

## Academic Honesty Policy

It is our contention that a culture of academic honesty relies upon beliefs, attitudes and practices of academic integrity to which all stakeholders commit. Thus, educators (parents and staff) and students must believe that the goal of attendance at SFES is to be inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, and reflective.

The school has created an academic honesty policy with the goal of promoting student learning, developing the whole student, and supporting our school community's understanding of academic honesty. Our school mission and philosophy and also the International Baccalaureate Organization's (IB) core principles and Learner Profile inform this policy.

### Introduction

In order to best practice academic honesty students must learn the proper skills and develop the proper knowledge and attitudes to be academically honest. These skills include being able to properly give credit to another person's intellectual property, take responsibility for one's own actions, and approach the learning environment with respect.

### IB Learner Profile

St. Francis Elementary School encourages learners to be: inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, and reflective. Our philosophy reflects the Franciscan, Catholic values that requires principled learning and honesty in our student's work.

DEFINITIONS OF MALPRACTICE *(adapted from Understanding Academic Misconduct IB, September 2014/January 2015 pg. 95)*

Academic misconduct includes:

- Plagiarism- the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear, and explicit acknowledgment. We teach MLA rules and conventions for proper citation and acknowledgement of original authorship.
- Collusion - supporting academic misconduct of another student, as in allowing one's work to be copied or submitted for assessment by another
- Duplication of work- the presentation of the same work for different assessment components

- Any other behavior that gives an unfair advantage to a student or that affects the results of another student

Examples of academic misconduct include:

Plagiarism- Copying homework and presenting it as one's own, reproducing information from the Internet without proper citation or any other source, or paraphrasing a source by merely replacing words with synonyms and reorganizing or rephrasing groups of words.

Collusion - Allowing someone to copy one's work or rely heavily on one's work rather than producing his/her own work, improper sharing of information about an upcoming assessment.

Appropriate collaboration is encouraged (and often integral to assigned projects) but ideas and writing must reflect each individual student's effort.

Please note the following:

- The assessment task specific clarifications can assist in identifying elements that are expected to be collaborative group effort and those that are to be individual endeavors.
- Students are encouraged to collaborate in some instances; for example, they might work together as a group for ideas or data, but all other required parts of the work should be individually completed.
- Students are to follow the guidelines of specific collaborative group assignments to assure that all members are contributing appropriately and adequately to the group project.

Duplication of work - Submitting the same work for different IB program requirements unless otherwise directed in the instructions.

Other behavior that gives an unfair advantage or affects another student - falsifying data, misconduct during an examination, violating the procedures of a test such as inappropriate communication.

**SCHOOL'S RESPONSE TO ACADEMIC MALPRACTICE;**

\*We strive to separate assessment of knowledge and skills mastery from behavioral choices.

When academic malpractice appears to have occurred, teachers will report the incident to the associate principal who will investigate and make a determination as to whether there is sufficient evidence to take action.

1. If there is sufficient evidence to take action, the associate principal will:
  - a. Report the incident to the head of the school and IB coordinator.
  - b. Contact the parents to arrange a meeting to review the academic honesty policy.
  - c. Set guidelines for appropriate completion of the assignment.
  
2. In cases of academic malpractice, students may:
  - a. Earn a zero on the work in question until an alternative work is completed.
  - b. Have incident recorded in the student's academic record.
  - c. Lose privilege or perform acts of restorative justice at the discretion of the teacher, associate principal, principal or IB coordinator.

### Academic Integrity

Academic integrity is essential for the ongoing development of lifelong learners and engaged global citizens who support social justice; thus all stakeholders of SFES must support academic integrity that ensures authentic learning. This includes students being attentive and physically, mentally, and spiritually prepared for learning experiences in whatever form they occur. Caring for all materials and facilities that support academic growth is an essential component.

A principled learner takes full ownership of his/her educational behaviors, actions, and attitudes. In light of this, a principled learner does not participate in:

- Giving unsubstantiated reasons (excuses) for not completing work in assigned time (“printer’s broken”, “I left it at home”)
- Having suspiciously similar/nearly identical answers (“we studied together.”) Not investing adequate effort or attention during class time or when producing work such that students claim a lack of understanding.
- Producing a work product that ignores directions, does not respect the time of the assessor, or is not assessment friendly.
- Failing to fairly contribute to a group effort.

