

Student/Parent/Guardian **HANDBOOK**

Welcome to McKemy Academy of International Studies



Middle Years
Programme

● Tempe
Elementary
School District





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Mission

We inspire excellence by igniting curiosity, cultivating creativity, and encouraging compassion. Our mission is to launch leaders who are capable of thinking globally, aligning with the International Baccalaureate goal of developing knowledgeable and caring individuals prepared to make a positive impact on the world.



Vision

To make McKemy Academy an internationally recognized middle school by offering young scholars a small school environment where the unique needs of individuals are at the heart of learning; supported by innovative, inspiring, and dedicated educators, utilizing the most advanced resources available to promote fresh thinking, learning, creating, and communicating to make a positive impact in the local and broader global community.



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.



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Classes & Grading

Classes: All classes are required classes.
Students can choose what Arts class they prefer.

IB Required Courses	Conventional Course Names
Language and Literature	Language Arts
Mathematics	Mathematics
Sciences	Science
Individuals and Societies	Social Studies
The Arts	Art
	Music: World music, Band, Orchestra
	Theatre
Physical and Health Education	PE
Design	
Language Acquisition	Spanish



Grading: All classes use the same grading scale. The Arts and PHE may use different terms to describe categories.



IB Summative Assessments, Tests and Projects	55%
Formative assessments	25%
Classwork and Homework	20%



Assessment and Criteria

Purpose And Values

Assessment is a key component of teaching and learning and includes a balance of both formative and summative assessments. At McKemy Academy, our assessment practices reflect our philosophy of assessment:

- Assessment is authentic, rigorous, and student-centered,
- Assessment is differentiated
- Assessment is transparent and shared with teachers, students and parents
- Assessment provides meaningful feedback

Summative Tools and Feedback

Summative Assessments are criterion-related in all MYP subject areas.

The IB MYP provides

rubrics within each content area that align with the subject area objectives. Teachers use the IB MYP rubrics specific to their subject area, and the criteria being assessed, to determine student achievement levels. Rubrics are clarified using task-specific descriptors with student-friendly language.

Students are assessed against each of the MYP criteria a minimum of two times over the course of the year in each subject area. Feedback is provided on the rubric by highlighting achievement descriptors that were met and offering suggestions for improvement in order to reach the next level of achievement.

IB MYP Achievement Level 0-8	Point Value (out of 8)	Percentage (out of 100)
8	8	100%
7	7.44	93%
6	7.04	88%
5	6.64	83%
4	6.24	78%
3	5.84	73%
2	5.44	68%
1	5.04	63%
0	4-0	50-0%



Subjects	Criterion A	Criterion B	Criterion C	Criterion D
Language & Literature	Analysing	Organizing	Producing text	Using language
Language Acquisition	Listening	Speaking	Reading	Writing
Individuals & Societies (I&S)	Knowing and understanding	Investigating	Communicating	Thinking critically
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts
The Arts	Investigating	Developing	Creating/ Performing	Evaluating
Physical & Health Education (PHE)	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Design	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
Interdisciplinary Learning	Disciplinary grounding	Synthesizing	Communicating	Reflecting

Reporting Summative Grades

Teachers may use a 100 point scale or score according to the IB criteria point value of 0-8. The table shows how this would look in the grade book.



Academic Honesty Policy



Integrity, honesty and respect

At McKemy Academy of International Studies (MAIS), we prioritize academic honesty as a core value, closely aligned with the traits emphasized in the IB Learner Profile. We believe that fostering integrity in our students helps them grow into principled individuals who act with honesty and take responsibility for their work. As knowledgeable learners, students are expected to submit work that is authentic, original, and fully acknowledges the ideas of others, demonstrating respect for intellectual property.



Being effective communicators is also key to academic honesty. Students must express their own thoughts clearly while recognizing the contributions of others, ensuring their work is an accurate reflection of their own learning and understanding. Moreover, as caring individuals, they are encouraged to act with compassion and respect, both in their collaboration with peers and in their academic endeavors.

Our teachers serve as role models in promoting these values, ensuring students are guided on the principles of academic honesty, including proper research techniques and the ethical creation of projects. Academic dishonesty is taken seriously, and we provide students with the necessary tools to avoid malpractice and uphold the values of honesty, integrity, and respect.



Plagiarism & Collusion

Plagiarism involves taking someone else's work, ideas, or words and presenting them as one's own without proper acknowledgment. It is a serious form of academic malpractice. Examples of plagiarism include:

- Copying a friend's work and submitting it as one's own.
- Taking material from the Internet or other sources without giving credit through citations.
- Using sections from books, articles, or online sources without proper citation.

Plagiarism undermines learning and intellectual development.

Collusion, on the other hand, occurs when a student helps another commit plagiarism or malpractice. This includes:

- Allowing another student to copy one's work.
- Submitting work on behalf of another student.
- Sharing completed assignments with the intent of having it copied or misused.

