



ACADEMY OF RICHMOND COUNTY HIGH SCHOOL

International Baccalaureate

Student & Family Handbook

Diploma Programme & Career-related Programme
2026–2027 Academic Year

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www.rcboe.org/arc

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Welcome to IB at the Academy of Richmond County

Dear Students and Families,

Welcome to the International Baccalaureate programmes at the Academy of Richmond County. Whether you are a prospective student exploring IB for the first time, a current student navigating your coursework, or a parent supporting your child through this journey, this handbook is designed to be your go-to resource for everything related to our IB Diploma Programme (DP) and Career-related Programme (CP).

ARC is one of fewer than 60 schools in Georgia authorized to offer IB programmes, and we are proud to provide both the DP and CP pathways to our students at no cost for exams. Our programmes are built on a foundation of academic rigor, international-mindedness, and the development of the whole student — preparing you not just for college, but for life.

This handbook contains the information you need to understand programme requirements, plan your coursework, meet key deadlines, and take full advantage of the IB experience at ARC. Please keep it accessible throughout the year and refer to it often.

We are here to support you every step of the way.

Eriq Hearn — IB Programme Coordinator (DP & CP)

Academy of Richmond County

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About ARC and the IB

Our Mission and Vision

RCBOE Mission: Empowering Every Learner Every Day

RCBOE Vision: To prepare every student to thrive, adapt, and lead in an ever-changing world.

What Is the International Baccalaureate?

The International Baccalaureate (IB) is a globally recognized educational framework that emphasizes academic rigor, critical thinking, international-mindedness, and personal development. Through inquiry-based learning and a commitment to developing the whole student, IB programmes prepare learners to be thoughtful, engaged global citizens.

At ARC, we offer two IB pathways for students in Grades 11 and 12, both built on a strong Pre-IB foundation in Grades 9 and 10.

The IB Learner Profile

The IB Learner Profile describes the attributes that IB students strive to develop. These qualities are cultivated across all IB subjects and experiences:

Attribute	Description
Inquirers	Developing curiosity, skills for inquiry, and a love of learning
Knowledgeable	Exploring concepts and ideas of local and global significance
Thinkers	Applying thinking skills critically and creatively to complex problems
Communicators	Expressing ideas confidently and collaboratively in multiple ways
Principled	Acting with integrity, honesty, fairness, and respect
Open-minded	Appreciating own culture and values while respecting others
Caring	Showing empathy, compassion, and commitment to service
Risk-takers	Approaching unfamiliar situations with courage and thoughtfulness
Balanced	Understanding the importance of intellectual, physical, and emotional well-being
Reflective	Thoughtfully considering experiences to support personal growth

These attributes are not just aspirational — they are embedded in everything we do, from classroom instruction to CAS projects to the way we engage with our community.

IB vs. AP: Is This Right for You?

ARC offers both a full IB pathway (DP or CP) and a strong lineup of individual AP courses. Families often ask which route is the better fit. There's no wrong answer — plenty of successful ARC graduates have gone each way — but the two paths feel different day to day, and it helps to know that going in.

The Short Version

- **IB is a program.** You commit to a connected two-year course of study with a required core (TOK, Extended Essay, and CAS for DP; PPS, Service Learning, and the Reflective Project for CP). You earn a single credential — the IB Diploma or the IB Career-related Certificate — that's recognized internationally.
- **AP is a menu.** You pick individual college-level courses one at a time, in whichever subjects you're strongest in or most interested in, with no required connective core and no fixed multi-year commitment. Each AP course and exam stands on its own.

Side-by-Side Comparison

	IB (DP or CP)	AP-Heavy Path
Structure	A cohesive two-year program with required core components	Independent courses chosen year to year
Flexibility	Subject groups (DP) or career pathway (CP) are largely fixed	Take any AP course your schedule allows, skip subjects you don't want
Workload style	Steady across two years; includes writing, research, and reflection alongside coursework	Front-loaded toward each course's spring exam; no service or reflection requirement
Credential	IB Diploma or IB Career-related Certificate	Individual AP scores (1–5) on your transcript, no combined credential
College recognition	Recognized worldwide; many universities grant credit or advanced standing for the full Diploma	Widely recognized in the US; credit typically awarded exam-by-exam based on score
Grading scale	5.0 (same scale as AP and Dual Enrollment)	5.0 (same scale as IB and Dual Enrollment)
Exam cost	Fully covered by RCBOE	Fully covered by RCBOE

Which Fits Your Student?

IB tends to be a strong fit for students who:

- Enjoy writing, research, and discussion-based classes, not just tested material
- Want structured mentorship — EE, RP, and CAS all come with an assigned supervisor or coordinator checking in regularly

- Are drawn to an international or interdisciplinary perspective on their education
- Want one well-rounded credential that signals broad achievement, rather than a set of individual scores
- Do well with a predictable two-year plan and don't mind some non-negotiable requirements

An AP-heavy path tends to be a strong fit for students who:

- Have a few clear areas of strength and want to go deep there, rather than broad across six subject groups
- Want the freedom to skip subjects they're weaker in or less interested in
- Prefer exam-focused preparation over ongoing portfolio, reflection, or service work
- Want to maximize college credit efficiently by loading up on APs in their strongest subjects, especially senior year
- Aren't ready to commit to a fixed two-year program and want to decide course-by-course, year-by-year

These Aren't Mutually Exclusive

Every ARC student takes AP courses in Grades 9 and 10 regardless of which path they choose later — that's the Pre-IB foundation. CP students also take AP-level rigor in their non-IB subjects alongside a smaller IB core. So this isn't really an either/or choice for most students; it's a question of how much of the full IB core (TOK, EE/RP, CAS/Service Learning) you want to take on in Grades 11–12, on top of the strong course load ARC already expects.

Still Not Sure?

Talk to the IB Coordinator — that conversation is free and doesn't commit you to anything. It also helps to look at the Choosing Your Pathway: DP vs. CP comparison later in this handbook, which breaks down the difference between the two IB tracks once you've decided IB is worth exploring.

Programme Pathways at ARC

ARC offers two distinct IB pathways, each designed to meet students where they are and prepare them for success after graduation. Both programmes are rigorous, internationally recognized, and fully funded by the district — students pay nothing for IB or AP exams.

The Diploma Programme (DP)

The IB Diploma Programme is a comprehensive two-year curriculum (Grades 11–12) that challenges students across six subject groups while completing three core components. DP students who meet all requirements earn the IB Diploma, an internationally recognized credential valued by universities worldwide.

DP Requirements:

- Complete seven IB courses across six subject groups over two years
- Three subjects at Higher Level (HL) and three or four at Standard Level (SL)
- Complete Theory of Knowledge (TOK) over two years
- Write a 4,000-word Extended Essay (EE) on a topic of personal interest
- Complete 18 months of Creativity, Activity, Service (CAS)

DP Subjects Offered at ARC:

Subject Group	Course(s) Offered	Level
Group 1: Studies in Language & Literature	English A: Literature	HL
Group 2: Language Acquisition	Spanish B	SL
Group 3: Individuals & Societies	History of the Americas / 20th Century History	HL
Group 4: Sciences	Biology	SL or HL
Group 5: Mathematics	Math: Analysis & Approaches (A&A) OR Applications & Interpretation (A&I)	SL
Group 6 / Elective	Psychology OR Visual Arts	SL or HL
Core	Theory of Knowledge (TOK)	Core

The Career-related Programme (CP)

The IB Career-related Programme combines academic IB coursework with career-related studies and a specialized core. The CP is designed for students who want to pursue a focused career pathway while still engaging in rigorous IB academics. CP students earn the IB Career-related Certificate upon successful completion.

CP Requirements:

- Complete a minimum of two DP courses (SL or HL) over two years
- Complete a two-year Career-Related Study (CTAE career pathway)
- Complete Personal and Professional Skills (PPS) over two years
- Complete a minimum of 50 hours of Service Learning over at least 18 months
- Complete Language Development (minimum 50 hours via DuoLingo and/or IB Spanish B)
- Complete the Reflective Project — an independent inquiry into an ethical dilemma related to the career pathway

CTAE Career Pathways Available at ARC:

- Cosmetology
- Culinary Arts
- Cybersecurity
- Education (Early Childhood)
- Engineering
- JROTC

Dual Enrollment is also a possibility for CP students, allowing them to earn college credit alongside their IB and career pathway coursework.

Choosing Your Pathway: DP vs. CP

	Diploma Programme (DP)	Career-related Programme (CP)
Focus	Broad academic preparation across six subject groups	Academic rigor combined with career-focused learning
IB Courses	Seven IB courses (3 HL, 3–4 SL)	Minimum of two DP courses + career pathway
Core Components	TOK, Extended Essay, CAS	PPS, Service Learning, Language Development, Reflective Project
Career Pathway	Not required	Required (choose from six CTAE pathways)
Credential	IB Diploma	IB Career-related Certificate
Best For	Students seeking broad university preparation	Students wanting to combine academics with a career interest
Exam Costs	Fully covered by RCBOE	Fully covered by RCBOE

Programme Planning and Scheduling

IB at ARC is a two-year commitment in Grades 11 and 12, built on a Pre-IB foundation in Grades 9 and 10. The schedules below show a typical four-year course sequence for each programme. ARC operates on a daily schedule with 49-minute instructional periods across 180 school days per year.

