

# Langford Middle School Teacher Handbook 2020-2021



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**TEACHER HANDBOOK**  
**2020-2021**  
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## **ABSENCES, TEACHERS AND STAFF**

Langford hours for teachers are 8:15 a.m. until 4:15 p.m. **Teachers must “FOB” in and out on the computer in front office.**

**If it becomes necessary for you to leave campus during the day, you must notify an administrator and sign out and sign in when you return. Do not make a habit of leaving during work hours. Additionally, planning period is for planning for instruction and other school related activities. It is not free time to leave campus for lunch, etc.**

In the event of an absence, a certified staff member must phone Subby by 6:30 a.m., this includes Paraprofessionals. In addition, you are to call Mrs. Partain, bookkeeper. Paraprofessionals are to call the office by 8:25 a.m. It is the teacher’s responsibility to retain a substitute and have appropriate lesson plans for the day’s activities with as little interruption to the students’ learning process as possible. Also, leave the substitute rosters, seating charts, and any special instructions.

Upon return, all staff members must see the bookkeeper to sign a certificate of absence form(s). This is done during planning on the day of return.

**Personal leave requests must be made at least 48 hours in advance and an appropriate substitute retained. Request for personal leave the day before or after a holiday, professional learning day or pre- post- planning days must be approved by the Superintendent.**

## **ACCIDENTS AND WORKERS’ COMPENSATION**

ALL student and employee accidents must be reported to the Nurse and Office immediately with the proper forms being completed and processed as quickly as possible. **Workers injured on the job must select a doctor from those listed as Workers’ Compensation Physicians.** Failure to do so or to report an accident can result in the loss of Workers’ Compensation coverage.

Students injured at school as a result of general accidents are not covered by any medical payment plan through the school or system. Student Accident Insurance is offered each year and teachers are responsible for making this information available to parents. **If a student is hurt, a parent must be notified.**

## **BUDGETING AND PURCHASES BY STAFF**

All purchases must be pre-approved, in writing, by Ms. Darden, the Principal, for reimbursement. An acceptable, valid receipt is required prior to reimbursement and with approval.

Explanation:

The General Fund is not an instructional supply account. It is a compilation of accounts for special

activities, such as sports, clubs, earnings, etc. and is not designed to purchase your general instructional supplies. You must order supplies (plan well) or wait for a Board reimbursement (7-14 days) if you choose to purchase with prior approval from Ms. Darden, the Principal.

Magazines:

Please order by team or subject areas through Media approval. Do not use supply money.

Ink cartridges and computer supplies:

Place the order through team leaders and submit for approval to Media and the bookkeeper. All ink cartridges must be returned upon request to order or receive.

Those of you who had fundraisers and are advisors for activity programs will have general fund dollars “carried over” in the area it was earned. The advisor and Ms. Darden are the only ones who approve for that money to be spent in a different category.

As with our personal dollars, please plan for needs and emergencies and spend in a frugal manner. No reimbursements will be made for anything charged or bought that was not approved prior to the purchase by Ms. Darden.

**Note: It is against Board policy to charge anywhere and therefore is a policy for Langford.**

## **CHILD ABUSE**

Georgia Law requires all persons who suspect child abuse/neglect to report it to the proper authority, which is the Department of Family and Children Services. As the law relates to school institutions, it requires the observer to report it directly or cause it to be reported via the building supervisor. Any person or official required reporting a suspected case that knowingly and willfully fails to do so shall be guilty of misdemeanor. The procedure is as follows:

The staff member suspecting child abuse/neglect must:

Report (immediately) the suspected child abuse/neglect to the guidance counselor, or the assistant principal in the absence of the principal. The employee will then make the report to the Intake Worker at the Department of Family and Children Services. This will be done in the privacy of an administrator’s office. Complete the Suspected Child Abuse Referral Form available in the school office prior to calling DFCS since the intake worker will need this information. A copy of this referral form goes to the Board attorney, the superintendent, Public Safety Department, the principal, and one to the person making the referral. Allow nurse or counselor to make preliminary observations of suspected abused child, if applicable. Expect a follow-up report from personnel at DFCS; a letter will be received noting that an investigation is/is not underway.

NOTE: The reporting person will know the results only if there is follow-up treatment, which will involve the school. Otherwise, he/she will know only that DFCS is addressing the problem. In terms of the DFCS worker making contact, it should be noted that there is a priority list (see attachment).

In some instances, a DFCS worker will ask the nurse and/or counselor to conduct an internal investigation to determine whether or not the worker should make this a priority. This is appropriate!

