



Franklin Middle School

International Baccalaureate

Middle Years Programme

Handbook

2023-2024



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Dear Students and Parents,

Franklin Middle School, Green Bay ,Wisconsin, is proud to offer the International Baccalaureate Middle Years Programme (IB MYP) years 1-3 (grades 6 -8). IB MYP is an international education that promotes all students to become active, compassionate, lifelong learners. IB learners look at content through multiple points of view as they learn about their own culture and the cultures of others. IB learners, both faculty and students, strive to live the learner profile. The IB learner profile consists of ten attributes that help develop the whole person to be internationally minded. The ten attributes are: inquirers, open-minded, knowledgeable, caring, thinkers, risk-takers, communicators, balanced, principled, and reflective.

We continue to see our current students growing in the ability to see and solve problems in the world around them. Students are using inquiry based approaches to learning coupled with open-mindedness to solve new and unfamiliar problems.

All students at Franklin Middle School are IB students and all teachers at Franklin Middle School are IB teachers. Our teachers are IB trained to ensure we are all providing your student with the most up-to-date IB foundation and best educational practices.

While the Middle Years Programme is academically rigorous, it is also designed to educate the whole person. At Franklin Middle School, we are fully committed to this ideal, believing that it is about individual growth and experience, as much as it is about scholastic achievement. Our students are engaged in a wide array of co-curricular activities, including athletic programs, an active theater arts program, and many student organizations. Approaches to Learning (ATL's) from IB give us a foundation for teaching the students the skills for learning how to learn. We incorporate ATL's in all units of study.

This booklet provides you with an overview of the International Baccalaureate Middle Years Programme structure at Franklin Middle School.

We look forward to an exciting and engaging academic school year with you and your student. Please do not hesitate to contact us with any questions. (920) 492-2670

Best Regards,

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GENERAL INTRODUCTION TO THE IB-MYP

Green Bay Area Public School District Mission Statement

We ensure that all students are college, career and community ready, inspired to succeed in our diverse community.

Franklin Middle School Mission Statement

Guide and develop lifelong learners who use knowledge and skills to positively impact our diverse world.

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 schools, 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 lifelong learners who understand that other people, with their differences, can also be right.

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:

Inquirers

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.

Knowledgeable

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.

Thinkers

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators

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.

Principled

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.

Open-Minded

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.

Caring

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.

Risk-Takers

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.

Balanced

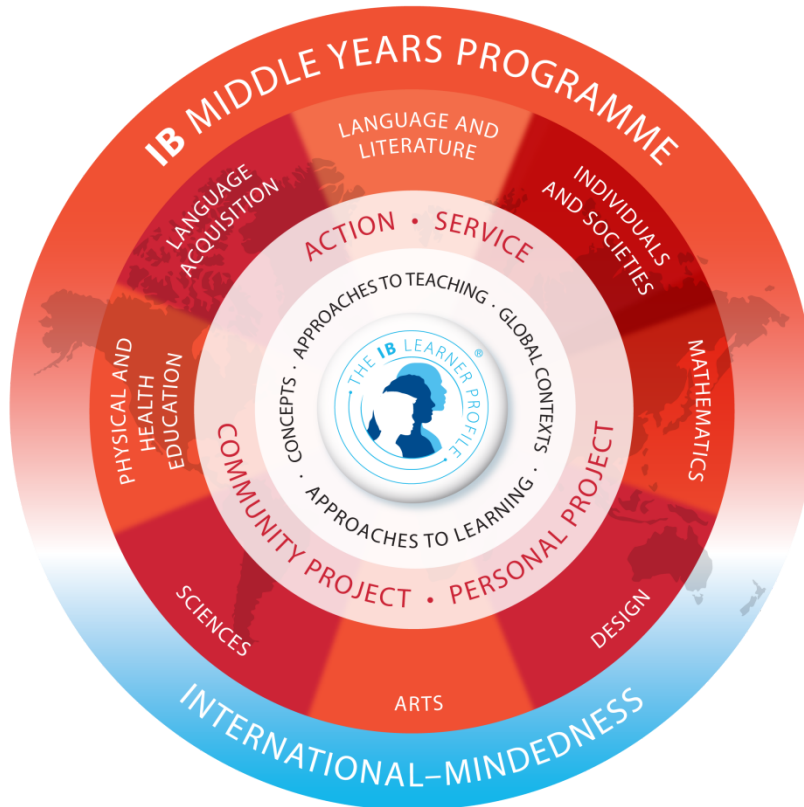
We understand the importance of balancing different aspects of our lives-intellectual, physical, and emotional-to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

Reflective

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.

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.

The IB MYP Programme Model



A Concept-driven Curriculum

IB course curriculum is based on concepts which are big ideas that each unit is developed around. There are 16 key concepts that all units at an IB school are developed around. Concept based curriculum requires students to demonstrate levels of thinking that go beyond memorizing facts or topics. Concepts promote many ways of thinking and allows students the opportunity to view subjects from many different perspectives.

Global Contexts

Global contexts bring the “why is this important?” into our curriculum. Through the six IB global contexts, students learn about the subjects through different lenses. Global contexts allow students to learn the curriculum as it relates to local, global settings, events and circumstances. Students quickly realize that everything we do has a global implication and is connected. The six IB global contexts we develop our units of study around are:

- Identities and relationships
- Orientation in space and time
- Personal and cultural expression
- Scientific and technical innovation
- Globalization and sustainability
- Fairness and development

Approaches to Learning (ATL)

Approaches to learning is about students “learning how to learn”. The focus of ATL skills is to help students to develop the self-knowledge and skills they need for a lifetime of learning. ATL skills are skills we will use the rest of our lives. The IB ATL skills are:

- Communication
 - Communication
- Social
 - Collaboration
- Self-management
 - Organization
 - Affective
 - Reflection
- Research
 - Information literacy
 - Media literacy
- Thinking
 - Critical thinking
 - Creative thinking
 - Transfer

Service and Action (S&A)

Service and action in the IB MYP requires that students build authentic connections between what they are learning in the classroom and what they encounter in their community. We aim to help students develop an understanding of themselves and their responsibility to their community and how we all can make a difference in the world around us.

All students at Franklin Middle School will explore and select community needs, in order to actively participate in one service project per semester. Students will complete a meaningful reflection and thoughtful evaluation on the impact of their service.

MYP learning outcomes for service (MYP: *From principles into practice*)

With appropriate guidance and support, MYP students should, through their engagement with service as action:

- become more aware of their own strengths and areas for growth
- undertake challenges that develop new skills
- discuss, evaluate and plan student-initiated activities
- persevere in action • work collaboratively with others
- develop international-mindedness through global engagement, multilingualism and intercultural understanding
- consider the ethical implications of their actions.

These learning outcomes identify the substance of students' self-reflection on service as action. All of these learning outcomes are closely associated with IB learner profile attributes and ATL skills. Through their participation in service, students can become more confident, self-regulated learners.

IB MYP Courses

Language and Literature (English Language Arts)

“Language is fundamental to learning, thinking and communicating; therefore it permeates the whole curriculum. Indeed, all teachers are language teachers, continually expanding the boundaries of what students are thinking about. Mastery of one or more languages enables each student to achieve their full linguistic potential.

Students need to develop an appreciation of the nature of language and literature, of the many influences on language and literature, and of its power and beauty. They will be encouraged to recognize that proficiency in language is a powerful tool for communication in all societies. Furthermore, language and literature incorporates creative processes and encourages the development of imagination and creativity through self-expression.

All IB programmes value language as central to developing critical thinking, which is essential for the cultivation of intercultural understanding, as well as for becoming internationally minded and responsible members of local, national and global communities. Language is integral to exploring and sustaining personal development and cultural identity, and provides an intellectual framework to support conceptual development. The six skill areas in the MYP language and literature subject group—listening, speaking, reading, writing, viewing and presenting—develop as both independent and interdependent skills. They are centred within an inquiry-based learning environment. Inquiry is at the heart of MYP language learning, and aims to support students’ understanding by providing them with opportunities to independently and collaboratively investigate, take action and reflect.

As well as being academically rigorous, MYP language and literature equips students with linguistic, analytical and communicative skills that can also be used to develop interdisciplinary understanding across all other subject groups. Students’ interaction with chosen texts can generate insight into moral, social, economic, political, cultural and environmental factors and so contributes to the development of opinion-forming, decision-making and ethical-reasoning skills, and further develops the attributes of an IB learner.”(IB MYP *Language and Literature Guide* 2014, page 4.)

All students receive instruction in Language and Literature all years of the program. Franklin offers Language Arts and Advanced Language Arts classes. Students are assessed in their acquisition of language and literature through four IB objectives:

Objective A: Analysing

Through the study of language and literature students are enabled to deconstruct texts in order to identify their essential elements and their meaning. Analysing involves demonstrating an understanding of the creator’s choices, the relationship between the various components of a text and between texts, and making inferences about how an audience responds to a text (strand i), as well as the creator’s purpose for producing text (strand ii). Students should be able to use the text to support their personal responses and ideas (strand iii). Literacy and critical literacy are essential lifelong skills; engaging with texts requires students to think critically and show awareness of, and an ability to reflect on, different perspectives through their interpretations of the text (strand iv).

In order to reach the aims of language and literature, students should be able to:

- i. analyse the content, context, language, structure, technique and style of text(s) and the relationship among texts
- ii. analyse the effects of the creator’s choices on an audience

- iii. justify opinions and ideas, using examples, explanations and terminology
- iv. evaluate similarities and differences by connecting features across and within genres and texts.

Objective B: Organizing

Students should understand and be able to organize their ideas and opinions using a range of appropriate conventions for different forms and purposes of communication. Students should also recognize the importance of maintaining academic honesty by respecting intellectual property rights and referencing all sources accurately.

In order to reach the aims of language and literature, students should be able to:

- i. employ organizational structures that serve the context and intention
- ii. organize opinions and ideas in a sustained, coherent and logical manner
- iii. use referencing and formatting tools to create a presentation style suitable to the context and intention.

Objective C: Producing text

Students will produce written and spoken text, focusing on the creative process itself and on the understanding of the connection between the creator and his or her audience. In exploring and appreciating new and changing perspectives and ideas, students will develop the ability to make choices aimed at producing texts that affect both the creator and the audience.

In order to reach the aims of language and literature, students should be able to:

- i. produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process
- ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience
- iii. select relevant details and examples to develop ideas.

Objective D: Using language

Students have opportunities to develop, organize and express themselves and communicate thoughts, ideas and information. They are required to use accurate and varied language that is appropriate to the context and intention. This objective applies to, and must include, written, oral and visual text, as appropriate.

In order to reach the aims of language and literature, students should be able to:

- i. use appropriate and varied vocabulary, sentence structures and forms of expression
- ii. write and speak in a register and style that serve the context and intention
- iii. use correct grammar, syntax and punctuation
- iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy
- v. use appropriate nonverbal communication techniques.

Mathematics

“The study of mathematics is a fundamental part of a balanced education. It promotes a powerful universal language, analytical reasoning and problem-solving skills that contribute to the development of logical, abstract and critical thinking. Mathematics can help make sense of the world and allows phenomena to be described in precise terms. It also promotes careful analysis and the search for patterns and relationships, skills necessary for success both inside and outside the classroom. Mathematics, then, should be accessible to and studied by all students.

Studying mathematics, however, should be more than simply learning formulae or rules. Students should not have the impression that all of the answers to mathematics can be found in a book but, rather, that they can be active participants in the search for concepts and relationships. In that light, mathematics becomes a subject that is alive with the thrill of exploration and the rewards of discovery. At the same time, that new knowledge may then be applied to other situations, opening up even more doors for students. MYP mathematics promotes both inquiry and application, helping students to develop problem-solving techniques that transcend the discipline and that are useful in the world outside school.

An MYP mathematics programme should be tailored to the needs of students, seeking to intrigue and motivate them to want to learn its principles. Students should see authentic examples of how mathematics is useful and relevant to their lives and be encouraged to apply it to new situations. Mathematics provides the foundation for the study of sciences, engineering and technology. However, it is also evident in the arts and is increasingly important in economics, the social sciences and the structure of language. Students in the MYP are encouraged to use ICT tools to represent information, to explore and model situations, and to find solutions to various problems. These are skills that are useful in a wide range of arenas. MYP mathematics aims to equip all students with the knowledge, understanding and intellectual capabilities to address further courses in mathematics, as well as to prepare those students who will use mathematics in their studies, workplaces and lives in general.” (IB MYP *Mathematics Guide* 2014 page 4.)

All students receive instruction in Mathematics all years of the program. Franklin offers Mathematics and Advanced Mathematics classes. Students are assessed in their acquisition of mathematics through four IB objectives:

Objective A: Knowing and understanding

Knowledge and understanding are fundamental to studying mathematics and form the base from which to explore concepts and develop skills. This objective assesses the extent to which students can select and apply mathematics to solve problems in both familiar and unfamiliar situations in a variety of contexts.

In order to reach the aims of mathematics, students should be able to:

- i. select appropriate mathematics when solving problems in both familiar and unfamiliar situations
- ii. apply the selected mathematics successfully when solving problems
- iii. solve problems correctly in a variety of contexts.

Objective B: Investigating patterns

Investigating patterns allows students to experience the excitement and satisfaction of mathematical discovery. Working through investigations encourages students to become risk-takers, inquirers and critical thinkers. The ability to inquire is invaluable in the MYP and

contributes to lifelong learning. A task that does not allow students to select a problem-solving technique is too guided and should result in students earning a maximum achievement level of 6 (for years 1 and 2) and a maximum achievement level of 4 (for year 3 and up). However, teachers should give enough direction to ensure that all students can begin the investigation. For year 3 and up, a student who describes a general rule consistent with incorrect findings will be able to achieve a maximum achievement level of 6, provided that the rule is of an equivalent level of complexity.

In order to reach the aims of mathematics, students should be able to:

- i. select and apply mathematical problem-solving techniques to discover complex patterns
- ii. describe patterns as general rules consistent with findings
- iii. prove, or verify and justify, general rules.

Objective C: Communicating

Mathematics provides a powerful and universal language. Students are expected to use appropriate mathematical language and different forms of representation when communicating mathematical ideas, reasoning and findings, both orally and in writing.