Collusion is also a serious violation of academic honesty and is treated with the same gravity as plagiarism. Even though one may not have directly plagiarized, by enabling another student to do so, it compromises the integrity of one's own work and learning environment.

In both cases, it's important to act as principled learners, taking responsibility for one's own work and helping others maintain academic honesty.





Academic Honesty Policy



Use of AI in Academic Work

The integration of AI tools in academic work is becoming increasingly common, and while these tools can be beneficial in supporting learning, it is essential that students use them responsibly. Students must ensure that any content generated by AI is used as a supplementary resource rather than being submitted as their own original work. When using AI-generated content, students must critically evaluate, refine, and properly attribute any material that informs their assignments. Submitting AI-generated work as one's own without proper attribution is considered a form of plagiarism and will be treated as academic dishonesty. Students are encouraged to consult their teachers if they are unsure about how to appropriately use AI tools in their work. (created by ChatGPT)



Disciplinary Consequences of Plagiarism

Plagiarism is regarded as academic theft and results in a zero grade award by the IB. If plagiarism occurs at school the teacher will inform the Principal and they will conference with the student on the paper/ assignment in question. The teacher will notify the parents in writing of the incident.



After a student's work has been determined to be plagiarized, the Principal/Teacher may impose one or more of the following consequences:

- Resubmit the paper/assignment to be completed: The student will revise and resubmit a properly documented paper or assignment. We understand that younger students will make mistakes from time to time.
- No credit on the paper/assignment: The student will receive a zero on the paper or assignment.
- Probation: The student is placed on academic probation.



Service as Action

Purpose

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.

Requirements

6th grade- 10 hours of service

7th grade- 15 hours of service

8th grade- 15 hours of service

Opportunities

Throughout the year, students can gain their service both on and off campus. Off campus activities could include non-profit organization runs, volunteer days, etc., church related activities, scouting and individual family activities.

On campus activities include the yearly Hispanic festival, plays, sports managing, garden club, campus clean-up, and cafe cleanup.

All students will join the Day of Service in November for 5 hours of service.

Community Project

Criterion A: Investigating

What is the Community Project

The Community project is the capstone of McKemy Academy's three year IB MYP program. In the project, students focus on a community that has an issue they are interested in. They then come up with a way they can do service for this community. They research the issue, make a plan, take action and then reflect on their service.

Criterion B: Planning

When is the Community Project

The Community project takes place in the spring of the student's 8th grade year and extends for 8-10 weeks. It is not a class but the students are supported in their Individuals and Societies classroom at least once a week.

Criterion C: Taking action

How to take action in the Community Project

Students action can be direct (reading to dogs in shelters), indirect (making dog toys for dogs in shelters), advocacy (encouraging people to adopt dogs through social media) or research (studying the benefits of having pets). Students decide which type of action they are able to do and which type of action would have the most positive impact on the community of their choice.

Criterion D: Reflecting

Why have a Community Project

The Community Project helps students understand their community better by allowing them to look deeply into issues around them. After their indepth research, they are able to see that they can make a positive impact on issues surrounding them. This gives them confidence in the future to work on issues that are meaningful to them and see themselves as a changemaker.



IB Certificate Requirements



Purpose And Value

The purpose of an IB Certificate is to show institutions in higher educational settings that a student has achieved an education in an internationally recognized system that holds high value on independence in learning and thinking, as well as solid values as supported by the IB Learner Profile. High schools, colleges and universities will recognize the rigorous education that values the experience a student has gone through to make a positive impact in the local and broader global community.

Requirements

For students to participate in the end of the year 8th grade activities, and receive an IB Certificate, students must have completed 15 hours of Service as Action, as well as their Community Project. A passing grade of a 2 or higher on the Community Project is also required.

In addition students must have also completed all IB unit summative assessments.



Acknowledgement of Handbook Responsibility

We, the undersigned parent(s)/guardian(s) and student, acknowledge that we have received, reviewed, and understand the McKemy Academy of International Studies IB Handbook. We recognize that this handbook contains important information regarding the policies, procedures, and expectations of McKemy Academy.

We understand that it is our shared responsibility to be familiar with the contents of this handbook. We agree to read it carefully and to seek clarification from school personnel if any aspect is unclear.

Furthermore, we understand and accept that we are responsible for adhering to all the policies, procedures, expectations, and rules outlined in McKemy Academy's Handbook. We acknowledge that failure to comply with these guidelines may result in consequences as described therein.

By signing below, we affirm our commitment to knowing, understanding, and following McKemy Academy of International Studies Handbook.

Parent/Guardian Signature: _____ Date: _____

Parent/Guardian Printed Name: _____

Student Signature: _____ Date: _____

Student Printed Name: _____

Promotion Year: _____



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