Sample DP Schedule (Grades 9–12)

Subject Area	Grade 9 (Pre-IB)	Grade 10 (Pre-IB)	Grade 11 (DP Year 1)	Grade 12 (DP Year 2)
English	Honors Lit 1	AP Lang	IB Literature Yr 1	IB Literature Yr 2
Social Sciences	AP Government	AP World	IB History of Americas Yr 1	IB 20th Century History
Foreign Language	Spanish 1	Spanish 2	IB Spanish B Yr 1	IB Spanish B Yr 2
Mathematics	Algebra 1 / Geometry	Adv Algebra / Geometry	IB Math A&A or A&I Yr 1	IB Math A&A or A&I Yr 2
Science	AP Enviro Science	AP Chemistry / AP Physics	IB Biology Yr 1	IB Biology Yr 2
Elective	PE & Health	AP Art Hist / AP Afr Am Studies	IB Psychology Yr 1	IB Psychology Yr 2
IB Core	Scientific Research	Econ & Personal Finance	TOK Year 1	TOK Year 2

Sample CP Schedule (Grades 9–12)

Subject Area	Grade 9 (Pre-IB)	Grade 10 (Pre-IB)	Grade 11 (CP Year 1)	Grade 12 (CP Year 2)
English	Honors Lit 1	AP Lang	IB Literature Yr 1 (SL)	IB Literature Yr 2 (SL)
Foreign Language	Spanish 1	Spanish 2	IB Spanish B Yr 1 (SL)	IB Spanish B Yr 2 (SL)
Social Sciences	AP Government	AP World	IB History Yr 1 (SL)	IB History Yr 2 (SL)
Mathematics	Algebra 1 / Geometry	Adv Algebra / Geometry	IB Math A&A or A&I Yr 1	IB Math A&A or A&I Yr 2
Science	AP Enviro Science	AP Chemistry / AP Physics	IB Biology Yr 1 (SL)	IB Biology Yr 2 (SL)
Career Pathway	Pathway	CTAE Pathway Yr 1	CTAE Pathway Yr	CTAE Pathway Yr

Subject Area	Grade 9 (Pre-IB)	Grade 10 (Pre-IB)	Grade 11 (CP Year 1)	Grade 12 (CP Year 2)
	Exploration		2	3
CP Core	Scientific Research	Econ & Personal Finance	PPS Year 1	PPS Year 2

All IB subjects at ARC are taught over two years. HL subjects require a minimum of 240 instructional hours and SL subjects require a minimum of 150 hours. ARC exceeds both minimums with 294 hours per subject over the two-year cycle. TOK also exceeds its 100-hour minimum, and PPS exceeds its 90-hour minimum.

**CP students are only required to take a total of 3 IB courses including PPS, so they have more flexibility in their 11th and 12th grade year.*

Diploma Programme Core Components

The DP core is what makes the Diploma Programme more than a collection of courses. It connects academic learning to the real world through three required components: Theory of Knowledge, the Extended Essay, and Creativity, Activity, Service.

Theory of Knowledge (TOK)

Theory of Knowledge is a course that runs across both years of the DP. TOK explores how we know what we claim to know, examining the nature of knowledge across disciplines. Students consider knowledge questions, evaluate sources of knowledge, and reflect on the relationship between personal and shared knowledge.

Key Requirements:

- A TOK Essay (externally assessed, 1,600 words) on a prescribed title
- A TOK Exhibition (internally assessed) connecting three objects to a prompt about knowledge in the real world

TOK Instructors at ARC:

- Year 1: Matthew Ryan
- Year 2: David Bradberry

TOK contributes to the IB Diploma score through the core points matrix, in combination with the Extended Essay. Together, TOK and the EE can contribute up to 3 bonus points toward the Diploma.

Extended Essay (EE)

The Extended Essay is an independent, self-directed research project culminating in a 4,000-word academic paper. It gives students the opportunity to investigate a topic of personal interest in depth, connected to one of their DP subjects. The EE is externally assessed by the IB.

EE Coordinator: Desiré Rohde

How It Works:

- Students are introduced to the EE process in the fall of their junior year by the EE Coordinator and TOK instructors
- Students explore subject areas, select a topic, and submit a topic proposal and Supervisor Request Form on Canvas
- Supervisors are assigned by late February/early March based on student request, subject alignment, and capacity (maximum 5 students per supervisor)
- Students refine their research question with their supervisor and conduct independent research
- Three mandatory Reflections on Planning and Progress Form (RPPF) sessions are completed with the supervisor
- An additional feedback meeting occurs where the supervisor provides guidance on the draft
- The final essay is due December 12 of the senior year

Extended Essay Timeline:

When	What Happens	Who
Year 1: Fall	Introduction to EE process, requirements, and subject areas	EE Coordinator, TOK Instructors
Year 1: Fall–Winter	Subject exploration; students identify topics of interest	Student
Year 1: Late Fall–Winter	Topic proposal, annotated subject guide, and Supervisor Request Form submitted on Canvas	Student
Year 1: Late Feb–Early Mar	Supervisors assigned	EE Coordinator
Year 1: Spring	Research question refinement; research planning begins	Student, Supervisor
Year 1: Spring (April)	RPPF Session 1: Initial Reflection	Supervisor
Year 1: Summer	Independent research (encouraged)	Student
Year 2: Fall	Draft development; ongoing research and writing	Student, Supervisor
Year 2: Fall	Additional meeting: draft feedback on structure and argumentation	Supervisor
Year 2: Oct–Nov	RPPF Session 2: Interim Reflection	Supervisor
Year 2: Nov–Dec	Final revisions	Student
Year 2: Dec 12	Final submission of Extended Essay	Student
Year 2: Dec 12	RPPF Session 3: Final Reflection / Viva Voce	Supervisor, EE Coordinator
Year 2: Dec–Jan	Authentication and upload to IB	IB Coordinator

Academic integrity is critically important throughout the EE process. Students must follow proper research practices, citation standards, and ARC's Academic Integrity Policy. Supervisors authenticate the final submission to confirm the work is the student's own.

Creativity, Activity, Service (CAS)

CAS is a core component of the DP that requires students to engage in a range of experiences alongside their academic studies for a minimum of 18 months. CAS is not about accumulating hours — it is about meaningful engagement, personal growth, and demonstrating the seven CAS learning outcomes.

CAS Coordinator: David Jackson

The Three CAS Strands:

- Creativity: Arts and other experiences involving creative thinking — such as designing, performing, writing, or producing

- Activity: Physical exertion contributing to a healthy lifestyle — such as sports, fitness, outdoor activities, or dance
- Service: Collaborative and reciprocal engagement with the community — such as volunteering, tutoring, or community organizing

Key CAS Requirements:

- Demonstrate all seven CAS learning outcomes through your experiences
- Maintain a balanced program across all three strands (Creativity, Activity, Service)
- Complete at least one CAS Project — a sustained, collaborative experience lasting at least one month that involves at least two CAS strands
- Complete three formal CAS interviews with the CAS Coordinator (beginning, middle, and end of the programme)
- Maintain a CAS portfolio documenting experiences, reflections, and evidence in ManageBac
- All CAS portfolio work must be completed and submitted by April 1 of the senior year

The Seven CAS Learning Outcomes:

Learning Outcome	What It Means
1. Strength and Growth	Identify your strengths and areas for personal growth
2. Challenge and Skills	Undertake new challenges and develop new skills
3. Initiative and Planning	Show initiative in planning and initiating CAS experiences
4. Commitment and Perseverance	Show commitment to and perseverance in your CAS experiences
5. Collaborative Skills	Demonstrate skills of working collaboratively
6. Global Engagement	Engage with issues of global significance
7. Ethical Implications	Recognize and consider the ethics of choices and actions

Your CAS portfolio should be updated regularly — do not wait until the end of the semester. Vary your evidence and reflection styles (written, audio, visual, or creative formats are all acceptable). Be honest and reflective — this is about your growth, not perfection.

To schedule a meeting with Mr. Jackson for CAS guidance, use his online booking link (available through Canvas and ManageBac).

Career-related Programme Core Components

The CP core connects academic learning to career preparation through four required components that run concurrently across both years of the programme. Each component is designed to develop practical skills, ethical reasoning, and community engagement aligned with the student's chosen career pathway.

Personal and Professional Skills (PPS)

PPS is a two-year course that develops transferable skills essential for both higher education and the workplace. Topics include communication, collaboration, critical thinking, ethical reasoning, intercultural understanding, self-management, and research skills.

PPS Teachers:

- Year 1: Dave Jackson
- Year 2: Angela Lillard

PPS is delivered over 294 instructional hours across two years, well exceeding the IB's 90-hour minimum. The course also serves as the home base for Service Learning check-ins and the Reflective Project introduction.

Service Learning (CP)

Service Learning is the CP counterpart to CAS in the DP. It requires a minimum of 50 hours of community service over at least 18 months. Unlike CAS, Service Learning in the CP is specifically designed to connect service experiences to the student's career pathway, helping students apply professional skills in authentic community contexts.

Service Learning Coordinator: David Jackson

Key Requirements:

- Complete a minimum of 50 hours of service learning over at least 18 months
- Maintain a Service Learning portfolio in ManageBac with entries, reflections, evidence, and an hours log
- Attend four mandatory formal interviews with the Service Learning Coordinator
- Participate in monthly check-ins during PPS class time
- Develop an initial Service Learning plan outlining goals, interests, and potential opportunities
- Submit the completed portfolio by April 1 of the senior year

Service Learning Timeline:

When	Milestone
Summer before Year 1	Begin planning initial experiences
Year 1: Fall	Begin service learning; first monthly check-in; develop Service Learning plan
Year 1: Spring–Summer	Continue service experiences; ongoing portfolio documentation

When	Milestone
Year 2: Fall	Continue experiences; address gaps in hours or documentation
Year 2: Spring	Finalize all experiences; complete final reflections
April 1, Year 2	Service Learning portfolio due — all documentation finalized
April–May, Year 2	Completion verified by SL Coordinator and confirmed through IB reporting

Language Development (CP)

Language Development requires a minimum of 50 hours and is studied concurrently with all other CP components. At ARC, students fulfill this requirement through approved pathways including Duolingo and/or IB Spanish B. The component broadens intercultural understanding and language proficiency.

Language Development Coordinator: Angela Lillard

Reflective Project (CP)

The Reflective Project is a cornerstone of the CP. It is an independent inquiry within the student's chosen career pathway that investigates an ethical dilemma on both local and global levels. The project requires a minimum of 50 hours and is completed across Year 1 and Year 2. It is externally assessed by the IB.

