



SOUTH SIDE
MIDDLE SCHOOL



Rockville Centre Public Schools

MYP Policies



Middle Years
Programme

“A Tradition of Caring.”

Table of Contents

SSMS and the IB/MYP	p. 2
IB Mission Statement	p. 2
SSMS Mission Statement	p. 2
IB Learner Profile Attributes	p. 3
Academic Honesty Policy	p. 4-9
Assessment Policy	p. 10-18
Language Policy	p. 19-22
Special Needs (SEN) Policy	p. 23-28

South Side Middle School and the International Baccalaureate (IB) Middle Years Programme (MYP)

The MYP emphasizes intellectual challenge, encouraging students to make connections between their studies in traditional subjects and to the real world. It fosters the development of skills for communication, intercultural understanding and global engagement, qualities that are essential for life in the 21st century.

South Side Middle School is an IB World School* authorized to offer the Middle Years Programme. IB World Schools share a common philosophy: a commitment to high quality, challenging, international education that South Side Middle School believes is important for our students.

**Only schools authorized by the IB Organization can offer any of its four academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme (DP), or the Career-related Programme (CP). For further information about the IB and its programmes, visit <http://www.ibo.org>*

IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with school, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

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

South Side Middle School Mission Statement

South Side Middle School is a learning environment that provides students with opportunities to move toward the goal of being independent learners and thinkers. Our goal is to provide experiences to help students understand their unique aptitudes and interests and be able to adjust to their rapidly changing environment, while meeting their unique physical, intellectual, social, and emotional needs.

We strive to create a climate that enables students to develop a sense of self-worth, and have compassion and respect for others by valuing individual differences. We facilitate a caring learning environment where students feel safe, important and engaged. Our students demonstrate responsible global citizenship, and are cognizant of their place within the school community.

In this success-oriented environment, we provide opportunities for exploration and risk-taking. The structure of the school day is designed to permit students to reach the standards established by the New York State Board of Regents, while adhering to the Common Core State Standards and embracing the framework of the IB Middle Years Programme. Our vision is to create life-long learners who seek to attain balance in all that they do.

IB Learner Profile Attributes

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.

Inquirers

They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable

They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers

They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators

They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled

They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded

They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring

They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers/Courageous

They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced

They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective

They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

South Side Middle School Academic Honesty Policy

South Side Middle School's (SSMS) mission is to provide an equitable learning environment that affords all students the opportunity to develop into independent learners and thinkers (*SSMS Mission Statement*, 2014). SSMS believes that nurturing the ten International Baccalaureate (IB) learner profiles traits plays a key role in modeling inquiry-driven research, student discovery of information and his or her development of principled, effective and honest research skills. Principled learners strive to act with integrity and honesty (*IB learner profile in review: Report and recommendations*, p. 21) in an effort to acquire knowledge, understanding and to make thinking transparent (*Academic honesty in the IB educational context*, p. 1). As a basis for good academic practice, SSMS is committed to creating learning experiences that teach students how to recognize and accurately cite or reference quality, credible and reliable information in our fast-paced Information Age.

SSMS has expectations with regard to student responsibilities in producing authentic work. Students must seek help, ask questions when they do not understand, take responsibility for their own actions and respect the work of others through proper citing and referencing of information (RVCUFSD. *Code of Conduct*, p.5). In order to achieve these expectations, SSMS teachers, administrators and staff are committed to providing opportunities for students to practice and learn how to use and acknowledge the work of others when developing and supporting their own ideas or opinions.

SSMS is dedicated to educating the whole person and inspiring a love of lifelong learning skills in its students. The acquisition of information, knowledge, personal meaning-making and personal transfer of skills and ideas into new contexts or to form an educated opinion, is highly valued in SSMS's academic community.

Academic honesty learning experiences are found in every type of classroom environment at SSMS through relevant, conceptual, dynamic and differentiated teaching and learning strategies. The five Approaches to Learning (ATL) skill categories that span the IB continuum, as well as the ten MYP-specific skills clusters are infused in all unit planning in all eight Middle Years Programme (MYP) subject groups at every grade level. ATL skills and differentiated teaching strategies and learning experiences are integral in enabling students to think and research effectively in order develop their own ideas and construct authentic meaning. These

teaching and learning practices promote understanding and practice of academic honesty such as academic referencing, paraphrase, rephrasing and summarizing.

SSMS also employs academic honesty instruction through the use of an art process journal in The Arts, a folder or engineering notebook in Design, and in the MYP Community Project in Year 3 (8th grade) process journal, where teacher and staff mentors work closely with their mentees to ensure students choose reliable and valid resources and document their findings accurately and transparently.