Sources:

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## **Philosophy and Principles of Assessment**

Assessment makes a meaningful contribution to the fulfillment of the objectives of St. Francis of Assisi Elementary as summarized in its mission statement:

*St. Francis of Assisi Elementary School is dedicated to Franciscan, Catholic values by being a vibrant, inclusive school community that teaches, nurtures, and supports compassionate, open-minded, and inquiring students in becoming active and respectful contributing members of their global communities.*

Assessment drives not only the evaluation of the learner, but also the direction, the adjustment, and redirection of curriculum planning and instruction. It allows students, teachers, and parents to monitor the learning undertaken by each student regarding their individual development. All aspects of education as embodied in the IB learner profile must be evaluated and monitored to provide students and teachers with evidence of the progress being made towards attaining the goals of the whole program. Assessment supports setting personalized learning targets and helps each student reach their full potential. It should lead to a clear understanding of the progress made by the learner and facilitate effective teaching practices based on the needs of the students. This assessment informs curriculum planning, teaching, self-reflecting and collaborating in a curriculum designed to deliver all aspects of the IB learner profile.

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In a learning environment in which the curriculum reflects the needs of each student to be reflective, knowledgeable, balanced, principled, caring, confident [risk-taking], inquiring, communicative, thoughtful and open-minded, an assessment must also be personal if it is to be applicable and practical. Unless an assessment policy is capable of providing consistent feedback on these parameters, it is not adequate to the evaluation of the program.

### **Goals of Assessment**

- To provide feedback for students and teachers for continued learning
- To inform parents of student progress towards a set of standards or criteria
- To use data to inform, enhance, and improve instruction
- To develop global thinkers by creating assessments set in a variety of cultural and linguistic contexts
- To encourage students to reflect on their own learning
- To monitor progress and determine the level of understanding
- To identify areas for growth
- To determine needs for differentiation of instruction

## **Principles of Assessment**

- Assessment is a continuous part of the learning process
- Teachers pre-assess students' knowledge and experience
- There is a balance between types of assessments
- Students are allowed multiple opportunities to share their learning and understanding with others
- Assessments align with course learning outcomes, state standards, and MYP objectives
- Clear criteria are known and understood in advance of assessment
- Assessment feedback is provided for students' future learning
- Involves collaboration between students and teachers
- Opportunities for self-assessment and reflection are provided
- Assessments are differentiated and modifications are made when necessary to meet the needs of all students
- Curriculum and assessment reflect the intercultural aspects of MYP
- Teachers of the same course use common assessments
- Reporting to parents is meaningful and ongoing

## **Assessment Practices and Methods**

- Diagnostic/Pre-assessment
- Formative Assessment
- Summative Assessment
- Standardized Assessments
- Assessment, evaluation methods, and expectations are discussed with students
- Teachers participate collaboratively in the planning, development, and standardization of assessments
- Teachers design authentic assessments that allow students to apply knowledge and skills to real-life situations
- Whenever possible, assessments allow for choice and differentiation
- Assessments align with course learning outcomes, state standards, and the Essential Elements of the PYP or MYP

## **Assessment Measures**

### PYP

Teachers use a variety of grading tools to provide clear and frequent feedback, including but not limited to:

- Rubrics
- Checklists
- Anecdotal notes/observational notes
- Continuums
- Standards-based grading
- Work samples
- Running records
- Individualized Education Plan (IEP) progress toward goals

MYP

Depending on the type of assessment, teachers may use a variety of measures to evaluate student success, including:

- Anecdotal notes/observational notes
- Continuums
- Standards-based grading
- Work samples
- Running records
- Individualized Education Plan (IEP) progress toward goals
- Percent correct
- Other numerical value such as point allocation
- Checklist
- Rubric (teacher-created, class-created, and IB/MYP rubrics) which are clarified in student-friendly language

For Years 1-3, teachers will utilize a modified IB/MYP rubric for each subject area assessment criteria a minimum of two times each school year. The assessment criteria and point values vary for each of the eight disciplines.

