honor Code violations or academic misconduct).
- **Behavior and Conduct** (no suspensions at the time of examinations).
- **Attendance** (consistent participation in coursework to meet IB seat-time requirements). Failure to remain in good standing jeopardizes eligibility to sit for IB examinations.

Prescribed Reading and Curriculum

All Riverview IB courses follow the IB Organization’s **prescribed reading lists** and **subject guides**, which determine curriculum, assessments, and standards. Teachers integrate required texts and assessments into instruction, ensuring students are prepared for IB examinations.

- If a student or parent raises an objection to a specific text or material, they may contact the teacher and IB Coordinator to discuss alternative assignments, in alignment with IB academic standards.
- To support IB's mission of lifelong learning, Riverview provides **summer reading and assignments** to encourage continued growth. While not formally mandatory (per School Board policy), these assignments are considered essential for readiness and are strongly recommended. Students may earn credit or enrichment recognition for successful completion.

Summer Assignments

- Posted annually on the Riverview IB website.
- While not formally mandatory, they are expected as part of the IB philosophy of preparation, growth, and balance.
- Students have up to **10 days after the start of school** to demonstrate completion. Teachers may offer enrichment or extra credit opportunities tied to summer work.
- Families unable to obtain assigned resources should contact the IB Coordinator for alternative arrangements.

Progress Reports

- All IB teachers are required to post progress and final grades according to Sarasota County Schools and IB guidelines.
- Families are expected to check student grades **weekly** using the district grade portal and ManageBac.
- Communication is a shared responsibility: teachers provide timely updates, and families remain engaged in monitoring progress.

Employability Grades (Approaches to Learning in Action)

In keeping with IB's emphasis on Approaches to Teaching and Learning (ATLs), Riverview IB uses "Employability Grades" to measure student growth in skills that extend beyond academic content. These reflect a student's readiness to succeed in higher education and the workplace.

Indicators include:

- Regular and punctual attendance.
- Active participation in classwork and discussions.

- Engagement in meaningful school and classroom activities.
- Respect for peers, faculty, and learning spaces.
- Contribution to a healthy, respectful, and collaborative environment.

Employability grades are not IB grades but are recorded as part of Riverview's holistic assessment of student development and success.

DP Course Progression for 2026-2027

Subject Area	Grade 9 Courses	Grade 10 Courses	Grade 11 Courses	Grade 12 Courses
Group 1 Language & Literature	FL PIB English I	FL PIB English II	IB English Lang & Lit 1 HL	IB English Lang & Lit 3 HL
Group 2 Language Acquisition	FL PIB Spanish I	FL PIB Spanish II	IB Spanish IV (*Spanish may test at SL per approval)	IB Spanish V
	FL PIB Spanish II	FL PIB Spanish III	IB Spanish IV	IB Spanish V
	FL PIB Spanish III	AP Spanish	IB Spanish Language & Literature	IB Spanish Language & Literature
	FL PIB German I	FL PIB German II	IB German III	IB German IV
Group 3 Individuals & Societies	World History AP or Honors	AP Human Geography	AP US History HL (HOA)	History of Americas HL
			IB Economics I	Economics II (SL or HL)
			IB Business Management	IB Business Management (SL or HL)
			IB World Religions (1 year SL)	IB World Religions (1 year SL)
			IB Environmental Systems & Societies (1 year SL)	IB Environmental Systems & Societies (1 year SL)
			AP Psychology	IB Psychology (HL)
			IB Global Politics (1 year SL)	IB Global Politics (1 year SL)
Group 4 Experimental Science	FL Pre IB Biology	FL Pre-IB Chemistry	IB Biology II or AP Biology	IB Biology III (SL or HL)
			IB Environmental Systems & Societies (1 year SL)	IB Environmental Systems & Societies (SL or HL)
			IB Marine Science (1 year SL)	IB Marine Science (1 year SL)
			Astronomy (1 year SL)	
Group 5 Mathematics	Geometry	Geometry and Algebra 2	IB Math Analysis (SL)	IB Math Analysis (SL)
	Geometry Honors AND Algebra 2 H (HL)	Algebra 2 (Honors)	Math Applications SL 1	Math Applications SL 2
	Algebra 2 Honors	IB Pre Calculus / Trig (HL)	BC Calculus	IB Math Analysis (HL)
		AP Statistics	Math Applications HL 1	AP Statistics (Optional)
Group 6 The Arts			Art, Dance HL, Music, Theater, or additional Group 2, 3 or Group 4	Math Applications HL 2
Central Elements			Theory of Knowledge (TOK)	Art, Dance HL, Music, Theater, or additional Group 2, 3 or Group 4
Additional IB Diploma Requirements		100 Community Service hrs Bright Futures	Creativity Action and Service (CAS); Extended Essay	Theory of Knowledge (TOK)
				Creativity Action and Service (CAS); Extended Essay

Good Standing

A student is considered not to be in good standing when the Attendance Policy, Academic Guidelines, or Honor Code are compromised in any way. A student must be in good standing in order to remain enrolled in the IB Program and to be eligible to sit for IB examinations.