## END OF THE DAY CHECKLIST

Please complete the following checklist actions at the end of each day:

1. Turn off all lights.
2. Lock cabinet and teacher's desk if locks are available.
3. Have students pick up around his/her desks and work areas. Toss all trash in the trash can and place all instructional and personal items in proper places.
4. Close windows and lock them.
5. Fully lower and close blinds.
6. All money and personal valuables should be removed from the room.
7. Leave instructions to custodian regarding non-erasure of materials on chalkboard (if applicable).
8. Report damages to desks or equipment, or needed repairs, to the office.
9. Do not count on our custodial team for the items mentioned in this section, especially locking the door. They have keys for cleaning.

## COMMUNICATIONS

### Office Use by Faculty and Staff

Many visitors to our school conduct their business first and primarily in the school office. Therefore, it is imperative that a truly business-like atmosphere be maintained in the office. All faculty and staff members must contribute to this effort in presenting to the public a professional, business-like environment in the school office.

#### Regarding Administrative Offices

Staff and visitors are asked to check with either the secretary or bookkeeper before entering Administrators' offices. Please keep I mind that each of you would like for your business with the administrators to be private especially when sharing or discussing sensitive information about students or yourself. Often the doors are open. If someone is in the office with either of them, please leave a message in the box or with the secretary or if you prefer to wait move away from the door. Even when they are on the phone, it is very important for each of you to respect their time and their attentiveness to parent, teacher or student needs during those communication periods. Administrators provide valuable attention to matters all day and want to give each the undivided attention deserved. Please help with your courtesy and respect for both time and privacy.

## **Open Communication**

Please feel free to discuss your ideas, suggestions, and concerns with the principal and assistant principals. Improvements cannot be made if problems are unknown to the administrative staff. We welcome you being open and honest with us and appreciate your ideas. This makes a better school climate and a happier working environment for everyone. Also, share ideas, suggestions, and concerns with your team leader. He/she can bring them to the Leadership Team Meetings or to team leader meetings.

## **Office and Teacher's Workroom Telephones**

The office telephone is to be used by the school's faculty and staff only to conduct official school business. It is preferable to make private conversations to parents in the workroom rather than in the school office.

Students will not be permitted to use the school telephone except in an emergency. Forgotten items such as homework, musical instruments, lunch money, etc., are not emergency situations.

## **Walkie-Talkies**

Walkie-Talkies are distributed to areas of the school and personnel by the school administration and are property of the school. They must only be used as a safety device. They must never be used to "discuss" business or make personal conversation (ex., "What are you ordering for lunch?") In addition, student and employee privacy must be maintained in using the walkie-talkie system. This is an open circuit communication system, which means the transmission may be picked up by anyone, even private homes that happen to be on the same frequency.

The proper way to use the walkie-talkie is to keep a calm voice, state the person's name you are contacting, state communication, and wait for a reply. Every emergency requires the helpers to not panic and seek help effectively. Using the codes in a calm, strategic fashion will eliminate concern for privacy, improve communication, and reduce the risk of panic by those responding.

## **CELL PHONES**

Teachers should not have cell phones on during instructional time. They may be used to phone a parent with the student present, but not in front of other students. Do not speak to a parent on your cell phone in front of the other students. This is a violation of FERPA. Do not use your cell phone to video tape or take pictures of students. A cell phone agreement should be filled out and on file in the front office.

## **SUBSTITUTE PLANS**

In the event a teacher is absent, the following is required for the substitute:

- Lesson Plans
- Seating Chart
- List of duties schedule
- Name of teacher who can assist
- Names of students who would be helpful.
- Daily Schedule with Times

**\*\*\*\*\*An emergency substitute packet is due to Dr. Wilson by August 21, 2020 and should contain the above items (also see handout in your red folder).\*\*\*\*\***

## **CONDUCT AND DISCIPLINE**

The Uniform Code of Conduct and Discipline of the Richmond County School System will be given to each student. Each teacher and staff member must become familiar with this code. Teachers should apply the Code of Conduct fairly and consistently to all students.

The code will govern in all discipline cases, but some general remarks are in order.

Teachers are expected to maintain a well-disciplined classroom environment that is conducive to learning. The teacher is expected to handle his/her own discipline problems insofar as possible. However, any situation that develops beyond the control of the teacher should be referred to the principal or assistant principal or School Resource officer. Each student referred for a disciplinary reason must have a referral in Infinite Campus. The information collected is used to compile reports required by the federal government and to document a child's behavior patterns to support possible future action and/or placement. All discipline referrals for a given month should be discussed with team leaders at the team meetings. This is for the purpose of getting suggestions and support to minimize discipline problems.

Follow the RCBOE Code of Conduct for Discipline. A teacher is professionally required to manage the routine behaviors that occur in the normal course of a classroom learning environment. Talking, chewing gum, getting out of seat, etc. are behaviors that teachers have control of consequences through the DOJO or detention hall if the behavior persists. Administrators are only for support and assignment of severe disciplinary actions for behaviors that are chronic or excessive. When referring to an administrator, students must never be sent to the administrator prior to be referred and the administrator calling for the student. If a severe situation occurs such as a fight, press the panic button and help will arrive to take charge. Do not use administrators for small infractions, as the teacher's power will be diminished quickly.