<b>Subject Area</b>	<b>Assessment Criteria</b>
<b>Individuals and Societies</b>	A. Knowing and B. understanding C. Investigating D. Communicating

	E. Thinking critically
<b>Mathematics</b>	A. Knowing and understanding B. Investigating patterns C. Communicating D. Applying mathematics to real-life contexts
<b>Physical Education</b>	A. Knowing and understanding B. Planning for performance C. Applying and performing D. Reflecting and improving performance
<b>Science</b>	A. Knowing and understanding B. Inquiring and designing C. Processing and evaluating D. Reflecting on the impacts of science
<b>Design (Technology)</b>	A. Inquiring and analyzing B. Developing ideas C. Creating the solution D. Evaluating
<b>MYP Projects</b>	A. Investigating B. Planning C. Taking action D. Reflecting
<b>Interdisciplinary</b>	A. Disciplinary grounding B. Synthesizing C. Communicating D. Reflecting

### **Pre-Assessment**

- Assists teachers in planning learning activities
- Activates prior knowledge
- Stimulates engagement

### **Formative Assessment**

Formative assessment provides feedback to the teacher for the purpose of monitoring learning and improving instruction. Formative assessment is all classroom-based and may include any number of strategies including:

- Exit Slips
- Observations
- Group work and collaboration
- Play based interactions (PYP)
- ESGI (TK)
- Quizzes
- Self-reflection
- Homework
- Labs
- Role-playing
- Scaffolded note-taking with a questioning component.
- Reciprocal Teaching
- “Checking for Understanding” strategies: partner/group talk, use of whiteboards, electronic individual answering systems, reader response journals, etc.
- Re-Teach
- Conferencing
- Journaling
- STAR Testing
- Accelerated Reader

**Assessment in the classroom involves teachers in:**

- Identifying learning-specific objectives in advance of teaching
- Using representative samples of students’ work or performance to provide information about student learning
- Collecting evidence of students’ understanding and thinking
- Documenting the learning processes of groups and individuals
- Developing oral and aural assessments for the classroom
- Identifying exemplary student work
- Keeping qualitative as well as quantitative records of test/task results.
- Reflecting on the efficacy of lessons

**Assessment in the classroom involves learners in:**

- Reflecting on their learning
- Communicating their learning to teachers and peers
- Evaluating work produced by themselves and by others towards known rubrics
- Sharing their learning and understanding with others
- Using a variety of styles and abilities to demonstrate their learning
- Analyzing their learning and understanding; what needs to be improved.

For evaluative feedback to be possible, an atmosphere of trust and cooperation must be established across the academic community. Without such an atmosphere, evaluation can be experienced as destructive rather than constructive, and, conversely, poor relationships can inhibit effective communication of information about what needs improvement. To be effective, a formative assessment must, therefore, take place in an environment which is single-mindedly dedicated to being positive and supportive.

### **Summative Assessment**

Summative assessment is undertaken at the end of a unit or topic and aims to give teachers and students a clear insight into students' understanding. Summative assessment marks the culmination of the teaching and learning process, but it is not the purpose of the teaching and learning process; it gives students opportunities to demonstrate what they have learned.

Summative assessment can, and usually should, assess several elements of learning simultaneously in order to inform and lead students to improve their integrative and trans-disciplinary learning skills; it measures understanding of central significant ideas and encourages students to undertake action.

Summative assessment enables students, teachers, and parents to gauge the level of student performance. It allows greater academic achievement, as well as ensure students reach a more complete understanding of the key concepts and their related topics.

### **Examples of Summative Assessment**

- Portfolios
- Project work, including individual and group work
- Presentations
- Written Responses
- Labs
- Exams
- Standardized Testing (ACT)

### **Formative Assessment**

Formative assessment is an assessment for learning and is on-going throughout the teaching and learning process. It provides information that is used in order to plan the next stage in learning. It is interwoven with learning and helps teachers and students to find out what the students already know and can do and how well they are learning new knowledge and skills. Formative assessment and teaching are directly linked and function purposefully together to direct and shape curriculum planning. Formative assessment aims to promote learning by giving regular and frequent feedback throughout the learning process. This process helps learners to improve

knowledge and understanding, to foster self-motivation and enthusiasm for learning, to engage in thoughtful reflection, to develop the capacity for self-assessment, and to recognize criteria for success. Students will grow to engage in self- and peer-assessment opportunities to develop the confidence needed if they are to be stewards of their own learning.