IB Attendance Policy

In accordance with Sarasota County Schools' policies and IB authorization requirements, students must document sufficient time-in-learning to meet IB teaching-hour requirements for both Standard Level (SL) and Higher Level (HL) courses.

Riverview IB Attendance Expectations:

- All absences, whether excused or unexcused, are counted toward attendance totals.
- Students who miss more than 10 days in a semester (excused or unexcused) may lose good standing and be placed on program probation.
- Students with attendance concerns will be required to meet with the IB Coordinator and/or School counselor to establish a corrective plan, which may include:
 - Documented academic recovery (teacher-supervised make-up work).
 - Extended deadlines or alternative assignments (in alignment with district and IB policies).
 - Required parent conferences.
- If excessive absences continue into the second semester, students may face removal from the IB Program.

Important for Seniors (DP/CP Candidates):

- Seniors who do not fulfill attendance requirements will not be permitted to sit for IB examinations.

Important for Juniors (Anticipated Candidates):

- Juniors registered for one-year SL exams may be withdrawn from those exams if attendance requirements are not met prior to testing.

District Policy Alignment:

- Sarasota County Schools' attendance regulations apply in full.
- Medical documentation is required when excused absences exceed district limits.
- Students must also comply with state and district requirements for credit retention.

Summary of Impact

- More than 10 absences in a semester may result in probationary status.
- Failure to correct attendance issues may result in removal from the IB Program.
- Students not in good standing due to attendance, academic integrity, or behavior may be deemed ineligible to test in IB examinations.

Riverview Preparatory IB Academic Guidelines 2026-2027

Riverview Prep-IB	Requirements	Consequences
9th Grade*	The student must have an unweighted 2.75 GPA <u>each</u> semester.	The student who has less than a 2.75 <u>unweighted</u> semester average will be placed on academic
		The student who has an 'F', or 2 'D's', or less than a <u>unweighted</u> GPA of 2.75 will be transitioned from the program at the end of the ninth grade year.
10th Grade*	The student must have an unweighted 2.75 GPA <u>each</u> semester.	The student who has less than a 2.75 <u>unweighted</u> semester average will be placed or remain on academic probation.
.	The student with an unweighted cumulative GPA of 2.5 will be placed on academic advisement	The student who has an 'F', or 2 'D's', or less than a Grade 10 2.75 <u>unweighted</u> GPA will be transitioned from the program.

***'Good Standing':** At the end of the student's 10th grade year (Preparatory IB) the student must maintain academic eligibility to enter the IBDP program. The IB leadership will also review any attendance and behavior issues as well as problematic approaches to learning as part of the eligibility process. Students looking to move into the IBCP program will complete an additional online application to ensure eligibility utilizing the same guidelines listed above.

Riverview IB Diploma Program Academic Guidelines 2026-2027

Riverview IB	Requirements	Consequences
11th Grade Year 1 – IB	<u>First Semester:</u> the Anticipated Candidate must have an <i>unweighted</i> 2.75 GPA for junior year; no more than <u>one</u> D and <i>no F's</i>	The student may be requested to leave the program.
The Central Elements: CAS*, TOK, EE *Although successful completion of CAS is really not measured in hours, using this as a guideline will help ensure that the student will meet the seven learning outcomes, as well as maintaining the required CAS	<u>First Semester: (CAS)</u> the student must have completed the Planning Essay and documentation of the equivalent of 25 hours, with a minimum of 10 reflections.	The student may be requested to leave the program.
	<u>First Semester:</u> the Anticipated Candidate must have an <i>unweighted</i> 2.75 GPA for junior year; no more than <u>one</u> D and <i>no F's</i> .	Any Anticipated Candidate with more than one D and/or any F's at the end of junior year or does not meet the Year One GPA requirement will be transitioned from the program.
	<u>2nd Semester: (CAS)</u> the student must have completed the 'Mid-Point Reflection', and documentation of the equivalent of 75 hours, with 20 reflections; (TOK) the student must have successfully completed the 'Oral Presentation' requirement; (EE) the student must have successfully submitted an extended essay proposal.	Any student who does not meet the Year One 'Central Elements' requirement will be transitioned from the program.

Riverview IB Diploma Program Academic Guidelines 2026-2027

Riverview IB	Requirements	Consequences
12th Grade Year 2 IB The Central Elements: CAS, TOK, EE	<u>EE</u>: the student must submit a completed Extended Essay outline before the start of Grade 12 classes.	Any student who does not meet the EE requirement will be transitioned from the program.
	First semester: the Diploma Candidate must have an unweighted GPA of 2.75 for senior year, no more than 1 D and no F's. CAS by Winter Recess, the student must have completed documentation of the equivalent of 125 hours with 30 reflections; April 1: (CAS) all reflections, supervisor forms, documented hours and essay must be submitted and approved. Equivalent of 150 hours with 40	The student will be removed as a Diploma Candidate or a Diploma Student and will need to be transitioned to a traditional High School diploma track.