Reflective Project Coordinator: Desiré Rohde

How It Works:

- The Reflective Project is introduced within the PPS course
- Students select a topic connecting an ethical dilemma to their CTAE career pathway
- CTAE pathway teachers serve as the assigned supervisor for their students
- Three mandatory RPPF reflection sessions are completed with the supervisor
- The final project is due December 12 of the senior year
- Academic integrity and authentication requirements apply, consistent with the Extended Essay

How the IB Diploma and CP Certificate Are Awarded

Completing IB coursework is the first step, but the IB Diploma and the CP Certificate are formal awards with their own criteria set by the IB — separate from ARC report-card grades. This section explains, in plain terms, what has to happen for a student to actually receive the Diploma or the Certificate, not just finish the coursework.

How the IB Diploma Is Awarded

DP students are scored on a 45-point scale: each of the six subjects is graded 1–7 (42 points maximum), and the combined Theory of Knowledge and Extended Essay grades add up to 3 more bonus points.

To be awarded the IB Diploma, a candidate must meet all of the following conditions at the same time. Scoring well above the point minimum does not substitute for meeting every one of them:

- At least 24 total points
- CAS requirements completed
- A grade awarded in every subject, plus TOK and the Extended Essay (no missing or incomplete grade)
- No grade of 1 in any subject
- No more than two grade 2s across all subjects
- No more than three grade 3-or-below results across all subjects
- At least 12 combined points across Higher Level (HL) subjects
- At least 9 combined points across Standard Level (SL) subjects (5 if only two SL subjects are taken)
- No grade of E in TOK or the Extended Essay

If a student doesn't meet every condition, the full Diploma is not awarded — but the student still receives IB Course Results, individual grades (1–7) for each subject completed, which many colleges and universities recognize on their own.

These criteria are set and applied by the IB, not by ARC. The school's role is to prepare students, deliver instruction, submit internally assessed grades, and confirm CAS completion — the IB itself calculates the final score and makes the award determination.

How the CP Certificate Is Awarded

CP students are not scored on the 45-point DP scale. Instead, the CP Certificate is awarded based on completion across three components: the DP courses taken, the CP core, and the career-related study.

To be awarded the IB Career-related Programme Certificate, a candidate must meet all of the following:

- The school confirms the student has satisfactorily completed their approved Career-related Study (CTAE pathway)
- A grade of 3 or higher in at least two of the DP courses taken
- At least a D grade on the Reflective Project (a grade of E means the Certificate cannot be awarded)
- The school confirms Personal and Professional Skills, Service Learning, and Language Development requirements have all been met
- No penalty for academic misconduct from the IB's Final Award Committee

As with the Diploma, these conditions apply together. A strong DP course grade does not offset an incomplete Service Learning portfolio, for example.

Note: ARC's own GPA and grading scale (see GPA and Grading Scale, earlier in this section) is separate from this. A student's 4.0/5.0-scale report card grades feed into their ARC transcript and class rank; the IB's own 1–7 and A–E scoring feeds into whether the Diploma or Certificate itself is awarded. The two systems track different things.

Assessment in the IB

IB assessment is designed to evaluate student understanding, skills, and application of knowledge. It includes both internal assessments (marked by teachers and moderated by the IB) and external assessments (marked directly by IB examiners). Understanding how assessment works is essential for planning and preparation.

Internal Assessments (IAs)

Each IB subject includes one or more Internal Assessments — teacher-assessed tasks completed during the course and submitted to the IB for external moderation. IAs vary by subject and may include research papers, lab reports, oral presentations, mathematical explorations, or historical investigations. Your subject teacher will provide specific guidance on IA requirements, criteria, and deadlines.

External Assessments

External assessments are examinations and tasks assessed directly by the IB. These include the end-of-course exams held in May of the senior year, the Extended Essay, the TOK Essay, and the Reflective Project. External exams are scored on a scale of 1–7 per subject.

Important: All IB and AP exam costs are fully covered by the Richmond County Board of Education. Students pay nothing.

GPA and Grading Scale

Course weighting affects GPA, and it's easy to mix up which courses get which weight:

- **5.0 scale:** All AP, Dual Enrollment, and IB courses.
- **4.0 scale:** All other courses (including standard and honors-level classes).

This weighting is applied automatically in Infinite Campus and reflected on report cards, transcripts, and class rank calculations. If you have questions about how a specific course is weighted, check with your school counselor.

Admission Grade Standards

Applicants to the IB Programme at ARC must have core-class grades of 80 or above (a B average) from the previous school year in order to be admitted. This 80 threshold applies only to the admissions process — it is the standard used to evaluate incoming applicants, not an ongoing grade requirement once a student is enrolled. See the Access and Admissions Policy for full admission criteria.

Students are responsible for meeting all internal assessment deadlines set by their subject teachers. Late submissions may jeopardize IB candidacy. If you are experiencing difficulties meeting a deadline, contact your subject teacher and the IB Coordinator immediately. A detailed assessment calendar is maintained by the IB Programme office.

Academic Integrity

Academic integrity is a foundational principle of the IB. All work submitted for IB assessment — including coursework, internal assessments, the Extended Essay, the Reflective Project, and all portfolio documentation — must be the student's own authentic work.

What Academic Integrity Means at ARC:

- Properly citing all sources using an accepted citation style
- Never submitting work that has been written or substantially contributed to by another person, including AI-generated content presented as your own
- Not sharing your work with other students for the purpose of copying
- Acknowledging collaborative work appropriately
- Following all examination regulations during IB exams

Suspected academic misconduct is reported to the IB Coordinator and handled in accordance with ARC's Academic Integrity Policy and IB regulations. The IB has the authority to withhold results or deny the award of a diploma or certificate in cases of confirmed academic misconduct.

Students receive guidance on academic integrity throughout the programme, including during EE and RP supervision, IA instruction, and the TOK and PPS courses.

For the full breakdown of violation levels and consequences, see the **Academic Integrity Policy**, which defines Level One (passive) and Level Two (active) malpractice and the escalating consequences for first, second, and third offenses at each level.

What Happens If You're Falling Behind

It's common for students to hit a rough patch in the IB programme — a difficult unit, a missed deadline, or a subject that isn't clicking. Here's what to expect and who to contact at each stage.

Major Assessments and Relearning

If a student fails a major assessment, they will be given the opportunity to reassess after completing the required relearning plan with their teacher. This is meant to be a support step, not a punishment — talk to the subject teacher as soon as a grade concern comes up.

End-of-Course Grades Below 70

Students with an end-of-course average below 70 in a subject are required to attend summer school or complete an accredited online course to stay on track for graduation.

- IB courses: Failure of an IB class may result in dismissal from the magnet program. There is no summer school option to make up a failed IB class.
- AP courses: Failed AP classes may be made up over the summer through Georgia Virtual School, at the student's expense.

Probationary and Dismissal Status

9th and 10th graders complete a service-focused IB Project; satisfactory completion moves probationary magnet students to permanent status, while failure requires reapplication or dismissal. Students who do not meet academic or behavioral expectations may be placed on probation, and continued failure to meet requirements can result in dismissal from the magnet program.

Who to Contact First

- Grade or classroom concerns: the subject teacher
- IB-specific concerns (IA, EE, RP, CAS, PPS, Service Learning): the relevant coordinator (see Key Contacts)
- Questions about probation, dismissal, or re-admission: the IB Coordinator and school administration

Reaching out early — before a deadline is missed or a grade drops too far — gives everyone the most options. Don't wait until the end of a semester to raise a concern.

Key Contacts and Programme Leadership

The IB programmes at ARC are supported by a dedicated team of educators and coordinators. If you have questions about any aspect of the programme, the following people can help:

IB Programme Leadership

Role	Name	Contact
IB Programme Coordinator (DP & CP)	Eriq Hearn	hearn@boe.richmond.k12.ga.us
IB Head of School / Assistant Principal	Scott Guinn	guinnsc@boe.richmond.k12.ga.us
Principal	Travis Wiggins	wiggitr@boe.richmond.k12.ga.us
Advanced Studies	Charlie Tudor	tudorch@boe.richmond.k12.ga.us

Programme Coordinators

Component	Coordinator	Programme
CAS (Creativity, Activity, Service)	David Jackson	DP
Extended Essay	Desiré Rohde	DP
Service Learning	David Jackson	CP
Reflective Project	Desiré Rohde	CP
Language Development	Angela Lillard	CP

IB Teaching Staff

Subject	Teacher(s)
English A: Literature	Yr 1: Dan McGill Yr 2: Angela Lillard
History	Yr 1: David Bradberry Yr 2: Matthew Ryan
Spanish B	Marcial Rodriguez
Biology	Katie West-Hubbard
Mathematics (A&I)	Amber Temple
Mathematics (A&A)	Deborah Fredenberg
Psychology	Emma Mouna
Theory of Knowledge	Yr 1: Matthew Ryan Yr 2: David Bradberry

Subject	Teacher(s)
PPS (CP Core)	Yr 1: Dave Jackson Yr 2: Angela Lillard
Scientific Research	Ms. Nagaragini Appajodu

Complaints and Concerns Procedure

The Academy of Richmond County is committed to addressing parent and student concerns in a fair, timely, and respectful manner. To ensure concerns are resolved at the appropriate level, please follow this process:

Step 1: Contact the Teacher

If your concern involves a classroom matter, instruction, grading, or teacher conduct, the first step is to contact the teacher directly. Most concerns can be resolved through clear communication between the parent/student and the teacher.

Step 2: Conference with Administration or IB Coordinator

If the concern is not resolved after communication with the teacher, the parent may escalate the issue:

- For IB-related concerns: Contact the IB Coordinator and a school administrator. A parent-teacher conference will be scheduled.
- For non-IB concerns: Contact a school administrator.

Step 3: Board of Education Review

If the concern remains unresolved after the conference, the parent may submit a formal complaint to the Richmond County Board of Education, which will review the matter and determine appropriate next steps in accordance with district policy.

