

# PILOT BUTTE MIDDLE SCHOOL

## GRADE 8

### MYP OVERVIEW

## 2016-17



Pilot Butte Middle School Vision Statement

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“Pilot Butte Middle School will be recognized as a community of academic excellence, leadership, and character as we embrace diversity and inspire global thinking.”

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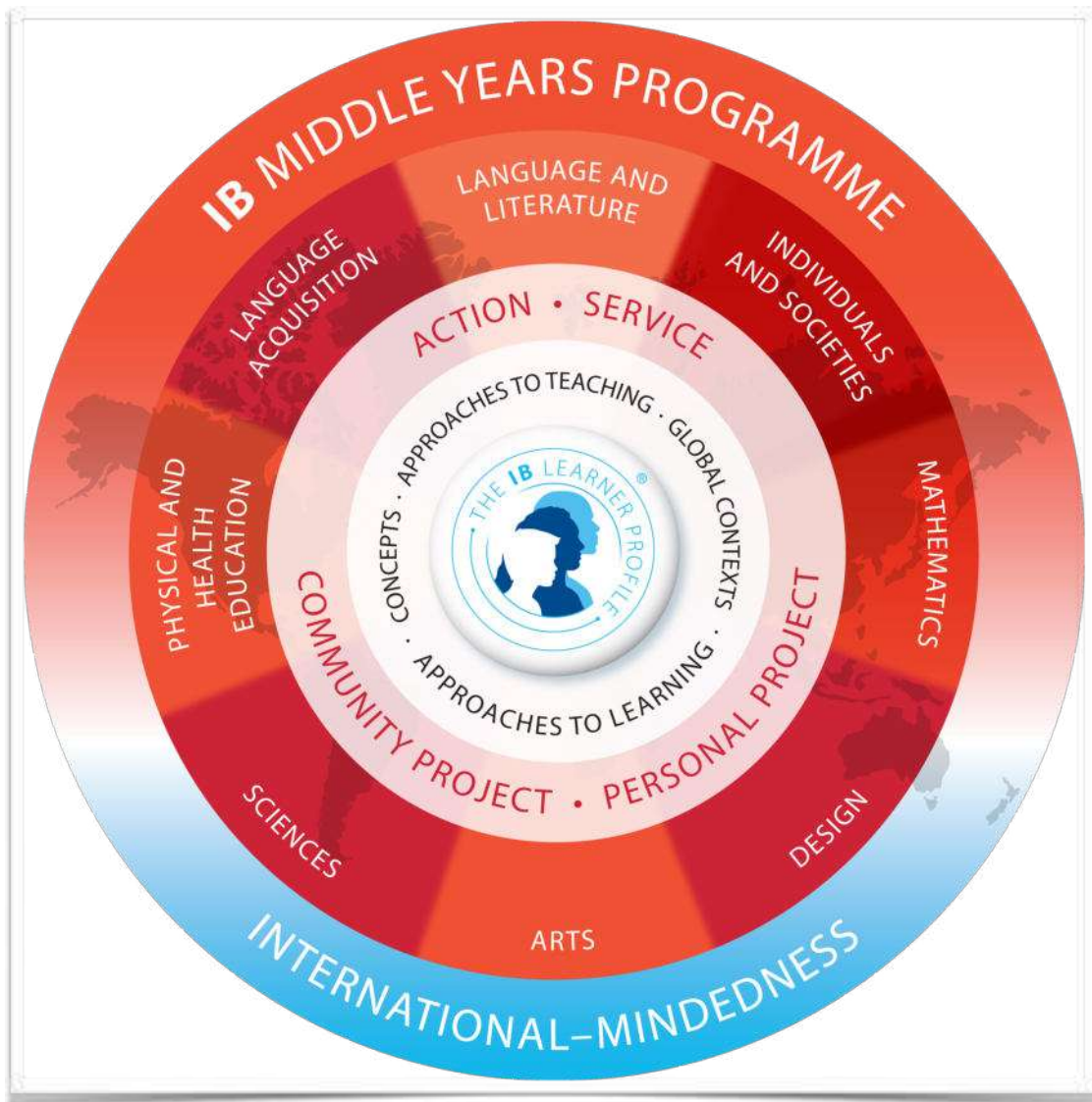
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### Three Fundamental Concepts of the MYP

*“The aim of all IB programs is to develop internationally-minded people, who recognizing their shared guardianship of the planet, help to create a better and more peaceful place.”*

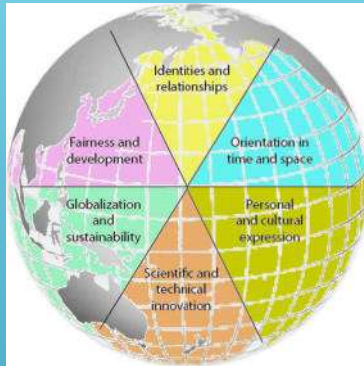


- **A Holistic/Global Education**
- **Communication**
- **Intercultural Awareness**



## MYP Global Contexts

The International Baccalaureate seeks to bring all subjects and years of the program together under six MYP Global Contexts.



Teachers work together to create MYP units using these six lenses:

- Identities & Relationships
- Orientation in Time & Space
- Personal & Cultural Expression
- Scientific & Technical Innovation
- Globalization & Sustainability
- Fairness & Development



### *IB-MYP World School*

Pilot Butte is in our second year of being an authorized International Baccalaureate MYP World School. We are a 6th-8th grade program model comprised of *all staff and students*. The chief aim of the IB Middle Years Programme is to provide a well-rounded education in which students learn to the best of their ability, and are well prepared for their future.

### *IB-MYP and Grade 8 Students (Year 3)*

8th Grade students have now experienced two years of MYP student learning experiences and it is a time to showcase that learning in a culminating project.

All 8th grade students will be working on their community project in their Design Class and also meet with teacher mentors. They will also be matched with teacher mentors in small groups. It is an exciting time of putting all their knowledge into a project where they learn how to 'give back' showcasing action/service.



## *Conceptual Understanding*

MYP classrooms are active, engaging, and focused around inquiry. Concept-based curriculum and instruction is not a program. It leaves the design of curriculum and instruction to teachers, but informs and reinforces quality curriculum design and pedagogy.

### Methodology

In MYP classrooms, teaching and learning methodologies include, but are not limited to:

- collaboration
- inquiry
- reflection
- community action
- research
- dialogue & debate
- essential questions
- real-world applications
- student choice
- scaffolded instruction
- experiential learning
- problem-based learning
- active participation
- meaningful feedback
- data-driven decisions
- formative and summative assessments



### *Student-Centered Instruction*

”Teaching and learning in the IB celebrates the many ways people work together to construct meaning and make sense of the world. Through the interplay of asking, doing and thinking, this constructivist approach leads toward open, democratic classrooms.

An IB education empowers young people for a lifetime of learning, independently and in collaboration with others. It prepares a community of learners to engage with global challenges through inquiry, action, and reflection.”