SSMS recognizes its responsibility to ensure that its academic honesty policy maintains fairness and consistency in its implementation. The school's culture is one of safety and support where students are genuinely encouraged to ask for assistance whenever needed. Teachers and parents are well-informed of the academic honesty expectations and procedures. Classroom experiences allow for students to safely make mistakes and practice citing and referencing resources and information. Resources are often used in instruction to inspire, encourage and help students generate their own original ideas and these sources but must be acknowledged accordingly. Teachers model academic honesty practices and the required and appropriate citation practices during class instruction time. In English Language Arts (Language and Literature), Social Studies (Individuals and Societies), Sciences and Studio in Art (Arts) classes, the MLA style for citing is taught for referencing and creating bibliographies. Guidelines for authentic and fair collaboration skills are also illustrated during relevant classroom learning experiences.

Academic Honesty Practices for Students

- ✓ Creating and doing one's own work = authentic ownership and building of self-confidence; reflection and self-evaluation
- ✓ Giving credit where credit is due = acknowledging the ideas and works of others as valuable sources of information and inspiration
- ✓ Collaborating = sharing, giving and receiving information and resources, yet, still producing and creating independent work; giving and receiving feedback and peer-evaluation
- ✓ Following proper citation guidelines and referencing according to given guidelines and

Academic Dishonesty and Misconduct for Students

Prohibited Student Conduct is explained in the RVCUFSD *Code of Conduct* (2013) Section VI.G, page 11: Engage in any form of academic misconduct. To ensure consistency and fairness, SSMS has a central record of each incident of academic misconduct reported and its consequences in The Student Intervention Office. This information is used as a reference for consistency and to monitor or diagnose potential or general trends in academic misconduct. Examples of academic misconduct and cheating include, but are not limited to:

- **Altering of records** = changing one's academic grades/scores or altering another student's grades/scores either manually or electronically and, falsifying awards and commendations.
- **Collusion/Copying/Assisted Cheating/Duplication of Work** = supporting academic misconduct by another student, as in allowing one's work to be copied or submitted for assessment by another and copying homework from a peer. This is the most common form of cheating. When a student copies from another student's test paper, laboratory report, other report, or computer files and listings, it is cheating. This also includes copying information directly from the internet and pasting into one's project and working with another student on an assignment that was meant to be done individually. A student allowing another student to copy their work or test/quiz answers, is assisting cheating and a participant in the misconduct. Allowing parents to do more than 'help' on a given assignment can be an example of collusion.
- **Plagiarism** = using the work or words of another person and calling it one's own; the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgement or citation.
- **Use of unauthorized materials** = using features on a calculator, cell phone or other electronic device that has been prohibited, or not allowed by a teacher, during a test or an assignment an exam; cheat-sheets.
- Any other behavior that provides an unfair advantage to a student or that affects the results of another

student (falsifying data, misconduct during an examination, creating spurious reflections)

Other Forms of Academic Dishonesty

Abuse of school property: Mutilating, destroying, concealing, or stealing resource materials from the classroom or the Library/Media Center, writing on bathroom walls or desks and damaging desktop or laptop computers in any way are behaviors that are punishable behaviors not consistent with integrity.

Computer misuse: Unauthorized or illegal use of computers is prohibited and a violation of the code of conduct.

Fabrication and Falsification: It is not acceptable to make up statistics or facts to use in one's work or to claim to use a resource on a paper or project that one has made up. Unless the assignment is to imagine or make something up, or to write fiction, one should stick with facts that can be verified.

Bearing false witness: Falsely accusing another student of academic dishonesty is considered misconduct.

Actions and Consequences of Academic Misconduct

Actions and consequences to be taken in the event of academic misconduct are outlined in the RVCUFSD *Code of Conduct* (2013) in Section VIII.A, page 13. The final decision on whether or not the academic honesty policy has been breached will be made by the principal of SSMS. Students are made aware of their right to due process if there is a breach in academic honesty procedures and parents are informed and involved immediately. SSMS students have the right to a safe, healthy, supportive, orderly and civil school environment (RVCUFSD. *Code of Conduct*, p.4). Students have the right to present their version of the event in question and a detailed explanation, without fear or intimidation, of the event in order to provide the student with complete awareness. The intent and severity of the event will be taken into consideration and an appropriate follow-up plan will be created accordingly.

Examples of SSMS expected student behaviors, good referencing, as well examples of poor referencing and unacceptable practices, are included in the scenarios on the SSMS Academic Honesty Support Chart (page 6). SSMS's academic honesty policy is reviewed annually by administrators, MYP coordinator(s), library

media specialist and a committee of teachers from different MYP subject group areas.

