

# Langford Middle School Student - Parent Handbook

2020– 2021



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Principal

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3019 Walton Way  
Augusta, Georgia 30909  
Phone: 706-737-7301**

Student/Parent Handbook  
2020 – 2021

**This Handbook Belongs To:**

**Name:** \_\_\_\_\_

**Grade:** \_\_\_\_\_

**Homeroom Teacher:** \_\_\_\_\_

**Richmond County Schools Mission Statement:**

Building a globally competitive school system that educates the whole child through teaching, learning, collaboration, and innovation.

**Richmond County Schools Vision Statement:**

The Richmond County School System will provide an equitable education for all students to prepare them for life beyond the classroom.

# Langford Middle School is an International Baccalaureate World School

At the heart of the International Baccalaureate programme is the IB Learner Profile. Successful implementation of the IB learner profile in a school will result in a learning environment in which the aims and values of the IB programme are strongly evident and embraced by all members of the community.

## IB learners strive to be:

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

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

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

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

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

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

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

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

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

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

## Langford Middle School

### **MIDDLE SCHOOL PROMOTION INFORMATION 2018-2019**

#### **MIDDLE SCHOOL (6-8)**

A student shall be promoted when, in the professional judgment of the teacher/s and the principal and other professional school staff, he/she has successfully mastered the identified instructional standards of Georgia Public Schools and Richmond County Board of Education.

**Grades 6-7:** To meet promotion requirements, a student must obtain a passing grade in Mathematics and English Language Arts and pass either Science or Social Studies and at least half of the Connections courses they are taking in the school year on the Richmond County Board of Education Report Card as an indication of level of mastery of essential standards.

#### **Georgia and Richmond County Promotion Requirements for Grades 8**

No eighth grade student shall be promoted to the ninth grade that does not receive a determination of Grade Level or Above on the Georgia Milestones End of Grade Assessment in the area of Reading and to attain an achievement level in Mathematics of "Developing Learner", "Proficient Learner", or "Distinguished Learner" on the mathematics section of the Georgia Milestones End-of-Grade Assessment.

In addition, students must obtain a passing grade in Mathematics and English Language Arts and pass either Science or Social Studies and at least half of the Connections courses they are taking in the school year on the Richmond County Board of Education Report Card as an indication of level of mastery of essential standards.

**PLEASE NOTE THAT SPECIAL EDUCATION AND 504 STUDENTS FOLLOW THE SAME GUIDELINES FOR PROMOTION AND RETENTION.**

## General Information

**Accidents** - In the event of a serious accident, parents are notified immediately. In order to provide security of students and families, it is very important that the main office and guidance office have updated telephone numbers on file at all times. Emergency medical treatment will be provided until parents arrive. However, the school will not be responsible for charges or subsequent treatment.

### **Attendance at School**

Regular attendance in school is essential for a quality education. We encourage students to be present every day. Daily attendance will make students more closely associated with classmates and will dramatically improve educational progress. The time missed from class results in significant loss of valuable educational experiences. Every student needs to make "perfect attendance" his/her goal for the year.

Absences- State law requires that students between the ages of seven and sixteen attend school except for the specific reasons listed. In case of a necessary absence from school, a written excuse from a parent or guardian stating the reason for the absence is required.

**This excuse must be given to the homeroom teacher on the day the student returns to school.**

State law recognizes the following reasons as legal absences:

- Personal illness.
- Family death and funeral.
- Medical or dental appointments that cannot be scheduled outside school hours.
- Attendance of non-school activities or functions authorized by the superintendent or designee.
- Special and recognized religious holidays observed by the student's faith.
- Mandate or order of government agency.
- Extreme circumstances that cannot be resolved outside school hours; parent or guardian must request and receive approval from the principal or designated representative.
- To visit with the child's parent or legal guardian prior to deployment or during leave from an overseas assignment to a combat zone or combat support position, up to a maximum of 5 school days per year.

\* Parents will be notified when a student has his/her second unexcused absence and will receive notification by mail when a student has his/her fifth unexcused absence.

The school shall not allow a student to participate in any extra-curricular, co-curricular activities or cooperative work experience, if the student was not counted present for the school day. For absences subsequent to the fifth (5<sup>th</sup>) unexcused absence, the student shall not be allowed extracurricular participation without a physician's note or other excuse from an acceptable or official third party justifying the absence.

### **Prearranged Absence**

Parents are encouraged not to take their child out of school for vacation. If parents find it necessary for students to miss school due to an out of town trip or college visit (limit 5 days

per year). The parents should discuss the matter with the administrator to make necessary arrangements and submit a completed Prearranged Absence Form to the school administration. Requests for prearranged absences must be completed and submitted to the administration at least one week prior to the dates of absence. Approved prearranged absences are designated as excused. The student will be allowed to make up his/her academic work without penalty.

Procedures:

1. Submit a completed Prearranged Absence Form to the school office at least one week prior to the absence.
2. After reviewing the request, the school administrator will make the decision whether to approve or disapprove the request.

For best research based practices and strategies click link below

<https://www.gadoe.org/External-Affairs-and-Policy/Policy/Pages/Student-Attendance-Improvement.aspx>

**(For more detailed attendance information, please see pgs. 10-13 in the official Code of Student Conduct and Discipline Handbook)**

### **Arrival at school**

Students are not allowed on campus until 8:30 a.m. Breakfast begins at 8:40 a.m., when the teachers assume responsibility, not before.

### **Early Check-out from School**

Parents are urged to make students' dental, medical, and other appointments after school hours. If it becomes necessary for students to check out during the day, parents are asked to report to the office and sign students out. **Parents, guardians and other approved adults must be listed on the students' registration form in order to pick them up.** All parties are subject to showing picture identification before the office personnel calls a student from class. A note should be sent by a parent or guardian indicating plans for early release of a student. If a note is not sent the parent or guardian will be asked to write one when they arrive to check the student out.

Students must have parent or guardian permission before early check out will be permitted. No student will be allowed to check him/herself out, walk home, or leave the school campus with a friend or relative without **written** and confirmed parental or guardian permission. **Changes in the way a student travels home cannot be made over the telephone.**

Students must arrive by 12:30 p.m. in order to receive credit for the day.

### **Tardy Policy**

A student is tardy when he or she enters the classroom or homeroom after the ringing of the tardy bell. The following disciplinary procedures will be followed each school year, and accumulated for each of the two nine weeks (first semester and spring semester).

Lawful excuses for tardiness are as follows:

- A. Instances where the student has a medical or dental appointment, which cannot be reasonably scheduled outside of the school day. A signed written statement from the appropriate physician shall be required to validate a tardy for a medical or dental reason.
- B. Appearances before a court when required by subpoena. A copy of said subpoena is to be furnished to the school to validate a tardiness caused by the court appearance.
- C. In special situations, which rarely happen, but are not likely to recur, such as when a parent brings a child to school, if the Principal concurs with the circumstances.
- D. Under unique and rare circumstances, not specifically covered by these exceptions, whereby it would be inappropriate to punish the child for being tardy. Provided, however, that before a legal excuse for tardiness can be given in these circumstances, the Principal must review the matter with the Superintendent or designee and have the Superintendent or designee and have the Principal's decision to grant an exception where circumstances and policy would warrant.

### **Consequences for Tardy Policy Violation**

Grades 6-12:

#### 1-2 Tardies:

Verbal notification to student by the appropriate school official.