*International Baccalaureate - August, 2103*

# Grade 8 Student Schedule

The IB Middle Years Programme challenges students to embrace and understand the connections between traditional subjects and the real world, and become creative, critical and reflective thinkers. The program features an inquiry approach to careful curriculum design to provide learning that is engaging, relevant, challenging and significant.



The program consists of eight subjects integrated through global contexts that provide a framework for learning within and across the subjects. The subjects are Language and Literature (English), Individual and Societies, Language Acquisition (World Language), Mathematics, Design (Technology), Arts, Science and Physical and Health Education.

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# Grade 8 Student Schedule

8th graders are required to take the following courses daily for the entire year: Language and Literature, Individual and Societies, Mathematics, Science, and Language Acquisition (Spanish, French and Spanish for Native Speakers)



The 7 period day provides 2 periods for Physical/Health Education and Design, and for the Arts.

The Physical/Health Education and Design courses are offered on an A/B day alternating schedule for the entire year.

For the Arts, students may choose from the following year long courses: Choir, Intermediate and Advanced Band, Intermediate and Advanced Orchestra, Visual Arts, and Art of Publication/ Yearbook.



| Sample Grade 8 Schedule | Period 1 | Period 2         | Period 3                 | Period 4    | Lunch | Period 5                | Period 6  | Period 7           |
|-------------------------|----------|------------------|--------------------------|-------------|-------|-------------------------|-----------|--------------------|
|                         | Science  | PE/Health Design | Individual and Societies | Mathematics | lunch | Language and Literature | French II | Advanced Orchestra |


## IB learner profile

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

As IB learners we strive to be:

|  |   |
|--|---|
| <p><b>INQUIRERS</b><br/>We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.</p> <p><b>KNOWLEDGEABLE</b><br/>We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.</p> <p><b>THINKERS</b><br/>We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.</p> <p><b>COMMUNICATORS</b><br/>We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.</p> <p><b>PRINCIPLED</b><br/>We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.</p> | <p><b>OPEN-MINDED</b><br/>We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.</p> <p><b>CARING</b><br/>We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.</p> <p><b>RISK-TAKERS</b><br/>We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.</p> <p><b>BALANCED</b><br/>We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.</p> <p><b>REFLECTIVE</b><br/>We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.</p> |
|--|---|

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

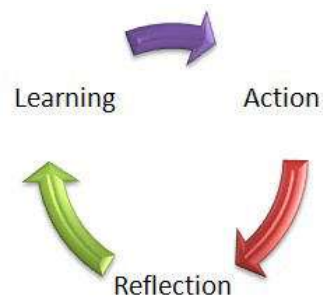
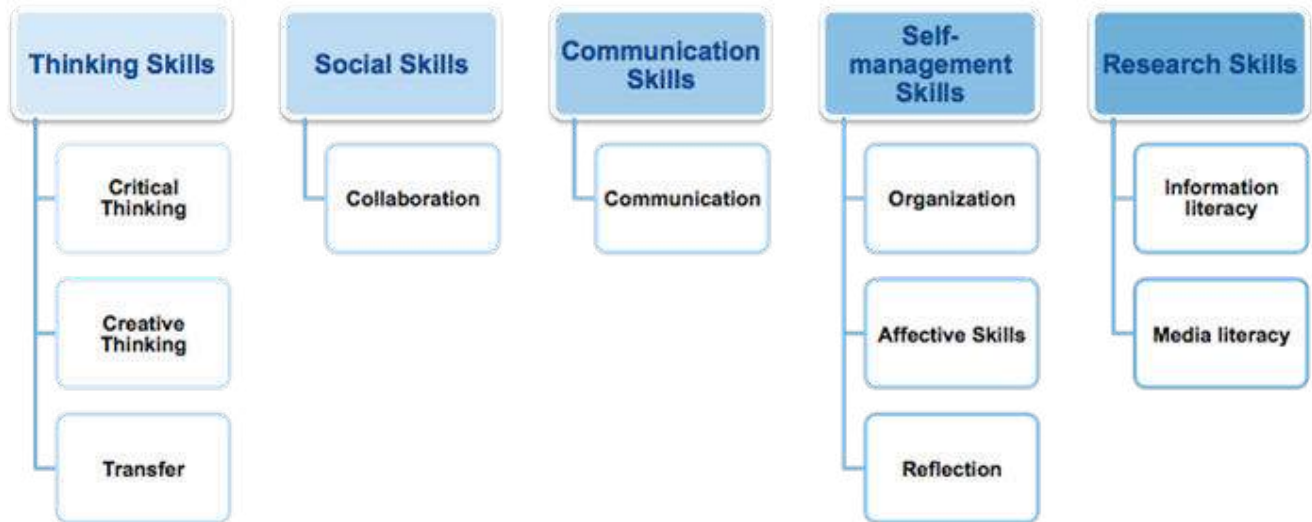
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### *International Baccalaureate Approaches to Learning Skills*

The IB's Approaches to Learning Skills, or ATLs, are a unifying thread throughout all MYP subject groups. These skills provide the foundation for independent learning and encourage the application of students' knowledge and skills in unfamiliar contexts. Developing and applying these **social, thinking, research, communication, and self-management** skills help students learn how to learn.



## *MYP Approaches to Learning*

## **Self-Management**

### **Organizational Skills**

- Keep to class schedules and project deadlines
- Set appropriate management goals and plan strengths to achieve them
- Structure information appropriately in written, oral, and visual work
- Arrive to class with appropriate equipment
- Keep an organized and logical system of information files/notes
- Find and select information via different media
- Use different information organizers for different purposes
- Plan strategies to guide your community project inquiry
- Plan and manage activities to develop a solution or complete a project
- Select and use applications effectively and productively
- Make informed choices to achieve a balance nutrient, rest, relaxation, and exercise

### **Affective Skills**

- Demonstrate persistence and perseverance
- Practice both focus and concentration to overcome distractions
- Make informed choices on behaviors and course of action
- Seek out criticism and feedback from others and make informed choices about including it in one's work
- Practice being aware of mind-body connections
- Practice positive thinking
- Practice dealing with disappointment and unmet expectations
- Practice dealing with change
- Practice strategies to prevent and eliminate bullying
- Practice strategies to reduce stress and anxiety

### **Reflective Skills**

- Consider ethical, cultural, and environmental implications of issues
- Consider personal relationships to people, ideas, and concepts
- Build understanding of personal learning strengths and weaknesses
- Be aware of areas of perceived limitation
- Develop awareness of the process of effective learning
- Analyze one's own and others' thought processes to think about how one thinks and how one learns
- Pause to reflect at different stages in the learning process
- Implement and measure the effectiveness of different learning strategies
- Demonstrate a preparedness to make changes to ineffective learning strategies
- See out constructive criticism
- Keep a reflective journal/ portfolio of personal learning experiences focused on both process and content
- Create a record of personal learning change and improvement