Academic Honesty Support Chart

Approaches to Learning	Communication, Research Self-management, Social, Thinking		
Activity	Group Work	Oral Presentation	Individual Criticism & Analysis
MYP Assessment Task	Community Project	Language & Literature English Language Arts YeaRs 1-3	The Arts Studio in Art 8 Year 3
Scenario	<p>An MYP year 3 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 the group has copied and pasted material from an unattributed source in materials that she was supposed to have created herself.</p> <p>The teacher works with the group, and especially the student who copied and pasted the material and reinforces with the student the difference between plagiarism and authentic authorship.</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><i>(Academic Honesty in the IB educational context, page 14).</i></p>	<p>An MYP student is organizing a presentation about a novel that he read independently for a school assignment.</p> <p>He would like to use citations from the novel in his presentation but is not sure which citations would be best to support the assignment. As a result, he consults the internet to find key citations from the novel he read. He is unsure how to properly cite his findings, especially since they are not directly from the novel, but from a website.</p> <p>The teacher uses this example as a way to discuss appropriate use of online resources, explaining that it is necessary to properly cite websites, even when information may have originated from a textual source, such as a novel.</p> <p>The teacher also reinforces that the student must make his own determination about the value of the information found online, as it may not be suitable for the assignment or may not come from a reliable source (Ex. the citations may have been incorrectly documented, and should thus be double-</p>	<p>An MYP visual arts student is describing, analyzing, interpreting and judging a choice masterpiece by a choice artist for a Writer's Workshop assignment to be written in her Art Process Journal.</p> <p>For the interpretation portion of the writer's workshop, she researches the artist's intention for creating the masterpiece and records the artist's thought process or message as though they were her own, without citing the source of information.</p> <p>The teacher conferences with the student and further clarifies the two-parts of the interpretation process with regard to art history: 1. Theorize or hypothesize about the work of art's meaning (using personal interpretation and subjective observations) and 2. Research several reliable sources for the artist's, accurate historical intention in</p>

		checked in the novel itself). The teacher reviews with the student the lesson on how to use MLA style for citations.	creating the work of art and cite information using appropriately determined styles for the type of source; ex. App, website, magazine.
--	--	---	---

Additional References:

“Academic Honesty Policy.” *H. J. Workman Middle School*. 2014-2015. Web. 7 January 2015.

International Baccalaureate Organization. (2014). *Academic honesty in the IB educational context*. Cardiff: Peterson House.

International Baccalaureate Organization. (2013). *IB learner profile in review: Report and recommendation*. Cardiff: Peterson House.

International Baccalaureate Organization. (2014). *MYP: From principles into practice*. Cardiff: Peterson House.

International Baccalaureate Organization. (2014). *MYP: Projects guide*. Cardiff: Peterson House.

International Baccalaureate Organization. (2014). *Primary Years Programme, Middle Years Programme, Diploma Programme and IB Career-related Certificate: Programme standards and practices*. Cardiff: Peterson House.

Rockville Centre Union Free School District. (2013). *Code of Conduct*.

Silecchia-Ferrone, C. & Wasserman, F. (2014). *SSMS - MYP Academic Honesty Policy 2014 - 2015 (original document)*. New York: RVCUFSD.

South Side Middle School. (2014). *SSMS Mission Statement*.

South Side Middle School Assessment Policy

South Side Middle School encourages and supports a differentiated approach of formative and summative assessments. Differentiation is infused through the Middle Years Programme (MYP) framework to consider and include five forms: process, content, product, affect and environment, (Tomlinson and Edison, 2003). SSMS teachers use New York State Standards, Common Core Learning Standards and the prescribed MYP subject-group assessment criteria. Descriptive feedback is implemented to include both intervention and success feedback to support and inform instruction. Assessment designs that focus on reflection, peer and self-assessment are encouraged.

Overview of Formative and Summative Assessment

Effective and gratifying life-long learning can be fostered by the implementation of relevant and meaningful formative and summative assessments and a balance of both as a basis for good educational practice. Assessment addresses and evidences the physical, affective, social and intellectual development of students (*MYP: A basis for practice*, 2009). Differentiated formative and summative assessment activities ensure that sufficient, valid, reliable and authentic evidence of students' personal transfer of ideas, learning, knowledge, understanding and skills exist within a variety of contexts (Wiggins and McTighe, 2005).

Assessment is the art of gathering reliable, differentiated, valid, sufficient and authentic evidences (Wiggins and McTighe, 2005) and is not just a tool for generating grades. Assessment is a tool focused on the making of connections, the effective transferability of students' knowledge and skills and fostering a love of learning (*MYP: From principles into practice*, 2014, pages 78-79). This depth and complexity of understanding requires a variety of evidence be collected to ensure the authenticity and success of the sought or desired learning outcomes, (Wiggins and McTighe, 2005). Assessment evidence is also used to anchor SSMS's curriculum, guide instruction and gauge program effectiveness.

Formative Assessment

At SSMS, formative assessment is implemented during instructional practice in order to inform, improve, monitor or adjust teaching and/or learning. Formative assessment can be teacher or student

constructed with learning activities to help develop knowledge, understanding and skills in preparation for action and application. Formative assessment also serves as a diagnostic tool, leading to an action that will improve learning and/or teaching.

SSMS values effective, formative assessment that strives to provide descriptive feedback on the task and includes both success and intervention feedback. “Success feedback” focuses on what has been done correctly in the task with regard to skill or strategy. “Intervention feedback” encourages goal setting, exercises differentiation of instruction and provides a clear set of strategies for progressing with the task.