#### 3<sup>rd</sup> Tardy:

Parents will be notified

#### 5<sup>th</sup> Tardy:

One (1) hour of In-School Suspension (ISS)

#### 8<sup>th</sup> Tardy:

Two (2) hours of In-School Suspension (ISS)

#### 11<sup>th</sup> Tardy:

One (1) day of suspension (OSS)

#### 16<sup>th</sup> Tardy:

Three (3) days of suspension (OSS)

#### 21<sup>st</sup> Tardy:

Five (5) days of suspension (OSS)

### **Early Dismissals**

A written note signed by a parent or guardian is required before a student may be dismissed early. The note should indicate the student's homeroom teacher, date, time to be dismissed, a phone number for verification, and the name of the individual picking up the student if different from the parent. Students will not be released to anyone other than the parent/guardian or other authorized person(s). Students should give the note to the homeroom teacher who will send it to the office. The office will confirm the note.

**There will be no dismissals between 3:45 – 4:00.** This is an extremely busy time of day preparing for dismissal, so please arrange an earlier time or allow the student to leave with the regular dismissal process.

**ALL STUDENTS MUST STOP BY THE OFFICE TO BE SIGNED OUT.**

Students should schedule appointments after school hours if at all possible. Any student that is excused from school for an appointment is expected to make up the class work for that day.

VERIFICATION OF APPOINTMENTS FROM DOCTORS OR DENTISTS IS REQUIRED.

***To be counted present a student must attend at least half of the school day (12:30). It is the student's responsibility to ask for make-up work.***

### **Bus Transportation**

You are expected to ride the bus to which you have been assigned and to get off at your assigned bus stop. You will not be allowed to ride another bus to go home with a friend except in serious family emergency situations. A note must be sent to the school office on the date of emergency to secure permission to ride another bus. Drivers will not allow students to ride an unassigned bus or to get off at a different stop without administrative and parent approval.

### **Bus Regulations**

It is absolutely essential that students cooperate with the bus driver, school bus patrol, and school officials. Failure to do so will automatically give cause for temporary or permanent bus suspension.

Each student must remain seated and his/her conduct must be such that a driver's attention will not be diverted.

Students should respect property whether it belongs to the State, Federal Government, Richmond County Board of Education, or an individual.

It is expected that the driver will report all incidents of misconduct to the administrators.

Bus students are under the supervision of bus drivers. Reported acts of misconduct on the bus will be investigated. First offenses will receive a warning. The second offense will result in suspension from riding the bus. Continued offenses could result in suspension from riding the bus for the remainder of the year. If, upon the first offense, it is determined that the offense is serious enough, suspension could result immediately.

The school administration does not control the bus routes or the arrival and departure times for the busses. Please contact transportation for these types of concerns

### **Falsified Addresses and Enrolling Out of Zone**

In accordance with the Board of Education policies and procedures, each student is expected to enroll in the school for which such student is zoned. **Those students who intentionally falsify or have falsified their addresses and who enroll in a school for which they are not zoned by Board of Education policies, upon being discovered, shall be withdrawn and shall be allowed to enroll in their zoned school.** The Superintendent or Deputy Superintendent, upon the request of the Principal or the student and their parent or guardian, shall have the authority, where circumstances warrant, to make an exception to this policy upon such circumstances as when a child is so young that the parent or guardian have improperly done the enrolling and the child was not a knowing party to the falsification and out of zone attendance; where the child is classified as a homeless child in which case the regulations governing homeless enrollment shall apply; and in peculiar family situations on a case by case basis where the circumstances are legitimate and established through affidavits or other written documentation to the satisfaction of the Superintendent or Deputy Superintendent and where necessary, with the advice from



the Board attorney. Refer to School Assignment in the Code of Student Discipline and Conduct, page 3, for related information.

**\*ALL THIRD PARTY LETTERS ARE SUBJECT TO HOME VISITS FOR VERIFICATION**

**Dress Code for Students**

**Rule 14: Dress and Grooming**

A student shall not dress, groom, wear or use emblems, insignias, badges, or other symbols where the effect thereof is to distract unreasonably the attention of other students or otherwise cause disruption or interference with the operation of the school. The principal or other duly authorized school official shall determine whether any particular mode of dress, apparel, grooming, or use of emblems, insignias, badges, or other symbols result in such interference or disruption, as to violate this rule and shall give notice of such interference or disruption, and its cause, to all students by announcement or posting at the school.

Students shall at all times adhere to the following guidelines:

- A.** Rules governing body cleanliness, modesty, and neatness of appearance and good grooming. Under all circumstances, the attire must conform to the county dress and grooming policy.
- Extreme hair color and/or styles, body piercing, or style of dress that may cause a disruption to the learning environment or school program will not be allowed.
  - **Coats and Jackets** - Coats and jackets shall be the appropriate size for the wearer, shall not be overly baggy so as to distract or otherwise cause disruption or interference with the operation or safe conduct of the school.
  - **Shirts or Blouses** – Unacceptable attire includes clothing that exposes the torso such as see through garments, halters, spaghetti straps, backless dresses, tube tops, tank tops, or muscle shirts, bare midriff outfits, or shirts or blouses that are tied at, or may rise above the waist.
  - **Skirts, Shorts, and Dresses** – Skirts, shorts and dresses must be fitted at the waist and must be at a length at least equal to the longest part of the fingertip when hanging down by the side of the student, which should be mid-thigh area. The school board deems miniskirts to be disruptive and they are not allowed. This includes skirts and dresses and includes any opening, such as a slit, that exposes the thigh above the fingertip/mid-thigh area previously described herein.
  - All pants, including jeans, must be without cutouts or holes that expose the skin above the finger/tip/mid-thigh area previously described herein. They must be fitted at the waist and must not be baggy or oversized or undersized and not sagging. Pants must not drag the floor. Leggings are considered an accessory and are to be covered by the appropriate length skirt, dress or other garment. Unacceptable shorts include, but are not limited to, spandex-style “bicycle” shorts, short-shorts, running shorts, and boxer-type shorts or any see-through garment.

- **Belts and Straps** – Belts, if worn, must be secured at the waist and buckled. All straps must be fastened, and sashes must be tied. **Excessively large belt buckles are prohibited.**
- **Shoes** – Shoes should have a back or a heel strap. Shoelaces should be tied. No shower shoes, flip flops, thong shoes, or house slippers are allowed. At all times student safety should be considered in shoe selection.
- **Head Covers** – No hats, scarves, sweatbands, bandanas or head covers may be worn in the building.
- Fraternity and sorority insignias on clothing are forbidden.
- Sunshade and/or dark glasses will not be worn inside the school building unless prescribed by a physician or another person who is professionally qualified to make such recommendations.
- Students shall not wear clothing (shirts, caps, etc.) that will in any way promote or advertise the use of narcotics, alcoholic beverages, tobacco or stimulant drugs which are illegal for any such student to use.
- Suggestive, vulgar, or obscene pictures and/or language on clothing are forbidden.
- Any symbol or article of clothing that is gang related as defined in Rule 22, is prohibited.
- "Grills" or metallic caps on the teeth are prohibited.
- **Uniforms-** Athletic, Jr. ROTC, and other school approved uniforms must meet the guidelines of the county dress code.

**Nothing in this code shall exclude provision for reasonable necessary dress and grooming regulations for special classrooms and extra-curricular activities. This policy applies to all school activities. The principal of each school shall be responsible to carefully monitor this necessary modification.**

## **Consequences**

### **Grades 6-8**

#### First Offense

The principal or designee will communicate the dress code policy to the parent or guardian and the student. The student will receive a dress code violation warning.

#### Second Offense

One (1) hour In-School Suspension

#### Third Offense

One (1) Day In-School Suspension with written notification (discipline referral form)

#### Fourth Offense

Three days In-School Suspension with written notification (discipline referral form)

#### Fifth Offense and Subsequent Offenses

Three Days of Out-of-School Suspension with written notification. For chronic offenses, refer to rules 17, 20, 23, 24, 25, & 27.

\*\*Violations will accumulate throughout the entire school year.