## *MYP Approaches to Learning*

# Thinking

### Critical Thinking Skills

- Identify problems and develop aims, goals, and objectives
- Make inferences and draw conclusions
- Identify gaps in knowledge and formulate key questions
- Consider ideas from other perspectives and points of view
- Develop contrary arguments
- Break down large concepts and projects into component parts and combine parts logically as appropriate
- Formulate provocative and relevant questions and goals
- Plan to achieve goals, including identifying targets and outlining steps
- Consider consequences of events
- Identify obstacles and challenges
- Make logical, reasonable judgments and create arguments to support them
- Design improvement to existing machines, media, and technologies
- Identify and define authentic problems and significant questions for investigation
- Use multiple processes and diverse perspectives to explore alternative solutions
- Identify trends and forecast possibilities
- Troubleshoot systems and applications

### Creative Thinking Skills

- Generate impossible ideas
- Brainstorm and map thoughts to create ideas and questions
- Consider all alternatives
- Consider the seemingly impossible
- Create novel solutions to a problem
- Evaluate solutions to problems
- Make connections between random things
- Consider opposites to renew perspective
- Apply strategies of guesswork
- Generate 'what if?' questions
- Transfer and apply existing knowledge to generate new ideas, products, or processes
- Utilize old ideas in new ways and combine parts in new ways
- Make intuitive judgments
- Create original works and ideas and visualize alternatives
- Practice imitation of works with a focus on the creative process
- Practice flexible thinking....arguing both sides of an idea or issue
- Practice metaphorical thinking, generating questions and challenging conventions
- Challenge one's own and others' assumptions
- See possibilities, problems and challenges positively
- Play with ideas and experimenting
- Recognizing when an original idea has value and pursuing it

### Transfer Skills

- Use your knowledge, understanding, and skills across subject to create products or solutions
- Make connections between learning gained in different subject areas
- Apply skills and knowledge in unfamiliar situations
- Inquire in different contexts to gain a different perspective
- Create projects and products using knowledge and skills gained across different subject areas
- Use unfamiliar learning skills with unfamiliar content
- Transfer current knowledge to learning of new technologies
- Demonstrate personal responsibility for lifelong learning
- Change the context of your project to gain different perspectives
- Make decisions

## *MYP Approaches to Learning*

### **Information Literacy Skills**

- Access information to be informed and inform others
- Find information in different media
- Read critically and for comprehension
- Read a variety of sources for information and for pleasure
- Collect research from a variety of print and digital sources
- Collect and verify data
- Make connections between a variety of sources
- Utilize different media to obtain different perspectives
- Utilize appropriate multimedia technology to create effective presentation and representation
- Reference accurately and construct a 'works cited' page according to MLA
- Understand and implement intellectual property rights and the value of academic honesty
- Identify primary and secondary sources
- Demonstrate awareness of the effects of different modes of information representation and presentation
- Collect and analyze data to identify solutions and/or make informed decisions
- Process data and report results
- Evaluate resources materials

## **Research**

### **Media Literacy Skills**

- Evaluate and select information sources and digital tools based on their appropriateness to specific tasks
- Locate, organize, analyze, evaluate, synthesize, and efficiently use information from a variety of sources and media
- Use and interpret a range of content-specific terminology
- Underline ways in which images and language interact to convey ideas, values, and beliefs
- Identify different points of view
- Demonstrate awareness of different media interpretations of events and ideas, including social media
- Critically analyze various text forms for underlying meaning
- Use a variety of technologies and media platforms to source information including social media and online networks
- Utilize different media to obtain perspectives
- Communicate ideas effectively to multiple audience using a variety of media and formats
- Actively make connections between different media resources in presentations
- Advocate and practice safe, legal, and responsible use of information technology

## *MYP Approaches to Learning*

## **Social & Communication**

### **Social - Collaborations Skills**

- Respect and accept sociocultural difference
- Consider, respect, and analyze different opinions, points of view, ideas, and preferences
- Be empathetic
- Respect different opinions and the points of view of others
- Delegate and take responsibility as appropriate
- Help others; facilitate the success of others
- Take responsibility for own actions
- Resolve conflicts and work collaboratively with appropriate roles in a team
- Understand when and how to build consensus
- Make decisions based on fairness and equity
- Negotiate goals and limitations with peers and teachers
- Help others when appropriate and encourage contribution from others
- Drive change through an understanding of other an especially of group dynamics

### **Communication Skills**

- Use active listening techniques to understand others
- Give and receive appropriate feedback
- Interpret meaning through cultural understanding
- Use a variety of speaking techniques to make meaning clear for different purposes and audiences
- Use a variety of media to present to an audience
- Interpret non-verbal communication techniques and use them purposefully
- Negotiate ideas and knowledge with peers and teachers
- Interact, collaborate, and publish media with peers, experts or others, employing a variety of digital environments and media
- Develop cultural understanding and global awareness by engaging with learners of other cultures
- Write for different purposes
- Make effective notes, in class and for studying
- Summarize and transform information
- Use structural writing planners for different academic tasks
- Organize information logically
- Structure information correctly in summaries, essays, reports and presentations

## MYP Assessment Criteria

| Arts |                           |
|------|---------------------------|
| A    | Knowing and Understanding |
| B    | Developing Skills         |
| C    | Thinking Creatively       |
| D    | Responding                |

| Individuals & Societies |                           |
|-------------------------|---------------------------|
| A                       | Knowing and Understanding |
| B                       | Investigating             |
| C                       | Communicating             |
| D                       | Thinking Critically       |

| Language & Literature |                |
|-----------------------|----------------|
| A                     | Analyzing      |
| B                     | Organizing     |
| C                     | Producing Text |
| D                     | Using Language |

| Language Acquisition |  |
|----------------------|--|
| A                    | Comprehending Spoken and Visual Text                         |
| B                    | Comprehending Written and Visual Text                        |
| C                    | Communicating in Response to Spoken, Written and Visual Text |
| D                    | Using language in Spoken and Written Form                    |

## MYP Assessment Criteria (continued)

| Mathematics |  |
|-------------|--|
| A           | Knowing and Understanding                  |
| B           | Investigating Patterns                     |
| C           | Communicating                              |
| D           | Applying Mathematics in Real-Life Contexts |

| Physical /Health Ed. |                                      |
|----------------------|--------------------------------------|
| A                    | Knowing and Understanding            |
| B                    | Planning for Performance             |
| C                    | Applying and Performing              |
| D                    | Reflecting and Improving Performance |

| Science |                                      |
|---------|--------------------------------------|
| A       | Knowing and Understanding            |
| B       | Inquiring and Designing              |
| C       | Processing and Evaluating            |
| D       | Reflecting on the Impacts of Science |

| Design |                         |
|--------|-------------------------|
| A      | Inquiring and Analyzing |
| B      | Developing Ideas        |
| C      | Creating the Solution   |
| D      | Evaluating              |

## MYP GRADING AT A GLANCE

### What is MYP standards-based grading?

- Assesses knowledge, concepts, and skills
- Based on rigorous criteria for each subject area
- Emphasizes growth over time
- Only academic achievement is measured toward the grade (most classwork, practice assignments (homework), and participation does not count in the academic grade).
- Each subject has four **criterion** (or standards) measured on an **8-point scale**. Final semester grades include “best fit” grades for every criterion per subject.
- Defines what needs to be done to reach high achievement levels within each subject

### How Are MYP Semester Grades Calculated?

Here is an example with a student named “Juan” in a Math class:

Juan’s Math class has the following four criteria:

Criterion A: Knowing and Understanding

Criterion B: Investigating Patterns

Criterion C: Communicating

Criterion D: Applying Mathematics in real-life contexts

**Step 1:** Juan’s teacher determines his Criterion A achievement level based on the following Criterion A scores. (Criterion A scores for Mathematics are explained on p. 68).