The School Resource officer is used for monitoring and as a "presence" for order. He or she cannot discipline a student. He can handle only criminal acts involving students. Please do not ask the School Resource officer to come to your classroom to "quiet" students or manage students out of their seat. They will do seminars for students on personal behavior management and prevention of juvenile problems.

**Chronic behavior problems should also be addressed first through an RTI, then Rule 20.**



**Reprinted from the BOE Policy**

***DRESS AND APPEARANCE OF EMPLOYEES***  
**Statement of Policy**

The Board of Education recognizes that teachers and other professional educators are role models for the students who come in contact with them during and after school hours. As role models, teachers and other staff should be conscious of their dress and grooming and how it affects students and parents. Teachers and staff are expected to dress in a professional and appropriate manner that will be most conducive to the educational environment. Employees should be clean, neat, well groomed and dressed in an appropriate manner for their individual work assignments. A wide variety of teaching styles and activities occur between age and grade levels. Therefore, activities and/or assignments planned for the day will dictate, to a degree, the style of dress considered appropriate attire. Good judgment and common sense should be used in choosing appropriate attire. The responsibility for determining appropriate grooming and dress shall be placed under the supervision of district and school level administrators. As a general rule, shorts, sweats, and warm up suits are not appropriate dress. Exceptions would be physical education, field trips when special attire is required.

**Minimum Dress and Grooming Standard**

The minimum dress and grooming standard for employees shall meet or exceed the standard required for students in Policy JCDB of the Uniform Code of Student Conduct.

Employees are expected to be familiar with the student dress code, to enforce it and meet or exceed its standard in their professional dress and grooming.

**The following items are considered appropriate attire:**

<b><u>Men</u></b>	<b><u>Women</u></b>
<ul style="list-style-type: none"><li>• Shoes with socks</li><li>• Ties</li><li>• Slacks</li><li>• Short/long sleeve collared shirts</li><li>• Sports jackets/suits</li><li>• Crew/Mock/Turtleneck shirts</li><li>• Polo/Golf shirts</li></ul>	<ul style="list-style-type: none"><li>• Shirts/blouses tucked in when appropriate</li><li>• Coordinate Capri Pant Suits (mid calf)</li><li>• Skirts/dresses (**appropriate length)</li><li>• Length not more than 2 1/2 “ above knee</li><li>• Slacks</li><li>• Suits</li><li>• Knit shirts/Denim dresses/skirts</li></ul>

**The following dress is NOT considered appropriate attire:**

- Jogging/sweat suits (permitted for physical education ONLY)
- Leotard type –stirrup pants
- Mini skirts/dresses
- Leggings/leotards
- Shorts or dress shorts (men/women)
- T-shirts (men/women)
- Revealing garments
- Flip flops
- Tight fitting clothing
- Blue jeans (allowed on Spirit Days)
- Hats

**Note:**

- There will be general exceptions for dress made for special areas of instruction and events, such as physical education instruction, field trips, spirit day, etc. made by the site supervisor.
- Athletic shoes are allowed provided they are clean and in good condition.
- Ties are preferred at scheduled parent/teacher conferences, PTA and any formal activities at the school or in the community.
- Failure to adhere to this policy will be reflected in TKES for Standard 10: Professionalism

## **EVALUATION OF TEACHERS AND STAFF**

### **Teacher Evaluations**

Classroom observations will be conducted utilizing Teacher Keys Evaluation System (TKES). The observations are a combination of announced and unannounced classroom visits. The observation report will be provided for the teacher within five working days via the TKES portal.

A Summative annual review based on information gathered through observations is required by the state.

### **Evaluation of Staff, non-certified**

An annual evaluation will be provided to each staff member in accordance with RCBOE policy. Daily, weekly, and other periodic reviews may be provided as required by the administration or system.

The paraprofessional works under the direction of a teacher. He/she is to work a 7 hour 45 minutes a day with a 30-minute lunch. Paraprofessionals should be involved with teacher or team planning times in support of regular or connections teachers when special needs students report to those classes.

## **FACULTY MEETINGS**

Every teacher is required to attend and participate in all faculty and team meetings. A written excuse must be presented to the principal in order to be excused from a meeting. In the event of an emergency, a call to the main office is required as soon as possible. Please reserve Thursday mornings at 7:45 A.M for faculty meetings (time may be amended for virtual learning).

## **PTA MEETINGS**

Every teacher is highly recommended to attend and participate in all PTA meetings and activities. A written excuse must be presented to the Principal in order to be excused from a PTA meeting. All teachers are asked to join PTA.