### **Eligibility for Extracurricular Activities**

Eligibility for participation in any extracurricular activity will be based on grades earned during the semester prior to that activity. Criteria for participation will include academic, behavior, and effort grades. You must maintain satisfactory grades in all areas and acceptable behavior in order to represent Langford Middle School as a participant in extracurricular activities. It is your responsibility to be aware of the requirements for the various activities and organizations.

### **Insurance**

Unfortunately, accidents do happen. Even though you have other insurance, parents are encouraged to take out school insurance each year; it is an inexpensive means of making sure your student has coverage in case of an accident at school. All students involved in athletic activities are required to show proof of insurance coverage, either personal or school, before participating in try-outs and practice. Girls who plan to try-out for cheerleading in the spring must be covered before practice/try-outs.

### **Student Food Services**

Breakfast will be served from 8:40-9:00 a.m. Students must have finished breakfast, cleaned their tables, and be in homeroom by 9:00. Students arriving on late busses will be provided breakfast upon arrival with a pass.

When preparing a "sack" lunch, your cooperation is requested. Students may bring a thermos, juice package or purchase milk. No sports (squeeze) bottles, carbonated or canned drinks will be permitted. Candy is not allowed in school.

Students sit in the assigned areas and practice good manners at all times. Students are responsible for clearing eating areas and placing trays where instructed.

### **Homework**

The faculty and administration of Langford Middle School believe that homework is a valuable learning experience. Homework can accomplish any or all of the following:

- a. reinforce academic skills introduced in the classroom
- b. increase learning time (time on task) thereby increasing student achievement
- c. communicate the curriculum to parents
- d. encourage self-discipline in the student
- e. assist the students in becoming more self-directed
- f. provide for different rates and styles of learning

We believe that skills and concepts are reinforced through assignments completed outside the school. Through homework, students have the opportunity for enrichment, extension and/or remediation of instructional goals and the opportunity for practice of basic skills.

### **Make-Up Work**

- a) Upon returning to school, it is the student's responsibility to contact the teacher(s) to request make-up work. The teacher shall promptly and courteously allow students the opportunity to make up missed assignments and tests. The contact

should be made on the day the student returns to school unless the teacher allows a longer time. Makeup work must be completed by the student within guidelines specified in the Richmond County Code of Conduct Book. In the event of an extended absence, student work may be requested by calling the school. The parent will be able to pick up the work at the end of the day following the request. Class work and test missed due to unexcused absences may be subject to a 10 percent grade reduction.

- b) **Suspensions:** For purposes of the countywide attendance protocol, short-term suspensions shall not be considered unexcused absences. Any student who serves a short-term suspension out of school shall be allowed to make up missed assignments and tests. It shall be the student's responsibility to obtain the missed work from the teacher(s) and complete the work within one week of returning to a school. It shall be the teacher's duty to promptly and courteously allow these students the opportunity to make up missed assignments and tests.

### **Telephone Use**

The school phones are for business purposes and are available to students only in emergency situations. Students will not be allowed to use the phone for such things as to have forgotten items brought to the school or to get permission to go home with a friend. Also, arrangements to stay after school for any activity must be made before arriving at school. Only urgent telephone messages from parents or guardians will be delivered by an office representative. Students will not be called out of class to receive a phone call.

### **Textbooks, Instruments and School Property**

Textbooks supplied by the State of Georgia will be issued to you. This is a loan for the period that you use the textbook and all books should be treated as borrowed property. In the event of loss or abuse of textbooks, whether accidental or purposeful, you must pay for the book(s) in accordance with the scale fixed by the Board of Education.

Band instruments, library books, and other school equipment and/or property should be considered as a loan for the period that you use such equipment or material. In the event of loss or abuse of instruments, equipment or property, restitution will be determined by the amount it costs for replacement or repair.

When personally owned or rented instruments or equipment are brought to school, the school cannot assume responsibility for loss or damage. That responsibility remains with the student and parents.

### **Transportation For After School Activities**

When you are involved in activities that require after school time, transportation must be arranged in advance. The school provides no transportation for after school club meetings and practices. Please make arrangements to be picked up on time. Failure to be picked up at designated time may result in suspension from future after school activities.

### **Visitors**

**All visitors are required to report directly to the main office and to sign in with the office.** A visitor's pass will be issued and must be available while on the school campus. Parents are invited to visit the school regularly and to be involved in all school activities. Parents, who visit classrooms, may not interfere with instruction and will be asked to leave and visitation

revoked if an instructional disruption occurs. Parents are also invited to join us for lunch, but we do ask for advance notification so that lunchroom arrangements can be made. Students from other locations will not be allowed to visit during instructional time. This also includes former students who wish to visit teachers or friends.

### **III. Local Discipline Policy** (In accordance with the Richmond County Board of Education Code of Student Conduct and Discipline)

We believe that the purpose of discipline is to foster responsibility, independence, positive attitudes, and self-discipline. The best discipline is self-control. Self-control is based upon understanding the limits of one's freedom and actions as they relate to others.

A major goal of Langford Middle School is to help students develop self-discipline and self-control. Though discipline is not taught as a separate subject, self-discipline is one of the most important factors in the achievement of the student. The student who develops and maintains self-discipline in school will be more successful and more appreciative of the rights and responsibilities of himself and of other students.

Below are some highlights of the RCBOE Code of Conduct that applies to everyone at LMS including parents, staff, visitors, and students. The complete code was given to students along with this handbook. Please become familiar with this code and understand that it is to protect each student and to ensure that each student is provided with the best possible learning environment.

#### **Basic Rights-**

\*Each student has the right to learn.

\*Each teacher has the right to teach.

\*Each Parent, student, and teacher has the right and responsibility to support each other and to expect a positive learning environment.

1. Everyone will be courteous and demonstrate respect for others.
2. Learning and teaching will not be interrupted by anyone.
3. Everyone will respect the personal property of others and the property of the school.
4. Everyone must be on time, ready to work, and stay on task.
5. Everyone must use safe and appropriate conduct at all times.
6. No one may possess or use illegal or unauthorized items.

**Suspension from School-** In the event that you are assigned In-school suspension (ISS) or Out-of-school suspension (OSS), you may not attend any after school activities on the day(s) of the suspension. This includes all extra-curricular or co-curricular activities on any Richmond County Public School Campus.

**In-School Suspension-** In-School Suspension (ISS) is a discipline program that may be used for less severe infractions at the administration's direction. The program is designed to isolate students from the regularly assigned classrooms and activities during the school day and from extracurricular activities until ISS is completed.

Students are counted present at school and are expected to bring textbooks and materials so that they can continue to work on classroom assignments, as well as write

required rules while serving their time in ISS. Some homework time may be necessary to complete all assignments before students are allowed to return to the regular class. Students who are disruptive in ISS will serve the remainder of assigned ISS days in Out-of-school suspension.

The purpose of this program is to make students aware of their negative behaviors, and to help them find ways to correct these behaviors so that repeated time in the ISS program will not occur. Students should not view this program as a reward or an excuse to be out of a regular classroom setting. This program will only be as successful as the teachers, parents, students, and administrators make it!

## **DIRECT ADMINISTRATIVE REFERRAL OFFENSES**

1. Fighting/Physical Assault
2. Bully and/or Threat/Intimidation
3. Sexual Harassment
4. Profanity to an adult
5. Blatant defiance of authority
6. Class Cutting
7. Leaving School Grounds

Teachers may also choose to assign TEACHER detention. In that case, the teacher will schedule the time, date, and location of the detention.

Suspended students will not be allowed on campus. The parent will be called to pick the student up.

### **Fighting**

Fighting and physically aggressive behavior are prohibited at Langford Middle School. Students need to learn other ways to solve problems rather than using physical force. Problems that may lead to a fight are to be reported to an administrator, teacher or public safety officer for conflict resolution. Students who are involved in a fight during the school day, parents will be contacted immediately. Discipline is subject to administrative discretion.