### Mathematics Criterion A: Knowing and Understanding

| Mathematics<br>Criterion A | Knowing &<br>Understanding |        |
|----------------------------|----------------------------|--------|
| Task 1                     | Task 2                     | Task 3 |
| 3                          | 5                          | 5      |

- Juan’s teacher decides on a criterion A achievement level of **5** using the data above.
- This mark of **5** is based upon patterns in the above data (significant growth).
- Note that a **5** on this 8-point rubric is described as “sufficient” even though traditionally we would have considered a 5 out of 8 as 63%, or a D.



**Step 2:** Juan’s teacher repeats the process above for the remaining three criteria shown below:

**Step 3:** Juan’s teacher now divides the above total (22) by 4 because there are 4 criteria:

| Criteria (out of 8)                               | Semester Achievement Level |
|---|----------------------------|
| Criterion A - Knowing & Understanding             | 5                          |
| Criterion B - Investigating Patterns              | 5                          |
| Criterion C - Communicating                       | 6                          |
| Criterion D - Applying Math in Real-Life Contexts | 6                          |
| Criterion Levels (out of 32 points possible)      | 22                         |

$$22/4 = 5.5$$

**Step 4:** Finally, Juan’s teacher assigns a semester letter grade of **B** using this conversion table.

| Final Mark      | F        | D        | C        | B-        | B         | A        | A+      |
|-----------------|----------|----------|----------|-----------|-----------|----------|---------|
| MYP Point Scale | 0.0-1.49 | 1.5-2.49 | 2.5-3.74 | 3.75-4.74 | 4.75-5.99 | 6.0-6.99 | 7.0-8.0 |



## MYP RUBRIC PROFICIENCY LEVELS (8 point scale)

A standards-based classroom is built around learning targets. Learning targets are the major concepts and skills that will be taught in the class. The teacher will determine a student's level of proficiency for each learning target using a rubric. A rubric, or scoring guide, describes four levels of proficiency:

**7 – 8: Highly Proficient**

**5 – 6: Proficient**

**3 – 4: Nearly Proficient**

**1 – 2: Developing**

Teachers will grade using the proficiency scale above to indicate your child's overall proficiency level for each learning target covered in the class.

| Semester Grade | End of Semester Proficiency Level   |
|----------------|---|
| A+             | An "A+" letter grade communicates that a student has mastered at a <b>very high level</b> the academic learning of the course. A student would need to be <b>Highly Proficient (7-8)</b> in the majority of the learning targets to earn this letter grade.   |
| A              | An "A" letter grade communicates that a student has mastered, at a <b>high level</b> , the academic learning of the course. A student would need to be <b>Proficient (5-6)</b> and/or <b>Highly Proficient (7-8)</b> in the majority of the learning targets to earn this letter grade.                                 |
| B              | A "B" letter grade communicates that a student has the <b>academic learning of the course strongly in place</b> . A student would need to earn mostly scores of <b>Proficient (5-6)</b> on the course learning targets to earn this letter grade.   |
| B-             | A "B-" letter grade communicates that a student has the <b>academic learning of the course in place</b> . A student would need to earn mostly scores of <b>Nearly Proficient (3-4)</b> on the course learning targets to earn this letter grade.  |
| C              | A "C" letter grade communicates that a student has a <b>basic understanding of the academic learning</b> of the course. This student would need to earn scores of <b>Developing (2)</b> and <b>Nearly Proficient (3-4)</b> on most learning targets.  |
| D              | A "D" letter grade communicates that a student has <b>mastered little of the academic learning</b> for the course. This student will lack prerequisite learning, and interventions may be necessary. A student would need to earn scores of mostly <b>Developing (2)</b> on learning targets to earn this letter grade. |
| F              | An "F" letter grade communicates that a student has <b>not mastered academic learning</b> for the course. This student would have earned mostly <b>Developing (1)</b> scores for this course.   |

## Pilot Butte Middle School MYP Assessment 2016-17 Academic School Year

Assessment at Pilot Butte is built on the IB belief that assessment aims to:

- Support and encourage student learning by providing feedback on the learning process.
- Inform, enhance and improve the teaching process.
- Promote positive student attitudes toward learning.
- Promote deep understanding of subject content by supporting students in their inquiries set within the 6 MYP Global Contexts using the 16 MYP Key and Related Concepts.
- Promote the development of higher-order cognitive skills by providing rigorous objectives that value these skills.
- Reflect the international-mindedness of the MYP by allowing for assessment to be set in a variety of cultural and linguistic contexts.
- Support the holistic nature of the MYP by including in its model principles that take account of the development of the whole student.

**All this happens in different ways:**

- **Achievement levels:** Rather than with points or percentages, MYP grades are reported as overall achievement levels using numbers on scales set by the IB. All subject areas have four criteria and use an 8-point scale. Teachers will align their assessment tasks to that of their particular subject area descriptors.
- **Class work:** Teachers gain a great deal of information as students progress toward learning goals. These informal (formative) assessments inform teachers of how students are progressing toward meeting the learning goals. Teachers adjust their instruction to meet the needs of the students. Teachers also use formative assessments to inform their professional judgment about individual student achievement. Homework provides students with opportunities to review subject area content and practice new skills. Both homework and classwork are meaningful and will receive timely feedback.
- **Criterion-related:** MYP assessment is described as criterion-related, as it is based upon the IB's pre-determined set of four criteria per subject area. The MYP identifies a set of objectives for each subject group, which are directly related to the assessment criteria of that particular subject group. The level of student success in reaching the objectives is measured on an 8 point graduated scale. This means that students' grades are determined by evidence against standards under an MYP criterion descriptor.
- **Summative assessment:** The purpose of summative assessment is to determine students' learning and their achievement levels; this usually happens at the end of a learning period such as the end of an MYP unit of work, a semester, or a school year. As students are assessed continually in the MYP, teachers will be able to determine a level of achievement that is supported by evidence from assessments undertaken during a learning period.