In order to reach the aims of mathematics, students should be able to:

- i. use appropriate mathematical language (notation, symbols and terminology) in both oral and written explanations
- ii. use appropriate forms of mathematical representation to present information
- iii. move between different forms of mathematical representation
- iv. communicate complete, coherent and concise mathematical lines of reasoning
- v. organize information using a logical structure.

Objective D: Applying mathematics in real-life contexts

MYP mathematics encourages students to see mathematics as a tool for solving problems in an authentic real-life context. Students are expected to transfer theoretical mathematical knowledge into real-world situations and apply appropriate problem-solving strategies, draw valid conclusions and reflect upon their results.

In order to reach the aims of mathematics, students should be able to:

- i. identify relevant elements of authentic real-life situations
- ii. select appropriate mathematical strategies when solving authentic real-life situations
- iii. apply the selected mathematical strategies successfully to reach a solution
- iv. justify the degree of accuracy of a solution
- v. justify whether a solution makes sense in the context of the authentic real-life situation.

Language Acquisition (World Language)

“An IB education further enhances the development of international-mindedness through multilingualism. All IB programmes require students to study, or study in, more than one language. This is because we believe that communicating in more than one language helps students to appreciate that his or her own language, culture and world view are just one of many. In this way, it provides excellent opportunities to develop intercultural understanding and respect.” *What is an IB education?* (November 2019; page 2)

The study of additional languages in the MYP provides students with the opportunity to develop insights into the features, processes and craft of language and the concept of culture, and to realize that there are diverse ways of living, behaving and viewing the world.

The acquisition of the language of a community and the possibilities to reflect upon and explore cultural perspectives of our own and other communities:

- are valued as central to developing critical thinking, and is considered essential for the cultivation of intercultural awareness and the development of internationally minded and responsible members of local, national and global communities
- are integral to exploring and sustaining personal development and cultural identity, and provides an intellectual framework to support conceptual development
- greatly contributes to the holistic development of students and to the strengthening of lifelong learning skills
- equip students with the necessary multiliteracy skills and attitudes, enabling them to communicate successfully in various global contexts and build intercultural understanding.” (IB MYP *Language Acquisition Guide* February, 2020 page 4.)

All students at Franklin receive instruction in Language Acquisition each year of the program. Franklin offers Introduction to Spanish and Culture, Introduction to French and Culture, Spanish 1, Spanish 2, and Spanish 3, French 1 and French 2. Students are assessed in Language Acquisition through four IB objectives:

Objective A: Listening

Comprehending spoken language presented in multimodal text encompasses aspects of listening and viewing. The process involves the student in interpreting and constructing meaning from spoken and multimodal text to understand how images and other spatial aspects presented with oral text interplay to convey ideas, values and attitudes. Engaging with text requires the student to think creatively and critically about what is viewed, and to be aware of opinions, attitudes and cultural references presented in the visual text. The student might, for example, reflect on feelings and actions, imagine himself or herself in another’s situation, or gain new perspectives and develop empathy, based on what he or she has understood in the text.

In order to reach the aims of language acquisition, as appropriate to the proficiency level, students should be able to:

- **demonstrate** understanding of explicit and implicit spoken information in multimodal texts
 - What is the content of the text? What details in the spoken language relate to the big ideas and explicit features of the multimodal text? (message: literal (explicit) and implicit)
- **demonstrate** understanding of conventions

- What language conventions can be heard? For example, form of address, greetings.
- What behavioural conventions can be seen? For example, dress code, gestures—shaking hands, bowing.
- **demonstrate** understanding of relationships between the various components of the multimodal text
 - What are the relationships between the various components of the multimodal text? Do they share the same context?
 - Does the text link to the student's personal world?

Objective B: Reading

Comprehending written language presented with multimodal text encompasses aspects of reading and viewing. It involves the student in constructing meaning and interpreting written, spatial and visual aspects of texts to understand how images presented with written text interplay to convey ideas, values and attitudes. Engaging with text requires the student to think creatively and critically about what is read and viewed, and to be aware of opinions, attitudes and cultural references presented in the written text. The student might, for example, reflect on feelings and actions, imagine himself or herself in another's situation, gain new perspectives and develop empathy, based on what he or she has understood in the text.

In order to reach the aims of language acquisition, as appropriate to the proficiency level, students should be able to:

- **demonstrate** understanding of explicit and implicit written information in multimodal texts
 - What is the text type?
 - What is the content?
 - What details in the written language relate to the big ideas and explicit features of the multimodal text? (message: literal/explicit, implicit)
- **demonstrate** understanding of conventions
 - What are the language conventions used in the multimodal text? For example, formal and informal language, punctuation, word choice.
 - What is the communicative purpose of the text?
 - Who is the intended audience?
 - What text conventions are used in the multimodal text? For example, use of colour, structure, format—layout and physical organization of the text.
- **demonstrate** understanding of relationships between the various components of the multimodal text
 - Do they share the same context?
 - Does the text link to the student's personal world?

Objective C: Speaking

In the language acquisition classroom, students will have opportunities to develop their communication skills by interacting on a range of topics of personal, local and global interest and significance, with the support of spoken, written and visual texts in the target language (multimodal texts). When speaking in the target language, students apply their understanding of linguistic and literary concepts to develop a variety of structures, strategies and techniques with increasing skill and effectiveness. This is the use of the language system, including their use of grammar, pronunciation and vocabulary.

In order to reach the aims of language acquisition, as appropriate to the proficiency level, students should be able to:

- **use** spoken language to communicate and interact with others
 - What is the role of the student/speaker?
 - What is the context?
 - Who is the audience?
 - What is the purpose of the interaction?
 - What is the message?
- **demonstrate** accuracy and fluency in speaking
 - How accurately is the language used?
 - To what extent is the language conversation intelligible?
- **communicate** clearly and effectively
 - How well does the student communicate information?
 - How accurately and fluently are the relevant information and ideas communicated?

Objective D: Writing

This objective relates to the correct and appropriate use of the written target language. It involves recognizing and using language suitable to the audience and purpose, for example, the language used at home, the language of the classroom, formal and informal exchanges, and social and academic language. When writing in the target language, students apply their understanding of language, form, mode, medium and literary concepts to express ideas, values and opinions in creative and meaningful ways. They develop a variety of structures using strategies (spelling, grammar, plot, character, punctuation, voice, format, audience) and techniques with increasing skill and effectiveness.

In order to reach the aims of language acquisition, as appropriate to the proficiency level, students should be able to:

- **use** written language to communicate with others
 - What is the role of the student/writer?
 - Who is the audience?
 - What is the purpose of the written text?
 - What is the message?
- **demonstrate** accurate use of language conventions
 - How accurately is the language used?
 - To what extent is the language comprehensible?
- **organize** information in writing
 - Does the student use an appropriate format?
 - To what extent are the cohesive devices used in the organization of the text?
- **communicate** information with a sense of audience and purpose.
 - How are the relevant information and ideas communicated?
 - How well does the student communicate such that the text makes sense to the reader?

Individuals and Societies (Social Studies)

“MYP individuals and societies encourages learners to respect and understand the world around them and equips them with the necessary skills to inquire into historical, contemporary, geographical, political, social, economic, religious, technological and cultural factors that have an impact on individuals, societies and environments. It encourages learners, both students and teachers, to consider local and global contexts.

MYP individuals and societies incorporates disciplines traditionally studied under the general term “the humanities” (such as history and philosophy), as well as disciplines in the social sciences (such as economics, business management, geography, sociology and political science).

In this subject group, students can engage with exciting, stimulating and personally relevant topics and issues. Many sensitive and personally challenging topics require careful consideration in the context of a safe and responsible learning environment characterized by respect and open-mindedness. The study of individuals and societies helps students to appreciate critically the diversity of human culture, attitudes and beliefs. Courses in this subject group are important for helping students to recognize that content and methodology can be debatable and controversial, and for practising the tolerance of uncertainty.

The IB’s approach to individuals and societies includes a strong focus on inquiry and investigation. Students collect, describe and analyse data used in studies of societies; test hypotheses; and learn how to interpret increasingly complex information, including original source material. This focus on real-world examples, research and analysis is an essential aspect of the subject group.

The study of individuals and societies helps students to develop their identities as individuals and as responsible members of local and global communities. These explorations of our common humanity are intrinsically interesting, and disciplines in this subject group are filled with potential for creating in students a lifelong fascination with “the human story” as it continues to evolve in an era of rapid change and increasing interconnectedness. Studies in individuals and societies are essential for developing empathy and international-mindedness, including the idea that “other people, with their differences, can also be right” (IB mission statement).” (IB MYP *Individuals and Societies Guide* 2014, page 4)

All students receive instruction in Individuals and Societies all years of the program. Students are assessed in Individuals and Societies through four IB objectives:

Objective A: Knowing and understanding

Students develop factual and conceptual knowledge about individuals and societies.

In order to reach the aims of individuals and societies, students should be able to:

- i. use terminology in context
- ii. demonstrate knowledge and understanding of subject-specific content and concepts through descriptions, explanations and examples.

Objective B: Investigating

Students develop systematic research skills and processes associated with disciplines in the humanities and social sciences. Students develop successful strategies for investigating independently and in collaboration with others.

In order to reach the aims of individuals and societies, students should be able to:

- i. formulate a clear and focused research question and justify its relevance
- ii. formulate and follow an action plan to investigate a research question
- iii. use research methods to collect and record relevant information
- iv. evaluate the process and results of the investigation.

Objective C: Communicating

Students develop skills to organize, document and communicate their learning using a variety of media and presentation formats.

In order to reach the aims of individuals and societies, students should be able to:

- i. communicate information and ideas using an appropriate style for the audience and purpose
- ii. structure information and ideas in a way that is appropriate to the specified format
- iii. document sources of information using a recognized convention.

Objective D: Thinking critically

Students use critical thinking skills to develop and apply their understanding of individuals and societies and the process of investigation.

In order to reach the aims of individuals and societies, students should be able to:

- i. discuss concepts, issues, models, visual representation and theories
- ii. synthesize information to make valid arguments
- iii. analyse and evaluate a range of sources/data in terms of origin and purpose, examining value and limitations
- iv. interpret different perspectives and their implications.

Design

“Design, and the resultant development of new technologies, has given rise to profound changes in society: transforming how we access and process information; how we adapt our environment; how we communicate with others; how we are able to solve problems; how we work and live.

Design is the link between innovation and creativity, taking thoughts and exploring the possibilities and constraints associated with products or systems, allowing them to redefine and manage the generation of further thought through prototyping, experimentation and adaptation. It is human-centred and focuses on the needs, wants and limitations of the end user.

Competent design is not only within the reach of a small set of uniquely skilled individuals, but can be achieved by all. The use of well-established design principles and processes increases the probability that a design will be successful. To do this, designers use a wide variety of principles which, taken together, make up what is known as the design cycle.

- Designers adapt their approach to different design situations, but they have a common understanding of the process necessary to form valid and suitable solutions.
- A designer has a role and responsibility to the community and the environment. Their decisions can have a huge impact and, therefore, their ethics and morals can and should be questioned regularly.
- A designer should have the ability to maintain an unbiased view of a situation and evaluate a situation objectively, highlighting the strengths and weaknesses of a common product or system.
- Good communication is a key trait of any good designer through visual and oral presentation.

Designing requires an individual to be imaginative and creative, while having a substantial knowledge base of important factors that will aid or constrain the process. Decisions made need to be supported by adequate and appropriate research and investigation. Designers must adopt an approach that allows them to think creatively, while conforming to the requirements of a design specification.

Both the ideas of design and the process of design can only occur in a human context. Design is carried out by a community of people from a wide variety of backgrounds and traditions, and this has clearly influenced the way design has progressed at different times. It is important to understand, however, that to design is to be involved in a community of inquiry with certain common beliefs, methodologies, understandings and processes.

MYP design challenges all students to apply practical and creative thinking skills to solve design problems; encourages students to explore the role of design in both historical and contemporary contexts; and raises students’ awareness of their responsibilities when making design decisions and taking action.

Inquiry and problem-solving are at the heart of the subject group. MYP design requires the use of the **design cycle** as a tool, which provides the methodology used to structure the inquiry and analysis of problems, the development of feasible solutions, the creation of solutions, and the testing and evaluation of the solution. In MYP design, a **solution** can be defined as a model, prototype, product or system that students have developed and created independently.

A well-planned design programme enables students to develop not only practical skills but also strategies for creative and critical thinking.

The MYP expects all students to become actively involved in, and to focus on, the whole design process rather than on the final product/solution.” (IB MYP *Design Guide* 2014, page 4)

All students receive instruction in Design all years of the program. The Design courses are integrated into other subject groups throughout the year. Students are assessed in Design through four IB objectives:

Objective A: Inquiring and analysing

Students are presented with a design situation, from which they identify a problem that needs to be solved. They analyse the need for a solution and conduct an inquiry into the nature of the problem.

In order to reach the aims of design, students should be able to:

- i. explain and justify the need for a solution to a problem for a specified client/target audience
- ii. identify and prioritize the primary and secondary research needed to develop a solution to the problem
- iii. analyse a range of existing products that inspire a solution to the problem
- iv. develop a detailed design brief which summarizes the analysis of relevant research.

Objective B: Developing ideas

Students write a detailed specification, which drives the development of a solution. They present the solution.

In order to reach the aims of design, students should be able to:

- i. develop a design specification which clearly states the success criteria for the design of a solution
- ii. develop a range of feasible design ideas which can be correctly interpreted by others
- iii. present the final chosen design and justify its selection
- iv. develop accurate and detailed planning drawings/diagrams and outline the requirements for the creation of the chosen solution.

Objective C: Creating the solution

Students plan the creation of the chosen solution and follow the plan to create a prototype sufficient for testing and evaluation.

In order to reach the aims of design, students should be able to:

- i. construct a logical plan, which describes the efficient use of time and resources, sufficient for peers to be able to follow to create the solution
- ii. demonstrate excellent technical skills when making the solution
- iii. follow the plan to create the solution, which functions as intended
- iv. fully justify changes made to the chosen design and plan when making the solution
- v. present the solution as a whole, either:
 - a. in electronic form, or
 - b. through photographs of the solution from different angles, showing details.