### **Gum, Candy, or Sodas**

Chewing gum, candy, and soda creates maintenance problems and is potentially disruptive to others. Therefore, gum, candy, water, and sodas are prohibited on the bus and on the school campus.

### **Inappropriate Language**

Use of profanity, abusive language or abusive gestures will not be tolerated. Also, racial slurs or any degrading comments will not be tolerated and will result in disciplinary action.

### **Selling or Purchasing**

Students are not allowed to sell or purchase any items at school without the approval of the administration. This includes candy, gum, fundraiser products other than those sponsored by Langford Middle School, etc. Items found being offered for sale will be taken up and returned when parent comes to pick them up. When students are suspected of having unauthorized items at school, administrators have the right to search.

### **Use of Tobacco**

Possession or use of tobacco, lighters, or matches is prohibited. All violations will be subject to the Student Code of Conduct book.

### **Student Deliveries**

Student deliveries will not be accepted. This includes birthdays, Christmas and any other occasion. No cupcakes, cakes, candy, pizza, etc. are allowed. Student to student Valentine Gifts are not allowed and will be confiscated.

### **Prohibited Items**

Among others, cell phones, radios, (with or without headphones), tape players, electronic games, tapes, CD's, pagers, sports bottles, trading cards, pets, matches, knives, tobacco products, toys, fireworks, firearms, toy guns, laser pointers, medication without a note, and skateboards are not to be brought to school. COMMERCIAL FOOD IS PROHIBITED!!

**\*\* LANGFORD WILL NOT ASSUME RESPONSIBILITY FOR LOSS OR ALLEGED THEFT OF PROHIBITED ITEMS!!!!\*\*\*\*\***

### **Cell Phones**

**PLEASE NOTE THAT CELLPHONES MAY ONLY BE USED FOR BYOT ACTIVITIES DURING THE HOURS OF 8:40-4:15 P.M.**

Use of electronic devices, except as permitted by School System's Internet Acceptable Use Procedures contained in the Internet Acceptable Use Policy (IFBG), which is included beginning on page 30. The principal or the principal's designee has authority to revoke a student's electronic device privileges when such procedures have not been followed. By way of specification and not limitation, the following will be considered inappropriate uses of the Richmond County School System's Technology Network:

1. Electronically capturing or sharing any image of other persons without the express permission of the person.
2. Posting, publishing, sending or creating materials or communications that are defamatory, abusive, obscene, profane, sexually oriented, threatening, racially offensive, or illegal, or engage in any other type of behavior which constitutes bullying or harassment of any kind, or is in violation of the Code of Ethics for Educators, the Code of Ethics for Educators, the Code of Student Conduct and Discipline, state law or federal law. NOTE: Students who engage in such activity off campus and cause a material disruption of school operation shall be subject to discipline rules contained in the Code of Student Conduct and Discipline, as well as criminal charges, if warranted.
3. Accessing, sending, creating or posting materials or communications that could be inconsistent with the system's educational needs and goals.
4. Using the network for financial gain, advertising or commercial activity.
5. Transmitting any material in violation federal law, state law or regulation.
6. Posting anonymous or forging electronic email messages or altering, deleting or copying another user's email.
7. Using the school system's computer hardware or network for any illegal activity, which includes but is not limited to, coping or downloading copyrighted software, music or images, or violation of copyright laws.

8. Downloading, installing, or playing any unauthorized program or content (including those created or downloaded at home) on any school's computer or network.
9. Purposely bringing any hardware on the premises or loading any software that is designed to damage, alter, destroy or provide access to unauthorized data.
10. Attempting to vandalize or disassemble any network or computer component, including but not limited to, any attempt to alter network or computer configuration.
11. Gaining access or attempting to access unauthorized or restricted network resources or the data and documents of another person.

This list is not exhaustive. Refer to page 4 of the Code of Conduct and Discipline Handbook for more information.

### **Clinic and Illness**

A registered nurse staffs the school clinic 5 days a week from 12:30 p.m-4:00 p.m. The purpose of the clinic is to care for students who become ill or receive injuries at school. *Legal concerns have required some changes in the operation of the clinic and the dispensing of medication so read the following guidelines carefully.*

\*\* A standard consent form must be completed for any medication, including nonprescription medicines, which will be dispensed at school.

Written permission from parents will be accepted only on the first day of medication. Students will be required to return the completed consent form before any more medicine will be dispensed at school.

The school can no longer receive permission to give medicine over the telephone.

\*\*Medicines must be in the original container when brought to the clinic. No medicines can be kept in plastic bags or other containers. Bring only the exact amount to be dispensed at school.

\*\*In compliance with county policy, inhalers may now be kept with students with written permission from the parent and signed by the physician. It is preferred for students to have an inhaler with them at all times if a physician prescribes one to them. An Asthma Action Plan must be on file for each student using an inhaler at school.

\*\*A student with a temperature of 100 degrees or more will not be allowed to stay at school. A parent will be asked to make arrangements to pick up that student as soon as possible.

During homeroom, the student will take any medication to the clinic. The nurse will make copies of the consent form for teachers, showing the time(s) the medication should be given.

Parents will be notified when students are too ill to remain at school. PLEASE BE SURE THAT THE OFFICE HAS AN EMERGENCY PHONE NUMBER LISTED FOR YOU.

Head Lice is a frequent occurrence in schools. Every effort is made to eliminate this problem, but your help is needed. Please notify the school as soon as you become aware that your child has this problem.



## **Guidance Services**

The purpose of the Guidance Program is to help each individual student achieve his/her highest growth mentally, emotionally, and socially. This is accomplished by helping the new student feel at home in our school with new teachers and friends, meeting with students, teachers, and/or parents as deemed necessary, supervising the testing program, which is designed to help the students, parents, and staff learn as much as possible about the students' capabilities.

## **Withdrawing students**

**Parents must notify the guidance office at least one day before a student is to withdraw. The procedure for returning books and closing out grades will be outlined by the counselor or the guidance secretary at that time. All books must be returned and all fines paid before records can be released.**

Students must obtain a pass from a teacher to be admitted to the Guidance Office.

Counseling services are available to all Langford Middle School students during the school day. Your counselor will talk to you individually, or in a group setting. She will visit your classroom during the school year to discuss various topics. You may be given an opportunity to sign up for small counseling groups for specific needs, such as Family Adjustment, Study Skills, and New Students.

The guidance counselor will visit your classroom at the beginning of the year to explain how you can make appointments. If you are not present on the day of your counselor's visit, you may ask your teacher for more information. When you miss a class for a counseling appointment, you will need to discuss make-up work with your teacher.

Counseling is part of the school curriculum, and your counselor is available to help you achieve academic success. If your parents would like for you to be excluded from any counseling activities, your counselor must have that request in writing.

## **Gifted Program**

Langford Middle School has an active Gifted Program. All referrals originate in the school. Any student referred must meet the criteria for testing and placement. All teachers are encouraged to make referrals twice annually. The Georgia Department of Education provides "multiple criteria" for the identification of students.

Grades 3-12: Two Methods Provided

A total score (composite score) at the 96th percentile on a standardized mental abilities test plus a total math or total reading achievement at the 90th percentile or composite at the 90<sup>th</sup> percentile or higher on a standardized test.

- A. A total appropriate component score (subtest) on the standardized mental abilities test at the 96th percentile or higher;
- B. A total math or total reading achievement standardized test score at the 90th percentile or higher, composite score at the 90th percentile or higher;
- C. A score of 90th percentile or higher on a standardized test of creativity;
- D. A two-year academic grade point average of 3.5 or higher (Grades 9-12 only) or a 90 percent or higher on a motivational scale (Grades K-8 only).