How to Apply to IB at ARC

IB at ARC is open to students across the Richmond County School District and to students from local private schools. Admission is through the RCBOE School Choice application process.

Application Process

- Apply: School Choice applications open in November at <https://www.rcboe.org/choice>
- Test: Placement testing begins in early January
- Acceptance: Students and families are notified in March

For more information about the IB programmes or the application process, please contact:

Eriq Hearn, IB Coordinator

Email: hearn@boe.richmond.k12.ga.us

Phone: 706-737-7152

Website: <https://www.rcboe.org/arc>

We also host an IB Open House each fall. Check the ARC website and social media for dates and details.

Important Resources and Links

The following platforms and resources are essential tools for IB students at ARC:

Resource	What It's For	How to Access
ManageBac	CAS/Service Learning portfolios, EE/RP tracking, programme management	Login through school account
Canvas	Coursework, assignments, EE/RP submissions, TOK checkpoints	Login through RCBOE portal
DuoLingo	Language Development (CP students)	Login through school-provided account
School Choice Portal	Application for admission to IB at ARC	https://www.rcboe.org/choice

Key Dates at a Glance

Date	Event
November	School Choice applications open; IB Open House
Early January	School Choice placement testing
December 4	IB Biology IA Rough Draft due
January 30	IB History IA due
February 3–9	IB Literature Individual Oral
February 19	IB Biology IA Final Draft due
February 20	IB Biology IA due (final submission)
February 27	TOK Essay due; IB Math A&I IA due
March 20	TOK Exhibition due
March 23	IB Math A&A IA due
March 23–27	IB Spanish B IA due
March 19	Group 4 Project (Collaborative Science Project)
April 1	CAS Portfolio due; Service Learning Portfolio due
May	IB External Examinations
December 12 (Year 2)	Extended Essay due; Reflective Project due; IB Psychology IA due

Glossary of Common Acronyms

IB conversations are full of acronyms. Here's a quick reference for the ones used most often at ARC.

Acronym	Stands For
IB	International Baccalaureate
DP	Diploma Programme
CP	Career-related Programme
HL	Higher Level (a more in-depth course option within DP)
SL	Standard Level
IA	Internal Assessment
EE	Extended Essay
TOK	Theory of Knowledge
CAS	Creativity, Activity, Service (DP core component)
PPS	Personal and Professional Skills (CP core component)
RP	Reflective Project (CP core component)
CE	Community Engagement
RPPF	Reflections on Planning and Progress Form
IO	Individual Oral (an IB Literature assessment)
CTAE	Career, Technical, and Agricultural Education (career pathway)
ARC	Academy of Richmond County
RCBOE	Richmond County Board of Education

Frequently Asked Questions

Can my child switch between the DP and the CP?

Talk to the IB Coordinator as early as possible. Because the two programmes have different course and core requirements, a switch is easiest before or early in Year 1 — the later into the two-year cycle a request comes, the harder it is to accommodate.

What happens if we move out of Richmond County?

Notify the school promptly. Residency is a condition of magnet eligibility, and the school will make a prompt determination about whether your child remains eligible to attend.

What if my child withdraws and later wants to return?

Re-entry generally isn't guaranteed. Rare and extenuating circumstances may be considered by the Assistant Superintendent or Board of Education. Military-transfer families may apply for re-admission through the annual magnet application process.

Can a rising 12th grader join the IB Programme?

Not typically — DP and CP are two-year programmes, so new admissions are limited to rising 9th, 10th, and 11th graders. An exception exists for students transferring from another IB World School.

Do we pay for IB or AP exams?

No. All IB and AP exam costs are fully covered by the Richmond County Board of Education.

What if my child fails a class?

See the "What Happens If You're Falling Behind" section of this handbook — the response depends on whether the course is an IB class, an AP class, or a non-IB/AP class.

Where can I find CAS, Service Learning, EE, and RP deadlines?

Your subject teachers, the EE/RP Coordinator, and the CAS/Service Learning Coordinator set and communicate these deadlines directly. ManageBac and Canvas are the systems of record for day-to-day tracking. The IB Programme office maintains a full assessment calendar for staff.

A Final Word

The IB experience at ARC is demanding, but it is also deeply rewarding. You will be challenged to think critically, communicate effectively, serve your community, and grow as a person. The skills and habits you develop here will serve you well beyond graduation — in college, in your career, and in life.

Remember: you are not doing this alone. Your teachers, coordinators, and the entire IB team at ARC are here to support you. Ask questions, seek help when you need it, and take ownership of your learning journey.

We believe in you, and we are proud to have you as part of the IB family at the Academy of Richmond County.

Academy of Richmond County

IB Diploma Programme & Career-related Programme

910 Russell Street, Augusta, GA 30904 | IB School Code: 001467

hearnar@boe.richmond.k12.ga.us | 706-737-7152

www.rcboe.org/arc

Appendices: Full Policy Documents

The following appendices reproduce the full text of ARC's IB policy documents in one place for reference. These are the same policies summarized and cross-referenced throughout this handbook. Where a summary in the main body of this handbook and the full policy text below differ, the full policy governs.

Appendix A: IB Programmes Access and Admissions Policy

Diploma Programme (DP) and Career-related Programme (CP)

Admissions Overview

In recent years, our county has expanded the number of magnet programs offered to residents. To streamline and unify admissions, the county now follows a consolidated magnet admissions process across schools.

The timeline for the 2026–27 school year remains to be announced but is expected to follow previous years' pattern:

- Oct–Nov: Magnet programs begin outreach and recruiting processes
- Nov–Early January: Online magnet application is open
- Late Jan.–Early Feb.: Magnet testing is conducted
- Late Feb.: All magnet schools meet at central office to conduct selection process
- Early March: Offers of admission are mailed out
- Mid-March: Registration night for new magnet students
- Late April–Mid-May: Late magnet application is open (for new transfers and newly interested students)
- Late May: Late magnet testing
- June: Magnet roundtable selects new candidates and offers of admission are mailed
- June–July: One-on-one registration for approved late magnet applicants

General County Magnet Admissions Guidelines

Applicants are evaluated based on two primary criteria:

- Grades from the previous school year – core classes should all be 80 or above (A's and B's)
- Scores on the STAR test taken by applicants
- Test is adaptive and in two parts: Math and Verbal/Reading
- Applicants should be on or above grade level in both parts
- Applicants scoring two or more grades below level are disqualified

After candidate selection and acceptance confirmation, schools may consider admitting qualified students from disqualified or waiting lists if space allows.

ARC-Specific Policies

- Rising 9th, 10th, and 11th grade students may be considered. As the Diploma Programme (DP) and Career-related Programme (CP) are two-year programmes of study, rising 12th graders are not considered unless transferring from another IB World School.
- ARC offers admission to students with at least a B average who are on grade level in math and verbal areas. In line with our equity and access focus, we are generous in applying these criteria,

believing students willing to challenge themselves and demonstrate some achievement will benefit from our IB Programmes.

- All students in IB courses must be full programme candidates; course candidates are only allowed for foreign exchange students enrolled for one year and taking a one-year SL course, who may sit for exams as course candidates.
- 9th and 10th graders complete a service-focused IB Project. Upon satisfactory completion, probationary magnet students gain permanent status; failure requires reapplication or dismissal.
- In rare cases, rising 11th graders transferring late (e.g., military transfers) may be reviewed by the IB Dean and Coordinator, interviewed with parents, and will be considered for DP or CP matriculation.

New Additions to IB Admissions Process

- The IB Career-related Programme (CP) is now explicitly included as a key offering alongside the DP.
- These additions aim to enhance candidate evaluation beyond grades and test scores, ensuring a holistic review aligned with IB's educational philosophy.
- Progress Checklist (requirements and consequences, consider probationary status)
- Good Academic Standing (defined)

All magnet students (grades 9–12) must sign the attached agreement acknowledging these policies and responsibilities.

Responsibilities of All Magnet Program Students

- Maintain regular attendance, punctuality, and remain present throughout scheduled school hours.
- Conduct themselves respectfully toward teachers, staff, and peers at all times.
- Complete all assigned work, including homework and make-up assignments for any missed work.
- Achieve a minimum passing grade of 80 in each subject (AP/IB courses 5.0). Students who do not meet this standard must attend summer school or complete accredited online courses to remain on track for graduation.
- Respect and properly care for all school equipment, supplies, and property.
- Adhere to all school policies and policies of the Richmond County Board of Education.
- Notify the school promptly if the student or parent/guardian ceases to be a resident of Richmond County, to determine continued eligibility.
- Enroll as a full-time student at ARC for the academic year and demonstrate satisfactory academic and behavioral performance to remain in the magnet program.
- Successfully complete a 9th and 10th Grade IB Service Project (with option to continue project in IB 2-year programme).
- Fulfill all other IB Programme requirements, including the Extended Essay, Reflective Project, and Creativity, Activity, and Service (CAS) and Community Engagement (CE) hours.

Policy Review Process

This Access and Admissions Policy is a living document and is reviewed on a regular cycle to ensure continued alignment with IB Programme Standards and Practices, the IB's Access and Inclusion Policy guidelines, and the requirements of the Richmond County School System.

The review process involves the following stakeholders: the IB Coordinator, IB Dean/Head of School, school administration, guidance counselors, and IB teachers. Input from parents and students may also be sought during the review process.

The policy is communicated to all stakeholders through the school website, the IB Handbook, and during annual orientation events for new families.

Field	Detail
Policy Created	March 2016
Last Reviewed	January 2026
Reviewed By	IB Coordinator, IB Dean, School Administration, Guidance Counselors
Next Scheduled Review	August 2026
Review Cycle	Annually, or as needed in response to IB policy updates or programme changes

References

Programme Standards and Practices (2020); Rules for IB World Schools: Diploma Programme; Meeting Student Learning Diversity in the Classroom (IB, 2013)

Appendix B: Academic Integrity Policy

International Baccalaureate Diploma Programme (DP) and Career-related Programme (CP)

Dean's Message

Reflecting on our 2015 DP 5-year self-study report, our IB policy revision team came to believe that part of our Action Plan should be a more vigorous focus on the IB Learner Profile. After all, regardless of honors, admissions, and scholarships, the point of an IB education is to help students develop into IB Learners.