## **FUNDRAISING**

Students are forbidden to sell, distribute, or take orders for any items for the purpose of raising money for personal gain, or for non-school related activities at school or during school hours. Students are not to go door-to-door throughout the community selling items to raise money for school projects. This policy also applies to teachers and staff (this includes but not limited to: Girl Scout Cookies, church fundraisers, raffle tickets, etc.).

If workbooks or other instructional resource materials are used in a class, all students must be provided with one regardless of their ability to pay its cost. Keep this in mind when deciding to use workbooks or other than those obtained through the school supply system.

**Teachers must have written pre-approval to do fundraising; this form must be signed by the Principal prior to the first order or dollar received.**

## **IB Portfolios**

Each teacher is required to keep a portfolio of student work for each student they teach in each subject. The portfolio should contain all work that is a part of the student's grade each grading period. At the end of the year, all four nine-weeks graded assignments should be a part of each student's portfolio. The portfolios will be secured in each teacher's classroom over the summer and then distributed to next year's teacher at the beginning of the new school year. Stapled in the front of each portfolio should be a grade sheet that the students are required to write their grades on along with an explanation of the grading policy.

## **AVID Binders**

Each teacher is required to keep an AVID Binder for student work samples and lessons that demonstrate students' engagement, understanding, and knowledge of WICOR strategies.

## **Syllabus**

At the beginning of the year, each student should receive a syllabus explaining the class rules, grading and expectations. Parent and student signatures are recommended, copies made and placed in the front of the portfolio.

## **GIFTED PROGRAM**

The county-wide gifted education program for students from area schools is housed at our school site. All referrals originate in the school by teacher or parent review and request. Any student referred must meet certain eligibility requirements and be presented to the screening panel for selection. Teachers are

requested to make every effort to refer as many students as might qualify and benefit from the gifted education service.

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 referral twice annually.

The Georgia Department of Education provides “multiple criteria” for the identification of students.

Grades 3-12: Two Methods Provided

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

Or

- B. A total component score (subtest) on the standardized mental abilities at the 96th percentile or higher.
- C. A total math or total reading achievement standardized test score at the 90th percentile or higher, composite score at the 90th percentile or higher.
- D. A score of 90th percentile or higher on a standardized test of creativity.
- E. 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)

### **GRADES AND PROCEDURES**

Every teacher, regardless of the subject taught, must maintain an accurate and complete roll book. The roll book must be complete and accurate daily to reflect both attendance AND grades. Any certified official of the school system should be able to pick up a roll book and accurately identify any individual student’s grades and attendance should the occasion arise. It is imperative that individual teachers place his/her grading system on the cover page of his/her roll book on day one. Absences and tardies should also be easily identifiable. The summary section must be completed at the end of each 9-week period and end of year final grade. If only the virtual grade book is maintained, printouts should be placed in the grade book each nine-weeks.

Grades must be entered into Infinite Campus by the close of the school day of Monday each week. At least three grades (a weekly homework grade, one major and one minor) per week will present a fair determination of a student’s mastery of the subject matter. Three grades per week is required with a total of 27 by the end of the nine weeks. Use Language of the Standard when entering assignments.

**\*Homework (HW) Grading Policy**: Each student should begin the week with a 100 for the homework grade. HW should not be scored for accuracy but for effort based on completion. Points are deducted for each HW assignment NOT completed. Daily homework points:

3 Day HW: 33.3 max points daily

4 Day HW: 25 max points daily

5 Day HW: 20 max points daily

## **RTI Process**

Teachers should make efforts to meet the individual needs of students. Students who are experiencing serious academic, adjustment, or behavior difficulty should be referred to the RTI Process. The RTI is to be used as opportunity to explore alternative approaches in dealing with students and should not be considered as a referral for psychological testing. The RTI is a function of Langford Middle School; it is not the responsibility of special education or psychological services. **Any student who is not passing after the first nine weeks or who is failing for the year must have the RTI process started.**

## **GUIDANCE SERVICES/STUDENT RECORDS**

Student records are kept in the Guidance Department and may be reviewed in the guidance conference room. Records may be checked out with special permission. **Teachers are expected to review all permanent records for the students they teach no later than September 1.**

Use official names, especially hyphenated names on all reports.

For resource students, confer often and completely with special education teacher to be certain of attendance, scheduling, and record keeping especially for grades and FTE – even when no changes of schedule, reconfirm it.

Attendance reporting must be accurate daily and accumulated by both Data and homeroom so they are identical. Remember to check tardies and early dismissal and reconcile in your grade/attendance book.

If a report card has a missing grade, it is the responsibility of the subject teacher to submit a grade change to Data for correction. No one else can assign the grade and it must be done within 48 hours of noticing the error; if no grade is available, the teacher must still submit an “I” or grade immediately. See information under Promotion and Retention regarding the Langford Success Program, a service of Guidance and the Student Support Team.