## MYP Language Policy Langford Middle School



### Philosophy

At Langford Middle School, all courses provide our student community access to a variety of vocabulary that is designed to mold them into:

- critical thinkers
- college ready citizens
- career ready citizens
- model citizens
- lifelong learners
- students who are empathetic

Langford Middle School believes that it is fundamental for our students to strive to embody the meaning and ideals of the IB Learner Profiles. Langford's community will meet our student's needs by embracing language, and using language as a tool to become true IB learners. Additionally, it is the belief of all stakeholders at Langford Middle School that students can learn and experience success in a second language; Langford offers Spanish to its student population. The Langford community considers all teachers to be language teachers. Langford teachers are also responsible for providing opportunities for students to use language to develop the skills and knowledge necessary to be communicators with an intercultural understanding and respect. All Langford teachers are responsible for providing opportunities for our students to explore language through a variety of media and modes and to engage and develop language skills with a variety of texts.

### Language and Literature

The Language and Literature courses are limited to English as the language of instruction at Langford. All Language and Literature courses at Langford Middle School are aligned, and follow, the Georgia Standards of Excellence (GSE). Both the MYP objectives and the GSE align to develop critical, creative, and personal approaches to studying and analyzing literary and non-literary texts.

Language is used as a vehicle for thought, creativity, reflection, learning, self-expression, analysis and social interaction. Skills that are developed in Language and Literature classes are expected to be transferred to other content area classrooms. All teachers at Langford are language teachers. Students must pass the Language and Literature class to be promoted to the next grade, and 8<sup>th</sup> grade students must pass the Georgia Milestones End of Year Assessment in order to be promoted.

The development of Language and Literature is important as it allows students to make connections within and across subject areas, and is facilitated by Global Contexts. Both the MYP objectives and the GSE align to develop critical, creative, and personal approaches to studying and

analyzing literary and non-literary texts. Langford offers the following classes for its student population:

- **Honors Language and Literature:** This class is available for Year 1, Year 2, and Year 3 students. Langford's students are eligible for this class if they:
  - are identified as gifted.
  - score in the top 10% of iReady diagnostics.
  - score at a level 3 or better on the Georgia Milestones.
  - have an above grade level Lexile score.
  - above average report card grades.
- **Language and Literature:** This class is assigned to the students who did not meet the criteria listed for honor's students. This class is also populated by inclusion students, and other students who may need additional support.
- **Self-Contained Language and Literature:** This class is populated with students whose IEP requires a self-contained setting.
- **Reading Intervention:** This connections class is assigned to students who need remedial assistance to help those who are at least two grade levels below grade level. This is an intensive learning class that utilizes:
  - whole group instruction.
  - small group instruction.
  - the iReady platform.
  - data from student's Language and Literature teachers.

Langford also offers students several clubs and opportunities that are under the Language and Literature umbrella. These clubs and opportunities are:

- Creative writing club
- Poetry club
- Audio/Visual club
- District Spelling Bee

## Language Acquisition

The Langford Middle School community recognizes that a student's knowledge and use of the English language is not enough in an ever growing global society. The importance of students becoming culturally and linguistically proficient in a second language is recognized as a vital part of a student's overall development.

Langford students are given the opportunity to become proficient in Spanish; it is important to note that not all students at Langford have the ability to be enrolled in Spanish due to Richmond County School System's (RCSS) staffing restrictions. Half of Langford Middle School's students (Year 1, Year 2, and Year 3) are enrolled in a semester Language Acquisition (Spanish) course.

The enrollment structure for each IB year is:

- Spanish level I – Year I students, and students new to Langford.
- Spanish level II – Year II students
- Spanish I (High school Spanish) – Year III students

The Students at Langford receive instruction using an interactive and hands on approach that combines the skill areas of listening, speaking, reading, writing, and viewing. The Spanish (World Language) Georgia Standards of Excellence requires students to focus on:

- grammatical structures
- vocabulary development
- effective communication
- international awareness
- cultural awareness
- historical knowledge
- Spanish speaking countries
  - songs
  - traditions
  - life

Langford also offers students a Spanish Club, and students participate in the district's Foreign Language Fair.

## Intensive Reading

Langford students who are at least 2 grade levels below their grade reading level are required to take a Remedial Reading class during connections. Students are identified through the following:

- Georgia Milestones scores
- iReady diagnostic
- teacher recommendation.

This intensive learning class utilizes:

- whole group instruction.
- small group instruction.
- the iReady platform.
- data from student's Language and Literature teachers which will help the teacher to design individual student plans.

The Reading Remediation class is designed to increase the student's specific reading needs such as

- decoding skills
- fluency
- reading comprehension
- vocabulary
- writing skills

## Mother Tongue Support

The mother tongue of the vast majority of students at Langford Middle School is English. English is also the language of instruction; the only exception is the Spanish class which, in cases, requires instruction in Spanish.

Students whose mother tongue is not English are identified through:

- WIDA Screener test
- English Home Language Survey
- Spanish Home Language Survey
- "Other Language Home" Language Survey as needed

Langford students that are designated ESOL by one or more of the resources above will receive additional support through an ESOL teacher. ESOL students and parents have access to numerous resources on Langford's website. These resources are available before and after school. The Richmond County School System (RCSS) also provides training in the native tongues of students and parents. Finally, the Langford Media Center has a diverse library to support ESOL students.

It is the policy of Langford Middle School that students do not lose their cultural identity while a member of the Langford community. All Langford stakeholders are encouraged to celebrate the diversity within the Langford community.

## Support Services

Langford Middle School has many support services available to students, including:

- Speech-language pathologist -screen, identify, assess, diagnose, and provide interventions for students with language disorders.
- Response to Intervention (RTI) -meetings called for any student who is in need of additional support or early intervention in order to be successful in school.
- Gifted program - individual uniqueness of the gifted identified student is respected and provided through a differentiated curriculum of content, process, and product. The goals of the Langford community is to provide the gifted student enrichment, acceleration, and to foster within each student the attitudes and skills necessary for the attainment of future goals.

- SPED services –students with an Individual Education Plan (IEP) receive services/support from a teacher at Langford Middle. This support can either take place in a self-contained setting, or in an inclusion setting. Students are included in all content and exploratory classes with the general education population.
- Sustained Reading Program – this program asks each student at Langford Middle to silently read for the first 30 minutes of the school day. Students can chose activities to do after they complete a reading. This program supports Langford’s School Improvement Plan (SIP).
- Media specialist -works closely with teachers, students, parents, and the school administration to ensure that curricular and support materials necessary for the development of language are available.
- Academic Support Specialist - works with classroom teachers and students to improve reading, writing, and language skills. Responsibilities include
  - participating in team meetings.
  - sharing information about district and state initiative.
  - supporting teachers with instructional strategies and assessments.
  - providing supplemental resources for struggling readers.
  - assisting with the reporting and analysis of data to meet the needs of diverse learners.
  - training teachers and students on the use of computer based programs.
  - working with small groups of students in their classrooms or in the media center.

Finally, professional development is a vital part of the language policy at Langford Middle School. Teachers participate in work-shops throughout each academic year. Thursday is the professional learning day at Langford. We ensure that the Lexington’s language policy is implemented by communicating with all stakeholders, students, teachers, parents, support staff, and administrators. Communicating with our stakeholders will be done through:

- Langford’s website
- Global connect
- Poster at Langford
- Title I meetings
- Curriculum night
- MYP Community Project night

## On-going Review

The IB Committee, Langford’s administration, leadership team, faculty, staff, and community stakeholders’ team will revise and review the language policy annually.



## IB MYP Honesty Policy Langford Middle School



### Philosophy

At Langford Middle School, all courses provide our student community access to a variety of vocabulary that is designed to mold them into:

- critical thinkers
- college ready citizens
- career ready citizens
- model citizens
- lifelong learners
- students who are empathetic

Langford Middle School is a place where learning and knowledge are based on the inquiry cycle of action, reflection, and understanding, and the core values of respect, excellence, accountability, consideration, and honesty. We expect our students to internalize the importance of academic honesty, take responsibility for their actions and learning, and strive for continuous improvement of themselves and our community. We understand that part of our collective duty is to prepare our students for the rigors, principles, and expectations of universities and employers. We further understand that the internalization of the principles of academic honesty is a process and that students will make mistakes as they learn.