We further believe, in keeping with the 2012 IB position paper, “Academic Honesty in the IB” by Jude Carroll, that effective management of dishonesty is essential as it threatens the value of IB accreditation. Academic dishonesty is fraudulent by nature; it follows that ineffectual management of academic dishonesty dilutes IB standards and leads to fraudulent representation of actual student achievement.

Therefore, in order to better support development of the Learner Profile element “Principled,” and to protect IB standards, we believe our academic honesty policy should reflect these beliefs. In our experience, there are two general categories of academic malpractice: (1) passive malpractice, which occurs through carelessness, neglect, or failure to understand academic honesty in practice, and (2) active malpractice, which occurs when a student willfully, knowingly commits an act of academic dishonesty.

Introduction

The Academy of Richmond County is a place where learning and knowledge are based on the inquiry cycle of action, reflection, and understanding, and the core values of respect, excellence, accountability, consideration, and honesty. We expect our students to internalize the importance of academic honesty, take responsibility for their actions and learning, and strive for continuous improvement of themselves and our community.

Students in the International Baccalaureate (IB) Programme at the Academy of Richmond County are expected to internalize and maintain the highest standards of academic integrity. The IB Programme is designed to provide a quality education as well as promote integrity, respect, and perseverance, all of which are essential to becoming principled, lifelong learners and productive members of the community.

Purpose

This Academic Honesty policy has been created to outline the expectations associated with the processes of generating and submitting accurately referenced, authentic academic work. This document will provide an understanding of academic malpractice, explain how to avoid academic malpractice, and outline the consequences and sanctions associated with academic malpractice.

Definitions

Academic Malpractice — Performing, attempting to perform, or aiding any other persons in performing acts that misrepresent actual academic accomplishment. This includes (but is not limited to) plagiarism, cheating, lying, fabricating, or stealing.

Academic Conspiracy or Collusion — Supporting the misconduct committed by another student or assisting another in academic dishonesty.

Artificial Intelligence (AI) — computer systems capable of performing complex tasks that historically only a human could do, such as reasoning, making decisions, or solving problems.

Cheating — The use or attempted use of unauthorized assistance during the preparation for or execution of academic work including formative and summative assessments.

Dismissal — This is the ending of the student's participation in the program.

Dovetailing — This is deception in which a student submits work he or she has previously submitted to fulfill another assignment without clear permission from the teacher and/or without citing the previously submitted work.

Fabrication — Falsifying any information for academic purposes. This information is not solely for assessment purposes; this includes falsifying documentation in order to postpone assessments or to request an extension for assignments.

Malpractice — All behaviors resulting in a student gaining unjust advantages in academic work.

Plagiarism — The representation of another's work, ideas, thoughts, and/or concepts as one's own.

Academic Resolution Meeting — This meeting is an opportunity for the teacher and student to discuss the allegation(s) and determine if a violation occurred and if so what sanction is appropriate.

Any term not included on this list can be clarified by the IB Dean.

School Responsibilities

- Create, implement, and review detailed academic integrity policies.
- Offer resources and workshops/training for students and faculty about academic integrity and proper research practices.
- Monitor fair and accurate investigations of suspected violations.
- Support faculty in their efforts to uphold academic integrity by providing clear guidelines, resources, and training.
- Promote a culture of honesty and integrity.
- Provide parents and students with information on the Academic Integrity policy during Freshman Orientation and Open House.
- Ensure the Academic Integrity policy is communicated to and available to all stakeholders.

Teacher Responsibilities

- Follow school protocols and guidelines to ensure all students receive a foundation in proper research practices.
- Clearly outline what constitutes academic integrity and the consequences of violations.
- Foster a classroom atmosphere where students feel comfortable discussing challenges and seeking help.
- Lead by example, demonstrating honesty, fairness, and respect.

- Monitor for signs of academic dishonesty. Use tools like plagiarism detection software to help identify potential issues.
- Consistently enforce academic integrity policies.
- Be well-versed in the proper guidelines for research documentation (MLA, APA) associated with their field of study.

Student Responsibilities

- Familiarize themselves with the academic integrity policies of the IB program at ARC.
- Complete and submit their own work as an honest representation of their knowledge and abilities.
- Adhere to all deadlines and submit work through Turnitin.com when required.
- Always properly cite sources to avoid plagiarism and acknowledge another's work.
- Report academic misconduct to the teacher/coordinator/dean.
- Not use unauthorized materials or receive unauthorized help.
- Read and sign the Academic Honesty policy.

Parent Responsibilities

- Review, understand, and support the school's academic integrity policies.
- Encourage students to participate in academic honesty and ethical behavior.
- Emphasize the importance of learning and personal growth over grades.
- Offer help and resources for schoolwork, but avoid doing the work for them.
- Maintain open communication with teachers.
- Talk to children about the consequences of academic dishonesty.
- Read and sign the Academic Honesty policy.
- Attend appeals and defense meetings.

Incidents of Academic Malpractice

Level One (Passive)

A Level One malpractice violation may occur unintentionally through laxity or as a result of inexperience. Such violations usually involve a minor infraction and are treated as “teachable moments.” Level One violations include, but are not limited to:

- Failing to provide appropriate citations or give accurate acknowledgement of sources.
- Attempting to paraphrase a limited section without appropriate citations.
- Failure to use quotation marks to cite passages.
- Instances in which the author's voice is not clearly differentiated from that of a source.

Level Two (Active)

A Level Two violation is indicative of a student's conscious attempt to commit academic malpractice. Level Two violations include, but are not limited to:

- Unauthorized use of language translation programs on assignments.
- Unauthorized or unsanctioned use of Artificial Intelligence (AI), either in the creation or editing of documents.
- Falsifying documents, including official IB documentation (CAS/Service Learning).
- Sabotaging the work of another student.
- Fabricating or falsifying data or creating sources that are not factual.
- Theft or unauthorized possession of tests or quizzes.
- Engaging in dovetailing.
- Using unauthorized notes or electronic devices during a test.
- Unsanctioned collaboration on assignments, tests, projects, and labs.
- Allowing another student to submit your assignments as his or her own.
- Purchasing or selling unauthorized assistance.
- Paraphrasing or directly quoting a significant portion without appropriate citations.
- Failure to cite all sources used — including AI sources or prompts.
- Failure to notify a teacher or the IB Dean if you know someone is intentionally cheating.

Consequences for Academic Violations

Candidates are expected to submit authentic work for all assignments. All violations of the academic honesty policy will remain on file with the IB Coordinator for the duration of the student's enrollment.

Level One First and Second Offense

Students will have the opportunity to redo the assignment. The teacher will have an Academic Resolution Meeting (ARM) with the student, notify a parent and the IB Coordinator. Contact and ARM will be documented in Infinite Campus Contact Log.

Level One Third Offense

Students will earn a zero. The IB Dean and Coordinator will discuss the violation with the student and parents. Further Level One offenses will be treated as Level Two offenses. Contact and ARM will be documented in Infinite Campus Contact Log, along with resolution.

Level Two First and Second Offense

Students will earn a zero. Students will be placed on academic probation. Further Level Two violations during the probationary period may result in immediate dismissal from the IB Programme.

Level Two Third Offense

The student will earn a zero. An Academic Ethics Team made up of the Principal, IB Dean, IB Coordinator, a counselor, and at least two IB teachers will meet to decide upon disciplinary action which may include dismissal from the IB Programme.

Official IB Submissions

Submissions of final or complete drafts of Internal or External Assessments that are found to have violated this policy, including CAS reflection, TOK/PPS projects, and documentation, will be seen as an immediate Level Two Third Offense.

Review and Revision

This policy is reviewed periodically by the Academic Honesty Team, which includes the IB Dean, IB Coordinator, two or more IB teachers, a counselor, and one or more IB parents. It is published on the school website and is available in the IB Handbook.

The policy may be revised at any time in response to updates from the IB, changes in academic integrity best practices, or findings from internal programme review.

Field	Detail
Policy Created	March 2016
Last Revised	February 2026
Last Reviewed	February 2026
Reviewed By	IB Coordinator, IB Teachers, Counselor
Next Scheduled Review	August 2026
Review Cycle	Annually, or as needed in response to IB policy updates

References

IB Programme Standards and Practices (2020); Academic Integrity (IB, 2019); Diploma Programme: From Principles into Practice (IB, 2015)

Appendix C: IB Language Policy

Diploma Programme (DP) and Career-related Programme (CP)

1. Introduction and Purpose

At the Academy of Richmond County (ARC), we believe that the development of language and literacy skills is of the highest priority. It is important that children and parents recognize that language is the main tool of learning and communication. Language is also instrumental in knowing ourselves and the world around us. Emphasizing language development allows for the fulfillment of the school mission of student empowerment by exploring ourselves and how others may see the world. This will inherently fulfill the IB mission of promoting intercultural awareness as a means of a more peaceful world.

As such, the purpose of this language policy is to:

- Ensure the effective delivery of the Georgia Performance Standards, the Advanced Placement curriculum, and the International Baccalaureate curriculum.
- Ensure language skills are developed and used across the whole curriculum.
- Aid the monitoring of the teaching and learning of language.

The language of instruction at ARC is English and the aim is that students work successfully within the English medium. However, ARC represents a variety of home languages across our general population, including our Diploma and Career Related Programmes. Students in both the Diploma and Career Programme will study how to participate in critical literacy and acquire the skills to communicate in a language other than their mother tongue. Diploma students will accomplish this through their Language B course while Career Students will explore a chosen language via the many options on DuoLingo. The ARC Language Policy was developed by a team of school community members including the IB Coordinator, teachers, and support staff. This document will be made available via the school's website.