Formative assessment evidence-gathering for learning can be approached formally or informally and may or may not be graded. Examples of formal formative assessment approaches employed by SSMS include, but are not limited to:

- norm-referenced assessments required to maintain SSMS’s standing as a public school entity in New York State. These scores are reported separately on student report cards and are used for ranking or scoring purposes:
 - New York State Assessments in English Language Arts and Mathematics
 - New York State Regents examinations in Common Core Algebra and Earth Science
 - Northwest Evaluation Association (NWEA) which is administered as a local, diagnostic assessment tool and is an adaptable online examination
- rough drafts (papers, charts, timeline, experiments)
- sketches or studies (designs, compositions, ideas, plans)
- quizzes or tests with varied formats (multiple choice, essay, formula application)
- checklist of steps within a given task (can scaffold in complexity)
- surveys of ideas or predicted outcomes
- projects and presentations (individual or group)
- participation (class discussion, group collaboration, set-up and clean-up)

- academic prompts or “open-ended written performance tests” (Wiggins and McTighe, 2005, p.336)
- activities based on factual knowledge in preparation for applying understanding
- guided practice (specific instruction for the next part of the task)
- homework that review and reinforce facts, skills or strategies learned during the current task
- implementation of self-assessment, peer-assessment and descriptive feedback; can take the form of written activities and oral or written dialogues (can also be in an informal approach)

Examples of informal formative assessment approaches employed by SSMS include:

- brainstorming (within a group or independently, written or oral)
- questioning (within a group or independently, written or oral)
- dialogues (individual conferences, written or oral)
- interviews (teacher-led or student-led)
- observations (with the teacher as a facilitator of a task)
- anecdotal note-taking (of student or group work)

Summative Assessment

Summative assessment is the culminating assessment of learning; a final performance or product used solely to make a judgment about a level of competency or achievement by earning an academic score for the purposes of student accountability. Learning is measured using local, national and MYP subject-specific criteria relevant to the MYP Year 1, 2 or 3 (*MYP: From principles into practice*, 2014, p. 81).

The testing and summative evaluation of students serves to monitor both the success of the program and the degree to which students have achieved desired learning targets. Evaluations of student work are varied and include portfolios, critiques, oral presentations, writing assignments, and performance tasks. In all cases, the students receive feedback in order to improve and, whenever possible, be offered the opportunity to apply revisions. Feedback is constructive and received in a timely manner. All test questions and answers are the property of the student and are returned after grading has occurred to the student in a timely fashion. Multiple

choice answer sheets are always accompanied by the tests questions for effective student reflection and review.

Some examples of summative assessment employed by SSMS include but are not limited to:

- performance task designs such as the use of G.R.A.S.P.S. that may be crafted by the teacher or the student. Performance tasks are designed to help manifest student understanding and reveal the application of knowledge and skills in either real-world situations or prescribed scenarios.

Some examples include:

- an open-ended final activity that is appealing to multiple intelligences and is open to student interpretation with multiple entry points for engagement; such as the creation of a product, packaging concept and a proposed advertisement action plan
- a well-constructed final activity designed with a specific, desired outcome, solution or product; such as a lab experiment (with steps) and activities leading towards a factual result
- MYP criterion-related assessments that encompass NYS Standards and CCLS/NGLS for achievement of NYS high school credit include:
 - New York State Visual Arts (Studio in Art) final art exam which is a performance task/project-based assessment
 - New York State Performing Arts (Studio in Music) final music exam which is a performance task and project-based assessment
 - The New York State Association of World Language Administrators, Inc. (NYSAWLA) examinations in French and Spanish which are a combination of listening, speaking, reading and writing assessment task

The Relationship between Formative and Summative Assessments

Formative and summative assessments share key elements and strategies in their implementation. Such shared elements and strategies employed by SSMS include, but are not limited to:

- the use of essential and inquiry questions (factual, conceptual, debatable) to provide a focus and which may be formally or informally addressed throughout a unit or course of study
- goal setting opportunities for students to discover and develop a personal learning style and increasing student motivation as students exercise control over their own learning journey
- exercising problem-solving and investigating alternative solutions to problems which builds confidence and self-esteem
- the use of process journals/sketchbooks, electronic process journals, folders, engineering and design notebooks, scrapbooks and portfolios for self-reflection exercises over a body of work
- teacher-led and student-led descriptive feedback on the task, during the task, as well as after the task with the opportunity for a revision
- valid rubrics that clearly align the learning targets with the desired outcomes

SSMS and MYP Criterion-Related Assessments

Criterion-related assessments are used to determine whether each individual student has achieved the desired results of a specific skill or concept in a given task or learning scenario through performance. SSMS uses the 4 MYP subject-specific criteria to support individual student learning journeys. SSMS's assessment practices are concerned with finding out how much a student knows before instruction begins and after it has finished.