Students in the Middle Years Programme (MYP) at Langford Middle School are expected to internalize and maintain the highest standards of academic integrity. The Middle Years Programme is designed to provide a quality education as well as promote integrity, respect, and perseverance, all of which are essential to becoming principled, lifelong learners and productive members of the community. With this goal in mind, Langford Middle School has adopted the honesty policy that is employed at The Academy of Richmond County. The Academy of Richmond County is the feeder school for Langford Middle School.

### Purpose of the Academic Honesty policy document

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

## Academic Honesty Definitions

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

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

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

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

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

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

**Plagiarism-** The representation of another's work, ideas, thoughts, and concepts as one's own.

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

## School Responsibilities

- Ensure all students receive training on academic integrity.
- Ensure fair and accurate investigations of suspected violations of the Academic Honesty policy.
- Provide all teachers with sufficient training to assist in upholding the Academic Honesty policy.
- Provide parents and students with information on the Academic Honesty policy during Open House, Title I Parent Meetings, School Council Meetings, and MYP Nights
- Ensure the Academic Honesty policy is communicated to and available to all stakeholders.

## Teacher Responsibilities

- Follow school protocols and guidelines to ensure all students receive a foundation in proper research practices.
- Ensure all students receive training on academic integrity.
- Be well-versed in the proper guidelines for research documentation (Modern Language Association, American Psychological Association).



## Student Responsibilities

- Learn, understand, and adhere to the Academic Honesty policy.
- Certify all submitted assignments, projects, examinations, and laboratories are genuine and citations are provided when using the thoughts, concepts, ideas, and work of another.
- Learn and understand proper citing or acknowledging another's thoughts, concepts, ideas, and work.
  - MLA for English, Mathematics, Individuals and Societies, Arts, and Language Acquisition
  - APA for Sciences, Health and Physical Education, and Design
- Report all known academic dishonest activities.
- Understand the consequences of academic dishonesty.
- Read and sign the Academic Honesty policy.

## Parent Responsibilities

- Review, understand, and support the Academic Honesty policy.
- Encourage students to participate in academic honesty.
- Encourage students to show respect to teachers, staff, and peers.
- Understand the consequences of academic dishonesty.
- Read and sign all formal notifications regarding academic dishonesty.
- Read and sign the Academic Honesty policy.
- Attend any meetings or conferences concerning academic dishonesty.

## Incidents of Academic Malpractice

### **Academic Dishonesty; unauthorized assistance to or by another person on classroom assignments or projects**

#### Disposition:

- The student will receive a reduction in credit, or no credit, for any test, project or other school assignment for which the student was found to have cheated or plagiarized. The amount of credit received by the student in this situation will be determined by the teacher, with approval from the principal.
- Additionally, at the discretion of the principal, and upon notification of the parent(s), the following consequences may be added to the disposition regarding any student found to have cheated or plagiarized a test, project or other school assignment: Detention, or In-School Suspension.
- This disposition may also include requiring the student to properly complete the previous assignment where there was cheating/plagiarism.

## **Academic Dishonesty; plagiarism or cheating on classroom assignments or projects**

Disposition:

- The student will receive a reduction in credit, or no credit, for any test, project or other school assignment for which the student was found to have cheated or plagiarized. The amount of credit received by the student in this situation will be determined by the teacher, with approval from the principal.
- Additionally, at the discretion of the principal, and upon notification of the parent(s), the following consequences may be added to the disposition regarding any student found to have cheated or plagiarized a test, project or other school assignment: Detention, or In-School Suspension.
- This disposition may also include requiring the student to properly complete the previous assignment where there was cheating/plagiarism.

## **Academic Dishonesty; plagiarism or cheating on major exams or statewide/national assessments; or, three or more offenses in the same school year**

Disposition:

- The student will receive a reduction in credit, or no credit, for any test, project or other school assignment for which the student was found to have cheated or plagiarized. The amount of credit received by the student in this situation will be determined by the teacher, with approval from the principal.
- Additionally, at the discretion of the principal, and upon notification of the parent(s), the following consequences may be added to the disposition regarding any student found to have cheated or plagiarized a test, project or other school assignment: Detention, or In-School Suspension.
- This disposition may also include requiring the student to properly complete the previous assignment where there was cheating/plagiarism.
- State or national assessments are subject to follow state and national assessment protocols for academic dishonesty. Additional consequences will follow state and national assessment guidelines and recommendations.

## **On-going Review**

The IB Committee, Langford's administration, leadership team, faculty, staff, and community stakeholders' team will revise and review the Academic Honesty policy annually.

## **Acknowledgments**

Guinn, S. (2016, February). Academic Honesty Policy. Retrieved from [https://www.rcboe.org/cms/lib/GA01903614/Centricity/Domain/2141/Academic\\_Honesty\\_Policy - MTBA 2015 v2.pdf](https://www.rcboe.org/cms/lib/GA01903614/Centricity/Domain/2141/Academic_Honesty_Policy_-_MTBA_2015_v2.pdf)



# IB MYP Special Education and Inclusion Policy

## Langford Middle School



## Philosophy

At Langford Middle School, all courses provide our student community access to a variety of vocabulary that is designed to mold them into:

- critical thinkers
- college ready citizens
- career ready citizens
- model citizens
- lifelong learners
- students who are empathetic

Langford Middle School believes that it is fundamental for our students to strive to embody the meaning and ideals of the **IB Learner Profiles**. Langford's community will meet our student's needs by embracing language, and using language as a tool to become true **IB learners**.

Langford Middle School strives to provide a challenging, supportive educational experience for all students. The Langford faculty and staff is committed to ensure that all students have the knowledge, skills and confidence they need to succeed, and that they are provided with the learning opportunities and supports required.

Langford Middle School's educational staff abides by federal and state guidelines of inclusion for students qualifying for special education services for all academic programs. All students are given the opportunity to participate in the **IB Middle Years Programme** to the fullest extent allowed by their abilities.

The curriculum and teaching at Langford is tailored as an essential part of helping to meet the individual needs of Langford's students. An **Individualized Education Plan (IEP)** is developed for each student who qualifies for special education services. Students and staff also employ the following belief statements to assist in a successful teaching and learning environment. These belief statements include:

- The Langford community believes all students can learn and have a right to a holistic and inclusive education in a caring and stimulating environment.
- The Langford community places great emphasis on the responsibilities of our entire school community to be aware of and provide for students with special educational needs.
- The Langford community believes all students will participate in their learning to the best of their ability.
- The Langford community believes a student's education is a partnership between the student, the parent(s)/guardian(s), and the school.
- The Langford community believes **International-Mindedness** in all students and encourages personal reflection using the **Learner Profile**.

- The Langford community is committed to teaching through inquiry in all classes .
- The Langford community provides a pathway to second language acquisition for all students in addition to supporting mother tongue languages.

Finally, the Langford community fully agrees with the IB in defining “inclusion”. The IB document entitled *Learning diversity and inclusion in IB programmes* (2016) states:

...it is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers. This can only be successfully achieved in a culture of collaboration, mutual respect, support and problem solving. Inclusion is the learner profile in action, an outcome of dynamic learning communities.

## Purpose

The purpose of Langford’s IB MYP Special Education and Inclusion policy is:

- to ensure that all students are provided equal access to the IB MYP curriculum and opportunities for academic rigor.
- to emphasize that all students and staff are encouraged to embody the IB Learner Profile including supporting them as risk-takers, fostering compassion and communicating effectively.
- to foster a curriculum that is creative and differentiated to support all of our students in reaching their unique potential.
- to communicate the responsibilities of all stakeholders in the success of students with special needs.
- to communicate a policy that recognizes that our admissions policy to the Middle Years Programme is based on the philosophy of inclusion.