2. Language Philosophy

The mission of the Richmond County School System is to empower every learner every day. Our school's vision is to prepare every student to thrive, adapt, and lead in an ever-changing world. The IB Programme's mission is to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. These goals can ultimately be achieved as long as educators recognize that language is central to learning, communication, and identity. At ARC, we believe that:

- All teachers are language teachers.
- Language is the fundamental means of communicating, essential to learning, and developed across disciplines.
- The acquisition of language is a dynamic, lifelong process that permeates all learning, is a key factor in intellectual growth, and promotes the development of personal understanding and international-mindedness.
- Learning language, learning about language, and learning through language is the most effective approach to teaching students.
- Effective teaching practice arises from a constructivist approach to learning, allowing students to build on prior knowledge and construct personal meaning.

- Through meaningful interactions, we communicate with and understand others, the world and ourselves, to develop intercultural awareness.
- The school community is a resource for fostering language learning. The acquisition of an additional language enriches personal growth, enhances first language development, and promotes internationalism.
- Language is a way of knowing and expressing our personal identities.

3. School Language Profile

Of the 200,000 residents of Augusta, Georgia, approximately 6% speak a language other than English at home. The most popular foreign languages spoken at home are Spanish, Korean, and Vietnamese. ARC recognizes the diversity of our students and strives to embrace their mother tongue languages. Our school has been host to several home languages over the years to include Spanish, Korean, Vietnamese, Portuguese, German, Creole, Samoan, and many others. While teaching and learning are accomplished mainly using the English language, students also can learn Spanish through foreign language courses offered at ARC. ARC also offers services to students who are learning English or have limited English Proficiency through the English Language Learning (ELL) and English as a Second Language (ESOL) support systems.

4. Language Learning and Development

- All teachers will create a risk-free environment to foster a variety of means of communication (reading, writing, speaking). Teachers will also encourage students to demonstrate open dialogue in all interactions to understand the world through different lenses in specific disciplines.
- Both our DP and CP curricula will offer the opportunity for personal choice and uninterrupted time for exploring multiple systems of communication in reading, writing, mathematics, art, music, drama, and movement. There will be opportunities for students to use language for making personal connections and exploring compelling issues.

5. Support for Mother Tongues and Additional Language Learners

For our English language learners, we support our students and their families as they adjust to a new language, learning environment, and culture through our ESOL support class. English language learners are also supported by a county-sponsored, in-house ESOL teacher and regularly monitored as they move through tiers of achievement. Teachers at their discretion will allow dictionaries and translated materials to better serve the students in their classes.

6. Language Course Offerings

While the primary language used at ARC is English, all students at ARC engage in language acquisition and take at least two years of non-mother tongue language classes. Diploma Programme students continue language acquisition in a Language B SL course. Students will also develop language skills through the courses of AP Language complementing their IB Literature class.

Language options available to students include:

- Group 1: Studies in Language and Literature (English A: Literature)

- Group 2: Language Acquisition (Spanish B SL)
- CP Language Development component (via DuoLingo and approved language pathways)

7. Roles and Responsibilities

- Provide funding, facilities, leadership, and resources for the successful implementation of the language policy.
- Hold administrators accountable for implementation.
- Attract and retain highly qualified and experienced administrators and teachers.
- Provide academic leadership for the school.
- Share responsibility for oversight, implementation, and revision of the Language Policy.
- Support teachers in their delivery of instruction.
- Provide a variety of professional development opportunities.
- Promote an embedded professional development model enabling collaboration.
- Observe teachers and provide constructive feedback, materials, planning time and staff development.
- Promote communication with parents concerning students' language development.
- Promote a co-curricular program that encourages the use and development of English.
- Engage in professional development in the fields of language learning and teaching.
- Implement the language policy to ensure that it becomes a working document.
- Engage in collaborative workshops and seminars.

8. Language and Inclusion

The language policy aligns with our Inclusion Policy to ensure equitable access to the curriculum for students with diverse linguistic backgrounds. Language learning supports are provided to ensure all students can meaningfully participate in the IB programme, regardless of their home language(s).

9. Policy Development and Review Process

The language policy is a working document. Consequently, it will be reviewed and issues will be addressed bi-annually (unless an amendment is urgent and appropriate). Acting as stakeholders, the following individuals will be involved: Principal, School Administrators, IB Coordinators, and teachers. The revision process will assure that the development of language learning is articulated at the beginning and end of the program. Data-gathering exercises will be implemented during the review process. These activities could involve informal discussions, questionnaires, observations and student interviews. It requires all members of the school community to reflect on their thoughts and practices regarding language in the school.

Field	Detail
Policy Created	2016
Last Reviewed	January 2026

Field	Detail
Reviewed By	IB Coordinator, IB Teachers, Guidance Department
Next Scheduled Review	August 2026
Review Cycle	Bi-annually, or as needed in response to IB policy updates

10. Communication of the Policy

The policy will be available on our school website. It will also be translated into any other home languages that are represented at our school.

References and IB Alignment

Guidelines for Developing a School Language Policy; Language and Learning in IB Programmes; IB Programme Standards and Practices (2020)

Appendix D: Inclusion Policy

International Baccalaureate Diploma Programme (DP) and Career-related Programme (CP)

Special Educational Needs Policy

This document is designed to communicate to all of our stakeholders – parents, students, teachers and administrators – the expectations for creating and maintaining an educational environment for all students as required by IBO and supported by Richmond County Board of Education. It provides clear guidelines by defining appropriate vision, goals, and practices within the IB program at Academy of Richmond County. This document also establishes clear responsibilities of all stakeholders.

Students enrolled in the IB Programme work towards achieving the assessment objectives as described in each of the subject guides. It is recognized that these objectives cannot be changed. Special arrangements for exams can be made if the student meets the criteria as laid out by the International Baccalaureate Organization in the document “Candidates with Special Assessment Needs.”

Accommodations for Assessment

Our school follows Section 4 of the IBO Candidates with Special Assessment Needs document. A formal request for special arrangements must be submitted to the IBO at least 12 months prior to the student writing the exam. Supporting documentation, such as a medical certificate, must accompany the request.

Characteristics of students who may require special assessment arrangements due to one or more of the following:

- Specific learning issues, language and communication disorders
- Significant issues in reading, writing, spelling or manipulating numbers associated with issues in processing symbolic language (for example, problems interpreting music notation, dyslexia, dyscalculia)
- Speech and language issues characterized by communication problems (for example, aphasia, dysphasia, articulation problems)
- Social, emotional and behavioural issues, including: attention deficit disorder (ADD)/attention deficit hyperactivity disorder (ADHD); autistic spectrum disorders; withdrawn, depressive or suicidal attitudes; obsessive preoccupation with eating habits; school phobia; substance abuse; disruptive antisocial and uncooperative behaviour; and anger, frustration and violence
- Physical and sensory conditions, including physical disabilities affecting mobility, and hearing or visual impairments
- Medical conditions, most commonly: congenital heart disease, epilepsy, asthma, cystic fibrosis, haemophilia, sickle cell anaemia, diabetes, renal failure, eczema, rheumatoid disorders, allergies, leukemia and other cancers
- Mental health issues, ranging from psychotic conditions such as schizophrenia and manic depression, to eating disorders, anxieties and emotional distress caused by circumstances in a candidate's life

Available Accommodations

The following are a list of arrangements that may be granted once IB has reviewed the required documentation:

- Additional time – up to 50% more time is allowed for the candidate, which gives them 30 extra minutes for every hour of exam time.
- Rest periods – supervised rest time may be allowed, during which time the candidate is not allowed to work on their exam.
- Information and communication technology – a computer could be used to type the answers to the exam instead of handwriting the answers. The student cannot use any software that would give the candidate an unfair advantage during the exam. Voice-activated technology or augmentative speech equipment can be requested when this has been the candidate's normal way of working in the school.
- Scribes – a person who writes down dictated answers from the candidate.
- Readers – a person who reads aloud the questions to the candidate and can also read back answers the candidate has provided. The reader cannot explain a question or give advice on how to answer the question.
- Communicators – a person who is able to convey information to a candidate with a hearing impairment, through the use of lip-speaking, finger-spelling or sign language.
- Prompters – a person who ensures that a candidate is paying attention to the examination. This would normally be authorized for candidates diagnosed as having a neurological or cognitive disability resulting from a severe attention problem.
- Modifications to examination papers – normally made for candidates with hearing or visual issues, such as providing an exam in Braille, enlarged print, printing on coloured paper, modifications to the visual complexity of the exam or modifications to the language of the exam paper.
- Audio recordings of examination papers – the IB may provide an exam paper on a CD. This is a limited service and is not available for exams with illustrations, tables, diagrams or sketch maps.
- Audio recordings of responses to examination papers – the candidate dictates answers into an appropriate recording technology. This is used when a scribe is not available and cannot be used for examinations in Groups 1 and 2 or with examinations that require the candidate to produce visual material such as an illustration, table, diagram or sketch map.
- Transcriptions – a candidate's response to an assessment component is submitted in a form other than the candidate's own handwriting. Transcription is justified when a candidate with a specific learning issue, or a physical disability, has very poor handwriting skills and cannot use a computer. Transcription is not available to candidates with poor handwriting for whom some form of special need cannot be diagnosed.
- Alternative venues for examinations – if a candidate is too ill to attend school, but on medical advice is able to take the examinations at home or in hospital, authorization may be given for the examination to be taken at an alternative venue. In principle, the examination should be taken at the same time as other candidates in the group. A qualified invigilator must be present.
- Extensions to deadlines – this arrangement applies to cases of illness or accident when a candidate is genuinely prevented from completing work in time for the coordinator to submit the work to the examiner.

- Assistance with practical work – if a candidate has a physical disability, assistance with practical work can be requested. This arrangement is normally confined to the requirements of internal assessment (for example, practical work in experimental science or geography fieldwork). It is particularly suited to situations where there is a concern for a candidate's health or safety.
- Exemptions from assessments – exemptions are not normally granted for any assessment component of the Diploma Programme. However, if an assessment component or part demands a physiological function that a candidate is not able to perform, an exemption may be authorized.