Creativity, Activity, Service (CAS)

Nature of CAS

"...if you believe in something, you must not just think or talk or write, but must act."

— Peterson (2003)

CAS is at the **heart of the IB Diploma Program**. It is one of the three required core components, alongside the **Extended Essay (EE)** and **Theory of Knowledge (TOK)**. CAS challenges students to engage in meaningful, balanced experiences throughout the two years of the Diploma Program.

- CAS is not formally assessed but is a **requirement for the award of the IB Diploma**.
- Riverview High School confirms that every student has satisfactorily completed CAS before diplomas are awarded.
- Failure to meet CAS requirements results in **no diploma being awarded**, regardless of academic performance.

Through CAS, students engage in experiences that complement their academic studies, encourage self-discovery, and provide a counterbalance to the pressures of the classroom. CAS is a personal journey—students begin from their own strengths and grow through challenges, reflection, and collaboration.

The Three Strands of CAS

- **Creativity** – exploring and extending ideas leading to original or interpretive products or performances.
- **Activity** – physical exertion that contributes to a healthy lifestyle.
- **Service** – collaborative and reciprocal engagement with the community in response to an authentic need.

These strands are often interwoven within experiences. Students must engage with all three throughout their Program in a balanced way.

CAS Portfolio and Project

CAS Portfolio:

- Each student must maintain a portfolio as evidence of their CAS engagement.
- Portfolios are kept on **ManageBac** and must include reflections, supervisor comments, and documentation (photos, blogs, journals, videos, etc.).
- The portfolio is reviewed regularly by the CAS Coordinator and is a requirement for Program completion.

CAS Project:

- Each student must complete at least one **CAS Project** lasting a minimum of one month.
- Projects require collaboration, initiative, and perseverance, and must integrate at least one CAS strand (ideally two or three).
- Examples: organizing a beach cleanup campaign, creating a community theatre production, coaching a youth sports team, or designing a STEM tutoring program.

CAS Requirements at Riverview

- CAS experiences must span the **entire 18–24 months of the Diploma Program** (Grades 11–12).
- Students must demonstrate **regular, ongoing engagement**, not a last-minute accumulation of hours.
- CAS is about **quality, reflection, and personal growth**, not a minimum number of hours.
- CAS cannot:
 - Take place during regular school instructional hours.
 - Be counted for paid work.
 - Double as a requirement for another IB course.
- Students must meet deadlines set by CAS advisors, using ManageBac for documentation and approval.

CAS Learning Outcomes

Students must provide evidence in their portfolio that they have achieved **all seven IB learning outcomes** at least once during their CAS Program.

1. **Identify own strengths and develop areas for growth** – recognizing abilities and setting goals for personal improvement.
2. **Demonstrate that challenges have been undertaken and new skills developed** – extending beyond the comfort zone.
3. **Initiate and plan a CAS experience** – showing initiative and responsibility in designing and implementing projects.
4. **Show commitment to and perseverance in CAS experiences** – demonstrating sustained effort over time.
5. **Demonstrate the skills and benefits of working collaboratively** – building teamwork and problem-solving capacity.
6. **Engage with issues of global significance** – recognizing and responding to challenges that affect communities locally and globally.
7. **Recognize and consider the ethics of choices and actions** – reflecting on values, consequences, and responsibility.

Students must reflect on their growth in each outcome; reflections are the core evidence of CAS achievement.

CAS at Riverview: Examples

Approved CAS experiences include:

- Creativity: participation in theatre, music composition, art exhibits, robotics design, or creative writing publications.
- Activity: coaching or playing on athletic teams, dance, martial arts, or wellness initiatives.
- Service: volunteering with Habitat for Humanity, Teen Court, local environmental organizations, nursing homes, faith-based outreach, or other nonprofit agencies.

Students are encouraged to design projects that connect to their passions and explore new areas of growth, while also embodying the **IB Learner Profile** attributes (caring, principled, risk-takers, reflective, etc.).

Riverview CAS Graduation Requirement

- Students must demonstrate completion of all CAS expectations by the **April of senior year**.
- Advisors and the CAS Coordinator confirm completion and report to IB.
- **CAS Completion = Diploma Eligibility** — students who do not meet CAS standards are reported as “**CAS Unsatisfactory**” and will not be awarded the IB Diploma.

The Profile of an IB Teacher

Before a high school can be authorized to offer the IB Diploma or Career-related Program, the school must demonstrate a clear commitment to teaching excellence and professional development. Riverview High School has long met this standard, with a history of successful Advanced Placement, Dual Enrollment, and Honors initiatives that paved the way for IB implementation.