## **HOMEWORK POLICY**

Homework is a powerful instructional tool and must be used to reinforce daily classroom work. It is the policy of our school to assign homework at your discretion. Homework should not be “new” material but reinforcement of information being taught in school. Every class period should follow the RCBOE code of time allotment for homework assigned. Use of Canvas and the Teacher Class Page are required to keep parents informed of class assignments and homework.

### **I. What is homework?**

Homework is school work of any type completed outside of the regular classroom that is directly related to the course. The homework is assigned at the student’s independent level.

### **II. What are the purposes of homework?**

In grades K-6, homework should offer follow-up practice activities with explicit directions given.

Grades 7-12 students' homework should include practice activities as well as independent study activities and or/projects.

Homework reinforces, enriches, and expands the student's understanding of concepts taught in the course. It also provides opportunities for the student to improve study skills, to assume responsibility, and to follow instructions. Often, a natural outcome is parental involvement as member of the educational team. For teachers, homework offers assistance in identifying individual and class needs and helps the teacher to determine needed lesson plan adjustments.

### III. How often should homework be assigned and how much should be assigned?

In grades K-8, homework will be assigned consistently Monday – Thursday and at the teacher's discretion on the weekends. The following chart reflects the amount of homework that should be assigned:

<u>Grade</u>	<u>Daily Minutes Per Child (total amount assigned by all teachers if departmentalized)</u>
K-3	15-40
4-6	30-60
7-8	30-90

### IV. Who is accountable for homework?

The accountability for homework is three-fold: student, teacher, and principal. Parents should be indirectly involved with all three.

Students should be accountable for homework in three ways. It should be done on time (not accepted late if the student was present when assigned and when due). It should be neatly and completely done in the manner assigned by the teacher. It should be made up if the student is absent. By the secondary level, the student must accept responsibility for asking for missed assignments and for completing them promptly.

Teachers should be accountable for homework assigned. Homework (other than reading) will be collected (or checked) on time, graded in some manner, and returned promptly. Homework will be accounted for before discussion of answers.

Teachers will assign homework that is directly related to the unit under study or a part of a course objective (i.e., daily news notes for social studies or a composition to gain writing skills in a language arts class). Grammar and spelling will be checked. Reading assignments will be checked by class discussion or by periodically giving quizzes. Homework will not be assigned as a means of punishment.

Teachers will give clear, concise and concrete instructions for any assignment. Written instructions will be put on the board at the elementary level and at the middle school and secondary levels for any complicated assignment. Teachers may want to distribute a set of general rules of homework, including required form, the first week of school and require students to put it in their notebooks for reference.

The principal as head of the individual school will be accountable to the system for implementation of the homework policy. The principal will discuss fully with the teachers at the beginning of the school year the system's and school's homework policies, the students' responsibilities and the teachers' responsibilities. Individual departments may establish their own specific guidelines (i.e., and English Department may want to require a certain number of compositions within a grading period) within the framework of the system's procedure and school's procedure with the principal's approval.

#### V. How should homework be graded?

At the elementary and middle school levels, the following guidelines will be used in grading homework:

- a. Routine homework will not be assigned a letter grade or numerical grade. Teachers will develop a system for weighing routine homework such as assigning at the beginning of the nine weeks 100 points to each student. For each assignment not completed appropriate points are deducted based on weekly assignments. The grade at the end of the nine weeks may count as one test grade.
- b. Students may be allowed to check and recheck his/her own homework as it is being discussed and make necessary corrections so that it may be used as a study reference when appropriate.
- c. Book reports, special assignments, and other detailed or more involved projects will be graded by the teacher. The teacher will allow a few students to report to the class, so that students can learn from each other. The grade will reflect the extent of the assignment.

### **INSTRUCTIONAL TIME**

#### **Use of Instructional Time**

Each teacher is expected to make use of all available classroom time to enhance the instructional and overall academic effort of the school. Students are not to remain idle during the time a teacher may engage in administrative chores, while waiting for lunch, or waiting for dismissal.

### **LEGAL RESPONSIBILITIES OF TEACHERS (In addition to RCBOE Policy)**

#### **General**

Each teacher and staff member is responsible to the principal for carrying out the policies of the Richmond County Board of Education (RCBOE) that apply to the function of the school, the classroom, contact with students and their parents, and the public.

It is the responsibility of all teachers and staff members to cooperate in a professional manner with their colleagues and with the administration. This professional cooperation includes the extension of courtesy, respect, consideration for the feelings and rights of colleagues, other employees, students, parents, and the public.

Every teacher and staff member has the right to discuss any matter with anyone without interference. However, it is a breach of professional ethics to discuss professional problems with laymen without

first attempting to resolve them within the teaching profession. Problems between adults are not to be discussed in the presence of children. Do not attempt to solve problems when one is angry.