### What is Assessed?

- Progress and performance in subject areas according to the Common Core State Standards
- Conceptual understanding of central ideas
- Transdisciplinary skills
- Process skills
- Conduct and Effort
- Learner Profile attributes
- Student Learning Expectations

### Reporting and Sharing of Progress

Educational progress is reported to students, families, staff, and the community. Progress is reported in the following ways:

- Formal Parent-Teacher conferences take place in October each year. This early conference is an opportunity for parents and teachers to discuss student strengths and weaknesses and to help set individual goals for the year.
- Student progress is accessible anytime online through SchoolSpeak
- Trimester Report Cards
- STAR Performance scores (Grades K-8)
- ACT Aspire scores (Grades 3-8)
- Informal conferences via telephone, e-mail, and face to face are held when deemed necessary by either the parent or teacher.
- SST and IEP meetings

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## Inclusion Policy

### Mission Statement

St. Francis of Assisi Elementary School is dedicated to Franciscan, Catholic values by being a vibrant, inclusive school community that teaches, nurtures, and supports compassionate, open-minded, and inquiring students in becoming active and respectful contributing members of their global communities.

### Philosophy

St. Francis of Assisi Elementary School, an educational ministry of the St. Francis of Assisi Parish, strives to create a Franciscan environment which supports the spiritual, intellectual, emotional, social, and physical needs of our students. Together with parents, our vocation is to inspire and develop balanced, internationally minded young people who recognize our common humanity, care for God's creation, and embody peace for our world in the spirit and tradition of our Franciscan, Catholic heritage.

### Identification

St. Francis wants to make learning accessible to all students. St. Francis strives to include and celebrate all types of learners. In light of this, students with social, emotional, and/or academic difficulties are referred to the Student Support Team (SST). The Student Support Team members may include the Educational Achievement Specialist, principal, associate principal, teachers, guidance counselor, and/or any other relevant staff members.

Any school staff member can submit an SST meeting request form to the Educational Achievement Specialist (EAS). On the form the teacher will list concerns in regards to work habits, behavior, academics, and/or perceptual /motor /language /hearing /vision concerns. Other cases in which the Student Support Team may meet include: concerns expressed by parents/guardians, a new medical diagnosis for the child, and/or scores that are 2 grade levels below or above benchmark on their STAR testing.

Prior to the meeting, parents/guardians are asked to submit student health and school history to the Educational Achievement Specialist and are invited to attend. Teachers will also provide the EAS with all appropriate documentation such as testing scores or failing work.

At the meeting SST members discuss student achievement and any concerns. Recommendations may be made for the child to visit their pediatrician or complete testing through their local school district or a private educational psychologist. At the conclusion of the meeting a student success plan will be created. This plan will note all the types of support the student will be given both in and outside the classroom, as well as at home, and a plan for data collection to monitor progress. Within two days, the student success plan and all meeting notes will be emailed to invested parties. The SST will also be kept updated on student progress and any testing results, especially those resulting in an IEP or 504 plan. Ongoing communication with parents and staff that work

directly with the student will ensure that all are aware of specific student learning needs, accommodations, and strategies for success.

St. Francis Elementary seeks to provide an educational environment which serves each student's best interest and offers a variety of learning opportunities. St. Francis considers our students to be a community of learners who work together contributing to the classroom with their unique talents. In the case that a child shows significant advanced or gifted learning, St. Francis will follow the same SST protocol resulting in a student support plan that allows that student further enrichment.

Students also may apply to St. Francis with physical, social, emotional, or academic difficulties or disabilities already identified via an IEP, 504 plan, or medical diagnosis. In that case, the Student Support Team will meet to develop a plan with the family to let them know what resources we can offer and develop a plan to best meet the needs of the student. Tuition is no different for any student with special needs. If at any point our limited resources do not best serve the student, we must let families know as soon as possible. Since we are a historically registered building we are prevented from being able to make all accessibility accommodations. St. Francis does not have staff certified to conduct educational evaluations or write IEP plans. We will assist families with the process of testing through private psychologists or their local public school.

### Inclusion Model

Inclusion provides all students equal access to an appropriate curriculum. In order to meet the needs of all learners, St. Francis uses a variety of strategies and staff members. Classroom teachers, EAS, and administrators collaborate to develop high quality differentiated instruction in the least restrictive environment. This allows all students to be valued participants in their general education classroom. In addition to the classroom teachers, St. Francis utilizes classroom aides for small group instruction and one-on-one conferencing. For those instances where a student's academic needs are best met through an alternative setting, the EAS utilizes "push in" and "pull out" services to give the student individual or small group instruction. The student may also receive outside services in the form of speech or occupational therapy through private or public-school providers. Both these internal and external services are monitored and adjusted based on student progress.