## Definitions

- General Education: Students with disabilities are served in the general education classroom with no special education support.
- Special Education Needs (SEN) refers to any student who shows a need for extra support or for challenge beyond the general curriculum. This spectrum includes students with learning disabilities to the gifted and talented.
- Consultation: Students with disabilities receive one hour/month of direct service.
- Supportive: Students with disabilities receive services from paraprofessionals and/or certified teachers in a general education class..
- Inclusion refers to providing access to the Middle Years Programme.
- Differentiation refers to any modification to instruction or assessment in order to meet individual needs.
- Special Education Self-contained (intellectual disabilities): Students remain with the same teacher for a majority of the day and work on individual academic and life skill goals and objectives. Community based instruction is an important part of this curriculum.

- Special Education Self-contained (emotional/behavior disabilities): Students remain with the same teacher for a majority of the day and follow a highly structured program. The focus is on improving behaviors while making academic progress.

## Documentation

- Data relating to the academic achievement of all students is confidential outside of the student's IEP or 504 team.
- Each student will be assigned a Case Manager who is responsible for maintaining and updating the IEP.
- Each of the student's teachers are responsible for ensuring the accommodations and modifications on the student's IEP are followed.
- Documentation of all services provided will be used to revise IEP's and 504's on an annual basis.
- Each of the student's teachers are responsible for ensuring the accommodations on the student's 504 Plan are followed.
- All cumulative folders will also be transferred with a student when they leave Langford Middle School.

## Teacher Expectations

General Education and Special Education teachers adapt their instruction to suit individual educational needs. Federal and state laws dictate that goals and objectives of an individual's IEP supersede the requirements of the IB.

Special education teachers collaborate with general education teachers to address individual students' needs for success in the classroom. General education teachers work with their Special Education students' case managers/support staff to structure supports and accommodations as identified in students' IEPs.

Examples of modifications and accommodations may include, but are not limited to:

- Provide a student with extra time to complete a test or to use technology to assist them in a task. Reduce the length of a task.
- Allow a student to demonstrate their knowledge and understanding in an alternative way.
- Participate in an alternative environment such as a small group.
- Differentiate instruction to meet the needs of all students in the classroom.

## Student Expectations

Langford Middle School students should:

- Work in conjunction with teachers to meet the goals of their IEP.
- Strive to participate in MYP units and IB curriculum to the best of their ability with help from general and special education teachers.
- Use the IB Learner Profile attributes to achieve success in school.

# Parent Expectations

Langford Middle School parents/guardians should:

- Work with mainstream and special education teachers to reinforce learning at home.
- Attend parent/teacher conferences.
- Attend IEP meetings.

# Resources

Langford Middle School has access to expertise at the district and state level to answer questions, provide guidance on curriculum delivery, and ensure compliance with all state and federal requirements. Langford's academic community is committed to be fully engaged in the process of supporting special needs students with the support they need to be successful.

# Assessment

Langford Middle School follows local, state, and federal guidelines for Individual Education Plans (IEP's). Students with an IEP will be assessed according to the modifications and accommodations identified on their plan. When general education teachers are unsure how to modify their approach to assessment, they should consult the student's case manager. If no modifications to assessment are identified in the IEP, the student will be assessed with the same expectations as the rest of the class. Modifications to assessment may include, but is not limited to:

- Determining the student's grade based on participation, work completion, effort, or progress towards goals.
- Use of a modified rubric (MYP subject area rubrics by year).

# On-going Review

The IB Committee, Langford's administration, leadership team, faculty, staff, and community stakeholders' team will revise and review the Special Education and Inclusion policy annually.

# Acknowledgments

(2016, January). Learning diversity and inclusion in IB programmes. Retrieved from [https://www.pghschools.org/cms/lib/PA01000449/Centricity/Domain/809/learning diversity and inclusion.pdf](https://www.pghschools.org/cms/lib/PA01000449/Centricity/Domain/809/learning%20diversity%20and%20inclusion.pdf)

(2016, May). Patrick Henry High School IB Inclusion Policy. Retrieved from [https://henry.mpls.k12.mn.us/uploads/phhs\\_ib\\_inclusion\\_policy\\_may\\_2016.pdf](https://henry.mpls.k12.mn.us/uploads/phhs_ib_inclusion_policy_may_2016.pdf)



## IB MYP Assessment Policy Langford Middle School



### Philosophy

At Langford Middle School, all courses provide our student community access to a variety of vocabulary that is designed to mold them into:

- critical thinkers
- college ready citizens
- career ready citizens
- model citizens
- lifelong learners
- students who are empathetic

Langford Middle School believes that it is fundamental for our students to strive to embody the meaning and ideals of the **IB Learner Profiles**. Langford's community will meet our student's needs by embracing different forms of assessments, and using assessment as a tool to help students be **IB learners**.

Langford Middle School strives to provide a challenging, supportive educational experience for all students. The Langford faculty and staff is committed to ensure that all students have the knowledge, skills and confidence they need to succeed, and that they are provided with the learning opportunities and supports required.

This focus on assessments is one that combines Richmond County, the state of Georgia, and MYP policies. Langford Middle School's educational staff uses various forms of assessments to provide data and allow for analysis regarding student performance. In turn, teachers identify what the student knows, understands, can do, applies and reflects upon at different stages of the learning process.

### Responsibilities of Stakeholders<sup>1</sup>

At Langford Middle School, we believe that all stakeholders must take responsibility for student achievement. In terms of assessment, this means the following:

#### **Teachers will:**

- design appropriate, engaging, and rigorous units of study and assessments.
- align assessments with stated learning objectives/criteria, inquiry questions, significant concepts, and approaches to learning skills.
- provide students with clear rubrics and task specific clarifications at the beginning of each unit.
- provide opportunities for students to reflect on their performance on a given assignment or assessment.
- provide timely and meaningful feedback to students and parents/legal guardians of student progress and areas of growth.

- collaboratively work together to maintain consistent assessment procedures (develop task-specific descriptors, standardized grading practices, Middle Years Programme (MYP) Unit Plans, and inquiry questions).
- use professional judgment when determining levels of achievement.
- seek advice from peers, the leadership team, and administration, as needed, for
- support in adhering to this policy.

**Students will:**

- do their best to exemplify the IB learner profile in their approaches to learning and assessments.
- familiarize themselves with the criteria rubrics and learning objectives for each of their subject groups.
- reflect on the content knowledge and skills that they are developing.
- work meaningfully with teachers and peers to develop content knowledge and skills.
- ask for assistance when needed.
- actively participate in the inquiry and exploration in their global classrooms.
- regularly check grades in both Power Schools and the IB reporting systems.
- reflect on the feedback that teachers give on summative assessment rubrics, while setting goals that allow for continuous improvement.

**Administrators and leadership staff will:**

- provide time, resources, and focus to teachers for maintenance of assessment policies.
- provide time for collaborative planning.
- conduct International Baccalaureate (IB) MYP meetings and subject group meetings.
- provide opportunities for IB professional development workshops.
- continually observe teachers using the IB observation document and provide feedback.
- support a spirit of collaboration and collegiality among all stakeholders.
- arrange parent and student conferences with all MYP teachers.
- trust the teachers' professional judgment in regard to determining levels of achievement.

**Parents and guardians will:**

- familiarize themselves with the criteria rubrics and learning objectives for each of their children's courses. Rubrics can be found on the Langford website under the IB resources tab.
- use those rubrics and objectives as the springboards for discussion about assessment with teachers, administrators, staff, and their children.
- feel free to contact teachers at any time with questions they might have regarding assessment.
- support their children's academic and character growth throughout the MYP.
- regularly check teacher websites and FAS website for IB updates.
- communicate with teachers, students, and administrators/leadership/IB coordinator/staff about questions or comments they have regarding their student's progress in the MYP.
- attend IB parent nights.