Objective D: Evaluating

Students design tests to evaluate the solution, carry out those tests and objectively evaluate its success. Students identify areas where the solution could be improved and explain how their solution will impact on the client or target audience.

In order to reach the aims of design, students should be able to:

- i. design detailed and relevant testing methods, which generate data, to measure the success of the solution
- ii. critically evaluate the success of the solution against the design specification
- iii. explain how the solution could be improved
- iv. explain the impact of the solution on the client/target audience.

Arts

“The arts are a universal form of human expression and a unique way of knowing that engage us in effective, imaginative and productive activities. Learning through the arts helps us to explore, shape and communicate our sense of identity and individuality. A focus on the individual enhances our self-confidence, resilience and adaptability. It encourages our sense of belonging and community through the recognition of identities. During adolescence, the arts provide an opportunity for age-appropriate and holistic development of the social, emotional, intellectual and personal intelligences of the student.

In MYP arts students have opportunities to function as artists, as well as learners of the arts. Artists have to be curious. By developing curiosity about themselves, others and the world, students become effective learners, inquirers and creative problem-solvers. Students develop through creating, performing and presenting arts in ways that engage and convey feelings, experiences and ideas. It is through this practice that students acquire new skills and master those skills developed in prior learning.

Development in the arts is a dynamic process, and not necessarily linear. The student moves freely through a creative process towards a deeper understanding of the arts. MYP arts values the process of creating artwork and the point of realization; the two elements combined tell us what students have experienced, learned and attempted to convey. In MYP arts, the four objectives have equal importance and value. Although the objectives can be addressed separately to scaffold learning, when used collectively they enrich teaching and learning of the arts.

Thinking creatively fits naturally in MYP arts, but can easily become a focus in other subject groups too. This objective is essential in modern education to address the need for student-centred learning and lifelong learning, looking towards a modern context of flexible employment and a higher demand for innovation and change in the workplace. As both an objective in the arts and an approaches to learning (ATL) skill across the programme, heightened awareness of thinking creatively encourages students to develop metacognitive skills and become self-regulated learners.

Arts in the MYP stimulate young imaginations, challenge perceptions and develop creative and analytical skills. Involvement in the arts encourages students to understand the arts in context and the cultural histories of artworks, thus supporting the development of an inquiring and empathetic world view. Arts challenge and enrich personal identity and build awareness of the aesthetic in a real-world context.” (IB MYP *Arts Guide* 2014, page 4).

All students at Franklin are enrolled in the Arts all years of the program. Students are enrolled in either performing or visual art. All students are required to do a public display of their art which includes a Fine Arts night in the spring. Students are assessed in the Arts through four IB objectives:

Objective A: Investigating

Through the study of art movements or genres and artworks/performances, students come to understand and appreciate the arts. They use and further develop their research skills to draw on a range of sources, understanding that, in the arts, sources are not limited to texts; they can also include audio and video recordings, images and musical notation. All sources used must be referenced in accordance with the school’s academic integrity policy.

Students use and further develop information literacy skills to evaluate and select relevant information

about the art movement or genre and artworks/performances. While contextual information should be included, the focus of the investigation is the art genre or movement and artworks/performances, not extensive biographical information about artists. Students learn how to critique the artworks/performances of others and to communicate in subject-specific language or terminology; this will be important in order to access the higher levels in criterion A ii. Using knowledge and understanding of the role of the arts in context, students inform their own work and artistic perspectives.

In order to reach the aims of arts, students should be able to:

- i. investigate a movement or genre in their chosen arts discipline, related to the statement of inquiry
- ii. critique an artwork or performance from the chosen movement or genre.

Objective B: Developing

Development of ideas through practical exploration provides the opportunity for active participation in the art form. Practical exploration requires students to acquire and develop skills/techniques and to experiment with the art form. Evidence of practical exploration cannot be limited to written form; for example, if a student is composing music, evidence should include musical notation and/or audio recordings; if a student is creating a piece of theatre, evidence should include script extracts and/or video recordings. To achieve the higher levels in criterion B i, students must evidence extensive and varied practical exploration and refinement of their idea(s). Students use both practical exploration and knowledge and understanding of art and artworks to purposefully inform artistic decisions.

In order to reach the aims of arts, students should be able to:

- i. practically explore ideas to inform development of a final artwork or performance
- ii. present a clear artistic intention for the final artwork or performance in line with the statement of inquiry.

Objective C: Create/Performing

The acquisition and development of skills is evident in both process and outcome. Formative assessment supports students' acquisition and development of skills and techniques in the process stage. The students' command of skills and techniques is demonstrated through the creation or performance of a finalized artwork that is summatively assessed.

In order to reach the aims of arts, students should be able to:

- i. create or perform an artwork.

Objective D: Evaluating

MYP arts promote the development and application of reflection and critical-thinking skills so that students become reflective practitioners. Through reflecting on their work and on themselves, students become more aware of their own artistic development and the role that the arts play in their lives and in the world. When evaluating their own artwork or performance, students should consider elements, techniques and context. The arts process journal should be used throughout the process stage to keep a record of reflections that students can refer to when developing the final reflection. Development as an artist includes development of personal skills, such as affective skills and problem-solving skills, as well as development of artistic skills and techniques. Students' reflections should answer the questions: "What have I learned that can be taken forward and applied to other projects?" and "What would I do differently if I did this project again?"

In order to reach the aims of arts, students should be able to:

- i. appraise their own artwork or performance
- ii. reflect on their development as an artist.

Sciences

“With inquiry at the core, the MYP sciences framework aims to guide students to independently and collaboratively investigate issues through research, observation and experimentation. The MYP sciences curriculum must explore the connections between science and everyday life. As they investigate real examples of science applications, students will discover the tensions and dependencies between science and morality, ethics, culture, economics, politics, and the environment.

Scientific inquiry also fosters critical and creative thinking about research and design, as well as the identification of assumptions and alternative explanations. Students should learn to appreciate and respect the ideas of others, gain good ethical-reasoning skills and further develop their sense of responsibility as members of local and global communities.

Learning science involves more than simply learning technical terminology. The MYP considers all teachers to be language teachers and, thus, MYP sciences should enable students to access, use and communicate scientific knowledge correctly and confidently in oral, written and visual modes.” (IB MYP *Science Guide* 2014, page 4)

All students at Franklin are enrolled in a science course each year of the program. Students are assessed in Science through four IB objectives:

Objective A: Knowing and understanding

Students develop scientific knowledge (facts, ideas, concepts, processes, laws, principles, models and theories) and apply it to solve problems and express scientifically supported judgments.

Tests or exams must be assessed using this objective. To reach the highest level students must make scientifically supported judgments about the validity and/or quality of the information presented to them. Assessment tasks could include questions dealing with “scientific claims” presented in media articles, or the results and conclusions from experiments carried out by others, or any question that challenges students to analyse and examine the information and allows them to outline arguments about its validity and/or quality using their knowledge and understanding of science.

In order to reach the aims of sciences, students should be able to:

- i. explain scientific knowledge
- ii. apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations
- iii. analyse and evaluate information to make scientifically supported judgments.

Objective B: Inquiring and designing

Intellectual and practical skills are developed through designing, analysing and performing scientific investigations. Although the scientific method involves a wide variety of approaches, the MYP emphasizes experimental work and scientific inquiry.

When students design a scientific investigation they should develop a method that will allow them to collect sufficient data so that the problem or question can be answered. To enable students to design scientific investigations independently, teachers must provide an open-ended problem to investigate. An open-ended problem is one that has several independent variables appropriate for the investigation and has sufficient scope to identify both independent and controlled variables. In order to achieve the highest level for the strand in which students are

asked to design a logical, complete and safe method, the student would include only the relevant information, correctly sequenced.

In order to reach the aims of sciences, students should be able to:

- i. explain a problem or question to be tested by a scientific investigation
- ii. formulate a testable hypothesis and explain it using scientific reasoning
- iii. explain how to manipulate the variables, and explain how data will be collected
- iv. design scientific investigations.

Objective C Processing and evaluating

Students collect, process and interpret qualitative and/or quantitative data, and explain conclusions that have been appropriately reached. MYP sciences helps students to develop analytical thinking skills, which they can use to evaluate the method and discuss possible improvements or extensions.

In order to reach the aims of sciences, students should be able to:

- i. present collected and transformed data
- ii. interpret data and explain results using scientific reasoning
- iii. evaluate the validity of a hypothesis based on the outcome of the scientific investigation
- iv. evaluate the validity of the method
- v. explain improvements or extensions to the method.

Objective D: Reflecting on the impacts of science

Students gain global understanding of science by evaluating the implications of scientific developments and their applications to a specific problem or issue. Varied scientific language will be applied in order to demonstrate understanding. Students are expected to become aware of the importance of documenting the work of others when communicating in science.

Students must reflect on the implications of using science, interacting with one of the following factors: moral, ethical, social, economic, political, cultural or environmental, as appropriate to the task. The student's chosen factor may be interrelated with other factors.

In order to reach the aims of sciences, students should be able to:

- i. explain the ways in which science is applied and used to address a specific problem or issue
- ii. discuss and evaluate the various implications of the use of science and its application in solving a specific problem or issue
- iii. apply scientific language effectively
- iv. document the work of others and sources of information used.

Physical and Health Education

“MYP physical and health education aims to empower students to understand and appreciate the value of being physically active and develop the motivation for making healthy life choices. To this end, physical and health education courses foster the development of knowledge, skills and attitudes that will contribute to a student’s balanced and healthy lifestyle. Through opportunities for active learning, courses in this subject group embody and promote the holistic nature of well-being. Students engaged in physical and health education will explore a variety of concepts that help foster an awareness of physical development and health perspectives, empowering them to make informed decisions and promoting positive social interaction.

Physical and health education focuses on both **learning about** and **learning through** physical activity. Both dimensions help students to develop approaches to learning (ATL) skills across the curriculum. Physical and health education contributes a unique perspective to the development of the attributes of the IB learner profile, promoting the health of individuals and communities.

Through physical and health education, students can learn to appreciate and respect the ideas of others, and develop effective collaboration and communication skills. This subject area also offers many opportunities to build positive interpersonal relationships that can help students to develop a sense of social responsibility. At their best, physical and health education courses develop the enjoyment, engagement and confidence in physical activity that students need in order to achieve and maintain a balanced, healthy life.

Physical activity and health are of central importance to human identity and global communities. They create meaningful connections among people, nations, cultures and the natural world, and they offer a range of opportunities to build intercultural understanding and greater appreciation for our common humanity.” (IB MYP *Physical and Health Education Guide* 2014, page 4).

All students at Franklin are enrolled in a physical education course each year of the program. All grades six and eight students at Franklin are enrolled in a health education course. Students are assessed in Physical and Health Education through four IB objectives:

Objective A: Knowing and understanding

Students develop knowledge and understanding about health and physical activity in order to identify and solve problems.

In order to reach the aims of physical and health education, students should be able to:

- i. explain physical and health education factual, procedural and conceptual knowledge
- ii. apply physical and health education knowledge to analyse issues and solve problems set in familiar and unfamiliar situations
- iii. apply physical and health terminology effectively to communicate understanding.

Objective B: Planning for performance

Students through inquiry design, analyse, evaluate and perform a plan in order to improve performance in physical and health education.

In order to reach the aims of physical and health education, students should be able to:

- i. design, explain and justify a plan to improve physical performance and health
- ii. analyse and evaluate the effectiveness of a plan based on the outcome.

Objective C: Applying and performing

Students develop and apply practical skills, techniques, strategies and movement concepts through their participation in a variety of physical activities.

In order to reach the aims of physical and health education, students should be able to:

- i. demonstrate and apply a range of skills and techniques effectively
- ii. demonstrate and apply a range of strategies and movement concepts effectively
- iii. analyse and apply information to perform effectively.

Objective D: Reflecting and improving performance

Students enhance their personal and social development, set goals, take responsible action and reflect on their performance and the performance of others.

In order to reach the aims of physical and health education, students should be able to:

- i. explain and demonstrate strategies that enhance interpersonal skills
- ii. develop goals and apply strategies to enhance performance
- iii. analyse and evaluate performance.

IB Rubrics

Students' knowledge acquisition for each subject is judged against levels of achievement on IB rubrics on a scale of 0-8. Each level of achievement has task-specific descriptions to indicate what the student needs to demonstrate for each level. All assessment criteria are aligned with each subject's objectives.

IB Level	Descriptor
0	Standards not met-Does not produce work that demonstrates understanding
1-Novice/ Beginning	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2 Novice/ Beginning	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3 Learner / Developing	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4 Learner / Developing	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
5 Practitioner /Using	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
6 Practitioner /Using	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
7 Expert/ Sharing	Produces high-quality, usually innovative work. Communicates comprehensive understanding of concepts and contexts. Demonstrates sophisticated critical and creative thinking. Transfers knowledge and skills with independence and expertise in a variety of classroom and real-world situations.
8 Expert/ Sharing	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.

(From IB MYP: *From Principles into Practice*, page 94)

Semester Grading Practice at Franklin Middle School

As an International Baccalaureate (IB) school we want our students to be inquisitive learners and to truly evaluate and assess their knowledge and proficiency on the concepts being taught.

At the end of each grading period, the students' grades were reported out by the four IB criteria. (Criterion A, Criterion B, Criterion C, Criterion D). At the semester, we will combine your child's overall score for each criteria to obtain one overall grade. The level your student achieved for their grade is described in the chart below. This grade is a reflection of a continuum of their learning based on IB rubrics.

*Combined criteria score = Criterion A + Criterion B + Criterion C + Criterion D

Combined Criteria Score*	IB Grade	GBAPS	Descriptor
1-5	1	F	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
6-9	2	D- to D+	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
10-14	3	D+ to C	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
15-18	4	C to B-	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
19-23	5	B- to B	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
24-27	6	B+ to A-	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
28-32	7	A	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.