Teachers may be held legally responsible and liable for injury that arises from their failure to properly supervise students in their charge. **Students must not be left unsupervised at any time.** By doing so, teachers place their employment in jeopardy and the possibility of a lawsuit in case of an injury to student(s) during the unsupervised time. Teachers are cautioned to provide adequate supervision for their students at all times. **DO NOT PLACE STUDENTS IN THE HALL UNSUPERVISED!**

### **Supervision of Students in Transit from class to class/other areas**

The safe and orderly movement of students is the responsibility of teachers. They are to require their students to walk single file along the right side of the hall. The halls are a quiet place. Enforce the rules that students and staff are to be quiet in the halls so as not to disturb other classes.

Hall Passes - Students are not allowed in the halls without a Hall Pass (**Big Red Hall Pass**). Students discovered in the halls without a pass will be returned to the classroom teacher. **THIS POLICY WILL BE ENFORCED.** Limit individuals from leaving class. Ensure that it is for a legitimate reason approved by the teacher. **Do not allow more than one student out of class at a time.**

### **Assigned Duties**

Much of the duty for individual teachers will be assigned at the beginning of the year. Reminders are generally given, but cannot be depended upon. It is the professional responsibility of every certified teacher to supervise students until they are properly and safely released from the school's campus.

**In addition to regularly assigned duty, every team must identify a teacher that is responsible for students who miss buses, aren't picked up on time, etc. A teacher from the team will remain with the students on their teams until every student is cared for and released to their proper transportation daily.**

Duties include but are not limited to: lunchroom, hall supervision, front office, clinic, bus, carpool, bulletin boards in hallways, Magnet School bus duty, etc.

### **Morning Duty**

All duty assignments will be coordinated by the Assistant Principal. A copy of the original duty schedule is to be sent to all persons involved, and an updated copy is to be sent each time the roster is changed. Connections teachers will be assigned morning duty on a rotating schedule where possible, to equalize duty.

All teachers must stand in the doorway of the classroom to supervise students during morning and afternoon arrival and dismissal times. Every teacher should be at his/her doorway if not assigned elsewhere no later than 8:35 A.M (may change to meet social distancing guidelines). each day and at dismissal until late bus duty is called.

**Late Bus duty** will be assigned to all school personnel on a rotating basis.



### **Lesson Plans/IB Unit Planners**

Lesson and MYP Unit Plans for the current week should be readily available by the door for Administrators and/or visitors. A copy of the lesson plan is due to the Instructional Coach and IB Coordinator each week by Sunday at 4:00PM. IB MYP Units, Rubrics, and Grade Books will be checked periodically.

### **Maintenance of Work Areas**

Teachers are not expected to perform any sort of custodial work. However, they are expected to exercise sufficient classroom control and discipline so as not to leave classrooms unduly dirty or messy and littered with paper, books, etc. Our custodial workers are allowed approximately twenty minutes cleaning time per classroom, and they cannot properly do their job if classrooms require excess clean-up time.

Teachers are to leave tables, desks, chairs, etc. in the arrangement that is desired. Custodians are instructed to replace these items in the same pattern as they were found. Blinds must be down and closed daily. Students should NEVER adjust blinds.

### **Maintenance Requests**

A maintenance request is to be completed by the classroom teacher whenever a repair is needed. Be specific about any repairs needed. If the Maintenance Department by the following month has not corrected the problem, repeat the specific request again with the notation that it has been previously reported. Emergencies such as roof or pipe leaks, heat or air conditioning systems malfunctioning, etc. should be reported to the office immediately. Turn maintenance requests into Ms. Arglye in the front office.

### **Paperwork and Reports**

Accuracy and adherence to due dates are expected. Lists of names, records, etc., should always be kept in alphabetical order.

Grade books, roll books, and lesson plans are considered official documents and the property of the school. Guard the security of these items at all times. Printouts should be stapled into the grade book.

### **Parental Support and Contact**

Each homeroom teacher is to personally telephone the parents of each student on the class roll for the purposes stated below: (During 1st 2 weeks of school)

1. Introduce the teacher and express pleasure at having their child as a student.
2. Give the parents the teacher's grade level, room number, and subjects to be taught.
3. Give the parents a brief overview of the teacher's goals and expectations for the student in academics.
4. Briefly define the teacher's philosophy and methods regarding behavior and discipline.
5. Offer positive observations and comments.
6. Offer to help at any time the parent asks for it.

Each teacher is to complete this opening year parental contact log within the 1st 2 weeks of school. A completed form verifying these contacts is to be turned in to Dr. Wilson (also log the parental contacts in infinite campus).

During the year, parental contact is expected concerning academics as well as behavior.

### **Restrooms**

Teachers are responsible for the conduct of their students while they are in the restrooms. Students should be carefully supervised during restroom breaks. No student should be allowed to go into the hall restrooms without a teacher being present. Discipline problems, damage to restroom facilities, and loss of instructional time occur when students are allowed to go unattended to the restroom. In case of doubt or emergency, notify the office immediately.