## Assessment Practices

At Langford Middle School, we use a variety of assessments to ensure that all of our students' needs are met. The results and performances of the different types of assessments demonstrate a conceptual understanding of the learning objectives being taught. The following are characteristics of effective assessment practices at Langford Middle School:

- To develop and promote higher level thinking skills.
- To support and encourage student learning by providing feedback of the learning process.
- To inform, enhance and improve the teaching process by taking into account student learning styles, prior experience, current knowledge and interests.
- To promote positive student attitudes through learning.
- To challenge and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.
- To promote a deep understanding of subjective content.
- To determine the level of understanding and skill acquisition by using both summative and formative assessment practices.
- To support the use and analyzing relevant data to measure student progress, to inform instructional content and delivery methods.
- To engage students in the real world through the use of the **IB MYP** global contexts and guiding questions.
- To promote meaningful reporting to students, parents, and guardians about student's progress.
- To create and implement **MYP** unit planners with fidelity.
- To create opportunities for students to reflect on their own learning.
- To provide diagnostic information regarding students' mental readiness for learning new content.
- To provide formative and summative information needed to monitor student progress and adjust instruction.
- To keep students motivated.
- To hold students accountable for their own learning.
- To opportunities to re-expose students to content.
- To help students to retain and transfer what they have learned.

## SPED Assessment Practices

Langford Middle School follows local, state, and federal guidelines for Individual Education Plans (IEP's). Students with an IEP will be assessed according to the modifications and accommodations identified on their plan. When general education teachers are unsure how to modify their approach to assessment, they should consult the student's case manager. If no modifications to assessment are identified in the IEP, the student will be assessed with the same expectations as the rest of the class. Modifications to assessment may include, but is not limited to:

- Determining the student's grade based on participation, work completion, effort, or progress towards goals.
- Use of a modified rubric (MYP subject area rubrics by year).

## Types of Assessment

- Formative assessment – formative assessment is an assessment that is integral to the instructional process to help teachers adjust and modify their teaching practices so as to reflect the progress and needs of the students. The types of formative assessments employed at Langford Middle School are:
  - quizzes
  - written responses
  - ticket out the door
  - thumbs up/thumbs down
  - class discussions
  - MYP reflection in journal
  - number talk
  - word study
  - self-reflection
  - student-teacher conference
- Diagnostic assessment – the purpose of diagnostic assessment is to ascertain, prior to instruction, each student's strengths, weaknesses, knowledge, and skills and to permit the teachers to remediate, accelerate, or differentiate the instruction to meet each student's readiness for new learning. The types of diagnostic assessments employed at Langford Middle School are:
  - iReady diagnostic
  - pretests
- Summative assessment – summative assessment can occur at the end of a chapter, unit, semester or a school year to determine the student attainment of the standards of certain subject areas. The types of formative assessments employed at Langford Middle School are:
  - summative assessments created by teachers and completed by teachers in the MYP unit planner
  - benchmark tests
  - essays and reports
  - research reports, displayed work
  - performances (dramatic, musical, role-play), portfolios, class discussions
  - projects
  - post tests
  - unit tests
  - Georgia Milestones EOG
  - Georgia Milestones EOC

# Assessment in Richmond County Schools/Langford Middle School

The Assessment Program in Richmond County complies with the state mandate to assess the achievement of students on their mastery of academic skills. This program includes the administration of tests at various grade levels and contents. Assessment of student progress is an integral component in the learning process in Richmond County Schools. These assessments are administered to achieve the following objectives:

- To identify specific strengths and weaknesses of students
- To improve instruction
- To provide information for accountability decisions
- To communicate the effectiveness of our schools to the community, parents and other stakeholders

## Assessment at Langford Middle School as it relates to the MYP Program

Assessment in the MYP at Langford Middle School utilizes strategies and tools that are designed, developed, and applied by teachers working with students in their schools. Langford Middle School does not participate in the MYP's optional, external e-assessment because we end at year three. Langford Middle School students are assessed in each of the eight MYP subject areas.

Subject areas all have four established objectives (A, B, C, D), and student achievement levels (0-8) are based upon their meeting of the criteria for that level. It is important to note that individual student work is not compared to other students' work. Instead, the student work is compared to the assessment the assessment criteria in the MYP rubrics.

The assessment criteria in the eight MYP subject areas are derived from four core components. Those core components are:

- knowledge
- understanding
- skills
- attitudes

The summary of the MYP Assessment Criteria for all subject groups is listed below.

Subject Area	Criterion A	Criterion B	Criterion C	Criterion D
Language and Literature (formerly known as English Language Arts)	Analyzing	Organizing	Producing Text	Using Language
Mathematics	Knowing and Understanding	Investigating Patterns	Communicating	Applying Mathematics in

				Real-World Contexts
Sciences	Knowing and Understanding	Inquiring and Designing	Processing and Evaluating	Reflecting on the Impacts of Science
Individuals and Societies (formerly known as social studies)	Knowing and Understanding	Investigating	Communicating	Thinking Critically
Arts (visual and Performing)	Knowing and Understanding	Developing Skills	Thinking Creatively	Responding
Design (Technology & Business Computers)	Inquiring and Analyzing	Developing Ideas	Creating the Solution	Evaluating
Physical and Health Education	Knowing and Understanding	Planning for Performance	Applying and Performing	Reflecting and Improving Performance
Language Acquisition (Spanish)	Comprehending Spoken and Visual Text	Comprehending Written and Visual Text	Communicating	Using Language

MYP requires that each criterion is used twice a year. Ideally, the A-D criterion is used once during each semester. Teachers will use the MYP criterion to assess student learning within the MYP planner. However, teachers will utilize the MYP criteria to assess student learning in the cases when a rubric is required. At Langford Middle School, we recognize that employing the MYP criteria will allow for an increase in rigor in all classrooms.

## Communicating With Parents about MYP Criteria and Assessment

Langford Middle School teachers are required to enter at least two grades weekly into Infinite Campus. The categories and weights for grades are:

Tests/Projects: 40%  
 Quizzes: 35%  
 Classwork: 20%  
 Homework: 5%

Summative assessments that are listed in MYP unit planners are recorded under the tests/projects category. Langford Middle School does not employ an MYP reports card. Instead, Langford follows the policy of the Richmond County School System by utilizing a Standards Based Report Card. The grading policy at Langford Middle School is:

- 90 - 100      A
- 80 - 89        B
- 75 - 79        C
- 70 - 74        D
- 0 - 69          F

In order to be able to abide by Richmond County School’s grade policy, and the MYP grade policy, Langford Middle School had to devise a conversion from the MYP score to a standard grade. The conversion chart is listed below.

<b>MYP Criterion/Rubric Score Range</b>	<b>Standard Grade</b>
8	100%
7	94%
6	89%
5	84%
4	79%
3	74%
2	69%
1	64%
0	50% (Attempted)
0	0% (Did not attempt)

Teachers will enter both the MYP score and the standard grade into Infinite Campus. The MYP score will not be weighted, however the converted grade will be weighted. Parents and students will be notified once the grade is posted into Infinite Campus.

## On-going Review

The IB Committee, Langford’s administration, leadership team, faculty, staff, and community stakeholders’ team will revise and review the Assessment policy annually.

## Acknowledgments

<sup>1</sup>Delgado, Dillman, & Alegre. (n.d.). MYP Assessment Policy. Retrieved from [https://franklin2017.s3.amazonaws.com/6/34/myp-assessment-policy\\_1550692179.pdf](https://franklin2017.s3.amazonaws.com/6/34/myp-assessment-policy_1550692179.pdf)