Professional Development and Training

All IB teachers at Riverview receive ongoing professional development through workshops, conferences, and collaborative learning opportunities. Training ensures teachers remain aligned with IB philosophy, pedagogy, and curriculum updates.

- Initial Training: Teachers attend official IB Category 1 workshops (2–3 days) introducing them to IB philosophy, subject methodology, internal and external assessments, and resources.
 - Ongoing Training: Teachers participate in Category 2 and Category 3 workshops, which focus on deepening content knowledge, exploring curriculum renewal (on a 5–7 year cycle), and sharing best practices.
 - Regional Engagement: Riverview teachers regularly attend Florida League of International Baccalaureate Schools (FLIBS) roundtables for subject-specific collaboration.
 - Global Collaboration: Teachers have access to the IB's Program Resource Centre (PRC), which houses curriculum guides, teaching materials, exemplars, and discussion forums.
 - Peer Learning: Riverview maintains a visitation program, where faculty observe and collaborate with other IB schools to exchange best practices and resources.
-

Qualities of an IB Teacher

While training is essential, what truly distinguishes an IB teacher is their mindset and commitment to IB values. IB teachers are:

- Experts in their subject area – possessing deep and broad knowledge, and staying current with developments in their discipline.

- Lifelong learners – continually engaging in professional growth and reflection.
- Student-centered educators – empowering students to take ownership of their learning both inside and outside the classroom.
- Flexible and adaptive – able to adjust instruction to diverse learning needs and contexts.
- Caring and collaborative – fostering cooperative classroom environments and working closely with colleagues.
- Guides and mentors – supporting students through academic and personal challenges.
- Models of the IB Learner Profile – living out the attributes of being principled, open-minded, caring, reflective, and internationally minded.
- Practitioners of Approaches to Teaching and Learning (ATLs):
 - Teaching through inquiry.
 - Focusing on conceptual understanding.
 - Developing local and global contexts.
 - Encouraging teamwork and collaboration.
 - Differentiating instruction for diverse learners.
 - Using formative and summative assessment to inform instruction.

The IB Teacher at Riverview

At Riverview, IB teachers embody the IB philosophy in their classrooms and beyond. They extend learning beyond disciplinary boundaries, encourage international-mindedness, and promote concurrency of learning through interdisciplinary collaboration.

The profile of an IB teacher at Riverview emerges as:

- A highly competent master teacher, deeply versed in their subject.
- A facilitator of inquiry, guiding students to ask questions, think critically, and reflect on their learning.
- A global thinker and learner, committed to the ideals of the IB and the development of lifelong learners.

IB Mathematics Recommendation Information

Mathematics placement at Riverview is designed to prepare students for success in the **Group 5 requirement** of the IB Diploma Program. Placement decisions are based on prior coursework, grades, teacher recommendations, standardized test data, and the student's academic goals.

Freshman Year (Florida Pre-IB 9th Grade)

- **Placement Test Required** for students entering after Algebra I.
 - Placement is determined by test results, past coursework, and future plans.
 - Possible placements:
 - Algebra I
 - Geometry / Honors Geometry
 - Algebra II / Honors Algebra II
 - Students demonstrating strong readiness may be given the opportunity to take more than one math class concurrently.
-

Sophomore Year (Florida Pre-IB 10th Grade)

- Students still completing **Geometry** or **Algebra II** are placed by their current math teacher.
- Students who have completed Algebra I, Geometry, and Algebra II may progress as follows:

Advanced Topics in Mathematics

- From Honors Algebra II → below 85% average
- From Algebra II → below 90% average

Pre-Calculus

- From Honors Algebra II → 85% or above
- From Algebra II → 90% or above

Junior Year (IB Year 1)

Placement is determined by teachers of Florida Pre-IB sophomores. Options include:

Mathematics: Applications and Interpretation (SL, 2-year program)

- Completed Algebra I, Geometry, and Algebra II by the end of 10th grade, or
- Completed Advanced Topics in Mathematics by the end of 10th grade

Mathematics: Applications and Interpretation (HL, 2-year program)

- Successfully completed Pre-Calculus by end of 10th grade
- Requires a **signed teacher recommendation**

AP Calculus AB

- From Pre-Calculus → average between 82%–92%

AP Calculus BC

- From Pre-Calculus → average 92% or above

Note: Students who complete Pre-Calculus online will be placed in Mathematics: Applications and Interpretation (SL).

Senior Year (IB Year 2)

Students complete Group 5 requirements by taking IB Internal Assessments (IA) and External Assessments.

Mathematics: Applications and Interpretation (SL or HL)

- Must have completed the first year of the 2-year course as a junior.