SSMS Grades 6-8 and MYP Years 1-3 Assessment Criteria

SSMS uses MYP year 1 criteria for 6th grade assessments and MYP Year 3 for 8th grade assessments. The assessments for 7th grade (MYP Year 2) are an age-appropriate combination of MYP Year 1 and 3 criteria used at the discretion of the subject-area teachers. In Language Acquisition/French and Spanish, all six Phases are used. The MYP Projects year 3 criteria are used for the 8th grade Community Project and is a free-standing score and is not attached to one subject group in particular.

In every year of the MYP at SSMS's, all four criteria in each MYP subject group, as well as the supporting strands, are addressed at least twice. MYP rubrics in all eight MYP subjects are posted on SSMS's

website under the MYP Info tab, as well as on either eBackPack or EdLine, as per teacher's choice. The 8th grade (Year 3) MYP Community Project criteria is also posted on SSMS's website and can be found in the *SSMS: Community Project Student Guide*.

MYP Scoring/Grading at SSMS

SSMS teachers express scores for students as both a New York State compliant percentage and as an MYP achievement level score (for MYP units of inquiry) using boundaries from 0-8 for each criterion being assessed. SSMS's system for recording and reporting both percent and achievement level scores uses the current district-wide SIS (Student Information System), PowerSchools. Student's percent grades MYP achievement levels are both recorded and reported in PowerSchools to inform students and parents. Quarterly, electronic report cards are prepared to communicate all percentages and achievement levels of all quarter assessments to parents. A quarterly ConnectEd message alerts all SSMS parents that their child's report card is ready to be viewed.

MYP Achievement Level Conversion to Grade Charts

SSMS teachers use the standard, universal charts found in this policy on the following pages when converting MYP achievement levels, by assessed criterion, into a percent grade for all MYP summative assessments. Students who ***do not submit*** an MYP assignment will receive a grade of 0% based on zero evidence. Students who ***do submit*** an MYP assignment, ***but do not reach any of the criteria being assessed***, will receive the lowest percent grade on the conversion chart being used. MYP Achievement Level Conversion to 100% Grade Chart is on page 16.

MYP Achievement Level Conversion to 100% Grade Chart

4 Assessed Criteria

32=100	27=90	24=85	19=80	14=75	9=68	4=58
31=98	26=88	23=84	18=79	13=74	8=66	3=56
30=96	27=90	22=83	17=78	12=73	7=64	2=54
29=94	26=88	21=82	16=77	11=72	6=62	1=52
28=92	25=86	20=81	15=76	10=70	5=60	0=50

3 Assessed Criteria

24=100	19=88	14=80	9=73	4=61
23=98	18=85	13=79	8=71	3=58
22=95	17=84	12=77	7=69	2=55
21=92	16=83	11=76	6=66	1=52
20=90	15=81	10=75	5=64	0=50

2 Assessed Criteria

16=100	11=83	6=73	1=55
15=96	10=81	5=70	0=50
14=92	9=79	4=66	
13=88	8=77	3=62	
12=85	7=75	2=58	

1 Assessed Criteria

8=100	5=81	2=66
7=92	4=77	1=58
6=85	3=73	0=50

For teachers:

When setting up the MYP PowerSchool GradeBook, it is recommended, that teachers do not enter a value when setting up the original category; as these values can be listed in the rubric detail set up or on the rubrics themselves.

Assessment and the International Baccalaureate (IB)

In keeping with the IB/MYP philosophy, SSMS encourages teachers to use a variety of formative assessment methods that involve the learner and offer professional choice of quantitative and qualitative assessment strategies and tools that emphasize self-assessment and peer-assessment (*Handbook of procedures for the Middle Years Programme: Moderation and monitoring of assessment*. 2015).

SSMS teachers are provided with ongoing training and support in using rubrics with task-specific clarifications. SSMS ensures standardization of internal assessment is carried out to provide a common system for the application of the assessment criteria to each student (*MYP: Coordinator's handbook 2013-2014*, 2014, item F1.5.4, p. 54). SSMS achieves this by implementing a system focused on:

- the use of common assessment tasks
- shared assessment between the teachers involved
- regular contact between the teams of subject and grade level teachers to standardize assessment (*MYP: From principles into practice*, 2014, pages 83-84)

Policy Review Procedures

SSMS reviews its assessment policy annually and revises the policy as necessary in the spring of each academic year. The pedagogical leadership team welcomes feedback, suggestions and guidance for revisions. Teachers review the policy during the established cycle timeline and provide feedback to administration, MYP Coordinators and Academic Facilitators. The pedagogical leadership team uses the teacher feedback and recent IB publications on assessment to guide the revisions. The revised policy is communicated to staff in June at the last faculty meeting and then posted on SSMS's website.

References

Chappuis, J. (2009). *Seven Strategies of Assessment for Learning*. Boston: Allyn & Bacon.