## **Pilot Butte Middle School MYP Assessment (continued)**

- **Grades:** PBMS is using the pre-determined MYP achievement levels based on criterion-related rubrics that are internationally normed. Using the IB-MYP 8 point scaled rubrics, teachers have agreed on what represents letter grades reported out as A-F. Incomplete grades are possible if students have not successfully undertaken the summative tasks necessary for determining achievement against MYP learning objectives.

### **Awarding Grades:**

- o All eight subjects have a specific scale aligned to each subject's individual objectives and requirements. All criteria in all subjects are assessed out of a total of eight marks. For each assessment criterion within each subject, a number of band descriptors are defined. These describe a range of achievement levels with the lowest represented as 0. The descriptors focus on positive achievement. The criteria for each subject represent the level MYP students should achieve by the end of the IB MYP (Grade 8). It is crucial for parents and students to discuss each subject area's individual criteria. (See all subjects' rubrics beginning on p. 53). At the end of each semester, a general achievement level is provided for each subject on the semester report card. See a grading example on p. 49.

### **Late or Missed Work:**

The following outlines the PBMS policy regarding student absences from class resulting in late or missed work.

- Students need to demonstrate understanding of learning outcomes. Students that are absent are expected to take the responsibility to immediately find out from teachers and/or classmates what learning was missed and how to make-up any related assignments.
- We cannot stress enough the need for students to be in school each day, whenever possible. Vacations should be scheduled during school breaks. Any work missed is solely the student's responsibility.

## Pilot Butte Middle School Academic Honesty Policy

### Philosophy

According to the IB-MYP, academic honesty must be seen as a set of values and skills that promote personal integrity and good practice in teaching, learning, and assessment. It is influenced and shaped by a variety of factors, including peer pressure, culture, parental expectations, role modeling, and taught skills (IBO, Academic Honesty, 2009). Students at Pilot Butte Middle School are expected to strive to develop attributes of the IB Learner Profile that are embedded throughout the curriculum and in the school's daily life. Therefore, the IB Learner Profile is the cornerstone to the school's Academic Honesty Policy. In developing Pilot Butte Middle School's Academic Honesty Policy we encourage our students to be:

- **Inquirers** – who acquire the skills necessary to conduct inquiry and research
- **Knowledgeable** – who explore concepts, ideas, and issues
- **Principled** – who act with integrity and honesty, take responsibility for their own actions
- **Open-Minded** – who are accustomed to seeking and evaluating a range of points of view
- **Risk-Takers** – who are brave and articulate in defending their beliefs

These qualities, when applied to learning, will establish skills and behaviors that support academic success in the classroom, on homework, and on assessments and examinations. These qualities will be introduced, modeled, and used throughout the school.

### Forms and Definitions of Academic Dishonesty

**Cheating** is defined as using unauthorized answers or sources to receive credit for schoolwork. Some examples are looking at someone else's paper, copying from your notebook when you are supposed to be using your memory (e.g., on quizzes and tests), or copying someone else's homework because you did not complete yours.

**Plagiarism** is defined as a form of cheating where you present another person's words or ideas as your own without giving the creator credit for the information. Some common examples of plagiarism are copying information from a book without using quotation marks and a citation, or not including a works cited page. All information in academic assignments that is not common knowledge must be cited and documented.

### General Guidelines

At Pilot Butte Middle School, we place a high value on honesty and this extends to work submitted for assessment. Teachers are expected to work with students from the beginning of their participation with the MYP to develop shared understandings of cheating, plagiarism, and other instances of academic dishonesty. Our expectations are listed below. All members of the community need to be aware that the school treats academic dishonesty as a very serious matter.

## Pilot Butte Middle School Academic Honesty Policy *continued*

### The academically honest student in Grade 6, 7, & 8:

#### **DOES**

- ✓ His/her own work
- ✓ Acknowledge help from parents, other students and friends
- ✓ Acknowledge the source of direct quotations
- ✓ Acknowledge information taken from books, the Internet, and other sources
- ✓ Know what constitutes cheating and abides by the rules
- ✓ Bring the effort of others who cheat to the attention of school officials
- ✓ Follow all exam rules

#### **DOES NOT**

- ✓ Use notes during a test unless allowed by the teacher
- ✓ Copy from another student during a test
- ✓ Copy from the homework of another student
- ✓ Hand in work as his/her own that has been copied
- ✓ Do homework for another student
- ✓ Give another student his/her own work to copy
- ✓ Communicate with other students during a test.

*All Pilot Butte Middle School students will receive instruction in a cohesive and comprehensive way. Those skills involve:*

- Use of the library and Internet
- Basic note taking skills
- Simple paraphrasing and adaptation of source material
- Ways to acknowledge sources informally in writing and speech
- Relevant use of direct quotations and citations
- Simple ways to acknowledge information derived from electronic sources
- Including a works cited page
- Knowing what constitutes as cheating

#### **Consequences of Academic Dishonesty**

Students will receive a “zero” or “no credit” for an assignment attempted or completed through cheating. At the discretion of the teacher, the student may be required to complete the assignment (or an equivalent) for **reduced credit**. Depending on the student’s history of misconduct, its intent, or its severity, other action may be taken, including detention or suspension. Parents and administration will be contacted

## Academic Honesty Scenarios with the IB-MYP (*IB examples*)

| Approaches to Learning | Self-Management, social, communication, thinking, and research skills   | ATLs  | ATLs  | ATLs   |
|------------------------|---|---|---|--|
| Activity               | Group Work  | Oral Presentation   | Creative Work   | Independent Work   |
| MYP Assessment Task    | <i>Community Project</i>  | <i>Language &amp; Lit. Presentation</i>   | <i>Design</i>   | <i>Sciences</i>  |
| <b>Scenario</b>        | <p>An MYP 8<sup>th</sup> grade student has been part of a three-person group working on a community project. The student has found it challenging working in a group. One member of his group has copied and pasted material from an unattributed source in material that she was supposed to have created herself. The teacher works with the group and especially with the student who copied and pasted the material and is not yet academically proficient in the school's teaching language. (In learning a new language, students are often able to recognize relevant content before they can generate their own.)</p> <p>The teacher provides the student with additional opportunities to practice paraphrasing skills, and may use peer-coaching strategies to empower students to work collaboratively when documenting sources.</p> | <p>An MYP student is organizing a presentation for language and literature, which will not be in her best language. The work will be filmed and uploaded to the school's private video channel. Her presentation is on <i>Astérix et Cléopâtre</i> and she would like to use extracts of the film and book in her presentation. She wonders whether she needs to ask for copyright permission. Copyright law is complex and is often nationally based. In most cases, copyright infringement occurs when someone who is not its creator uses intellectual property to make a profit. The school's video platform is not available to the public, and the project will not be used for commercial gain. If the student documents the film and book appropriately, it is unlikely that any permissions are needed. The teacher uses this example as a way to discuss piracy, responsible use and alternative royalty-free print, and multimedia resources (including creative commons licensing).</p> | <p>An MYP student is designing a greenhouse as part of an assignment for MYP design. He is confused about how and whether to acknowledge sources for this project. Isn't every technique a form of imitation? Is there such a thing as an original idea? The teacher reviews the MYP design cycle, explaining that inquiring and analyzing involves research into a range of existing products that can inspire solutions to the design problem. The student realizes that by documenting his investigation with references, and developing an accurate bibliography, he is acting with academic honesty. Creativity often builds on the work of others, and new ideas often come from existing products and solutions.</p> | <p>As part of a science project, an MYP student has been asked to conduct a series of lab tests but found his results to be inconsistent. He has decided to copy data from his friend, who conducted the same experiment, under the same conditions, and whose observations more clearly confirmed his hypothesis. Before the students submit their projects, the teacher discusses the importance of reporting data accurately. Achievement in the task depends on thoughtful analysis, not consistent results across trials or experiments. Copying, creating or manipulating data won't help students attain a higher achievement level. Scientific thinking relies on the honesty of researchers who design and carry out experiments, and the data they generate.</p> |