Mathematics: Analysis and Approaches (SL)

- Eligible if completed AP Calculus AB in junior year
- Eligible if completed AP Calculus BC and scored 1–2 on AP Exam

Mathematics: Analysis and Approaches (HL)

- Eligible if completed AP Calculus BC and scored 3 or higher on AP Exam
-

Math Elective Options

AP Statistics (elective option for qualified students)

- Prerequisite: Completion of Algebra II
 - From Honors Algebra II → 70% or above, AND FSA Reading score of 4 or 5
 - From Algebra II → 80% or above, AND FSA Reading score of 4 or 5
-

Placement Considerations

When determining placement, teachers and the math department consider:

- Student interest and long-term goals
- Attendance and responsibility with coursework
- Academic maturity and work ethic
- Current placement and grades
- Teacher recommendation

Riverview High School IB Language Policy

Philosophy

An important goal of Riverview High School's IB Program is to prepare students to recognize themselves as active, responsible members of a globally interdependent world. **Language is central to learning, communication, and cultural identity**, and it is through language that we achieve international-mindedness.

At Riverview, we aim to:

- Develop strong literacy and communication skills in English (the language of instruction).
 - Ensure all students study at least one additional world language.
 - Support students in maintaining and valuing their mother tongue and cultural identity.
 - Provide language support for students who are developing English proficiency.
-

Languages of Instruction

- **English** is the primary language of instruction at Riverview High School, used in all IB courses except for world language classes.
 - **Spanish** and **German** are offered as Language Acquisition options. Most Riverview IB students complete at least three credits in Language Acquisition, with many completing four.
 - Students may also pursue **Ab Initio** language options in Grade 11 (two-year SL courses for beginners in an additional world language).
-

Language Acquisition and Enrichment

- **World Languages:** IB students are required to complete a minimum of three credits in Language Acquisition; the majority complete four.
- **Ab Initio Option:** Increasing numbers of IB juniors take advantage of the Ab Initio track to begin a new language.

- **Advanced Options:** Students may also pursue AP-level courses in Spanish, and many courses across the curriculum (e.g., Theatre, Film, History, Psychology) integrate language, culture, and global perspectives.
 - **Enrichment Opportunities:** Clubs such as Spanish Honor Society, German Honor Society, Drama, Speech and Debate, Journalism (Rampage), and Literary Arts (Literari) provide opportunities to enhance communication skills in authentic contexts. CAS experiences—such as tutoring elementary students in Spanish—further reinforce applied language learning.
-

English as an Additional Language (EAL)

Riverview is committed to **equity and access** for students who are learning English.

- **ESOL courses** are available for students whose proficiency requires targeted support.
 - A **case management system** within the Excellence and Equity program ensures individualized monitoring and intervention.
 - Tutorial services are available across subject areas.
 - Our outreach actively recruits and supports ESOL-designated students, ensuring they are not excluded from IB opportunities due to language barriers.
-

Language Across the Curriculum

Language development is the responsibility of **all teachers in all subjects**. IB emphasizes that each subject has its own disciplinary language (e.g., the symbolic language of mathematics, the lab report structures of science, the analytical vocabulary of literature). At Riverview, we recognize and explicitly teach the language demands of each discipline.

Roles and Responsibilities

- **Students** commit to developing strong language skills in both English and an additional world language, and to valuing language diversity.
- **Teachers** integrate disciplinary literacy strategies into their courses and model academic language.

- **The Language Policy Committee** (teachers from Group 1 and Group 2) reviews and updates the policy regularly, ensuring alignment with IB expectations.
 - **Parents** support students' language development at home by encouraging reading, communication, and appreciation of cultural heritage.
-

IB Language Definitions (Riverview Context)

- **Language of Instruction:** English, used in all courses except world language classes.
 - **Mother Tongue:** The language most strongly connected to a student's cultural identity, often spoken at home. Riverview encourages students to maintain and value their mother tongue.
 - **First Language:** The language in which the student is most proficient (may or may not be the same as their mother tongue).
 - **Additional Language:** A language studied beyond the student's first language. For Riverview, these include Spanish, German, and Ab Initio options.
 - **English as an Additional Language (EAL/ESOL):** Instruction and support to assist non-native English speakers in achieving academic success in an English-speaking environment.
-

Review and Development

This Language Policy is a **living document**, reviewed regularly by the Language Policy Committee, IB Coordinators, and faculty. It is aligned with IB's expectation that schools create, review, and implement policies that support **access** for all learners.

Riverview IB Inclusion Policy

Vision

Our vision is that every IB student has equitable access to learning, assessment, and participation so that each student can reach their full potential. We support, guide, and lead students in developing their abilities regardless of age, gender, race, culture, language background, or disability.

Policy Goals

- Adhere to national, state, and local laws regarding the inclusion and support of students.
 - Identify student learning support needs early and provide appropriate assessment and services.
 - Ensure all students can access the full IB curriculum, including the core (EE, TOK, CAS).
 - Promote equity of opportunity through fair access arrangements in line with IB regulations.
-

IB Access and Inclusion Principles (IBO, 2019)

All inclusive access arrangements authorized by the IB are guided by these principles:

- **Maintaining standards:** Grades reflect actual student attainment, not adjusted expectations. Access arrangements ensure fairness but do not give advantage.
- **Reflecting usual ways of working:** Access arrangements must be consistent with classroom practice and cannot be requested retroactively.
- **Consistency for all candidates:** Access arrangements are designed to ensure comparability worldwide, while respecting cultural differences.
- **Confidentiality:** All student information is treated with discretion and shared only with staff who need to know.
- **Integrity of assessment:** All exams and assessments must follow IB regulations; unauthorized adjustments invalidate results.