International Baccalaureate Organization. (2009). *The Middle Years Programme: A basis for practice*. Cardiff: Peterson House.

International Baccalaureate Organization. (2013). *MYP: Coordinator's handbook 2013-2014*. Cardiff: Peterson House.

International Baccalaureate Organization. (2014). *MYP: From principles into practice*. Cardiff: Peterson House.

International Baccalaureate Organization. (2014). *MYP: Projects guide*. Cardiff: Peterson House.

International Baccalaureate Organization. (2013). *What is an IB education?* Cardiff: Peterson House.

Mc Tighe, J. & O'Connor K. (2005). Seven Practices for Effective Learning. *Educational Leadership, Volume* 63 (Number 3), p 10-17.

Popham, J.W. (1975). *Educational evaluation*. Englewood Cliffs: Prentice Hall.

Silecchia-Ferrone, C. & Wasserman, F. (2014). *SSMS - MYP Assessment Policy 2014 - 2015 (original document)*. New York: RVCUFSD.

Tomlinson, C. & Eidson, C. (2003). *Differentiation in Practice: A Resource Guide for Differentiated Curriculum (Grades 5-9)*. Virginia: ASCD.

Wiggins, G. & Mc Tighe, J. (2005). *Understanding by Design*. Virginia: ASCD.

South Side Middle School Language Policy

South Side Middle School (SSMS) recognizes its responsibility to ensure that students with specific language needs are provided with age-appropriate, free-standing programs of instruction and including those students who require speech services. Such programs include English as a Second Language (ESL) components or bilingual educational transitional programs for students of foreign birth or ancestry, with limited English proficiency and speech services for students with language needs in their mother tongue. To achieve this end, SSMS will follow New York State regulations and procedures in order to identify and support English Language Learners (ELL) in English, their mother tongue and in other languages. SSMS provides bilingual education programs, a free-standing English as a second language program, appropriate support services, transitional services, in-service training and parental notification.

Language Acquisition/World Languages

SSMS offers a three-year continuum in the study of French or Spanish languages. Enrollment is open to all students who may choose their preferred language of study in 6th grade/Year 1. Students are placed in their Spanish or French classes according to grade levels/years in heterogeneous groupings of varying abilities. The World Language classrooms are dynamic learning environments designed with differentiation and constructivist teaching strategies and learning experiences crafted to accommodate different types of learners and different levels of fluency and proficiency. The six prescribed MYP Language Acquisition criteria, or phases, are used for both French and Spanish instruction, at the discretion of the teachers due to the heterogeneous nature, and varied levels of ability and proficiency, within each class, in each grade level.

Support for Language Acquisition/World Languages and ELL

Extra help is offered four-times a week for all students in every grade level. SSMS has a World Language Club that meets regularly to practice and enrich their use of acquired languages as well as to learn about cultures of other countries. The World Language Club also seeks to inform and educate the SSMS

community about diverse cultures and language through a variety of activities and presentations throughout the academic year.

SSMS identifies students who are ELL, or, students who have limited English proficiency, by means of a diagnostic screenings of new entrants and provides programs of (ESL) for eligible students. All ESL programs include the Middle Years Programme (MYP) framework and the development of the IB Learner Profile attributes, as a concerted effort in making the heart of the MYP framework accessible to all.

A plan, including an individualized language profile, is developed and maintained to meet the educational needs of each student and proficiency will be measured annually by language assessment instruments in order to determine further participation by a student. Students may be added to a higher grade-level course in order to support their accelerated use of language. ELL students are also paired with a peer who is a native speaker for as long as he/she needs to help with transitioning into the school routine and culture. Individualized profiles and plans also include a portfolio of differentiated assessments of each student's performance in a variety of content areas in order to measure the student's academic progress. Tests mandated by New York State may be offered in a student's mother language and requests will be made to accommodate students as needed.

Support for Mother Tongues

ELLs and their parents will have access to mother tongue and English proficiency resources online, interaction in the classroom, prepared hard copies by the classroom teacher, and Library Media Center books, magazines and journals. Teacher of ESL and ELL maintain a constant dialogue and consistent contact with their students' parents regarding their child's progress and provide individualized strategies for improving and fostering each English language learner's journey towards proficiency outside of the school environment and at home. The parent/guardian of a student identified as an ELL, or as limited English proficient, shall be informed in his/her native language, when appropriate, of the student's identification for and/or participation in an ELL instructional program.

Tests mandated by New York State may be offered in a student's mother language and requests will be made to accommodate students, as needed. In addition, any SSMS student whose score on an English language assessment instrument specifies or identifies a result as evidence of a disability, as per Rockville Centre's Special Education Policy, shall be provided with special education programs and services. These programs and services are in accordance with the Individualized Education Program (IEP) developed for such students and shall also be eligible for special education support and services.