(From *MYP: From Principles into Practice*, page 94)

Franklin Middle School
IB World School
IB MYP Assessment Policy 2023-24

I. Purpose

MYP Assessment at Franklin Middle school is learner centered, a shared process with teachers, students and parents, and provides meaningful feedback. The primary purpose of assessment is to inform the teacher, student and parents and to guide classroom instruction. Assessment allows students to see their strengths and weaknesses and allows them to set goals for future learning. Assessment is an ongoing process that does not just happen at the end of learning. There is an emphasis on both formative and summative assessment.

II. Definitions

Assessment - The process of gathering information on student learning from a variety of sources to understand how well students are achieving identified curriculum expectations.

Evaluation - The process of judging the quality of student work based on identified criteria and assigning a value to represent the level of achievement attained.

Formative Assessment – Formative assessment is the process of gathering information on student learning during the learning process. It involves constructive and specific feedback to students aimed to improve learning. Formative assessments may be entered into Infinite Campus as a tracking tool to assist teachers, parents/guardians and students on the progress of the student’s learning. Formative assessments may be taken into consideration when determining the student’s final grade.

- Performance Assessment: In MYP a performance assessment may be formative or summative depending on where the performance of understanding takes place in the unit. Through performance assessments, teachers can use the information to find out how to support students further (formative assessment) and whether the student has achieved the learning objectives (summative assessment) (From Principles into Practice Pages 85-86) Formative assessments may be taken into consideration when determining the student’s final grade.

Summative Assessments: Summative assessments may occur throughout the unit of inquiry. Summative assessments are designed to allow students to demonstrate achievement toward the expectations of a unit of inquiry. All grade level and subject area teachers will standardize all summative assessments prior to assessing student work. Summative assessments will be assessed using IB MYP criterion and evaluated using IB MYP rubrics using a scale of 0 - 8 achievement levels. Levels of achievement will be documented in our student management system, Infinite Campus. Summative assessments will be calculated as part of the student’s final grade.

- Performance Assessment: In MYP a performance assessment may be formative or summative depending on where the performance of understanding takes place in the unit. Through performance assessments, teachers can use the information to find out how to support students further (formative assessment) and whether the student has achieved the learning objectives (summative assessment) (From Principles into Practice Pages 85-86) Summative performance assessments will be calculated as part of the student’s final grade.

III. High Quality Assessment

Assessments are varied in type, and there are different purposes for assessments. At Franklin Middle School, we believe that regardless of purpose, there are shared characteristics of high quality assessments. These characteristics demand that:

- assessment is ongoing; it does not happen just at the end of a particular unit of study.

- teachers give students many opportunities to demonstrate their understanding.
- students self-assess and reflect using IB rubrics.
- assessments are differentiated.
 - assessment results inform teachers, students, and parents.
 - assessment results drive curriculum direction (reteach, enrich.)
 - assessments are both formative and summative.
 - assessments are based on a clear set of criteria.
 - assessments are relevant and appropriate; they assess knowledge and/or skills.
 - teachers give students timely feedback.
 - assessment results are easily understood by others.
 - assessment modifications are made when necessary.

We believe in using varied assessment tools in all grade levels. For example:

- Standardized assessments
- Rubrics
- Checklists
- Anecdotal notes
- Formal summative assessments
- Formative assessments
- Writing samples
- Self-assessments
- Response journals
- Product/Solutions

Assessment and Curriculum

- Assessments drive the curriculum and are aligned with the written and taught curriculum.
- Curriculum and assessments are aligned vertically, building on prior knowledge and skills.
- Assessments are designed to align with course outcomes, state standards, and MYP objectives and criteria.
- The IB MYP Global Contexts will provide the context for unit design and influence unit assessments.
- Teachers will write curriculum collaboratively using the MYP Unit Planner, assessments, and rubrics.
- Teachers teaching the same course will use common summative assessments.
- Rubrics are clarified using student-friendly language.
- Exemplars are made available to students.
- Assessments allow students to reach the highest level of achievement in the rubric descriptor bands.
- Modifications will be made for students with identified learning disabilities.

I. Practices

Assessment is used to support student learning and encourage student success. It is integrated regularly with instruction. Teachers use the results to better their teaching practices based on student needs. Assessments are used to determine necessary interventions for students in the areas of reading and mathematics.

Practices common to all subjects

1. Formative assessment is an integral part of instruction. Practices related to formative assessment include:
 - a. giving students frequent descriptive feedback on formative tasks.
 - b. giving students feedback that aims to improve performance.
 - c. giving students feedback that provides an incentive for improvement.
2. Summative assessments are used as the basis for determining the understanding of

- standards and/or learning goals. Practices related to summative assessment include:
- a. gathering information to reflect on teaching practices.
 - b. opportunities for students to demonstrate what they have learned.
3. Reporting of student achievement occurs formally each year:
 - a. Two verbal reports at Parent-Teacher Conferences in October and March.
 - b. Two written reports in January and June (semester report cards). At each semester, the student's level of achievement, a score of 1-7 for each subject group, will be reported out. This score is based on the student's combined overall score for each criteria, in each subject group, to obtain one overall score. A description of each achievement level will be attached to the report card. This grade is a reflection of a continuum of their learning based on IB rubrics.
 - c. Progress reports every six weeks are sent home to parents. At each six week grading period, the students' grades are reported out on a 0-8 scale for each of the IB criteria assessed.
 - d. IB MYP criterion based rubrics will be sent home after the completion of each summative assessment.
 - e. Parents and students have access to student achievement on Infinite Campus.
 4. Grading practices:
 - a. At the end of the semester, students will have **two weeks** to make up any missing work. At the end of a unit, all "Missing" work in IC represents a zero, flagged as missing and noted that "student did not complete work" until work is completed and turned in. Any work completed and turned in after the due date will be noted in IC as "late".
 - b. **Zeros:**
 - i. If a student has not met any of the descriptors on the rubric, the student will receive a zero.
 - ii. If a student does not provide evidence of learning (did not turn in the assignment) a *M (Missing) will be entered into Infinite Campus as a tracking tool to assist teachers, parents/guardians and students, and is counted as a zero at the end of the semester.
 - iii. Any time a zero is entered in IC a description will be added in the comment section.
 - c. **Extra Credit:** There will not be extra credit given to students. The student is always welcome to provide more evidence of the learning as determined by the teacher and student.
 - d. **Behavior/compliance:** Behavior/compliance is never attached to a grade. The grade is based on student knowledge/competency of the content based on standards.
 - e. **Retakes:** Students may not retake the exact same summative assessment. The student is always welcome to provide more evidence of the learning, within the timeframe of the unit, as determined by the teacher and student.

I. Professional Learning Assessment Policy

- All teachers will receive yearly training and review the assessment policy.
- All new teachers to Franklin Middle School will receive additional professional learning on the assessment policy.

District Assessment Requirements:

Name of Assessment	Content of Assessment	Purpose of Assessment	Frequency of Implementation	Proficiency Levels
Forward Exam	Mathematics Reading	Measure our students' achievement with regards to the Common Core State Standards	Grades 6 – 8 March - May	Advanced Proficient Basic Minimum

Forward Exam	Science (8 th only) Social Studies (8 th only)	Measure our students' achievement with regards to the Wisconsin academic standards	Grade 8 March-May	Advanced Proficient Basic Minimum
ACCESS for ELL's English Proficiency Test	Listening, Speaking, Reading, Writing Oral Language – 50% Listening + 50% Speaking Literacy – 50% Reading + 50% Writing Comprehension – 70% Reading + 30% Listening Overall Score – 35% Reading + 35% Writing + 15% Listening + 15% Speaking	To help educators, parents, and students better understand a student's development of English language proficiency on an annual basis.	Grades 6 – 8 December - February	Measure of proficiency 1 – 6
Dynamic Learning Maps (DLM)	Reading Mathematics	Measure our students' achievement with regards to the Wisconsin academic standards modified	Grades 6-8 March - May	Advanced Proficient Basic Minimum

Review Committee:

The Assessment Policy committee, with the support of subject departments, will continue to review, support, refine, and build our Assessment Policy on a yearly basis to ensure that we are meeting the needs of all our students. We will provide a yearly report to the entire staff and parents.

Green Bay Area School District

Board Policy 345.3

HOMEWORK

Homework should include activities that enrich, extend, stimulate or strengthen learning motivated or initiated in the classroom. Individual academic needs of students should be considered.

Student needs that justify homework include the following:

- Further development of skills and abilities that can be aided at home through practice and drill;
- Further development and reinforcement of lessons and concepts initiated during class;
- Completion of an assignment;
- Completion of lessons missed due to absence; and
- When the student might be interested in special research.

When assigning homework to students, teachers shall give consideration to the amount and timing of the homework in relation to other academic activity requirements of students (e.g., homework required by other teachers, grading period exams) and student accessibility to computers and specialized equipment.

A statement regarding homework shall be included in each teacher's course/classroom expectations. The statement shall include the effect homework will have on the student's grade.

LEGAL REF.:

Sections 120.12(2) Wisconsin Statutes
120.13(1) 120.44(2)

CROSS REF.:

110, District Mission and Beliefs
345.1, Grading and Reporting Systems
356, Tutoring

APPROVED: September 7, 1988

REVISED: June 20, 2005

Green Bay Area School District
Board Policy 346
ASSESSMENT PROGRAM

Balanced, ongoing assessment is essential to the District's mission of providing an education appropriate to each student. Systematic collection, interpretation and application of assessment data is necessary to ensure quality improvement of student achievement, accountability for teaching and learning, and appropriate program review.

In addition to standardized educational achievement tests, the District assessment plan shall reflect use of a variety of assessment methods appropriate to the target and purpose. These may include district assessments, informal teacher made assessments, instruments supplied by textbook companies, diagnostic assessments, test of learning aptitude, career awareness and aptitude/attitude assessments, portfolios, performance assessments and such tests required by state and federal laws.

The District expects all assessments to arise from clearly articulated achievement expectations, serve an instructionally-relevant purpose, utilize proper methodology, sample student achievement in an appropriate manner, and control for all relevant sources of bias and distortion that can lead to inaccurate assessment.

Summary District assessment data will be available to administrators, curriculum committees and the School Board. Appropriate student assessment reports will also be provided to the public as required by law. The District will establish student learning improvement targets which will be used longitudinally to measure progress on key District action steps. District level data will be used for curriculum development and evaluation, monitoring student learning, program development and evaluation, establishing Board goals, making budgetary decisions, and developing remediation plans at the classroom, building and District level when needed. Building level data will be used to monitor student learning, the effectiveness of curriculum, materials and instruction, to identify student groups with special needs, to provide accountability to parents/guardians, and to determine areas for building level staff development and study.

Assessment data on students will be collected for a variety of purposes. In addition to the summary data above, formative data will be collected in the classroom

- to provide feedback to both students and teachers about the progress students are making in learning the essential standards and benchmarks as articulated in the curriculum;
- to help students learn the material and help teachers adjust the instruction, while learning is taking place, in order that the learning will be most effective;
- to adjust teaching while it is occurring to take into account the results of the formative classroom assessment;
- to provide effective descriptive feedback to students while learning is occurring;
- to provide for the active involvement of students in their own learning through self-assessment and communication about their learning; and
- to involve students in setting individual learning goals to be able to self-correct during instruction.

When maintained by the District, except as otherwise provided by law, scores, grades, and other assessment data that are personally identifiable to an individual student are legally protected student records that will not be disclosed except as otherwise permitted or required by applicable law and by the District's student records policies. Such records obtained from any aspect of the District's assessment program shall remain confidential and only be provided to appropriate school personnel for educational purposes, to the individual student, and the student's parent(s)/guardian.

District staff involved with assessment or handling of assessment tools shall comply with standards for ethical and appropriate testing practices including:

- Follow District, State and Federal procedures for handling and tracking test materials before, during, and after testing;
- Ensure the integrity of testing environments by following standardized assessment procedures;
- Follow District, State and/or Federal procedures for proctoring assessments;
- Maintain confidentiality of assessment content;
- Provide only District, State, or Federally authorized assessment practice tools and materials for student use;
- Follow approved or allowable accommodations during assessments;
- Submit appropriate confidentiality agreement forms to District personnel;
- Follow proper procedures when reporting or investigating any alleged violation of test security provisions;
- Participate in all required assessment and security training; and
- Prohibit any person without sufficient and appropriate knowledge, skills, or training from administering assessments.

The District shall investigate all reports of violations of the assessment standards and take appropriate and required action in response to any findings of such investigations.

Should the District maintain an Internet site, information related to state required examinations designed to measure pupil attainment of knowledge and concepts in the 4th, 8th, 9th, 10th, and 11th grades shall be posted annually on the site.

Decisions regarding the assessment of students with disabilities and English language learners shall be made on an individual basis in accordance with legal requirements and established District policies and procedures.

District assessment practices shall be designed in such a way so as not to be limiting or discriminatory on the basis of sex, race, color, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, gender identity, gender expression, gender non-conformity, social, socio-economic or family status, physical attributes, disability/handicap or any other basis protected by state or federal law. All students will be given the opportunity to participate in District assessment activities, either in the regular format or in a modified format. Discrimination complaints shall be processed in accordance with established procedures.

LEGAL REF.:

Sections 115.415 Wisconsin Statutes

115.77(1m)(bg)

118.016

118.13

118.30

118.301

118.33(1m)(a)

118.33(6)

121.02(1)(r) and (s)

PI 8.01(2)(r) and (s), Wisconsin Administrative Code

PI 9.03(1)

PI 13

Individuals with Disabilities Education Act

No Child Left Behind Act of 2001

CROSS REF.:

346-Rule, Assessment Program Guidelines

110, District Mission and Beliefs

150, Board Powers and Duties (School District Leadership)

330, Curriculum Development and Instructional Improvement

342.1, Programs for Students with Disabilities

342.4, Programs for Children at Risk 342.5,

Title I Programs for Disadvantaged Students

342.9, Programs for English Language Learners
345.1, Reporting Systems and Grading
345.4, Grade Advancement
345.41, Fourth and Eighth Grade Promotion
345.6, Graduation Requirements
347, Student Records
411-Rule, Student Discrimination Complaint Procedures
423, Participation of Non-Public School Students in District Courses/Programs/Activities
Special Education Policy and Procedure Handbook

APPROVED: December 22, 1997

REVISED:

June 20, 2005

May 22, 2006

December 14, 2015

Green Bay Area School District
Board Policy 346- Rule
ASSESSMENT PROGRAM GUIDELINES

It shall be the responsibility of District officials and teaching staff to ensure that all student assessment and evaluation methodologies:

1. Are based on the standards, benchmarks and competencies students should know or are expected to learn.
2. Encompass and match what has been taught.
3. Reflect a variety of both formal and informal data collecting techniques.
4. Utilize a variety of assessment methods at the District and classroom levels.
5. Are on-going and consistent from one grade level to the next.
6. Are functional, practical and yield useful results for students and/or educational program improvement.
7. Yield results able to be communicated to and understood by students, administrators, teachers, parents/guardians and the general public.
8. Are used to define school and program improvement goals.
9. Provide feedback to students, teachers, and administrators on student progress.
10. Help students self-assess.
11. Can be used to help students set personal learning goals.
12. Strive to eliminate bias in content or procedure.