### Monitoring Student Success

Every student at St. Francis engages in ongoing assessments to measure academic success. These take the form of formative and summative classroom assessments geared towards project and inquiry based learning, Renaissance STAR testing every 9 weeks, and the ACT Inspire annually.

Teachers provide parents with up-to-date progress reports online. In addition, St. Francis holds yearly parent-teacher conferences. Teachers are available for follow-up conferences throughout the school year. They also engage in "as needed" phone calls and emails to support the parents as

the primary educators of their children. As such, parent involvement in their child's education is vitally important. This includes communicating with their children, as well as with their child's teacher, and checking the progress reports regularly.

For those students on success plans, parents are expected to complete SST recommendations and follow through with agreed upon actions. The EAS regularly collects data and checks progress for these students. The EAS, along with the classroom teacher, will also attend all yearly IEP meetings. They will also facilitate any follow-up meetings with parents and the Student Support Team to provide progress updates.

### Differentiation and Instruction

All teachers are encouraged and supported in the use of differentiated instruction. Classroom differentiation helps increase learning for all students, especially those on success plans. This includes the use of differentiated materials such as guided reading books. In addition, students on success plans may be given modifications on their assignments such as increased time or decreased homework problems. During "push-in" or "pull out" time the EAS may employ the use of an intervention curriculum to help close any gaps in learning.

While we make accommodations for students on success plans, in very rare instances a student may be working on a modified curriculum separate from their general education peers. For the qualifications to meet a modified curriculum St. Francis follows the Diocesan SST Reference Manual (see attached).

### Assessment

Students on a success plan are expected to participate in assessments using the same criteria as those in their grade level according to the IB assessment guidelines. However, for these students adjustments may be made including, but not limited to, the use of scaffolding materials, extended time, and having the assessment read to them.

### Conclusion

As a community that values service and diversity, the members of St. Francis accept and celebrate differences.

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## **St. Francis of Assisi Elementary**

### **Language Policy**

#### **Mission Statement**

St. Francis of Assisi Elementary School is dedicated to Franciscan, Catholic values by being a vibrant, inclusive school community that teaches, nurtures, and supports compassionate, open-minded, and inquiring students in becoming active and respectful contributing members of their global communities.

#### **Language Philosophy**

Since language is the primary means of communication and learning, all teachers at St. Francis of Assisi Elementary School share the responsibility of instructing students in language development via writing, speaking, and reading. Students are expected to become proficient in English. In addition, St. Francis offers both Spanish (PYP & MYP) and Italian (MYP) as second language acquisition courses.

St. Francis of Assisi Elementary School seeks to develop and continue the Franciscan philosophy by cultivating a global outlook and an acceptance of diverse world cultures and values. This global understanding will prepare students to effectively empathize, communicate, and contribute to the world around them. Teaching towards a global perspective provides students with the necessary learning environment to acquire multicultural appreciation and the ability to communicate in a world of linguistic and cultural diversity.

#### **School Language Profile and Demographics**

English is the central language of instruction at St. Francis with a second language, Spanish, being introduced at the TK level. Beginning in the MYP, students have the choice of continuing with Spanish or studying Italian.

#### **Mother Tongue Development**

English is the main language of students attending St. Francis of Assisi Elementary School. ON an annual basis, we serve less than 3 students for whom English is not their first language. These students typically need minor supports in their english language acquisition. English Language Learners are supported in a variety of ways including: information presented in a variety of learning modalities (visuals, hands-on, auditory). Teachers employ the use of scaffolded materials in the benefit of all students' language acquisition. The Education Achievement Specialist supports the language needs of all students, and collaborates with all

teachers and parents. The Student Support Team is available to make individualized plans based on a student's needs. In the event that an interpreter would be needed for parent-teacher conferences, the school would partner with families to ensure that communication lines are established and conversations are beneficial, especially in meeting the needs of our children. Additionally, parent information materials may be translated as needed.

In an effort to build awareness of and expand the multilingual/multicultural nature of our community, cultural events are planned with an objective toward developing an appreciation for different languages and traditions that are part of our school family. We celebrate the diverse cultures of our school community. Parent Club hosts an annual International Day where parent and student volunteers present countries' cultures and customs, allowing students to engage in traditional activities. Throughout the year, teachers model and encourage students to share their individual cultures and backgrounds in the classroom. This is done through projects, presentations, and the arts. All teachers are committed to building and offering multicultural literature and resources.