Legal Compliance

The Academy of Richmond County recognizes its responsibility to determine whether accommodations can be made for individual candidates and that all such accommodations must be in agreement with IB policy. We understand that applications for special arrangements have specific requirements and may need appropriate supporting documentation. We will ensure that all special arrangements comply with Section 4 of the Candidates with Special Assessment Needs document.

In addition to complying with the specific requirements of the IBO, the Academy of Richmond County follows state and federal guidelines such as the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act, and the Individuals with Disabilities Education Act (IDEA).

Communication

This policy will be posted on the school website, included in the IB Handbook, and available in the IB, Special Education, and Guidance offices.

Policy Review Process

This Inclusion Policy is reviewed annually by the IB Coordinator, Special Education Department Chair, and Guidance office to ensure continued alignment with IB Programme Standards and Practices, the IB's Access and Inclusion Policy guidelines, and applicable federal and state legislation.

Revisions may also be initiated in response to updates from the IB, changes in legal requirements, or findings from internal programme review. The review process involves consultation with IB teachers, school administration, and relevant support staff.

Field	Detail
Policy Created	March 2016
Last Revised	2020
Last Reviewed	January 2026
Reviewed By	IB Coordinator, Special Education Department Chair, IB Team
Next Scheduled Review	May 2026
Review Cycle	Annually

References

*IB Programme Standards and Practices (2020); Candidates with Assessment Access Requirements;
Meeting Student Learning Diversity in the Classroom*

Appendix E: 2026–2027 Magnet Program Agreement of Understanding

By signing below, I acknowledge that I have read and understand the conditions of acceptance for the Academy of Richmond County's International Baccalaureate Programme, including the Diploma Programme (DP) and Career-related Programme (CP). I recognize that attendance in these programs is a privilege that requires personal responsibility from both the student and parent/guardian. This agreement is renewed annually.

Responsibilities of All Magnet Program Students

- Maintain regular attendance, punctuality, and remain present throughout scheduled school hours.
- Conduct themselves respectfully toward teachers, staff, and peers at all times.
- Complete all assigned work, including homework and make-up assignments for any missed work.
- **Achieve a minimum passing grade of 80 in each subject (AP/IB courses 5.0). Students who do not meet this standard must attend summer school or complete accredited online courses to remain on track for graduation.**
- **a. Failure of any IB requirement will result in dismissal from the magnet program; summer school options are not available for IB courses.**
- **b. Failed Advanced Placement (AP) courses may be made up during the summer via Georgia Virtual School at the student's expense.**
- Respect and properly care for all school equipment, supplies, and property.
- Adhere to all school policies and policies of the Richmond County Board of Education.
- Notify the school promptly if the student or parent/guardian ceases to be a resident of Richmond County, to determine continued eligibility.
- Enroll as a full-time student at ARC for the academic year and demonstrate satisfactory academic and behavioral performance to remain in the magnet program. In addition:
- **a. Successfully complete a 9th and 10th Grade IB Service Project (with option to continue project in IB 2-year programme).**
- **b. Fulfill all other IB Programme requirements, including the Extended Essay, Reflective Project, and Creativity, Activity, and Service (CAS) and Community Engagement (CE) hours.**

I, the undersigned student and parent/guardian, commit to upholding the responsibilities outlined above and understand that failure to comply may result in dismissal from the IB Programme. I acknowledge that out-of-zone students will be withdrawn and must enroll at their zoned school.

Student Name (Printed)

Student Signature

Date

Parent/Guardian Name (Printed)

Parent/Guardian Signature

Date

EX PRAETERITIS FUTURA

Appendix F: Artificial Intelligence (AI) Usage Policy

International Baccalaureate Diploma Programme (DP) and Career-related Programme (CP)

Introduction

Artificial intelligence (AI) tools are now a routine part of how information is found, drafted, and refined, and IB students will encounter them throughout their academic and professional lives. Rather than treating AI as a threat to be banned outright, the Academy of Richmond County (ARC) follows the International Baccalaureate's position that AI is a technology students must learn to use critically, ethically, and transparently, in the same way earlier generations learned to use calculators, spell-checkers, and translation software responsibly.

This policy explains what the IB expects of World Schools regarding AI, what counts as appropriate and inappropriate use at ARC, how AI must be cited when used, the benefits and risks of AI-assisted work, and the consequences for misuse. It is written for the IB Diploma and Career-related Programmes but is designed to be adopted school-wide.

Official IB Position on Artificial Intelligence

The IB has stated that it will not ban the use of AI tools such as ChatGPT, reasoning that an outright ban is an ineffective response to a widely available technology. Instead, the IB requires that any use of AI remain consistent with its Academic Integrity policy, and it has added a dedicated appendix, "Guidance on the use of artificial intelligence tools," to that policy to help schools support students in using these tools ethically.

Two principles from IB guidance anchor this policy:

- Work generated by an AI tool, even in part, is not considered to be entirely the student's own work. Where AI-generated content contributes to an assessment, it must be acknowledged in the body of the text and referenced in the bibliography, in the same way a quotation or paraphrase from any other source would be.
- The determining question for teachers and students is not whether AI was used, but why: did the student use AI to support their own learning and thinking, or did the student use AI to represent work as their own that they did not actually produce or understand? The former is generally acceptable; the latter is academic malpractice.

Following IB guidance that schools benefit from separating AI-specific guidance from general academic honesty rules, ARC maintains this policy as a standalone document. It should be read alongside, and does not replace, the ARC Academic Integrity Policy, which continues to govern plagiarism, collusion, and other forms of malpractice.

Definitions

Artificial Intelligence (AI): Computer systems capable of performing tasks that historically required human reasoning, judgment, or creativity, including generating text, images, code, or other content.

Generative AI: A category of AI tool (e.g., ChatGPT, Gemini, Claude, image generators) that produces new content in response to a prompt.

AI-Generated Content: Any text, image, code, data, or other material produced wholly or partly by an AI tool.

Human Review: The process by which a student personally reads, verifies, edits, and takes ownership of any AI-assisted output before submitting it as part of their own work.

Unsanctioned AI Use: Use of AI tools in a way that has not been authorized by a teacher for a given task, or that misrepresents AI-generated content as a student's own original work.

Appropriate Uses of AI

With teacher guidance and proper citation, students may generally use AI to:

- Brainstorm topics, angles, or research questions before independent research and writing.
- Clarify a concept, ask follow-up questions, or receive an explanation of unfamiliar material in the way a tutor might explain it.
- Organize notes, create study guides, or generate practice questions to review material the student has already learned.
- Check grammar, spelling, or sentence-level clarity in a draft the student has already written, when the assignment does not specifically prohibit this.
- Generate ideas for structure or counter-arguments that the student then researches, evaluates, and writes independently.
- Support accessibility needs, such as text-to-speech, translation for comprehension, or organizing accommodations already approved for the student.

Teachers retain full discretion to permit, limit, or prohibit AI use for a specific assignment, and students must follow the specific instructions given for that task even where this policy would otherwise allow broader use.

Inappropriate Uses of AI

The following uses of AI are not acceptable at ARC, in any IB course, unless a teacher has explicitly authorized a specific exception in writing:

- Submitting AI-generated text, code, images, or other content as one's own original work, in whole or in part, without disclosure and citation.
- Using AI to complete a reflection, journal entry, or personal response assignment that is meant to represent the student's own thinking or experience.
- Using AI to generate answers during a test, quiz, or other assessment where outside assistance is not permitted.
- Using AI to translate an assignment from one language into another when the assignment is meant to demonstrate the student's own proficiency in that language, including all IB language acquisition coursework.
- Using AI to revise a draft while incorporating that feedback unchanged, in place of teacher feedback, on an assignment where teacher feedback is the expected process.
- Using AI to fabricate data, sources, or citations, or to generate content designed to evade AI-detection or plagiarism-detection software.

- Using AI on any official IB submission (Extended Essay, Internal Assessments, Reflective Project, TOK/PPS materials, CAS or CE reflections) in any way that is not explicitly permitted under IB subject guide rules for that component.

Benefits of AI Use in Learning

When used with human review, AI tools can offer real advantages consistent with the IB Learner Profile and Approaches to Learning skills:

- Immediate, individualized support for understanding difficult concepts, similar to a tutor.
- Opportunities to practice critical thinking by evaluating, correcting, and questioning AI output rather than accepting it uncritically.
- Exposure to varied perspectives and counter-arguments that can strengthen a student's own analysis.
- Efficiency gains for lower-stakes tasks such as organizing notes or generating study aids, freeing time for deeper engagement with higher-order work.
- Accessibility support for students with documented learning needs.

Risks of Using AI Without Human Review

AI tools can produce output that is fluent and confident-sounding while being inaccurate, biased, or entirely fabricated. Submitting or relying on AI output without careful human review carries real risks:

- Factual errors and fabricated sources or citations (“hallucinations”) that a student may not recognize as false.
- Built-in bias in AI training data that can distort analysis of historical, cultural, or scientific topics if accepted uncritically.
- Loss of the skill-building that assignments are designed to produce, since a student who outsources thinking does not develop the underlying competency the assessment is meant to measure.
- Academic integrity violations and their consequences, including the possibility of dismissal from the IB Programme.
- For official IB submissions specifically, invalidation of the work and potential loss of course credit, since the IB requires teachers to authenticate that submitted work is the student's own.
- Data privacy concerns, since some AI tools retain submitted text; students should not enter personally identifiable or sensitive information into AI tools.

Citing AI in Student Work

Any AI-generated content that contributes to an assignment, even if only in part, must be disclosed and cited. This mirrors the treatment of any other source under the ARC Academic Integrity Policy.