## Pilot Butte Language Policy 2016-17

### I. PBMS Language Policy Steering Committee

The PBMS Language Policy Steering Committee is made up of teachers, librarian, administrators, MYP coordinator, parents, and students. The steering committee is responsible for overseeing the procedures needed to develop the language philosophy and policy for the school. The steering committee is responsible for gathering, presenting, and collating the views of the community and communicates effectively and regularly with those it represents.

### II. PBMS Language Philosophy

We at Pilot Butte Middle School, or PBMS, value the varied backgrounds of our students, parents, teachers and staff and aim to build curriculum, school-wide events, and policy that reflect our vision. We honor intercultural understanding where all languages and dialects are valued. At PBMS we seek to have culturally responsive classrooms and a school that embraces diversity.

#### *Pilot Butte Vision Statement*

“Pilot Butte Middle School will be recognized as a community of academic excellence, leadership, and character as we embrace diversity and inspire global thinking.”

Learning a new language implies understanding a new culture. As our students grow in their understanding and appreciation of others, they reflect aspects of the IB Learner Profile. The PBMS community aspires to become thoughtful, reflective and caring citizens of the world. Our curriculum connects key concepts to our students’ prior learning, social, cultural and linguistic contexts. By integrating varied cultural experiences across the subject areas, we encourage our students to thrive as an internationally-minded community of learners.

#### *Communication*

“*High thoughts must have high language.*” -Aristophanes

At PBMs we believe that all students can achieve at high levels. In order for this to occur, we know that communication of knowledge is essential. We believe students must be able to communicate in various ways in order to question, demonstrate learning, collaborate and reflect. Being a good communicator involves the ability to listen, speak, read, write, view and present on social and academic levels in more than one language. It is our vision to instill a passion for languages that will encourage our students to continue language learning at the high school level and beyond.

#### *Technology*

“The information explosion has provided countless opportunities for students and has dramatically altered the knowledge and ability they will need to live productively in the twenty-first century. Students must become skillful consumers and producers of information in a range of sources and formats to thrive personally and economically in the communication age. (Information Power, 1998).”



The integration of information literacy and communication technology helps students to make those connections across the curriculum. PBMS believes that our curriculum must be varied, responsive to student needs and interests, and provide an equitable, relevant Instructional Technology, IT environment.

Teachers and students use personal digital devices and consult with teachers and our librarian in matters addressing student inquiry and research. PBMS has a vibrant and well-funded library and a full time IB trained and certified librarian. The librarian instructs students in the use of various resources in order to inquire, create, contribute and take action to improve themselves and the world around them.

### **III. PBMS Language Policy Profile**

#### **Diversity of language needs**

PBMS realizes that all students benefit from instruction and materials that reflect multiple perspectives. Students need to see themselves, and others, as they are represented through various cultures embedded within our curriculum. We are continuing to build our print and electronic sources so that they are available in a variety of languages. We currently have reviewed and hand-chosen print sources ranging from a variety of perspectives, personal interests and media formats. Information technology is available for all students before and after school and during lunch times.

#### **Languages Identified/Supported**

##### *Mother-Tongue Support Systems for Students*

Bend La Pine Schools board policy on language literacy states:

Students whose primary language is a language other than English will be provided appropriate assistance until they are able to use English in a manner that allows effective, relevant participation in regular classroom instruction. Parents who are not able to use English in a manner that allows effective, relevant participation in educational planning for their student will be provided with relevant written, verbal or signed communication in a language they can understand.

Our district has a mother-tongue multi-lingual translation service for both oral and written translation services. We provide oral Spanish translation at all conferences and events where many of our Latino families access those communication services.

### **Promotion of Mother Tongue**

PBMS integrates the IBO and MYP principles of an effective second language program that honors the mother-tongue maintenance and development of Spanish Language Development for our Native Spanish Speakers. We offer a course titled, Spanish for Heritage Speakers, for those English proficient bilingual students who test into Phase 3 or higher using the IB's Continuum of Reading/Writing in Spanish.

Students who come to PBMS with a mother-tongue other than English are represented in our school's cafeteria. The international flags we have hung in the cafeteria represent the most common international cultures and languages within our school district. Our school's webpage can be translated from English into Chinese, French, Russian, Spanish, and Vietnamese.

Beginning in the year, 2015-16, incoming 6<sup>th</sup> grade students whose mother-tongue is Spanish will be offered a course where they will receive a higher level of reading, writing and culture instruction in Spanish to honor their mother tongue. The course will also include other students whose language proficiency meets a criteria established by our Language Acquisition teachers.

### **Legal Requirements**

We are a public school that admits all students including all subgroups such as English Language Learners, Talented and Gifted, Special Education, Life Skills, and 504 students. All of these subgroups have legal requirements that are taken into account based on individual student needs. Those legal requirements are written into a student's Individual Education Plan, 504, Language Profile or TAG plan. Those plans are carried out and monitored through a student's career with PBMS.

### **Effective Practices**

Teaching and learning at PBMS is dynamic! We seek to find ways to instill the MYP Approaches to Learning skills through conceptual understanding of content that spans all subject areas. Through the interplay of asking, doing and thinking, our classrooms suggest an approach which leads towards open, democratic classrooms. We are preparing our community of learners to engage with global challenges, through inquiry, action and reflection. All of these effective teaching and learning practices, centered around language and literacy, are empowering young people for a life time of learning, independently and in collaboration with others.

### **Professional Development**

At PBMS we function as leaders of professional teaching and learning communities. We have a welcoming learning environment in which all staff members are responsible for the language growth and academic success of students. It is our goal to foster a student's cognitive capacity and respect for learning. In order to accomplish these tasks, we value strong professional development for teachers to ensure they have the necessary tools for delivering the MYP to all students, across all content areas.

Our school's professional development builds a regular flow of workshops and training centered on literacy, language, and Approaches to Learning skill instruction within the new framework for the MYP. We utilize the literacy experts within our district and send teachers to MYP trainings in specific subject area content. We realize that our students come with varying degrees of abilities and needs and that the need for motivational strategies is high. We build strong engagement strategies into the delivery of all professional development. We model our professional development after the expectations we have for our classrooms.