### **Current Practices of Language Teaching and Learning**

Intentional and active reading in all subject groups advances the development of language skills that nurture a knowledgeable and open-minded learner. Across grade levels, we have purposefully chosen texts and literature that represent a multicultural lens and promote an appreciation for different languages and cultures. These diverse texts are leveled for readers of varying abilities. Teachers use an online reading program (Accelerated Reader) and vocabulary program (Spelling City-3rd & 4th and Membean-5th-8th) to aid in personalized and differentiated instruction. Order PYP reading curriculum by August.

In Transitional Kindergarten and Kindergarten, students develop phonological awareness, comprehension skills, and fundamental writing concepts such as letter formation and sentence structure. TK and Kindergarten students also acquire communication and language through social interactions, play, and the arts. In first and second grade, students build on their phonemic awareness through reading a variety of genres and interacting with text. In grades three through five, students continue to build on these skills, while leading towards deeper ability to read and analyze text.

Intentional and active writing in all subject groups supports the development of language necessary for the clarity and creativity of thought that drives a true inquirer. Currently, our Writing Coordinator works with teachers and their students to develop consistent writing practices and processes and assists with the incorporation of writing into IB units throughout the subject groups. In MYP, our preferred bibliographic style is MLA.

Intentional and active listening and speaking in all subject groups is the foundation for the development of language necessary to be an effective communicator. Students engage in thought-provoking, meaningful discussions that promote language fluency and proficient use of domain-specific vocabulary. We use music, as well as the visual and performing arts, as modes of communication to enhance the understanding and power of language and celebrate other cultures. Most importantly, students practice listening and speaking skills that lead to the open-minded, caring reflection that deepens understanding.

In the PYP, the acquisition of vocabulary is incorporated transdisciplinary throughout the units of inquiry. For example, science related terms are reinforced through the reading and writing process. In the MYP, domain-specific vocabulary is inherent and emphasized in each subject group. For example, in the MYP Design Class students are expected to learn the strategies to engineer a solution to a problem by utilizing various current Computer Science vocabulary and concepts.

For students who require language development assistance, the school has an Education Achievement Specialist who works with individuals and small groups regularly. Also, all students have access to our school library to select reading materials that meet their individual reading levels and interests across a broad and balanced range of disciplines.

### **Admission**

Our language policy aligns with our admission policy in welcoming students of diverse backgrounds. While all students are expected to work toward high-level mastery of the English language, we support students' language learning regardless of their linguistic background.

### **Assessment**

St. Francis teachers use students' reading, writing, listening, and speaking skills to assess language development. These skills are assessed in a variety of ways through formative and summative assessments, including STAR standardized tests (Grades 1-8) and the ACT Aspire tests (Grades 3-8). Data from the STAR and ACT tests are organized into data binders by grade level, updated during the school year, and passed on with the class to its next grade level. Anecdotal notes allow a teacher to make ongoing adjustments to instruction, and are passed onto the next grade level, as needed.

### **Language Programmes at SFE**

The Spanish and Italian (MYP) programme emphasizes the development of the basic language skills: speaking, listening, reading, and writing. Students are provided opportunities to recognize and reflect upon ancient and modern cultural traditions and to discover modes of expression. In addition, students explore the connection between the ancient language of Latin within the English language and other languages they study.

#### **PYP**

Transitional Kindergarten and Kindergarten students receive 30 minutes of a Global Language (Spanish) once a week, while first grade through fifth grade students receive 45 minutes of a Global language (Spanish) instruction twice a week. Students are introduced not only to the Spanish language but also to the cultures of Spanish speaking countries. In the PYP, Spanish is integrated into the units of inquiry to reinforce the central idea.

#### **MYP**

Students in grades six through eight opt to study either Spanish or Italian. Students explore their language of choice and its culture in order to be open to the perspectives, values, and traditions they encompass and to encourage international mindedness. The development of basic communication skills is balanced with appreciation, empathy, and respect for the people, their cultures, and traditions.

#### **Communicating the Language Policy**

The language policy is communicated to our entire school community by posting on the school website and publishing in the Parent/Student handbook.

#### **Reviewing**

The language policy is reviewed and revised by all faculty members on an annual basis to reflect the current needs of our school community and to ensure consistency with IB expectations.

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