- **In-text acknowledgment:** The student must make clear, at the point of use, which parts of the work drew on an AI tool (for example, a footnote or a bracketed note identifying the AI-assisted portion).

- **Bibliography entry:** The AI tool must be listed as a source, including the tool name, developer, version or date, and a brief description of what it was used for. A commonly used MLA-style format is:

Tool Name. "Description of prompt or task." Version, Developer, Date of use, URL.

- **Example:** ChatGPT. "Brainstormed counter-arguments for IB History IA." GPT-4, OpenAI, 3 Aug. 2026, chat.openai.com.

Students should follow whichever citation style (MLA, APA, etc.) their subject teacher requires, and should ask the teacher or IB Coordinator if uncertain how to cite a specific tool or use case.

AI Detection

Teachers have discretion to select and use an AI-detection tool they judge appropriate when reviewing student work for authenticity, consistent with the understanding that AI-detection software identifies patterns rather than definitive proof and should inform, not replace, teacher judgment.

- The specific AI-detection tool used for a given review will be disclosed to the student and parent/guardian upon request.
- An AI-detection result alone is not treated as conclusive proof of misconduct; it is one factor considered alongside the teacher's own review of the work and, where appropriate, a conversation with the student through the Academic Resolution Meeting process described in the Academic Integrity Policy.

Consequences of Misuse

Unsanctioned or undisclosed AI use is addressed under the same two-level structure used in the ARC Academic Integrity Policy for all academic malpractice.

Level One (Passive) Violations

Examples include failing to disclose minor AI-assisted grammar or organizational help where disclosure was required, or using AI in a way not yet clarified by the teacher for a given task.

- **First and Second Offense:** The student is given the opportunity to redo the assignment. The teacher holds an Academic Resolution Meeting (ARM) with the student, notifies a parent/guardian and the IB Coordinator, and documents the contact and ARM in Infinite Campus.
- **Third Offense:** The student earns a zero. The IB Dean and Coordinator discuss the violation with the student and parents. Further offenses are treated as Level Two.

Level Two (Active) Violations

Examples include submitting AI-generated work as one's own without disclosure, using AI during a restricted assessment, using AI to fabricate sources or data, or using AI to complete a personal reflection assignment.

- **First and Second Offense:** The student earns a zero and is placed on academic probation. Further Level Two violations during probation may result in immediate dismissal from the IB Programme.

- Third Offense: The student earns a zero. An Academic Ethics Team (Principal, IB Dean, IB Coordinator, a counselor, and at least two IB teachers) meets to determine disciplinary action, which may include dismissal from the IB Programme.

Official IB Submissions

Unsanctioned AI use on an official IB submission, including the Extended Essay, Internal Assessments, Reflective Project, TOK/PPS materials, or CAS/CE reflections, is treated as an immediate Level Two Third Offense. This reflects the IB's own position that such work must be authenticated by the teacher as the student's own, and that AI-generated content in these submissions must follow IB subject guide rules or be excluded entirely. A confirmed violation on an official IB submission may also be reported to the IB in accordance with IB malpractice reporting requirements.

Roles and Responsibilities

School Responsibilities

- Maintain and periodically review this AI Usage Policy alongside the Academic Integrity Policy.
- Provide training for teachers and awareness sessions for students and parents on appropriate AI use, at Freshman Orientation and Open House.
- Support consistent, fair application of this policy across departments.

Teacher Responsibilities

- Clearly state, for each assignment, whether and how AI may be used, and communicate this in writing (syllabus, assignment sheet, or learning platform).
- Model responsible AI use, including disclosing any AI assistance the teacher uses in preparing materials.
- Exercise discretion in selecting an AI-detection tool where needed, and disclose that tool to students and parents upon request.
- Address suspected violations through the Academic Resolution Meeting process, applying the consequences outlined above consistently.

Student Responsibilities

- Follow assignment-specific instructions regarding AI use, even where this policy would otherwise permit broader use.
- Disclose and cite any AI-assisted content in accordance with this policy.
- Personally review, verify, and take ownership of any AI-assisted output before submitting it.
- Ask a teacher or the IB Coordinator when uncertain whether a specific use is permitted.

Parent/Guardian Responsibilities

- Review and support this policy and the Academic Integrity Policy with their student.
- Discuss the appropriate and inappropriate uses of AI with their student, including the risks of unreviewed AI content.
- Contact the teacher or IB Coordinator with questions, including requests to know which AI-detection tool was used in a specific review.

Policy Review Process

This AI Usage Policy is reviewed at least annually by the IB Coordinator, IB Dean, IB teachers, and school administration, with input from parents and students as appropriate, and is revised as needed in response to updates from the IB or changes in AI technology and best practice. It is published on the school website and made available in the IB Handbook.

Field	Detail
Policy Created	August 2026
Last Revised	August 2026
Last Reviewed	August 2026
Reviewed By	IB Coordinator, IB Dean, IB Teachers, School Administration
Next Scheduled Review	August 2027
Review Cycle	Annually, or as needed in response to IB policy updates or advances in AI technology

References

International Baccalaureate Organization. "Statement from the IB about ChatGPT and artificial intelligence in assessment and education." IBO, 2023.

International Baccalaureate Organization. "Artificial intelligence (AI) in learning, teaching, and assessment." IBO, 2024.

International Baccalaureate Organization. "Appendix 6: Guidance on the use of artificial intelligence tools." Academic Integrity Policy, IBO, 2023.

International Baccalaureate Organization. "Evaluating 13 Scenarios of Using Artificial Intelligence (AI) in Student Coursework." IBO, 2024.

Academy of Richmond County. "Academic Integrity Policy." Revised February 2026.

Claude (Claude Sonnet 4.6). "Drafted structure, language, and citation guidance for the ARC IB Artificial Intelligence Usage Policy based on IB Academic Integrity Policy guidance and the school's existing Academic Integrity Policy." Anthropic, 3 Aug. 2026.

MLA Style Center. "How Do I Cite Generative AI in MLA Style?" Modern Language Association, updated 13 Aug. 2025.

McAdoo, Timothy, et al. "Citing Generative AI in APA Style: Part 1—Reference Formats." APA Style Blog, American Psychological Association, 9 Sept. 2025.

How to Cite an AI Tool: MLA and APA Examples

Whichever style a subject teacher requires, the same underlying principle applies: name the AI tool and its developer, give the date the content was generated, and make clear in the body of the work which part came from the AI. Never cite an AI tool as the author of your work, and always verify any facts, sources, or citations the AI provides, since AI tools can fabricate sources that do not exist.

MLA Style (9th edition, per MLA Style Center guidance)

MLA treats the AI tool as a source with no individual author. Skip the author element and begin instead with a description of the prompt used, followed by the tool, version, publisher, date, and location.

Works Cited template:

"The prompt you used" prompt. AI Tool, Version, Publisher, Day Month Year of prompt, URL.

Works Cited example:

"Brainstormed counter-arguments for an IB History Internal Assessment on the causes of World War I" prompt. ChatGPT, GPT-4o, OpenAI, 3 Aug. 2026, chatgpt.com/.

In-text example:

One counter-argument worth considering is that alliance structures alone cannot explain the war's outbreak ("Brainstormed counter-arguments").

If the AI tool was used only for a functional task, such as checking grammar or translating for comprehension rather than generating content that appears in the work, MLA guidance allows a short acknowledgment in a note instead of a full Works Cited entry, for example: "Grammar and clarity of this draft were checked using Grammarly's AI assistant."

APA Style (7th edition, per APA Style Blog guidance)

APA treats the AI developer as the author and the tool as the title. As of the APA Style Blog's September 2025 guidance, students should cite the specific chat when a shareable link is available, rather than citing the tool in general.

Reference List template:

AI Company. (Year). Tool name (Version) [Large language model]. URL

Reference List example:

OpenAI. (2026). ChatGPT (GPT-4o) [Large language model]. <https://chatgpt.com/>

In-text example:

I used ChatGPT (OpenAI, 2026) to brainstorm counter-arguments before writing my own analysis of the causes of World War I.

Where a shareable link to the specific chat is available, APA's current guidance is to cite that link in place of the tool's general URL, and to describe in the text what the AI generated and how it was used, similar to describing a method in a research paper.

A Note on Chicago Style

Chicago style treats AI output as similar to a personal communication: it is cited in a footnote or endnote rather than in the bibliography, since the chat generally cannot be accessed by other readers. A typical note reads: "Text generated by ChatGPT, OpenAI, August 3, 2026, <https://chatgpt.com/>." If the student edited the AI-generated text before use, that should be noted as well.

Students should confirm with their subject teacher which citation style applies and should ask the teacher or IB Coordinator if a specific AI tool or use case is not covered by these examples.

Acknowledgments and References

How This Handbook Was Developed

In keeping with the transparency we ask of our students under the Academic Integrity Policy, we are disclosing our own use of AI in preparing this document: this handbook was drafted and edited with the assistance of Claude, an AI assistant made by Anthropic, working under the direction and review of ARC IB Programme staff. All policy content, dates, staff assignments, and requirements were provided, verified, and approved by ARC IB Programme staff before publication.

ARC Source Documents

This handbook is intended to remain consistent with the following Academy of Richmond County IB policy documents. Where a conflict exists, the individual policy document governs:

- IB Programmes Access and Admissions Policy
- Academic Integrity Policy
- Language Policy
- Inclusion Policy (Special Educational Needs)
- Magnet Program Agreement of Understanding
- Artificial Intelligence (AI) Usage Policy

IB Reference Materials

The policies referenced above, and this handbook, are aligned with the following International Baccalaureate publications:

- IB Programme Standards and Practices (2020)
- Diploma Programme: From Principles into Practice (IB, 2015)
- “Academic Honesty in the IB” (Carroll, IB, 2012)
- Candidates with Assessment Access Requirements (IB)
- Rules for IB World Schools: Diploma Programme (IB)
- Meeting Student Learning Diversity in the Classroom (IB, 2013)
- DP Passing Criteria and CP Passing Criteria (IBO, ibo.org)