Student Support Services and Inclusion

SSMS ensures that ELL students have access to appropriate instructional and support services, including guidance programs. SSMS believes that all teachers are teachers of language. English language learners will uniformly be afforded the opportunity to participate in all eight (8) MYP subject areas and to participate in all existing extracurricular programs and activities available to all students enrolled in Rockville Centre Union Free School District (RVCUFSD) public schools. Teaching and learning experiences will be crafted to include and value students' prior knowledge and will build on what students know and can do. SSMS contends that all RVCUFSD's instructional programs and services be realistically available to all limited English proficient pupils in order to help them acquire English proficiency.

Students who are ELL, or express limited proficiency in English, and may require special education services will be evaluated. Evaluation procedures are culturally unbiased/non-discriminatory in the assessment and screening of ELL for consideration of placement, as described in Section 4 of the RVCUFSD Special Education Plan. SSMS will follow the policies, practice and procedures for assuring appropriate educational services and due process in evaluation and placement of students with disabilities according to the RVCUFSD Special Education Plan.

As per New York State regulations, no SSMS student shall be served in a bilingual, or ESL program for a period in excess of three (3) years from the date of enrollment in school; unless such period is extended by the Commissioner of Education with respect to an individual pupil for a period not to exceed six (6) years.

References:

Education Law. Sections 207, 215, 2117, 3204(2), (2-a), 3602 and 3713.

Eight New York Codes of Rules and Regulations, (NYCRR). Sections 100.2(g), Parts 117 and 154. Adopted July 8, 2002. Revised May 24, 2004 and August 2, 2008.

International Baccalaureate Organization. (2008). *Guidelines for developing a school language policy*. Cardiff: Peterson House.

International Baccalaureate Organization. (2014). *MYP: From principles into practice*. Cardiff: Peterson House.

Rockville Centre Public School. (2014). *Rockville Centre Policy Manual*.

Rockville Centre Union Free School District. (2013). *Special Education Plan*.

Silecchia-Ferrone, C. & Wasserman, F. (2014). *SSMS - MYP Language Policy 2014 - 2015 (original document)*. New York: RVCUFSD.

Title I of the Elementary and Secondary Education Act, (1965). Amended by *No Child Left Behind Act*, (2001). Sections 1112(g) and 3302(a).

South Side Middle School Special Education Needs Policy

South Side Middle School is a learning environment that provides students with opportunities to move toward the goal of being independent learners and thinkers. Our goal is to provide experiences to help students understand their unique aptitudes and interests and be able to adjust to their rapidly changing environment, while meeting their unique physical, intellectual, social, and emotional needs (South Side Middle School, *Mission Statement, 2014*).

South Side Middle School (SSMS) recognizes and embraces the International Baccalaureate (IB) “whole-school approach” and ensures that students with special education needs are provided with appropriate support services and programs of instruction including speech services. SSMS is an all-inclusive public school where accommodations and modifications are offered to special education needs student in order to achieve New York State standards and testing requirements. Accommodations provide an adjustment to meet a student’s particular special needs such as testing in a separate location. Modifications provide a change or alteration in how the test is administered such as extended time.

SSMS’s Middle Years Programme (MYP) is also all-inclusive. Accommodations, not modifications, are in place to assist students with special needs for participation in all eight MYP subject areas and in the MYP Community Project. To achieve this end, SSMS will follow New York State regulations and procedures in order to identify and support special education needs students in English as well as in their mother tongue.

Identification of Needs/Testing

SSMS identifies students who have special education needs by means of a diagnostic screenings and testing of new entrants and provides an Individual Education Plan (IEP) for each special education needs student, including English Language Learner in need of support services. All special education needs students are included in the eight MYP subject groups and opportunities to develop the IB Learner Profile attributes, so that the heart of the MYP framework is accessible to all. A plan is developed each year to meet the educational needs of each student and proficiency is measured annually by language assessment instruments in order to

determine further participation by a student. The plan includes a portfolio of differentiated assessments of each student's performance in a variety of content areas in order to measure the student's academic progress.

SSMS employs differentiation is a systematic approach to planning for teaching and learning for academically diverse learners. Differentiating instruction is the process of identifying, within each learner, the most effective strategies for achieving goals. Instruction that is differentiated addresses each student's learning needs and maximizing students' learning capacity.

Students at SSMS are placed into programs of support which include resource room, integrated collaborative classes or consultant teacher. The level of support is based on the student's individual needs. The Committee on Special Education (CSE) determines which support program is suitable for each child. There are more students in the inclusion program than in the other special education programs.

Testing is performed by both school psychologists and special education teachers for each student who qualifies for special education services, as required by NYS. These tests assess needs and growth in developmental areas, such as cognitive abilities, physical aptitude, vision/hearing, and speech/language and are used to determine both student progress and goals for the upcoming school year. The results of these tests are documented on the student's Individualized Education Plan (IEP) and reviewed at the student's Annual Review meeting, to which parents, the student, and any faculty or support staff members who are in contact with the child are invited.