- **Exceptional issues:** Exemptions or last-resort adjustments may only be requested in rare, exceptional cases.
-

Accommodations and Inclusive Assessment Arrangements

Inclusive assessment arrangements (IAAs) are available for students with documented needs through an **Individual Education Plan (IEP)** or a **Section 504 Plan**.

Examples include (but are not limited to):

- Additional time
- Separate or specialized testing environment
- Rest breaks
- Use of word processor or assistive technology
- Modified seating or noise buffers
- Internal deadline extensions
- Use of an interpreter for hearing-impaired students
- Visual aids (colored overlays, magnification)
- Assistance with practical work

Authorization:

- Some arrangements may be granted at the discretion of the IB Coordinator (school-based).
 - Others require prior approval from the International Baccalaureate Organization and must be supported by documentation and educational evidence.
 - The IB Counselor and IB Coordinator are responsible for submitting requests and ensuring communication with parents, teachers, and students.
-

Roles and Responsibilities

Riverview IB Program:

- Collaborate with Riverview's Special Education Department to ensure compliance with laws and IB policies.

- Adhere to IB rules and guidelines for inclusive assessment arrangements.
- Provide clear guidance to students and families about available supports.
- Share IEP and 504 information with IB faculty as appropriate.

Pedagogical Leadership Team:

- Ensure teachers have access to training in inclusive practices.
- Monitor student progress and inclusion needs.
- Apply for IB-approved accommodations when required.
- Maintain confidentiality in all matters of student support.

IB Faculty:

- Differentiate instruction to meet student needs.
- Understand and implement IEP/504 accommodations.
- Promote language awareness and sensitivity across all subject areas.
- Maintain accurate records of student progress and confidentiality.
- Attend IEP/504 meetings as appropriate.

IB Students:

- Communicate their learning support needs proactively.
- Request accommodations in a timely manner.
- Take an active role in self-advocacy, reflection, and inclusion planning.

Parents/Guardians:

- Provide accurate documentation of student needs.
- Collaborate with the IB Program and Special Education staff.
- Support requests for inclusive assessment arrangements by providing required evidence.
- Engage with the IB Parent Organization to build community and support networks.

Intervention and Support

Students identified as underachieving through progress reports and grades will be provided additional support, which may include:

- Mentoring (e.g., Take Stock in Children, Unidos Now partnerships)
 - Small group or study support sessions
 - Targeted curriculum support and tutoring
 - Strengthened home-school communication
 - Peer-buddy systems
 - Engagement in enrichment or community programs
 - Referral to external agencies as needed
-

Welfare

Riverview IB recognizes that IB students are often highly motivated and may face pressure from peers, family, or themselves. Teachers and staff are committed to supporting students' social, emotional, and academic well-being. Special attention is given to literacy and language skills for all learners.

Policy Review

The Riverview IB Inclusion Policy is reviewed annually by:

- IB Coordinators
- IB Pedagogical Leadership Team
- IB Counselors
- IB Faculty
- Representative(s) from the Riverview Special Education Department

Revisions are guided by IB updates, district policies, and student needs.

Riverview IB Academic Integrity Policy & Honor Code

Philosophy

Academic integrity is at the core of the Riverview IB Program. As part of an international community, IB students are expected to demonstrate honesty, fairness, responsibility, and respect in all academic work. Integrity is more than avoiding misconduct—it is the active practice of authentic learning, respect for others' ideas, and accountability for one's own work.

The International Baccalaureate (IB) requires:

“Candidates are required to act in a responsible and ethical manner throughout their participation in the Diploma or Career-related Program, which includes not engaging in academic misconduct.” (IB General Regulations, Article 3.3)

At Riverview, all Florida Pre-IB and IB students commit to this principle by signing the **IB Honor Code** annually and attending Academic Integrity training.

Definition of Academic Misconduct

According to the IB (*Academic Integrity Policy, 2021*), misconduct is any behavior that results in, or may result in, unfair advantage or disadvantage for a student. This includes, but is not limited to:

- **Plagiarism** – representing another's ideas, words, or work as your own without proper acknowledgment.
- **Collusion** – supporting misconduct by another student (e.g., allowing your work to be copied).
- **Duplication of work** – submitting the same work for more than one assessment.
- **Misconduct in assessments** – bringing unauthorized materials to exams, using signals or devices, or disrupting others.
- **Falsification** – misrepresenting CAS activities, service hours, data, or research results.
- **Use of artificial intelligence (AI)** – submitting work generated by AI tools without proper acknowledgment, or using AI in ways not permitted by teachers or IB regulations.