It is expected that quality assessment will lead to data driven decisions making aimed at improving student learning. However, data from assessments must be carefully interpreted and viewed with the context of the classroom. Communication of assessment results is key to engaging all stakeholders in improvement efforts. Assessment information must be disseminated and analyzed in methods that protect the privacy of the individual student while providing clear, understandable information to the receiver.

APPROVED: December 22, 1997

REVISED: June 20, 2005 May 22, 2006

Updated 10/2023 jb

**Franklin Middle School
IB World School
MYP Academic Integrity Policy**

I. Purpose

At Franklin Middle School, we believe that academic integrity is the heart of learning and central to the learner profile. “Academic integrity goes beyond a definition and well-structured school policy; it should be part of an “ethical culture” of any educational institution, be that a primary school or a university. It is an obligation which must be embraced and fostered by the entire school community, so students continue their future life, whether in higher education or in the workplace, in strict adherence to this principle” (Academic Integrity, October 2019, page 3). The MYP fundamental concepts, holistic learning, intercultural awareness and communication, focus on the development of the whole student and teaching academic integrity is an important factor as we develop our students. The IB Learner Profile is infused and an integral part of all that we do and believe at Franklin Middle School. Following the guidance of the Learner Profile (listed below from IB) especially being **principled**, helps students realize the importance of academic integrity and the importance of honoring the work and intellectual properties of others.

Inquirers - 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.

Knowledgeable - We develop and use conceptual understanding, exploring and knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers - We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators - 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.

Principled - 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.

Open-minded - 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.

Caring - 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.

Risk-takers - 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.

Balanced - 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.

Reflective - 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.

II. Definitions (from IB DP Academic Honesty, July 2011)

- a. **Paraphrasing**- The rewording of a text to give meaning.
- b. **Plagiarism** – The representation, intentionally or unwittingly of the ideas, words or work of another person without proper, clear and explicit acknowledgement.
- c. **Collaboration**- Working together on a common aim with shared information that is open and cooperative and does not allow for one’s work to be copied for assessment purposes.
- d. **Collusions** – Supporting malpractice by another candidate, as in allowing one’s own work to be copied or submitted for assessment by another.
- e. **Duplication of work** – The presentation of the same work for different assessment components and/or IB requirements.

- f. **Intellectual Property-** Material that results for the original, creative thought on one's behalf.
- g. **Academic Misconduct** – A behavior (whether deliberate or inadvertent) that results in, or may result in, the student or any other student gaining an unfair advantage (or that disadvantages other students) in one or more assignment component.
- h. **Summarizing-** A concise restating of a body of work.

III. **International Baccalaureate: Middle Years Programme (MYP) Academic Honesty Guidelines**

It is the role of the Head of School to:

- understand what constitutes academic honesty.
- understand what constitutes malpractice.
- understand the consequences of breaching the academic honesty policy.
- promote positive academic practices.
- hand out sanctions with teacher's and student's input.

It is the role of the teacher to:

- teach students the basic meanings related to academic integrity.
- educate students regarding intellectual property.
- educate students regarding the differences between collaboration and collusion.
- educate students in the various entities of plagiarism.
- instruct students in necessity and practice of acknowledging another's work, paraphrasing, summarizing, quoting and citation.
- be knowledgeable of and educate students regarding the uses of the Library Media Center.
- support and promote positive academic practice.

An academically honest student:

- exercises academic integrity in all aspects of their work.
- acknowledges the work of others, including material taken from other sources.
- observes the integrity of their own and other students' work.
- submits only his/her own work.
- gives credit to resources utilized via MLA format.
- knows what plagiarism, collusions, duplicating work and malpractice is.
- helps other students without just giving them the answer.
- strives to uphold academic integrity in all work .
- adheres to Green Bay Area Public Schools Middle School and High School Expectations

Parents/Guardians:

- encourage academic integrity for all work completed by students
- supports students' independent learning through encouragement and coaching
- reference Franklin Library resources on our website:
<http://franklin.gbaps.org/cms/One.aspx?portalId=570807&pageId=688049>
- reference Franklin Newsletter for updates
- informed of academic integrity through the Green Bay Area Public Schools Middle School and High School Expectations Book

IV. **Professional Learning on Academic Honesty**

- All teachers will receive yearly training and review on the importance of academic honesty and citation.
- All new teachers to Franklin Middle School will receive additional professional learning on academic honesty.

V. **Educating all students on Academic Honesty**

All students will be educated on the academic integrity policy and appropriate use policy for our district through the Library Media Specialist. Education will include intellectual property, copyright laws, plagiarism, internet rules and policy, and all IB academic integrity policy expectations. The academic integrity policy will be taught at the start of the school year in the courses that have the first first research project and instructed by our Library Media Specialist. The policies and procedures will be reviewed and

reinforced throughout the year by our Library Media Specialist, classroom teachers and Community Project Supervisors.

VI. Consequences of Academic Dishonesty

In the early years of the MYP, students will be educated on wrongful citations and be given the opportunity to receive feedback on proper citation prior to final submission. Students will be given the opportunity to redo and resubmit assignments that were plagiarized and/or did not contain proper citation and will not be punished for the resubmission. Teachers will re-teach how to properly paraphrase and cite with students as needed along with emphasizing why we properly give credit for others' work. The focus will be on reteaching for all academic misconduct and emphasizing the importance of academic integrity. Students involved in repeated and serious academic dishonesty will not receive credit for the original task/assignment/work submitted. Infractions of the Academic Integrity Policy will be handled on an individual basis including consultation with, but not limited to, the student, guardian(s), teacher, Head of School, IB Coordinator, School Counselor, and the IBO. Repeated academic misconduct will be noted in Infinite Campus for reporting and recording purposes.

VII. Review Committee

The Academic Honesty Policy committee, with the support of their departments, will continue to review, support, refine and build our Academic Honesty Policy once a year. We will review the policy every year to ensure we are meeting the needs of all our students and provide a report to the entire staff and parents yearly.

VIII. Green Bay Area School District: Cheating

Copying the work of others, and/or providing work and/or answers for others to copy and submitting it as one's own, or obtaining test information in other dishonest ways are forbidden. (Green Bay Area Public School District, Student Expectation Book)

Green Bay Area School District

Board Policy 771.1

USE OF COPYRIGHTED MATERIALS

I. PURPOSE

A. The Green Bay Area School District recognizes the value of varied instructional approaches, including the use of multimedia resources, for maintaining student interest in learning. Copyright laws protect the intellectual property rights of authors and other creators by making it illegal for anyone to duplicate copyrighted materials without permission. As a result, it is an expectation of the Green Bay Area Public School District that copyright laws will be observed in the District.

B. This Policy shall apply to any copyrighted materials that are duplicated, reproduced, distributed, performed, produced or displayed in connection with any District sponsored activity, on District property, or using District equipment or technology resources. In addition, it is the intent of the District that only appropriately licensed software, programs and applications shall be used with the District's technology resources or to otherwise conduct District programs or operations.

C. This Policy shall apply to all District employees, students and any other persons employed by or receiving compensation from the District.

II. IMPLEMENTATION

A. Compliance with Copyright Law.

1. Employees and students shall adhere to all provisions of applicable copyright laws and District policies and procedures. Employees and students who choose to use copyrighted materials are individually responsible for making a good faith determination as to whether the use falls within the Fair Use exemption.

2. As a general rule and absent any legal exception, employees and students of the District should assume that copyright restrictions apply.

3. Students and employees should actively seek guidance and direction from the District's Library Media Specialists or Legal Department or from an administrator in the event of any uncertainty regarding the appropriate and lawful use of copyrighted materials.

4. Where there is reason to believe that the material to be copied or reproduced falls under the copyright laws, prior permission shall be obtained.

B. General Prohibitions. The following are generally prohibited:

1. The use of District equipment for the purpose of violating copyright laws or District policies and procedures;
2. Copying copyrighted material to substitute for the purchase of that material;
3. Copyrighted material hosted on any District website or used as an attachment or link where permission has not been obtained from the creator or the material does not fall within the Fair Use guidelines; or
4. The distribution and/or transmission of a reading or performance of copyrighted works without permission from the copyright holder, except under the provisions of Fair Use.

III. NOTICE

A. The District shall notify all individuals covered under this Policy of the Policy's content and provide guidelines for use of copyrighted materials.

B. The District shall not be responsible for any copyright infringement or other costs incurred by the responsible individual.

LEGAL REF.: Section 943.70 Wisconsin Statutes U.S. Copyright Act (17 U.S.C. § 101, et seq.) Technology, Education and Copyright Harmonization Act of 2002 (TEACH Act) Digital Millennium Copyright Act of 1998

CROSS REF.: Employee Handbook 360, Instructional Resources and Services 361, Instructional Materials Selection 362, Library Media Centers 363, Utilization of Technology 363.1, Use of Technology in Education 363.2, Responsible, Acceptable, And Safe Use of Technology Resources 363.3-Rule, District Web Page Guidelines 522.7, Staff Use of Information Technology and Communication Resources 525, Staff Solicitations 672.4, Vendor Relations 771.2, Intellectual Property 850, Solicitations Involving the Schools 853, District Endorsements

APPROVED: February 20, 2017

Green Bay Area School District Board Policy 771.1-Exhibit

GUIDELINES FOR USE OF COPYRIGHTED MATERIALS

Today's new technologies have made learning and information gathering more readily available than ever before and have made it easier to reproduce or copy material. The District believes a balance must be achieved to meet the needs of society to have access to information and for proper remuneration for it. The following guidance is being provided to District staff and students to support the observance of copyright laws.

1. What does "copyright" mean? Copyright provides protection under the laws of the United States to the authors or creators of an original work. Works can be literary, musical, artistic, dramatic, audiovisual, architectural, as well as other creative works, including computer programs and website content.1 Copyright protection goes into effect at the start of the creation of the work. As a result, for copyright protection to apply it does not matter if the work is published or unpublished, whether or not the work includes a copyright notice, or whether the work is distributed in a printed, physical or digital format. Copyright gives creators the exclusive right to control how the work is reproduced, distributed, performed, displayed or transmitted.2

New technologies are constantly making information more readily available and easy to gather. Educators and students have access to a wide variety of resources including print, images, websites, sound media and moving-image media. In addition, our educational environment provides ample opportunities for the creation of multimedia presentations by both staff and students. For this reason, it is important that staff understand and abide by the copyright laws in order that the District provides the highest-quality resources to its students while respecting the rights of copyright holders. In addition, educators have the responsibility to lead by example and should assist students in learning and applying best practices with respect to the use of copyrighted materials.

It is the District's policy that all District employees and students shall adhere to all provisions of applicable copyright laws and District policies and procedures. Employees and students who choose to use

copyrighted materials are individually responsible for making a good faith determination as to whether the use falls within the Fair Use exception.

2. What Resources Can I Use in my Classroom?

District staff may use any of the following resources:

- a. Materials that have been purchased by, licensed to or created for the District.
- b. Materials created by District staff, purchased by District staff or where the District staff member has obtained permission from the holder of the copyright for use in their classroom.
- c. Materials that are available for use as a result of a Creative Commons license or similar notice of permission.
- d. Materials that are available in the Public Domain.
- e. Materials that are available on the Open Web that carry an “implied license” that would extend to classroom use.
- f. Materials that fall under the Fair Use exception in the Copyright Law.

3. What Do Some of the Terms Used in the Application of Copyright Law Mean?

- a. Materials Purchased By, Licensed To or Created For the District: The following are resources for accessing materials that have been purchased or legally obtained by the District for use in the classroom:
 - i. Library Media Centers - each school’s library media center has books and other materials available. You can check with your Library Media Specialist, Technology Integrator or principal to find out the various available resources.
 - ii. District Resources and Web Tools - access the approved resources at:
https://docs.google.com/document/d/1Aop-q8HBEAMxed-QHz_75ikvzBkmD3KvRFNya68q9Q/edit?usp=sharing.
- b. Obtain Permission: If you plan to use a resource that requires you to obtain permission prior to its use, permission for its use should be obtained from the holder of the copyright. Obtaining permission involves identifying the owner of the copyright, identifying what rights you are requesting, contacting the owner and negotiating for the permission to use the material and receiving any permission from the copyright owner in writing.
- c. Creative Commons License: Creative Commons is one of several public copyright licenses that explicitly tells users (including educators and students) what they are allowed to do with the work. Often times, the use of such works simply requires attribution and that any resulting work be made available via a similar Creative Commons license. One method of determining if the work has a Creative Commons license is using the following search engine: <http://search.creativecommons.org/>
- d. Public Domain: Public Domain means resources that are not protected by the copyright laws as a result of the expiration of the copyright due to age or resources that never had copyright protection. This includes works created by the government, works created prior to the advent of the copyright laws or material that has been made public by the copyright holder. Search engines (examples: http://www.readwritethink.org/files/resources/lesson_images/lesson1085/PDS_ources.html and <http://copyright.cornell.edu/resources/publicdomain.cfm>) are available for use as a starting point to determine if the resource is in the public domain. However, you should always check the resource for a copyright notice prior to its use.
- e. Open Web: Web-based material, including web pages, are protected under the copyright laws, whether or not the web-based resource is specifically labeled as copyrighted. In some instances, the web-based material may carry an implied license, which would allow the sharing, copying or printing of said information. If the implied license applies to a resource, attribution should always be given to the original creator. Educators should be cautioned, however, when making a determination as to whether the resource has an implied license. If there is reason to believe the resource may be protected by the copyright laws or that the resource has been pirated, the resource should not be used without first obtaining permission. Staff may wish to check with their Technology Integrator or Library Media Specialist for assistance prior to using materials on the open web.
- f. Fair Use Exception: Fair Use is a provision of the copyright law that places limits on the exclusive rights of copyright holders and allows copyrighted materials to be used and reproduced for purposes including, among other reasons, teaching. The four factors to be considered in determining whether copyrighted work falls under the Fair Use provision are:

- i. The purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes, such as teaching scholarship, research, news reporting, criticism or comment;
- ii. The nature of the copyrighted work;
- iii. The amount and substantiality of the portion used in relation to the copyrighted work as a whole; and
- iv. The effect of the use upon the potential market or value of the copyrighted work.