SSMS's procedures for evaluating special education needs are culturally unbiased/non-discriminatory in the assessment and screening of students for consideration of placement, as described in Section 4 of the RVCUFSD Special Education Plan. SSMS will follow the policies, practice and procedures for assuring appropriate educational services and due process in evaluation and placement of students with disabilities according to the RVCUFSD Special Education Plan.

Communicating Data

Special education teachers maintain a constant dialogue and consistent contact with their students' parents regarding their child's progress and provide individualized teaching and learning strategies for improving and fostering each students' learning journey towards proficiency outside of the school environment and at home.

Transition/Transfer Students

SSMS has an extensive transition program to assist the students in moving in or out of SSMS. Guidance counselors, teachers and school psychologists share information with the the staff from the student's school. Incoming students and their families meet with the guidance counselor and special education teacher upon entry to school. The CSE meets to review the student's prior program and determines the appropriate program for the student. The same process occurs when a student transfers out of SSMS with the exception of the CSE meeting, which would be held at the welcoming school.

Professional Development and Differentiated Instruction

SSMS ensures that instruction in each of the eight MYP subject areas is differentiated to accommodate different learning styles. SSMS recognizes that everyone learns differently, and possesses different and multiple intelligences. SSMS seeks to nurture the ten International Baccalaureate learner profile attributes in all students' school experiences. Instruction and learning experiences are differentiated to help struggling students with given task or lesson, and, also, to provide enrichment and extension exercises for students displaying a high aptitude in a given skill or strategy.

All special education teachers, as members of the SSMS faculty, are required to attend professional development workshops annually, per our district contract. The focus of these workshops change each year and address a variety of subjects including MYP training, technology, differentiating instruction, constructivism, etc. The special education Academic Facilitator has attended IB-recognized training. Special education

teachers are included in grade-level unit planning in all of the main subject area disciplines. Depending on their roster of students, all teaching staff are offered additional workshops including training in autism, speech/language deficits, and other special needs, as necessary. Cluster meetings, to which all teachers of a particular student are invited, also provide support throughout the year, and open the lines of communication between staff members to discuss appropriate measures for instructing students with and without special needs.

Training for new staff members is provided annually through a district-funded program entitled, "New Teacher Institute". This multi-day workshop addresses a wide span of topics and provides information about district policies and procedures, including Special Education and Inclusion policies.

Support, Resources and Accessibility

In addition to special education teachers, the inclusion program is supported by a variety of specialized staff, including school psychologists, social workers, teacher assistants, teacher aids, guidance counselors, occupational therapists, physical therapists, speech therapists, and teachers for the hearing impaired. Mainstream teachers are in contact with these support professionals throughout the school year via scheduled cluster meetings, semi-annual and annual reviews to review and discuss student needs and progress.

SSMS is equipped to be physically accessible to all. Both elevators and handicap-accessible ramps provide access to any areas of the building used for instructional purposes.

Funding

Funding for Special Education Services is included as a permanent line item in the annual Rockville Centre Public School District budget. These funds support all Special Education support services deemed necessary for our student population according to IEPs and New York State law.

Data Protection

SSMS utilizes a student data information system which protects student privacy. The software, PowerSchools, has the ability to allow the school to allocate different levels of security and access to student information. Teachers have access to their student's IEPs through PowerSchools but they do not have the capability of printing, distributing or editing the IEP. Special Education teachers have access to the IEP through PowerSchools and also through another software, IEPdirect. The Special Education teachers can edit their students' IEPs during a specific period of time.

The overall management of all student information is through the district technology office. At the building level, the administrators, in collaboration of the pupil personnel support staff, manage the confidential information. Faculty is given access to their students' information so as to inform their teaching and to be able to differentiate instruction to meet the needs of their students.

References:

- International Baccalaureate Organization. (2010). *Learning diversity in the International Baccalaureate programmes: Special education needs within the International Baccalaureate programmes*. Cardiff: Peterson House.
- International Baccalaureate Organization. (2013). *Meeting student learning diversity in the classroom*. Cardiff: Peterson House.
- International Baccalaureate Organization. (2014). *MYP: From principles into practice*. Cardiff: Peterson House.
- Rockville Centre Public School. (2014). *Rockville Centre Policy Manual*.
- Rockville Centre Union Free School District. (2013). *Special Education Plan*.
- Silecchia-Ferrone, C. & Wasserman, F. (2014). *SSMS - MYP Special Education Needs (SEN) Policy 2014 - 2015 (original document)*. New York: RVCUFSD.
- South Side Middle School. (2015). *Language Policy*.
- South Side Middle School. (2014). *Mission Statement*.
- Tomlinson, C. & Eidson, C. (2003). *Differentiation in Practice: A Resource Guide for Differentiated Curriculum (Grades 5-9)*. Virginia: ASCD.
- Wiggins, G. & Mc Tighe, J. (2005). *Understanding by Design*. Virginia: ASCD.