### **Smoke/Tobacco Free Environment**

Smoking is prohibited on Board of Education property. This includes private vehicles parked on school property.

### **Prohibited Items**

The following items are prohibited in the school building, on school busses, and on school grounds:

- Matches
- Firearms
- Cap Pistols
- Knives
- Slingshots
- Fireworks
- Chewing gum and candy
- Soft drinks
- Food items
- Tobacco products
- Toy weapons
- Radios
- Nintendo games/Sega games, etc.
- DVD/MP3/iPODS
- Baseballs/Basketballs/Footballs/Soccer Balls, etc.
- Toys (unless requested by the teacher for a designated activity)
- Any jewelry which disrupts learning
- ANY MEDICATION OR DRUG
- Any other item(s) that may constitute a danger to others or disruption to the instructional program.

These prohibited items should be collected if they are brought to school.

NOTE: Refer to the Richmond County School System Policy on weapons and dangerous instruments (Rule 6 in the Uniform Code of Student Conduct and Discipline Handbook).

### **Team/Grade Leaders/Planning**

Team leaders are responsible for planning and organizing his/her team's schedule and course assignments with the approval of the administration. He/she will design daily schedules that meet the criteria set forth by the law, state board rules, and local policy.

Teams will meet to support students, plan together, and to hold parent conferences. The schedule of team activities and minutes from meetings should be turned in to the office by the team leader by Friday of each week. A draft of each team's anticipated schedule will be due at the end of preplanning.

### **Professional Learning/Collaborative Planning**

Content area teachers will meet periodically according to the LMS Monthly Planning Calendar. Teachers should bring any needed curriculum materials and a good attitude. One of the main purposes of these meetings is to share ideas and improve instruction. Please be on time!

Reserve Thursday mornings for Faculty Meetings.

## **PROFESSIONAL ETHICS**

Teachers are directed to be sure that all relationships between themselves and their students are proper and above reproach at all times. An air of professionalism must be maintained at all times. Use of profane or improper language by staff members in the presence of students is prohibited. Teachers may not transport students to and from school without administrative and parent permission.

Teachers are not to provide names of students for commercial purposes.

Teachers may not accept any personal gift or gratuities from a business organization or person. Acts of impropriety by teachers in their off-duty hours tend to lessen the effectiveness of the educator in his/her official relationships with students, parents, and the community and should be avoided.

### **IMPORTANT NOTE FOR FACULTY**

The request for students to come from other classes for participation in a teacher's class, project, event, or any other reason not assigned is strictly forbidden without the approval of an administrator.

## **PROFESSIONAL ORGANIZATIONS**

Faculty and Staff members are encouraged to join and participate in professional organizations and affiliations. These organizations and activities are designed to offer the staff development and support

for the quality of work done by each individual. To the degree possible, the administration will support employees in their pursuit of offerings connected with his/her professional affiliations.

The following are organizations for certified staff members:

PAGE – Professional Association of Georgia Educators  
RCAE – Richmond County Association of Educators

The following is an organization for classified staff members in the clerical or data support area: staff development and support for the quality of work done by each individual. To the degree possible, RCAEOP – Richmond County Association of Educational Office Personnel.

### **GRIEVANCE PROCEDURES**

Follow the RCBOE grievance process. Always follow rules of etiquette and protocol to greatly improve the process when identifying unfair work processes. It's extremely important to follow the proper chain of command and use effective communication tools. Exercise caution when discussing personal or personnel matters relating to work problems with friends, colleagues, or family.

### **MIDDLE SCHOOL PROMOTION INFORMATION**

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 based on the CCGPS for Georgia Public Schools (6-8) and local curriculum objectives.

#### **Georgia Promotion Requirements for Grades 3, 5, 8 (Effective beginning 2003-2004)**

Please be aware that Georgia legislators wrote the code known as the Georgia Academic Placement and Promotion Policy to clearly indicate that the promotion of a student into a grade, class, or program should be based on an assessment of the academic achievement of the student. The requirements for grades three, five, and eight are as follows:

Promotion of a student shall be determined as follows:

- **No eighth grade student shall be promoted to the ninth grade, if the student does not achieve grade level on the Georgia Milestones Test in reading and mathematics and meet promotion standards and criteria established by the local board of education for the school that the student attends.**

The complete policy can be found at [www.doe.k12.ga.us](http://www.doe.k12.ga.us).

a. **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.

## **State Promotion Requirements**

- No eighth grade student shall be promoted to the ninth grade that does not achieve grade level on the state-adopted assessment and meet the local promotion standards and criteria established by The Richmond County Board of Education.