Prior to using a copyrighted resource in the classroom without a license or obtaining prior permission, these four factors should be applied to the specific intended use of the resource. The criteria will differ for each possible usage. Copyright law does provide some protection for educators who have made a good faith judgment of fair use. It is important, therefore, that teachers critically examine the above criteria and keep documentation on their good faith determination of reliance on the fair use exception prior to using a copyrighted resource.

4. How Do the Copyright Laws Apply to Information Technology?

Computer operating systems, software and cloud computing services are copyright protected and are governed by individual software license agreements that define the conditions of use and restrict the number of copies that may be retained and/or used at a given time. The use of cloud computing services and software on individual devices or servers must be in compliance with the license agreements. Fair Use shall not preempt or supersede licenses and contractual obligations.

The person assigned to the device is responsible to make certain that no unauthorized software is loaded on the device and only authorized cloud computing services are used.

5. How Do the Copyright Laws Apply to Multimedia and Print Materials?

Fair Use guidelines apply to student or teacher created multimedia projects and any accompanying print materials that incorporate copyrighted work. Fair Use ends when the multimedia project creator releases the product for broader dissemination, such as placing the project on the Internet for general use.

If broader dissemination occurs, permission must be obtained for all copyrighted portions of the project and the opening screen of the project must include a notice that certain materials included in the project were included under the Fair Use exemption of the U.S. Copyright Law and are restricted from further use.

Under certain conditions, school libraries may reproduce copyrighted works. Photocopies made for library use are not to be used for any purpose other than private study, scholarship or research. In addition, the use of certain copyrighted materials in distance education courses is permitted according to the Technology, Education and Copyright Harmonization (TEACH) Act.

6. How Do the Copyright Laws Apply to Performances and/or Displays?

How a performance or display can be used during a mediated instructional activity is defined in copyright laws. The use must include the following as well as other factors:

- a. The performance/display is made by, at the direction of or under the actual supervision of an instructor;
- b. The performance/display is directly related and of material assistance to the curriculum; and
- c. The performance/display is limited to the students and staff of the education institution.

APPROVED: February 20, 2017

Works Cited Granite School District. "Guidelines for School Use of Copyrighted Materials." Salt Lake City, Utah, Sept. 28, 2012.

<http://www.graniteschools.org/edtech/wpcontent/uploads/sites/26/2014/07/Guidelines-for-School-Use-of-CopyrightedMaterials.pdf> (Last accessed Jan. 10, 2017).

Andrew Sparkler and Susan Poliniak, The National Association for Music Education. "Licensing and Other Copyright Questions." Reston, Virginia, August, 2010.

<http://www.nafme.org/my-classroom/copyright/licensing-and-other-copyright-questions/> (This article originally appeared in the August 2010 issue of Teaching Music magazine) (Last accessed Jan. 10, 2017).

17 U.S.C. § 101, et. seq., available at <https://www.copyright.gov/title17/92chap1.html>.

Green Bay Area School District

Board Policy 771.2

INTELLECTUAL PROPERTY

I. PURPOSE

A. The Green Bay Area Public School District encourages its staff and students to develop materials, works, presentations and other Intellectual Property which will not only benefit the students of the District, but may benefit others as well. The District endeavors to provide an environment that inspires creativity and innovation and this Policy shall provide clarity as to ownership and proper use of Intellectual Property.

B. This Policy shall apply to all District staff, students, any other persons employed by or receiving compensation from the District and to third parties when included in the contractual agreement between the parties.

C. This Policy shall apply to currently existing Intellectual Property and to all Intellectual Property disclosed to the District after the effective date of the Policy.

II. DEFINITIONS

A. Byproduct. Byproduct means a new, original product that includes aspects of pre-existing Intellectual Property. Examples of Byproducts can include, but are not limited to, musical arrangements, motion pictures, art reproductions, sound recordings, translations and dramatizations or fictionalizations (e.g., a movie based on a play).

B. Creator. Creator means the individual or group of individuals who invented, authored, or were otherwise responsible for the creation of the Intellectual Property.

C. Intellectual Property. Intellectual Property means any invention, discovery, improvement, copyrightable work, computer program, trademark, service mark, logo, slogan, trade secret and licensable know-how and related rights. Intellectual Property also specifically includes individual or multimedia works of art or music, records of confidential information generated or maintained by the District, spreadsheets, formatted fields in records or forms within files, websites, URLs, databases, graphics, digital images, video and audio recordings, live video or audio broadcasts, performances, two- or three- dimensional works of art, musical compositions, executions of processes, film, film strips, slides, charts, transparencies, other visual/aural aids or CD-ROMs.

D. Employee. Employee means a person employed or otherwise compensated by the District, including staff members and employed students.

E. Publish or Publication. Publish or Publication means the physical distribution of copies of a work to members of the public by sale or other transfer of ownership, or by rental, lease or lending without restriction on its use. A public performance or display of a work will not of itself constitute a Publication.

III. OWNERSHIP

A. As a general rule and absent an agreement to the contrary, the District shall be the sole owner of all Intellectual Property created, directly or indirectly, through the use of District funds, resources or facilities, developed within the scope of employment by Employees, agreed to as a result of a written contractual agreement, or assigned in writing to the District. In the event any Intellectual Property has commercial possibilities, the Superintendent of Schools and Learning or his or her designee is authorized to secure copyrights, patents, etc., which will ensure the ownership of the Intellectual Property by the District.

B. Intellectual Property developed by an Employee outside of the scope of his/her employment with the District, without any compensation by the District, and prepared without the use of District funds, data, facilities and/or equipment (or is not a Byproduct of or otherwise uses pre-existing District-owned Intellectual Property) shall remain the Intellectual Property of the Creator unless the Creator assigns the Intellectual Property rights to the District in writing.

C. In most cases, Intellectual Property created by a student solely for the purpose of satisfying course requirements shall remain the Intellectual Property of the student, unless the student assigns ownership rights in the Intellectual Property to the District in writing or assignment of the ownership rights to the District is made a condition for participation in a course.

D. In order to facilitate joint work on teaching materials and support collaborative teaching, and notwithstanding the ownership rights otherwise granted by this Policy, Employees who contribute teaching materials used in jointly developed and taught District courses grant a nonexclusive, nontransferable

license to the District to permit other contributors to the course to continue using those jointly produced teaching materials in District courses.

E. Nothing in this Policy shall be construed as affecting the rights of a Creator to Publish. However, the Creator must agree to delay Publication or external dissemination at the District's request to permit the District to secure protections for Intellectual Property disclosed to it by the Creator.

IV. IMPLEMENTATION

A. Employees and students shall adhere to all provisions of applicable local, state, federal and international laws and District policies and procedures with respect to the creation, use or retention of Intellectual Property.

B. Employees shall have the responsibility to promptly disclose, in writing, to the District's Legal Counsel any Intellectual Property that is or would be owned by the District pursuant to this Policy.

1. Employees shall be expected to cooperate with the District in securing and protecting the District's Intellectual

Property, including cooperating in assigning title to any Intellectual Property to the District; obtaining patent, trademark, service mark, copyright or other suitable protection for the Intellectual Property; and in any legal action taken in response to infringement.

2. Intellectual Property rights may be lost if, for example, there is a nonconfidential public disclosure prior to filing a patent application. Accordingly, Employees whose District employment has led to a potentially patentable or

copyrightable discovery should maintain appropriate confidentiality in public communications until Intellectual Property rights are secured.

C. Intellectual Property produced by an Employee that is not owned by the District shall not be sold by an Employee to students, parents of students, or other Employees of the District while on the District's property or using the District's property or equipment without the express written permission of the District.

D. No Intellectual Property created by an Employee that is owned by the District may be sold, published or distributed by an Employee or former Employee of the District without the District's express written permission. An Employee who is an author of a book(s) or material(s) may not receive royalties on such item(s) sold for use in the school system during the Employee's active employment with the District without the express written permission of the District.

E. Employees shall be responsible for complying with any applicable Intellectual Property laws and District policies and procedures prior to distributing or sharing any item included in the definition of Intellectual Property of this Policy that is District-owned or District-created. In addition, Employees shall be responsible for securing the approval of Creator prior to distributing or sharing any such item.

F. If the District receives income from Intellectual Property disclosed to and licensed by or otherwise transferred to the District, it may, at the sole discretion of the District, determine to share some portion of the income received with the Creator.

V. NOTICE AND SANCTIONS The District shall notify all individuals covered under this Policy of the Policy's content and provisions.

LEGAL REF.: Federal Copyright Act (17 U.S.C., et seq.)

CROSS-REF.: Employee Handbook 363.2, Responsible, Acceptable, And Safe Use of Technology Resources 525, Staff Solicitations 672.4 Vendor Relations 771.1, Use of Copyrighted Materials 850, Solicitations Involving the Schools 853, District Endorsements

APPROVED: February 20, 2017

Updated 10/23 jb

**Franklin Middle School
IB World School
MYP Language Policy**

I. Purpose

At Franklin Middle School, we believe that language development is a part of every aspect of a student's day. Every person at Franklin Middle School contributes to the development of language learning. Language learning includes reading, writing, speaking, and listening. We believe in the importance of learning additional languages to help the development of the whole person. We value the diversity of our Franklin family and honor the diversity of our community. Our language of instruction is English. We currently offer Spanish and French as our Language Acquisition courses. Our current board policy 342.9 (see attachment) will be our guiding document for placement and support of English Language Learners.

II. Language Profile

At Franklin Middle School, in addition to English, there are nine other languages represented in the student population. Through self-reporting, fourteen percent of our families indicated another language is fluently spoken in the home. Spanish and Hmong tend to be the primary languages.

III. Definitions

- A. **Mother-Tongue/Home Language** –“The language(s) learned first; the language(s) identified as a “native” speaker; the language known best; the language used most.” Mother tongue is the language the student learned first and is the prominent language used outside the school for that student.
- B. **Second Language or Language Acquisition** – Language Acquisition describes the language learned subsequent to a first language with the goal of accessing the language with competency outside of the classroom, therefore actualizing the IBO Learner profile.
- C. **English Learners (EL)** – EL instruction is provided to those students for whom English is not the student's first language. An assessment by EL teachers will determine proper placement.

IV. International Baccalaureate: Middle Years Programme (MYP)

- A. **Primary Language Instruction** – The primary language of instruction at Franklin Middle School is English. Based on the Common Core State Standards, we provide a rigorous, balanced literacy program for all our students with the expectation of meeting or exceeding their grade level in English. All students will develop fluency in English.
- B. **Language Acquisition Instruction** – Language Acquisition is currently offered to our students in Spanish or French to encourage the students to learn a second language and appreciate the cultural diversity among our student population and community. It is the goal of Language Acquisition to support our students as they achieve bilingual proficiency. Language Acquisition must be sustained in the same language for all three years of the programme. The level a student is placed into Spanish or French will be determined on an individual basis and with teacher recommendation. Students whose reading level is below grade level will be evaluated on an individual basis for proper placement into Language Acquisition. The consultation team for the evaluation will include school counselor, Language and Literature teacher, Language and Literature special education teacher (if student is in special education), an administrator, literacy coach, and Language Acquisition teacher and department chair. Students new to Franklin Middle School during the school year will be placed into appropriate levels of Spanish or French during the school year except year 1 (Grade 6) students. Year 1 students will be enrolled in Introduction to Spanish and Culture or Introduction to French and Culture courses unless on an individual basis they are to be placed higher.
- C. **Language Acquisition Continuum** - Our Language Acquisition programme is a continuation of the curriculum that begins at our Primary Years Programme that supports the long-term goal of becoming bilingual in Spanish. Our students may continue at our Diploma Programme School to further their knowledge, skills, and cultural awareness of Language Acquisition.

- V. **Mother-Tongue/Home Language Support** - Franklin Middle School supports families whose native language is not English. We encourage the development of their mother tongue and culture both at home and at school. We support families coming into our school to share their language and cultures with our Franklin family. Translators are provided for all parents and guardians interactions when one is needed. A “language line” is provided for all teachers when a translator is not available. Language Line is a phone interpretation service to be used when a district interpreter cannot be accessed. Language line is a phone service that allows staff to have a 3 way call or have a

conversation with a parent or family member using speaker phone in any language necessary. All documents are provided in English, Spanish and Hmong to our school community.

VI. Constructed Responses:

All teachers are responsible for promoting language development within their curriculum. At Franklin, all teachers will emphasize the use of academic language and vocabulary, conversation, and constructed response writing to aid students in learning content

VII. Professional Learning on Language Policy

- All teachers will receive yearly training and review on our school's language policy.
- All teachers will receive professional learning on BEEF-UP yearly.
- All new teachers to Franklin Middle School will receive additional professional learning on our language policy and using BEEF-UP during literacy instruction.
- All literacy professional learning will be documented by our literacy coach.
- All teachers will receive yearly training and review on IB command terms and will teach and use command terms. The command terms will be documented in lesson plans and unit planners.

VIII. Informing community

- Parents and guardians will be informed about our language policy at our fall open house and it will be addressed in our school newsletter.
- Parents are invited at open house and IB information sessions to participate on the language policy team.
- Student council members will be invited to participate on the language policy team.
- Our language policy is available on Franklin Middle School's website.

IX. Review Committee – The Language Policy committee, with the support of their departments, will continue to review, support, refine and build our Language Policy once a year. We will review the policy every year to ensure we are meeting the needs of all our students and provide a report to the entire staff and parents yearly.