- **Technology misuse** – unauthorized use of calculators, phones, or digital platforms to copy or share work.
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Use of Artificial Intelligence (AI)

Aligned with Riverview's **AI Policy (2026)**:

- Students may use AI tools for **skill-building, brainstorming, or organizational purposes**, but must always acknowledge this use.
 - Students **may not use AI** to generate completed assignments, essays, or assessments intended to represent their own original work.
 - Teachers will guide students on ethical and acceptable AI use in their subject areas.
 - Any unacknowledged or unauthorized use of AI constitutes **academic misconduct**.
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Responsibilities

Students will:

- Produce authentic work and cite all sources correctly.
- Ask teachers for clarification when unsure about collaboration or citation expectations.
- Acknowledge any use of AI, digital tools, or other supports in their work.
- Refuse to participate in collusion or aid others in academic dishonesty.
- Inform staff if they are aware of violations of the Honor Code.

Teachers will:

- Explicitly teach academic integrity skills, including citation, paraphrasing, and ethical research.
- Clarify collaboration vs. independent work expectations.
- Structure assignments and exams to minimize opportunities for misconduct.
- Use plagiarism detection software when appropriate (e.g., Turnitin).
- Monitor and report all suspected misconduct.

IB Coordinator and Counselors will:

- Provide annual Academic Integrity training.
- Ensure alignment with IB policies and submit cases of serious misconduct to IB when required.
- Maintain confidentiality and fairness in all proceedings.
- Guide staff, students, and families in understanding inclusive access arrangements versus misconduct.

Parents/Guardians will:

- Review and sign the Honor Code with their student annually.
- Support their student in meeting deadlines and maintaining balance.
- Communicate with teachers or coordinators if academic stress may impact integrity.

Riverview IB Honor Code

An RHS Florida Pre-IB or IB student is expected to uphold the highest standards of:

- Academic integrity
- Scholarship
- Leadership
- Community responsibility

Examples of Misconduct (not exhaustive):

1. Looking at or copying another's paper during an assessment.
2. Plagiarizing (including from the internet or AI tools).
3. Sharing or receiving test content before others take the exam.
4. Copying or conferring on independent assignments.
5. Using unauthorized notes, devices, or signals during assessments.
6. Misrepresenting information for CAS or other program requirements.
7. Unauthorized use of technology to gain or share answers.

8. Failing to report known misconduct.
9. Any act that violates school rules, civil law, or IB expectations.

Consequences

- **First Violations** may be handled by the teacher (with parent notification and documentation to administration).
- **Repeated or Serious Violations** trigger an **IB Honor Council**, consisting of the Principal, IB Assistant Principal, IB Coordinator, School counselor, and faculty representative. This council determines disciplinary action, which may include:
 - Academic penalty on the assignment or exam.
 - Probationary status in the IB Program.
 - Removal from Riverview's IB Program.
- **Additional Consequences:**
 - Loss of eligibility for IB exams or diploma award.
 - Ineligibility for National Honor Society or other honor societies.
 - College recommendation letters withheld.
 - Disclosure requirements to colleges or scholarship organizations.

Good Standing and IB Regulations

Any violation of the IB Honor Code means a student is **not in good standing** within Riverview IB and the International Baccalaureate Organization. Students not in good standing may lose eligibility for IB assessments and diploma/certificate awards.

Honor Pledge:

"On my honor, I promise that I have neither given nor received unauthorized assistance on this assignment/examination, nor will I pass on information to others."

Attendance, Behavior, and Standing in the IB Program

The IB Program at Riverview High School expects students to exemplify the values of integrity, respect, and responsibility in all aspects of their school life. Poor attendance and

behavior inconsistent with the IB Learner Profile will result in review by the IB Honor Council. Specifically, any behavior that leads to an administrative referral, including but not limited to vaping, fighting, bullying, academic dishonesty, harassment, or other conduct resulting in an in-school or out-of-school suspension, will automatically trigger a meeting of the Honor Council to determine the student's standing in the IB Program. Chronic absenteeism or failure to meet attendance expectations may also prompt review, as regular engagement and participation are essential to academic success and personal growth.

The Honor Council will evaluate the incident in context, considering the student's reflection, demonstrated growth, and alignment with the IB mission and Learner Profile attributes. Outcomes may include a written reflection, a behavioral contract, probationary status within the program, removal from IB candidacy, or other measures deemed appropriate by the council in cases where the behavior fundamentally violates the ethos of the program.

Purpose of the IB Honor Council

The IB Honor Council serves as a restorative and reflective body designed to uphold the integrity of the Riverview High School IB Program. Its purpose aligns directly with the IB Mission Statement, which seeks "to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect." The Council's work reflects this mission by fostering accountability, encouraging ethical decision-making, and helping students understand the impact of their choices on the broader school community.