## **Additional Richmond County Promotion Requirements**

To meet promotion requirements students in grades six-eighth must:

- a) Obtain a passing grade on the report card in:
  - Mathematics
  - Language Arts
- b) Obtain a passing grade on the report card in at least one of the following:
  - Social Studies
  - Science
- c) Obtain a passing average in at least half of all connections courses.

### Communication for Grades K-8

If a student is not meeting the above requirements, the parent/guardian will be notified in the following manner:

1. Midway through the first nine weeks (4 ½ weeks of instruction): A parent conference should be held to discuss strengths and weaknesses and offer suggestions for student improvement. A parent conference shall be scheduled to develop an educational plan for each student experiencing difficulties.
2. End of second nine weeks (18 weeks of instruction): At the end of the second nine weeks, the report card and the report card envelope will indicate with a check mark when the student is not making satisfactory progress toward promotion. The report card envelope will also indicate promotion difficulties. A parent conference must be held for each student not making satisfactory progress toward promotion.
3. End of third nine weeks (27 weeks of instruction): At the end of the third nine weeks, the report card and report card envelope will indicate with a check mark when the student is not making satisfactory progress toward promotion. The report card will also indicate promotion

difficulties. A parent-teacher conference shall be held at this time to evaluate student progress in order to determine improvement needed to meet promotion requirements.

4. End of the school year-fourth nine weeks (36 weeks of instruction): Conference must be scheduled for all students who are not meeting promotion requirements. The parent/guardian of a student who has been retained will be notified in the final report card.

## **SAFETY**

### **Lock Down Procedures**

**LOCK DOWN ANNOUNCEMENT:** In the event of an emergency situation if it becomes necessary to “lockdown” the school, the following announcement will be made for either a “soft lockdown” or a “hard lockdown.”

Teachers, please move your students inside your classroom and follow hard lock down (or soft) procedure until further notice.”

“Soft Lock Down” - Lock your door(s), do not let anyone in the hall and continue teaching.

“Hard Lock Down” - Lock your door(s), do not let anyone in the hall, turn off your lights, remain silent and move away from doors and windows

### **Bomb Threat**

Radios, telephones, cellular phones, pagers, etc. must not be used during a bomb threat. “CODE RED” is the phrase that will be used to pass the information that we have to evacuate for a bomb threat.

Fire drill procedures are used to evacuate for a bomb threat. Students and teachers must move at least 1000 feet from the school. The assembly point for our school is the parking lot of the Temple on the corner of Bransford Road and Walton Way.

### **Fire Drills**

Fire Drills are required monthly. A loud buzzer sounds for fire drills. Students and teachers must WALK, not run or panic when the buzzer sounds to the fire exit assigned to the classroom or area they are currently in.

Each teacher or supervisor is responsible for posting exit procedures and reviewing the process on the first day of class. Each teacher should take attendance and report any missing students immediately to their point of contact.

## EQUAL OPPORTUNITY EMPLOYER

The Richmond County Board of Education is an Equal Opportunity Employer. It does not and will not practice sex discrimination in any of its educational or employment practices according to the rules and regulations for the administration of Title IX of the Education Amendments of 1972, Public Law 92-318, as amended by section of Public Law 93-568. Our building point of contact is Dr. Usry-Wilson.

The following named person has been designated as the coordinator of the Board of Education's efforts to comply with and carry out its responsibilities under Title IX including the investigation of any complaint communicated to the Board of Education alleging its non-compliance with Title IX, or alleging any actions which would be prohibited by this part.

Director of Human Resources  
County Board of Education of Richmond County  
864 Broad Street  
Augusta, Georgia 30901  
Telephone (706) 826-1000

The following procedure is to be used in reporting and settling grievances under this act:

1. Complaints are to be forwarded, in writing, to the person designated as coordinator. A complete description of the alleged violation is required.
2. The coordinator shall, within fifteen (15) days, investigate and report results of the investigation, in writing, to the complainants.
3. The decision of the coordinator may be appealed to the Regional Director of the Office for Civil Rights, 50 Seventh Street, N.E., Room 404, Atlanta, Georgia, 30323.

Source: Title IX of the Education Amendments

### **Lead Above the Line**

**Elite Team Performance = Clarity of Purpose + Deep Trust + High Standards +  
Consistent Accountability + Tools that Empower**

~Urban Meyer

## International Baccalaureate Program

Langford Middle School is an IB World School. It is the expectation of a Langford Middle School teacher to wholeheartedly embrace and implement to the best of his/her ability all requirements of the IB program. This includes but is not limited to:

- Use of the MYP Unit planner
- Implementation of the curriculum through the IB Areas of Interaction
- Attendance at required IB training
- Implementation of the IB Learner Profile
- Implementation of the Community Service Project

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 programmes 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.

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

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

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





## 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 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 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)



# 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 beliefs 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 classes.
- 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)



## 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 choose 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
  - participation 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.