Green Bay Area School District

Board Policy 341.1

READING INSTRUCTION GOALS

Reading is a communication process integrated with other language processes such as listening, speaking, writing, and reasoning. As a language process, it must be grounded in the communication of meaning. The program design for comprehensive literacy encompassing these elements shall create a learning environment that encourages, recognizes, and values individual differences, respects individual needs, capabilities, and interests so that students reach proficiency and become contributing members of society.

A planned, comprehensive literacy program will provide authentic reading, writing, *listening and speaking** experiences in which students will learn and apply skills, as well as gain pleasure from reading, thereby developing lifelong reading habits.

The District shall:

1. maintain and update a language arts curriculum based on current standards, benchmarks, and best instructional practices;
2. place primary responsibility for instruction with the classroom teacher and will be systemic and occur at all academic levels and in all content areas ;
3. set expectations for student progress and establish the methods to monitor such progress;
4. provide supportive services, including remedial reading assistance, through appropriate staff;
5. provide programs for staff development through the auspices of the Staff Development Office and the Literacy Development and Support Office;
6. review instructional offerings and provide appropriate programming through an overall development program that encompasses phonemic awareness, phonics, word identification skills, vocabulary development, study and research skills, comprehension, and reading appreciation;
7. involve parents/guardians in home-school partnership efforts to help students reach their reading potential;

8. report the status of District achievement annually and work with individual schools to document building level programs; and
9. evaluate and report on the District reading program through School Board reports.

*added per best practices in literacy instruction

Green Bay Area School District

Board Policy 342.4

PROGRAM FOR CHILDREN AT RISK

The Green Bay Area Public School District will make every reasonable effort to help each student learn the necessary skills, concepts, and content of the courses in which he/she is enrolled. Staff members are expected to employ personalized instructional methods and utilize a variety of resources in providing assistance to help students attain the District curricular benchmarks.

For those children experiencing more severe difficulties and identified as “at risk,” the Board shall establish supportive programs to turn them into children of promise. Programs designed to prevent the development of difficulties and to remediate identified obstacles to school success shall be emphasized.

Current Wisconsin Administrative Code (PI 25) defines children at risk as pupils in grades 5 to 12 who are at risk of not graduating from high school because they are dropouts, or are two or more of the following:

- one or more years behind their age group in number of high school credits earned;
- two or more years behind their age group in basic skill levels;
- habitual truants;
- parents;
- adjudicated delinquents;
- eighth grade pupils whose score in each subject area on the state assessment was below basic level; or
- eighth grade pupils who failed to be promoted to the ninth grade.

School staff shall be alert for any student who is experiencing or has a history of excessive absenteeism; underachievement or poor classroom performance; behavior, social, emotional, or psychological problems; or who has experienced a traumatic event that may adversely affect him/her.

All programs developed for children at risk shall be designed to

- a. improve and expand educational opportunities for these children on an individualized basis;
- b. provide alternative courses or program modifications which satisfactorily meet the school district graduation requirements;
- c. encourage parental involvement;
- d. encourage cooperation with community support service agencies.

Students shall be identified and referred to these programs in accordance with state regulations and guidelines established by the administration. An annual report concerning children at risk shall be made to the Department of Public Instruction as required.

Green Bay Area School District

Board Policy 342.9

PROGRAM FOR ENGLISH LANGUAGE LEARNERS

The District shall provide appropriate programs and services for students enrolled in District schools who possess limited or no command of the English language. The purpose of these programs and services will be to help students acquire English language skills that will enable them to function successfully in an all English classroom and to meet established learning standards and benchmarks.

English Language Learner (ELL) students shall be identified as part of the school enrollment process. Once identified, their English proficiency shall be assessed, they shall be classified according to their

English proficiency level and they will be placed in an appropriate educational program. Specialized instructional materials and techniques designed to teach English to speakers of other languages shall be used in the District. The degree of curricular and instructional modifications, type of supportive services and their duration shall be determined individually and be based on the student needs. ELL students shall be provided with full access to supportive services available to other students in the District.

If a sufficient number of the ELL students identified are of the same language group to meet statutory requirements, the Board shall establish and implement a bilingual-bicultural education program as required by state law. The program shall reflect the cultural background of the ELL students and may include instruction intended to improve the skills of such students in the use of their native language for the purpose of enabling them to become proficient or advanced in all subject areas.

The District shall assess the English proficiency and academic progress of ELL students in accordance with legal requirements and established District procedures. Decisions regarding the administration of state-required tests to ELL students shall be made on a case-by-case basis. The District shall administer state-required tests to an ELL student unless a determination has been made that the results of the test, with allowable accommodations made for the student as needed, will not be valid and reliable indicator of the student's academic knowledge and skills. Any ELL student exempted from taking a state-required test shall be administered an alternative assessment approved by the Department of Public Instruction. The results of both state-required tests and alternative assessments shall be used consistent with District policies in making instructional, promotion and graduation decisions. Test results may not be used as the sole criterion in re-classifying an ELL student from a bilingual-bicultural education program or in determining grade promotion, eligibility for courses or programs, eligibility for graduation or eligibility for participation in postsecondary education opportunities. Exemption of an ELL student from taking a state-required test may also not be used as a sole criterion for making such a determination.

Parents/guardians of ELL students shall be notified of student testing arrangements and of educational programs and services available to help their children improve their English language skills and academic achievement. These notifications shall be made consistent with legal requirements and in such a manner as to ensure that the student's parent/guardian understands them.

updated 10/2023 jb

**Franklin Middle School
IB World School
Inclusive Education Policy**

I. Purpose

Each day we challenge and inspire students to love learning and to shape a better world. The purpose of the Special Educational Needs/Inclusion Policy is to ensure that students with identified learning needs are supported in ways that allow for the actualization of both the Franklin Middle School and IBO mission statements. Franklin Middle School is committed to making our classrooms safe, inclusive environments where every student has an opportunity to learn, grow and realize their potential to shape a better world.

II. Definitions

1. Individualized Education Plan (IEP) – a formal written plan developed for each student with a legally identified disability.
2. Inclusive Classrooms – classrooms that include students with a variety of learning needs with one or more teachers.
3. Accommodations – changes to instruction or assessment that allows an individual student to learn the curriculum and demonstrate that knowledge.
4. Differentiated Instruction – instruction in an inclusive setting that is tailored to the individual needs of a learner.
5. [Gifted and Talented](#) (GT) Identification –
SPECIFIC ACADEMIC AREA: 1. Three (3) STAR Scores NCE of 90+ in the area being considered (Reading OR Mathematics) This indicates that the student has demonstrated performance of at least **2 standard deviations** above the Mean in either Reading OR Mathematics, **OR** 2. A stanine score of 9 on the Verbal, Quantitative, or Nonverbal batteries of the CogAT a. Either Grade Stanine (GS) or Age Stanine (AS) is acceptable, b. A stanine score of 9 indicates “Very High” ability in the area being measured **AND** Samples of classroom work (examples: mathematics assessments, literacy assessments, end of course assessments, other coursework, etc.); Observation Forms completed by the teacher(s) and/or parent(s); Other evidence of content area giftedness
GENERAL INTELLECTUAL ABILITY: 1. Three (3) STAR scores of NCE 82 or above in both Reading AND Mathematics; For very young students, an overall NCE from STAR Early Literacy is acceptable; This indicates that the student has demonstrated performance of at least 1.5 standard deviations above the mean in both reading AND mathematics; **OR** Stanine scores of 9 in at least 2 of the CogAT batteries (Verbal, Quantitative or Nonverbal) or an overall ability profile score of 9; Either GS or AS is acceptable; A stanine score of 9 indicates “Very High” ability in the area being measured **AND** Samples of classroom work (examples: mathematics assessments, literacy assessments, end of course assessments, other coursework, etc.); Observation Forms completed by the teacher(s) and/or parent(s); Other evidence of content area giftedness

III. Principles

1. Franklin Middle School is committed to providing the IB Middle Years Program to every student regardless of specialized learning needs. Our classrooms are inclusive and welcome diversity of learning needs and styles. This Special Educational Needs/Inclusion Policy is designed to ensure that the special educational needs of individual learners are met within this context.
2. Students with special educational needs are identified and accommodated to provide equal access to the curriculum and assessments. As deemed appropriate by the IEP team, the Special Education teacher will work with the classroom teachers to ensure that differentiated instruction is provided in the regular education classroom for special needs students. We understand that differentiated instruction is good practice and do not confine differentiation exclusively to students with identified needs.
3. We believe that every student is the responsibility of every teacher. This demands that our teachers take ownership of the students with special learning needs in their classrooms and differentiate their instruction to meet those needs through content, process and products.

4. Students identified as gifted and talented by the district will be provided additional opportunities as defined by the district gifted and talented resource teacher and the classroom teacher that may take the place of regular education classroom work for a period of time. As deemed appropriate by the district, the gifted and talented resource teacher will work with the classroom teachers to ensure that differentiated instruction is provided in the regular education classroom for gifted and talented students as needed. We understand that differentiated instruction is good practice and do not confine differentiation exclusively to students with identified needs.

IV. Professional Learning on Special Educational Needs/Inclusion Policy

- All teachers will receive yearly training and review on having diverse classrooms and co-teaching with both special education teachers and the gifted and talented support teacher.
- All new teachers to Franklin Middle School will receive additional professional learning on diverse classrooms and the special educational needs policy.

V. All process and procedures will be followed in the Green Bay Area Public Schools Special Education Policies and Procedures..

VI. For students identified with special educational needs, regarding completion of the language acquisition or arts: The IEP team will determine if this class would be appropriate based on the student's ability and skills levels. The needs of the disability may result in a language acquisition or arts class needing to be exempted. This will be re-evaluated every year at the IEP team meeting.

VII. Review Committee – The Special Educational Needs (SEN)/Inclusion committee, with the support of the Special Education department and the Gifted and Talented Resource teacher, will continue to review, support, refine, and build our SEN Policy once a year to ensure that we are meeting the needs of all of our students. We will provide the policy to the entire staff and parents yearly.

Green Bay Area School District

Board Policy 411

EQUAL EDUCATIONAL OPPORTUNITIES

I. PURPOSE

A. The Green Bay Area School District is committed and dedicated to the task of providing the best education possible for every student enrolled in the District. It is the policy of the District to protect students from discrimination and harassment regarding a student's sex; age; race; religion; color; national origin; ancestry; creed; pregnancy; marital status; parental status; homelessness; sexual orientation; gender identity; gender expression; gender non-conformity; physical, mental, emotional or learning disability/handicap; or any other legally-protected status or classification.

B. This policy will apply to any acts of discrimination or harassment toward or by students on any school or District grounds, at school or District-sponsored activities, or in transportation to and from school and school or District-sponsored activities.

II. DEFINITIONS

A. Age. Age refers to the length of time that an individual has lived.

B. Ancestry. Ancestry refers to the country, nation, tribe or other identifiable group of people from which a person descends. It can also refer to the physical, cultural or linguistic characteristics of the person's ancestors.

C. Color. Color refers to a person's skin color.

D. Creed. Creed refers to a system of religious belief, including moral or ethical beliefs about right and wrong that are sincerely held with the strength of traditional religious views.

E. Gender Expression. Gender expression refers to the ways in which people externally communicate their gender identity to others through behavior, clothing, haircut, voice and other forms of presentation. Gender expression should not be viewed as an indication of sexual orientation.

F. Gender Identity. Gender identity refers to a person's deeply held sense or psychological knowledge of his/her own gender. One's gender identity can be the same or different than the sex assigned at birth.

G. Gender Non-Conformity. Gender non-conformity refers to a state in which a person has physical and behavioral characteristics that do not correspond with those typically associated with the person's sex.

H. Disability. Disability includes a physical or mental impairment that substantially limits one or more major life activities and includes individuals with a record of such impairment or are regarded as having

such an impairment. This includes students who are protected by Title II of the Americans with Disabilities Act and/or Section 504 of the Rehabilitation Act.

I. Homelessness. Homelessness is defined in Board Policy 411.2.

J. Marital Status. Marital status includes being married, separated, divorced, widowed or single.

K. National Origin. National origin refers to a person's, or his or her ancestor's, country of birth or a person who has physical, cultural or linguistic characteristics of a national origin group. This includes students born in the United States who have relatives that are from other countries and students whose dominant language is other than English.

L. Parental Status. Parental status means the status of being a parent or childless. A "parent" includes a step-parent, adoptive parent and foster parent. A student who is pregnant is considered a parent.

M. Pregnancy. Pregnancy includes pregnancy, childbirth or a medical condition related to pregnancy or childbirth.

N. Race. Race refers to a group of people united or classified together based on a common history, nationality or geography. It includes all races, not just members of a racial minority. Racial groups include American Indian or Alaska Native, Asian, Native Hawaiian or Pacific Islander, Black or African American and White. Bi-racial and multi-racial designations are also recognized.

O. Religion. Religion includes not only students who belong to traditional, organized religions, such as Buddhism, Christianity, Hinduism, Islam and Judaism, but also others who have sincerely held religious, ethical or moral beliefs.

P. Sex. Sex refers to the state of being male or female.

Q. Sexual Orientation. Sexual orientation means having or being perceived as having an emotional, physical or sexual attachment to another person without regard to the sex of that person, or having or being perceived as having an orientation for such attachment, or having or being perceived as having a self image or identity not traditionally associated with one's biological maleness or femaleness.

III. DISCRIMINATION

A. Consistent with legal requirements, the District shall not discriminate against any person on the basis of a protected status or classification as identified by law or herein in its curricular, career and technical education, co-curricular, student services, recreational or other programs or activities, or in admission to or access to programs or activities offered by the District. This includes, but is not limited to:

1. Admission to any school, class, program or activity;
2. Standards and rules of behavior, including student harassment;
3. Disciplinary actions, including suspensions and expulsions;
4. Acceptance and administration of gifts, bequests, scholarships and other aids, benefits and services to students from private agencies, organizations, or persons;
5. Instructional and library media materials selection and reconsideration;
6. Methods, practices and materials used for testing, evaluating and counseling students;
7. Facilities;
8. Opportunity for participation in athletic programs or activities; and
9. School-sponsored food service programs.