At PBMS all students are language learners and all teachers are language teachers. Language instruction is based on teaching, learning, and applying specific knowledge and skills to communicate thinking, understanding, and critical analysis in all subject areas. After analysis and reflection, we have come to the conclusion that all staff needs continued development with Sheltered Immersion strategies (SIOP) when planning for differentiation concerning student-learning experiences within our MYP units.

### **School based inquiry and Technology**

At PBMS, all subject areas are involved with student inquiry and all students are allocated a personal ipad through the Bend La Pine Schools. Students use their devices to conduct research, investigate, and communicate critical and creative thinking. Their technology literacy is a combination of acquired knowledge, applied knowledge and the reflection of both in all classrooms.

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### **Library and Media Sources**

PBMS feels that in order to stay relevant with our 21<sup>st</sup> century students, media resources and technology must be at the forefront of our program. Our school's librarian has been to an IB-MYP Category 3 Training and accesses information from the International Baccalaureate's Online Curriculum Center (OCC) in order to stay current on IB publications and best practices. She regularly meets with the MYP coordinator and is involved with all professional development related to MYP unit planning.

The librarian is a certified staff member and plays a central role with all teachers, students and our school's written curriculum. The librarian has access to all MYP units, through Managebac, and can help with research and pulling together information tool-kits specific to the learning outcomes for all teachers and individual students. The library/media center is open to students before/after school and during lunches.

Every student in grade 6-8 is issued an iPad through Bend La Pine Schools. That iPad stays with the student for their career with BLPS and is to be used to enhance teaching and learning in all subject areas. It is the responsibility of the student to take care of, charge up, and bring their device to school each day. Teachers use various applications and digital classrooms in order to create and track assignments, archive work, create workspaces, blog, and communicate with students and their families.

All classrooms at PBMS have at least one teacher laptop and one presentation station consisting of a high definition projector, high resolution document camera on a sturdy steel stand. Smartboards are currently in use in two Language & Literature and one Mathematics classrooms. More teachers will be writing grants for individual Smartboards in the future.

We have one library IT classroom (7 computers) and three other IT media classes, with 32 iMac computers in each class. One of those IT media classrooms is state of the art with a Smartboard, iPads and video equipment. Furthermore, our school is wireless; students are able to bring and use their own laptops/iPads if it is written into their IEP. We also have two portable COWs, Computers on Wheels, where individual teachers can check out or utilize when necessary and another portable COW specifically used by our Science department.

### **Developmental Language Profile**

All PBMS students have a Home Language Survey in their cumulative records file. If the information on that survey states anything other than English, students are tested for English language proficiency. Those identified students are initially tested with the LAS, or Language Assessment Survey, and then each year take the ELPA, or English Language Proficiency Assessment, on a yearly basis. The ELPA scores will determine continued English Language Development, or ELD instruction. English Language Learners who test as Beginning (L1) to Early-Advanced (L4) receive ELD from an English as a Second Language specialist for one period each day. This ELD class will serve as an additional support for Language and Literature until the student reaches Advanced (L5). That student will then will be monitored for two years upon exiting the program.

Since we offer courses in Spanish for Heritage Speakers, we do a screening of all 6<sup>th</sup> and 7<sup>th</sup> grade students whose first language is Spanish. Those students who are interested in enrolling in both an English and Spanish Language & Literature class are screened and placed accordingly. The focus in the Heritage Speakers class is that of developing the reading and writing skills in their mother tongue. The IB's language continuum is used as a screening/assessment tool to decide which phase that student is functioning and direction for teaching/learning.

### **Monitoring of Differentiation**

All PBMS students have a Home Language Survey in their cumulative records file. If the information on that survey states anything other than English, students are tested for English language proficiency. ELL students are identified by levels: L1- Beginning, L2 – Early Intermediate, L3-Intermediate, L4- Early Advanced, L5- Advanced/English Proficient and M for Monitored. ELL students are monitored for two years in regular education courses.

Teachers are given a report on a ELL levels, by student, from the EL teacher each fall. MYP units created in Managebac allow for the discussion/implementation concerning differentiation for those students who function on specific English language levels. The EL teacher has access to all Managebac units in order to review how teachers are differentiating for specific EL needs and is on hand for advice and resources concerning assessment practices (formative/summative).

### **Language Continuum**

At PBMS, we use the IB's Continuum Phases in order to screen and assess student needs for all Language Acquisition. We also use the IB's Continuum Phases as a screener for entrance into our Spanish for Heritage Speakers classes. The phases are ranked from one to six on graduated levels of improvement in the areas of listening, speaking, reading and writing. The continuum phases outline specific expectations and learning outcomes for the end of the phase. Students must demonstrate mastery before moving on to the next phase.

### **Effective Provision of Language & Literature and Language Acquisition**

Language and Literature: These courses follow the IB MYP Language and Literature subject guide's aims and objectives, as well as Oregon State Standards, Oregon English Language Proficiency Standards, Common Core State Standards and the Oregon K-12 Literacy Framework. Native English proficient Spanish speakers, who pass screening through the IB's Phase 3 Continuum, may elect to take a second Language & Literature class in Spanish.

Language Acquisition: These courses follow the Language Acquisition subject area guide's aims and objectives. These courses are leveled by a set of six language phases. Students are placed in classes where phase criteria determine the curriculum and instruction. It is our goal to have students prepared to enter high school as a Year 3 language learner in either Spanish or French. Language Acquisition will be offered every other day in grade 6 and every day in grades 7 and 8 as year-long classes. Our identified English Language Learners, or ELL students, Levels 1-4, will receive English Language Development, or ELD instruction, as their Language Acquisition course and will use Oregon's Language Proficiency Standards. <http://www.ode.state.or.us/search/page/?id=1672>

**Language & Literature: English/Spanish Language Instruction**

| Year/Grade | Student Course        | English | Spanish                             |
|------------|-----------------------|---------|-------------------------------------|
| Y1/Grade 6 | Language & Literature | 6th     | Spanish for Heritage Speakers (SLD) |
| Y2/Grade 7 | Language & Literature | 7th     | Spanish for Heritage Speakers (SLA) |
| Y3/Grade 8 | Language & Literature | 8th     | Spanish for Heritage Speakers (SLA) |

**Language Acquisition: Spanish/French (ELD) Language Learning in all Subject Areas**

| Year/Grade | Spanish               | French                | ELD      |
|------------|-----------------------|-----------------------|----------|
| Y1/Grade 6 | Foundation I Carousel | Foundation I Carousel | ELLs 1-4 |
| Y2/Grade 7 | Foundation II         | Foundation II         | ELLs 1-4 |
| Y3/Grade 8 | Foundation III        | Foundation III        | ELLs 1-4 |

At PBMS all students are language learners and all teachers are language teachers. Language instruction is based on teaching, learning, and applying specific knowledge and skills to communicate thinking, understanding, and critical analysis in all subject areas. Teachers are encouraged to utilize SIOP strategies when planning units with subject area professional learning communities. MYP units have a teaching/learning section that highlights how teachers will accommodate students' language levels in all units.