The Honor Council process is not purely disciplinary. It is reflective and educational. It gives students the opportunity to engage in meaningful dialogue, consider multiple perspectives, and demonstrate growth consistent with the IB Learner Profile, particularly the attributes of being principled, reflective, caring, and open-minded. Through this process, students are encouraged to act with integrity and honesty, with a strong sense of fairness and justice, and to reflect on their experiences in order to understand their strengths and weaknesses and to support their personal development. In doing so, the Honor Council ensures that the Riverview IB community remains true to the IB mission and that every student's journey within the program continues to reflect its highest ideals.

Riverview IB Glossary (Updated 2026)

Ab Initio

A two-year Standard Level (SL) language course for students with little to no prior experience in the language. The goal is communicative competence in a variety of real-life situations.

ACT (American College Testing)

A standardized U.S. college admissions exam covering English, mathematics, reading, and science.

Advanced Placement (AP)

A U.S. program of college-level courses and exams. At Riverview, AP courses may complement Florida Pre-IB and IB offerings.

Academic Integrity

The IB principle requiring all work to be authentic and ethical. Misconduct includes plagiarism, collusion, duplication of work, falsification, misuse of AI, and exam misconduct.

Approaches to Teaching and Learning (ATL)

IB's framework of teaching and learning skills. ATLs include thinking, communication, research, self-management, and social skills, designed to help students become independent, reflective learners.

CAS (Creativity, Activity, Service)

A required core component of the IB Diploma Program. CAS encourages experiential learning through creative projects, physical activity, and community service. Students must also complete a **CAS Project** (minimum one month).

CAS Project

A collaborative, sustained project that integrates one or more of the CAS strands. Projects may include service initiatives, performances, or environmental campaigns.

Diploma Program (DP)

A rigorous two-year curriculum for grades 11–12 that includes six academic subjects and the DP Core (CAS, TOK, EE).

Career-related Program (CP)

A two-year IB Program for grades 11–12 that integrates at least two DP courses, a CP Core

(Personal and Professional Skills, Reflective Project, Service Learning, Language Development), and a career-related study pathway.

EE (Extended Essay)

A required independent research project of up to 4,000 words. Students choose their own research question, engage with a supervisor, and submit to IB for external assessment.

External Assessment

IB assessments marked by international examiners, including exams, TOK essays, and the Extended Essay.

Florida Pre-IB (FL Pre-IB)

Riverview's preparatory program for 9th and 10th graders, providing foundational coursework aligned with IB's philosophy and preparing students for entry into the Diploma or Career-related Programs.

Full Diploma

Awarded to students who successfully complete six IB courses (with 3–4 at Higher Level), the DP Core (CAS, TOK, EE), and meet IB point and passing conditions.

Group 4 Project

A collaborative science project required in the Diploma Program. Students from different Group 4 subjects work together to explore interdisciplinary solutions to a scientific or global issue.

Higher Level (HL)

IB courses requiring a minimum of 240 teaching hours. Students must take at least three HL courses (and no more than four).

Honor Code

Riverview IB's pledge of academic integrity, requiring honesty, originality, and respect in all academic and personal endeavors.

IB Advisor

A faculty member who mentors and advises students in areas such as the Extended Essay or CAS.

IB Parent Organization (IBPO)

A volunteer group of Riverview IB parents who provide program support, host student and parent events, and assist with community-building and teacher training support.

Internal Assessment (IA)

Assignments graded by Riverview IB teachers and moderated by IB examiners. Examples include science labs, oral commentaries, portfolios, and investigations.

Moderation

The IB process of reviewing teacher-awarded marks for internal assessments to ensure global consistency.

Oral Assessments

Required in Group 1 and Group 2 language courses, these assessments test listening and speaking skills and are internally assessed and externally moderated.

Predicted Grade (PG)

A teacher's professional prediction of a student's exam grade in each subject, submitted to IB and used by universities during admissions.

Reflective Project (CP Core)

A major assessment for CP students. It requires critical reflection on an ethical dilemma connected to their career-related studies.

Rubric (Assessment Criteria)

IB uses criterion-referenced rubrics for all assessments. Student work is judged against set standards, not compared to other candidates.

SAT (Scholastic Assessment Test)

A U.S. college admissions exam measuring literacy, numeracy, and writing skills.

Standard Level (SL)

IB courses requiring a minimum of 150 teaching hours. Students must take at least two SL courses (and no more than three).

TOK (Theory of Knowledge)

A required DP Core course exploring the nature of knowledge, how we know what we claim to know, and how perspectives differ across disciplines and cultures. Includes a **TOK Essay** and a **TOK Exhibition**.

TOK Exhibition

An internal assessment where students connect TOK concepts to real-world objects or experiences, demonstrating how knowledge shapes meaning.

World Language

Language Acquisition courses (ab initio, SL, HL) offered at Riverview, including Spanish and German.