B. The District shall provide appropriate educational services and/or programs for students who have been identified as having a handicap or disability, regardless of the nature or severity of the handicap or disability, and regardless of whether the student qualifies for the District's special education programs. Facility modifications necessary to provide for appropriate access and participation for persons with disabilities shall be made to the extent required by law.

C. The District shall also provide for the reasonable accommodation of a student's sincerely held religious beliefs with regard to examinations and other academic requirements. Requests for accommodations shall be made in writing to and approved by the building principal. Accommodations may include, but not necessarily be limited to, exclusion from participation in an activity, alternative assignments, released time from school to participate in religious activities and opportunities, and to make up work missed due to religious observances. Any accommodations granted under this policy shall be provided to students without prejudicial effect.

D. This policy shall not be interpreted to prohibit the District from (1) placing a student in a school, program, class or activity based on objective standards of individual need or performance; (2) the use of special testing or counseling materials or techniques to meet the individual needs of students; (3) having separate programs in interscholastic athletics for males and females, provided the programs are comparable in type, scope and support from the District; or (4) having separate locker rooms, showers and toilets, provided the separate facilities are comparable.

IV. HARASSMENT

A. The District prohibits harassment by or toward students based, in whole or in part, on sex; race; religion; color; national origin; ancestry; creed; pregnancy; marital status; parental status; homelessness; sexual orientation; gender identity; gender expression; gender non-conformity; physical, mental, emotional or learning disability/handicap; or any other legally-protected status or classification which substantially interferes with a student's school performance or creates an intimidating, hostile or offensive school environment. Harassment includes, but is not limited to:

1. Unwanted or unwelcome physical contact including touching, pinching and/or brushing the body;
2. Verbal comments which insult, degrade or stereotype any person or group;
3. Physical interference with movement, activities or work;
4. Persistent requests for social/sexual encounters and favors;
5. Visual harassment, including derogatory cartoons, drawings or posters; and
6. Indecent exposure, including lewd and lascivious behaviors.

V. NOTICE AND IMPLEMENTATION

A. Complaints regarding the interpretation or application of this policy shall be referred and processed in accordance with the District's equal educational opportunities complaint procedures. The District encourages the informal resolution of complaints under this policy.

B. Annually, the District shall provide a Class I legal notice of this policy and its accompanying complaint procedures. In addition, a student nondiscrimination statement shall be included in student and staff handbooks, course selection handbooks and other published materials distributed to the public describing school activities and opportunities.

LEGAL REF:

Section 118.13 Wisconsin Statutes
PI 9 and PI 41, Wisconsin Administration Code
Title IX, Education Amendments of 1972
Titles IV and VI, Civil Rights Act of 1964
Section 504 of the Rehabilitation Act of 1973
Americans with Disabilities Act of 1990
Individuals with Disabilities Education Act (as amended)
Carl D. Perkins Vocational and Applied Technology Education Act of 1990
Civil Rights Act of 1991
McKinney-Vento Homeless Assistance Act (42 U.S.C. § 11431, et. seq.)
Every Student Succeeds Act of 2015
U.S. Supreme Court Decision – Martinez v. Bynum [461 U.S. 321 (1983)]

CROSS REF.:

411-Rule(1), Equal Educational Opportunities Complaint Procedures
411-Rule(2), Nondiscrimination Guidelines Related to Students Who Are Transgender and Students Non-Conforming to Gender Role Stereotypes
110, District Mission and Goals
333, Parent Rights and District Programs/Activities
342.1, Programs for Students with Disabilities
342.5, Title I Programs for Disadvantaged Students
342.6, Alternative Education Programs and Curriculum Modifications
342.8, Section 504/ADA Educational Opportunities

342.9, Programs for English Language Learners
411.1, Harassment and/or Bullying of Students
411.2, Homeless Students 420, School Admissions
434.1, Released Time for Religious Instruction
Special Education Policy and Procedure Handbook
Section 504/ADA Handbook
APPROVED: March 23, 1981
REVISED:
June 27, 1994
November 17, 2008
April 21, 2014
May 15, 2017

**Green Bay Area School District
Board Policy 342.1**

PROGRAMS FOR STUDENTS WITH DISABILITIES

The District affirms its responsibility to make appropriate special education programs and related services available to students with disabilities in accordance with state and federal laws and regulations.

The District recognizes that special education programs and services are a part of the total educational program in the District and not a separate entity. The District also recognizes the legal requirement that students with disabilities be educated in the least restrictive environment that is appropriate to their individual needs. Consistent with this philosophy, the District believes it is desirable that:

- (1) Students with disabilities participate to the maximum extent possible in regular education programs – academic, non-academic and co-curricular, along with students who do not have disabilities. When making educational program and placement decisions, consideration shall be given to the rights and needs of the student with the disability and other students.
- (2) The determination of the least restrictive environment for each student with a disability shall include, among other considerations, programs and services that would enable the student, to the extent appropriate, to participate in chronologically age-appropriate environments.
- (3) Programs for students with disabilities be distributed geographically within the District to the greatest degree appropriate and possible.
- (4) Students with disabilities have access to appropriate academic and behavioral interventions and supports to improve student achievement and promote positive learning experiences, just as students without disabilities have access to such interventions and supports.

Specific educational programs and services for a student with a disability shall be determined by an Individualized Education Program (IEP) team and be based on an assessment of the student's individual needs. Students with disabilities shall participate in academic assessments required by law, with or without accommodations, or alternate assessments as outlined in the student's IEP.

The Board delegates to the Executive Director of Special Education and Pupil Services the authority to determine the District employees who are authorized to serve as the Local Education Agency (LEA) representative on District IEP teams and in other special education processes. Employees authorized to serve as said LEA Representatives shall be in accordance with federal and state law.

The District utilizes a special education handbook that outlines guidelines and procedures to be used by District staff. The handbook also includes a section that outlines specific policies and procedures relating to students with disabilities. This section of the handbook shall meet legal requirements and be adopted by the School Board. The District may contract with its assigned Cooperative Educational Service Agency (CESA), other public school districts, and other qualified persons to provide special education programs and/or services whenever the District determines that such contracting would appropriately meet the needs of the student(s) and otherwise serve as an appropriate means of implementing the special education and related services defined in each student's IEP.

Within the parameters of state and federal laws governing the operation of programs for students with disabilities, there are due process safeguards for parent rights and appeal. Such provisions shall be adhered to by the District.

The Superintendent of Schools and Learning or his/her designee shall complete and timely submit all special education report forms, audit materials, and District plans as may be required by any state or federal agency in relation to the District's programs for students with disabilities.

Annually, the Board shall notify parents of each child with a disability enrolled in the District of the Special Needs Scholarship Program pursuant to Wis. Stat. § 115.7915 as required by state law.

LEGAL REF.:

Chapter 115, Subchapter V Wisconsin Statutes
Sections 118.13 118.30
PI 11, Wisconsin Administrative Code
Individuals with Disabilities Education Act
Section 504 of the Rehabilitation Act of 1973
Americans with Disabilities Act of 1990
No Child Left Behind Act of 2001

CROSS REF.:

110, District Mission and Beliefs
342.2, Homebound Instruction
342.5, Title I Programs for Disadvantaged Students
342.8, Section 504/ADA Educational Opportunities
343.1, Grouping for Instruction Guidelines
345.4, Grade Advancement
345.6, Graduation Requirements
346, Assessment Program
347, Student Records
411, Equal Educational Opportunities
424, Full-Time Public School Open Enrollment
751, Student Transportation Services
Special Education Policy and Procedure Handbook

APPROVED: October 27, 1980

REVISED:

October 28, 1991
June 20, 2005
December 14, 2015

Green Bay Area School District

Board Policy 342.3

PROGRAMS FOR GIFTED AND TALENTED STUDENTS

The District provides for the continuous identification of potentially gifted and talented students in intellectual, creative, artistic, leadership and academic domains. Multiple criteria such as achievement tests, product and/or performance evaluations, and parent, teacher, peer, and self-nominations will be used to identify gifted or talented students. A student may be identified as gifted or talented in one or more categories.

The School Board shall provide access to appropriate programs for students identified as gifted or talented. It is recognized that educational alternatives may need to be provided for such students. These alternatives may include acceleration beyond specific grade level, subject and/or course included in the

normal program and curriculum sequence consistent with a Board of Education approved program plan which will be periodically reviewed.

The District shall provide opportunities for parent participation in the planning of student's proposed program.

LEGAL REF.:

Sections 118.35 Wisconsin Statutes 121.02(1)(t)
PI 8.01(2)(t), Wisconsin Administrative Code

CROSS REF.:

110, District Mission and Beliefs
342.6, Alternative Education Programs and Curriculum Modifications
343.1, Grouping for Instruction
343.11, Student Programming and Schedule Changes at Secondary Level
343.2, Class Size
343.42, Youth Options Program
345.4, Grade Advancement
345.6, Graduation Requirements

411, Equal Educational Opportunities
812, Parent Involvement Gifted and Talented Program Plan

APPROVED:

June 28, 1993

REVISED: June 20, 2005

Green Bay Area School District

Board Policy 342.8

SECTION 504 PLANS AND SERVICES FOR STUDENTS WITH DISABILITIES

Pursuant to Section 504 of the Rehabilitation Act, the District shall provide a free appropriate public education (FAPE) to each eligible student within its jurisdiction who has a physical or mental impairment which substantially limits a major life activity. The District's duty to provide FAPE applies to each such student, regardless of the specific nature or severity of the student's disability. Further, the District shall not discriminate against any student based upon (1) any prior record of physical or mental impairment, or (2) a student being regarded as having a physical or mental impairment (e.g., based upon an assumption or perception of a disability).

The District utilizes a Section 504 handbook that outlines the District's guidelines and procedures to be used by District staff in identifying, evaluating, and providing reasonable accommodations to students with qualifying disabilities to allow said student to have an equal opportunity to participate in school and school-related activities.

The Executive Director of Special Education and Pupil Services is the District's designated Section 504 Coordinator. The Coordinator has primary responsibility for the administrative procedures used within the District to implement the requirements of Section 504 and this policy. The Coordinator shall also be responsible for ensuring appropriate staff training and professional development in connection with the District's obligations under Section 504, and for monitoring and evaluating the District's overall implementation of Section 504.

The District encourages informal resolution of complaints and concerns regarding the implementation of Section 504 procedures. Accordingly, the Section 504 Coordinator shall make efforts to address a parent's or guardian's complaints or other concerns by appropriate means. A parent or guardian (or adult student) who disagrees with the identification, evaluation, educational placement, or the provision of a

free appropriate public education of a student with a disability under Section 504, and who has been unable to reach a satisfactory resolution of the issue(s) with the District, has the right to request an impartial hearing. Such request for an impartial hearing must be submitted in writing.

Any person who believes that a student with a disability has been discriminated against, retaliated against, or harassed on the basis of the student's disability, or who believes that the District has otherwise violated Section 504 or its implementing regulations, may file a complaint through the internal complaint procedure established under the District's student nondiscrimination policy. A person who wishes to file such a complaint, or who requires more information about the complaint procedure, should contact the District's Section 504 Coordinator.

LEGAL REF.:

Section 118.13 Wisconsin Statutes
PI 9, Wisconsin Administrative Code
Section 504 of the Rehabilitation Act of 1973
Americans with Disabilities Act of 1990

CROSS REF.:

110, District Mission and Beliefs
342.1, Programs for Students with Disabilities
342.5, Title I Programs for Disadvantaged Students
342.6, Alternative Education Programs and Curriculum Modifications
343.1, Grouping for Instruction
343.11, Student Programming and Schedule Changes at Secondary Level
411, Equal Educational Opportunities
411-Rule, Student Discrimination Complaint Procedures
751, Student Transportation Services
Section 504/ADA Handbook
Special Education Policy and Procedure Handbook

APPROVED:

June 20, 2005
August 15, 2016

Community Project

All year three/grade eight students complete a community project as part of a well-rounded education and a culminating experience at Franklin Middle School. “The community project focuses on community and service, encouraging students to explore their right and responsibility to implement service as action in the community. The community project gives students an opportunity to develop awareness of needs in various communities and address those needs through service learning. As a consolidation of learning, the community project engages in a sustained, in depth inquiry leading to service as action in the community. The community project may be completed individually or by groups of a maximum of three students.” (Community projects guide, February, 2021, page 4). All year three/grade eight students will be conducting their project under a project supervisor and will meet with their supervisor during IB a Leader time.

As an IB World School, we connect our learning with the local and global community. We continue to find ways to contribute to those around us through our curriculum. Students display and educate the community about their projects and encourage others to reach out to local and global communities. All projects focus around one chosen global context and showcase the students approaches to learning skills. Students are assessed on their Community Project through four IB objectives:

Objective A: Investigating

Students should be able to:

- i. define a goal to address a need within a community, based on personal interests
- ii. identify prior learning and subject-specific knowledge relevant to the project
- iii. demonstrate research skills.

Objective B: Planning

Students should be able to:

- i. develop a proposal for action to serve the need in the community
- ii. plan and record the development process of the project
- iii. demonstrate self-management skills.

Objective C: Taking action

Students should be able to:

- i. demonstrate service as action as a result of the project
- ii. demonstrate thinking skills
- iii. demonstrate communication and social skills.

Objective D: Reflecting

Students should be able to:

- i. evaluate the quality of the service as action against the proposal
- ii. reflect on how completing the project has extended their knowledge and understanding of service learning
- iii. reflect on their development of ATL skills.



IB Quick Reference Sheet

Helpful websites for more information

www.ibo.org

Franklin Middle School [website](#)

Green Bay Area Public School District [IB website](#)

Franklin Middle School [IB website](#)

Contacts

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Acronyms and Vocabulary

IBO- International Baccalaureate organization

DP- International Baccalaureate **Diploma Programme**, a two-year comprehensive programme, designed for ages 16 – 19 or grades 11 and 12.

MYP- International Baccalaureate Middle Years Programme, designed for ages 11 to 16 or students in the 6th through 10th grade.

PYP- International Baccalaureate Primary Years Programme, designed for ages 3 through 12 or grades K–5.

References

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