**Language Learning with Interdisciplinary Planning**

Interdisciplinary units continue to be a work in progress as we are mapping our written curriculum to realize where we can capitalize on ATL skills and conceptual understandings that will cross several disciplines. In all MYP interdisciplinary units, there is a section for subject areas to combine their knowledge and skills as they scaffold the language needs for all students in multiple subject areas.

#### **IV. Language Policy Review Process**

**Timing and Responsibilities:** Each spring, the MYP coordinator pulls all relevant information pertaining to the language policy from the OCC and reports those findings to the head of school. The head of school initiates responsible action on the part of the steering committee to consider where changes need to be made to the current policy. Several stakeholders important to the language policy are: students, librarian, Language Acquisition teachers, ELD teacher, Language & Literature teachers, MYP coordinator, SPED teachers, and administrators. Those findings are reported back to the MYP coordinator who drafts the policy. That draft policy is then sent to the Instructional Leadership team and School Site Council for any revisions/changes.

**New Practices Based on Research Findings:** The new practices and research findings are worked into the Language Policy for the following school year and then translated into Spanish. Both Spanish/English versions are posted on our website and made available in print copies in the information section of our school's lobby.

**Roles and Responsibilities for Language Policy Evaluation:** It is the role of the Instructional Leadership team to evaluate the language policy for its effectiveness and ensure that quality language instruction is at the center of all classrooms.

#### **V. Integration of the Language Policy**

Spanish/English PBMS Language policies are posted on our school's website and made available in print copies in the information section of our school's lobby. The language policy is the cornerstone policy of the MYP program.

#### **Admissions, Assessment, Academic Honesty and SEN**

The PBMS Language policy is mentioned in all three of our other policies, as we refer to items in this language policy to support assessment, academic honesty and our Inclusion policy. Upon admission to our MYP school, students are screened for language needs and mother tongue considerations.

#### **Individual Language Profiles**

Student language profiles are kept for all students whose language is reported as something other than English. Those profiles are updated from year to year as students gain proficiency in English as realized on the ELPA assessment. All other English proficient students are tracked into classes that serve Phase 1, Phase 2, and Phase 3 continuum classes. Those students who demonstrate skill progression through the phases in all areas of speaking, listening, reading, and writing will qualify for high school credit.

## VI. Communication of the PBMS Language Policy

Communication of the PBMS Language Policy is done in several ways; presented to the school board, lives on our website, print copies in our school's office area, SPED and EL teachers have on hand at all conferences and IEPs. The head of school ensures that our instructional leadership team complies with the language policy as we work towards the goals we have set for ourselves.

### **PBMS Vision Statement:**

*“Pilot Butte Middle School will be recognized as a community of academic excellence, leadership, and character as we embrace diversity and inspire global thinking.”*

### **PBMS Mission Statement:**

*Pilot Butte Middle School is dedicated to being a learning environment that fosters critical thinking, collaboration and communication.*

## **G**

We provide opportunities for our students to think **globally**.

## **I**

We promote **intercultural understanding**.

## **A**

We offer a rigorous curriculum that inspires **academic excellence**.

## **N**

We encourage students to use **natural curiosity** to solve problems in creative ways.

## **T**

We work **together** to build a community of respectful, responsible and safe citizens.

## **S**

We positively impact our local and global community through leadership and **service**.



## **PBMS Inclusion Policy 2016-17**

### **Inclusion Practices for Special Educational Needs Students**

**I. Purpose:** IB World Schools have a responsibility to provide equal access to the curriculum and academic rigor for all students, regardless of individual abilities and needs.

### **II. Definitions**

Special Educational Needs (SEN) - refers to any student who qualifies for specially designed instruction support or talented/gifted. We recognize the wide spectrum of needs and abilities along a continuum.

Inclusion - refers to providing access to all components of the IB-MYP program for all students.

Differentiation - an instructional methodology that accommodates the written, taught, and assessed curriculum in order to meet individual needs.

### **III. Principles**

- All students can learn and have a right to a holistic and inclusive education in a caring and stimulating environment.
- We place great emphasis on the responsibilities of all teachers to be aware of and provide for students with special educational needs.
- We believe all students should be responsible for their own learning by taking an active role in identifying, monitoring, and meeting their own learning needs and abilities.
- We view a student's education as a partnership between the student, the parent(s)/guardian(s), the school and various community resources, as needed.

### **Common Practices of the International Baccalaureate MYP**

#### **A. Program Components**

- We promote the development of International Mindedness in all of our students through the IB Learner Profile.
- We are committed to teaching through inquiry in all subject areas
- We provide pathways to second language acquisition for all students in addition to supporting mother tongue languages.
- Students are encouraged to take action to extend their learning and to help their community. All MYP students in the 8<sup>th</sup> grade will participate in a community project.

## **Inclusion Policy continued**

### **B. Assessment**

- All teachers will utilize a variety of formative assessments to determine individual student needs and abilities and to tailor subsequent instruction.
- Teachers will develop summative assessments that are differentiated to provide necessary accommodations, challenges, and student choice.
- Students who may have special educational needs and abilities will be given further internal and/or external assessments to identify appropriate accommodations.

### **C. Support**

- Classroom Support: Support for students with special educational needs and abilities may include curriculum accommodations and/or modifications, enrichment activities, classroom accommodations, small group instruction, or one-on-one support.
- Other Services: When it is determined that a student would benefit from additional support outside of the general education classroom, intervention services are provided to meet academic, social/emotional, behavioral, and/or communication needs. Additionally, paraprofessionals may provide further support to some students.

### **D. Documentation**

- Data relating to the academic achievement of all students will be organized within our reporting system, Synergy. Teachers will have access to student data and it will be used to track student progress and make educational decisions.
- Documentation of services received will be provided for students with SEN.
- Final student grades will be reported out two times per year, with progress reporting with final grades.
- Individualized Education Plans (IEPs) are written for students who are identified for special education services. These plans will be revised annually, or amended as needed. They are confidential and shared with other school staff, as members of the IEP team. The IEP supersedes MYP program components based on each student's individual needs as outlined in their IEP.

### **E. Staff Development and Collaboration**

- All teachers receive MYP training to promote an understanding of the IB philosophy.
- All teachers (including SEN teachers) regularly meet horizontally and vertically to collaborate on curriculum and assessment, to reflect on student learning, and to plan for differentiation.

## **Inclusion Policy continued**

### **VI. Document Review**

A committee will be formed annually to review the Inclusion Practices for SEN students. The committee will be made up of the building administration, MYP Coordinator, and special education staff. The purpose of the committee will be to review the current document, revise as needed, and plan how to communicate current practices to staff.

### **VII. Related Policies**

We refer to and follow current legislation and school board policies to guide our decisions regarding appropriate levels of support for students with special educational needs.