

**Starbuck Middle School**

**An IB MYP World School**

**Parent/Guardian Handbook**

**2021-2022**

**1516 Ohio Street**

**Racine, WI 53405**

**262-664-6500**

<http://www.rusd.org/starbuck>

**STARBUCK MIDDLE an IB WORLD SCHOOL MISSION STATEMENT**

Starbuck Middle School prepares all students to be knowledgeable, compassionate, lifelong learners who can apply their learning to benefit the world around them and prepare them to be college and/or career ready.

Starbuck Middle School is an authorized International Baccalaureate World School for the Middle Years Programme (MYP). This programme addresses a wide variety of learning styles, involves all students in their own unique learning processes and gives students a standard, internationally accepted foundation of knowledge. Students who participate in this program become independent learners who can recognize the relationships between school subjects and the world outside; who can adapt to new situations and combine relevant knowledge, practical and social intelligence in order to solve problems alone or in groups.



The student is at the center of the IB Middle Years Programme. The MYP stresses the importance of ten attributes that each learner should develop. These ten attributes are called the IB Learner Profile. Our Starbuck students will be taught the IB Learner Profile in order for them to become internationally minded people

 who create a better and more peaceful world.

**INTERNATIONAL BACCALAUREATE MISSION STATEMENT**

The International Baccalaureate aims to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right.

International Baccalaureate Organization, From Principles to Practice, 2014 www.ibo.org

**STARBUCK VISION STATEMENT**

***Starbuck Middle School, an exemplar IB World School, empowers social, emotional, and academic excellence in every student and every adult, every day.***

***THE IB LEARNER PROFILE***

The ten IB Learner attributes are traits that your child will develop during their years at Starbuck. The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. Development in each of these attributes supports our students on the path to being career and/or college ready. As IB learners we strive to be the following:

**Inquirers**

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

**Knowledgeable**

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

**Thinkers**

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

**Communicators**  

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

**Principled**

We act with integrity and honesty, with a strong sense of fairness, justice, and

respect for the dignity of the individual, group, and communities. We take

responsibility for their own actions and the consequences that accompany them.

**Open-minded**

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience. 

**Caring**

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

**Risk-takers**

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

**Balanced**

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

**Reflective**

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

 

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IB learner profile booklet

**Positive Behavior Interventions & Supports (PBIS)**

**What is PBIS?**

One of the foremost advances in school-wide discipline is the emphasis on school-wide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. Instead of using a piecemeal approach of individual behavioral management plans, a continuum of positive behavior support for all students within a school is implemented in areas including the classroom and non-classroom settings (such as hallways, buses, and restrooms).

Positive Behavior Interventions and Supports (PBIS) is a proactive approach to establishing the behavioral supports and social culture needed for all students in a school to achieve social, emotional and academic success. Attention is focused on creating and sustaining primary (school-wide), secondary (classroom), and tertiary (individual) systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all youth by making targeted misbehavior less effective, efficient, and relevant, and desired behavior more functional.

**Parents/Guardians as Partners**

Partnership with parents/guardians play a critical role in ensuring all of our students leave our middle school as confident, successful learners. We recognize that parents and guardians hold information and have knowledge and experience to contribute to the essential shared view of the child’s needs and the best way of supporting them. We need parents to play an active and valued role in their child’s education.

**STARBUCK MIDDLE SCHOOL –Administrative Staff**

Directing Principal ……………….…..……………..………....………Ellis Turrentine

Assistant Principal …………………………………………...………Sara Wroblewski

Assistant Principal ……………………………………………………..………Bret Olson

**IMPORTANT PHONE NUMBERS**

Starbuck Office (Hours 7:30am-4:00pm)…………………………….….664-6500

Starbuck Fax………………………...…..…………….…………….……………....664-6510

Attendance ……………………………………………………….………….……...664-6505

Health Office…….……………………………………………….……………........664-6519

Lori Cottingham (social worker)……………………………..……………..664-6536

Brittany Medlin (6th grade counselor)……………………………….…..664-6512

Bryn Hagen (7th grade counselor)……………..…….....………...............664-6530

Susan Kennedy (8th grade counselor)……….…….………………….....664-6522

Stephanie Skaarnes (IB Coordinator).....................................................664-6533

Cassandra Reichenbach (Speech)………………………………...…...……664-6532

Amy Waters (School Psychologist)…….…………………….....……...….664-6514

**Student Chromebooks**

All students are issued a RUSD Chromebook. It is the responsibility of the student to bring their chromebook and charger with them to school everyday. If the chromebook or charger breaks by accident (broken screen, pet chewed, dropped on hard floor, etc.) or has technology issues (won't turn on, camera not working, etc.) they can exchange the technology in the main office. Please note depending on the severity of the damage the parent/guardian may be charged a fee. The fees for damaged/lost technology are entered by the District Tech Department and not by Starbuck staff.

**ATTENDANCE**

Excellent attendance is essential to school success. Students are expected, when healthy, to attend all scheduled classes and activities on time except as excused by the school. Any day or time a student cannot attend for an appointment, sickness, or any other reason the legal parent or guardian MUST call the attendance line at **262-664-6505** or email the attendance clerk at **courtney.klausch@rusd.org** to report the absence. While notifying teachers of an absence is helpful, the absence must be reported to the main office to make sure it is properly documented. If phoning in when voicemail is on, please leave the following information:

* The student’s name and grade
* The reason for the absence
* The probable duration of the absence
* The identity of the person calling

**EARLY DISMISSAL OR LATE ARRIVALS**

It is requested that dental and medical appointments be scheduled outside of the normal school day as much as possible. In the event a student must leave before the school day ends, or arrive at school late, the parent must come to the office **with identification** and sign the child in or out.

**BREAKFAST / LUNCH**

Please limit outside fast food lunches to only special occasions.

**VISITORS TO STARBUCK**

Starbuck staff welcomes visits to classrooms with a 24-hour notice. Appointments to meet with your House teachers can also be made whenever you wish to speak to a teacher. Visitors must be Wings approved, you can apply online at <https://rusd.org/about/resources/wings-volunteer-program>

Starbuck offers tours on the first Wednesday of each month. Please call Stephanie Skaarnes at 664-6533 if you wish to have a tour.

**MAKE-UP WORK**

A student is expected to make up the work they have missed while being absent from school. Make up work after an excused absence is expected to be done promptly. It is the student’s responsibility to work with their teachers to obtain all necessary make-up work.

**HOMEWORK REQUESTS**

If a student is absent for one day, the student should call a classmate for any assignments missed or wait to speak to the teacher upon return to the classroom. When a student has been absent for more than one day, the student should consult with the teachers regarding homework to be done and the number of days allowed for make-up. For extended absences of two or more days, the parent may call and request homework assignments. Teachers should be given 24 hours notice to get these requests ready.

**COMMUNICATION OF SCHOOL INFORMATION**

School communication is posted for parents/guardians on <http://www.rusd.org/starbuck> daily as we give our morning announcements. Our website also includes pages of upcoming events as well as the latest happenings at Starbuck.

Starbuck parents/guardians can receive recorded phone calls and emails regarding important events and deadlines throughout the school year. To be sure you receive these messages, please be sure to update your contact information in the Parent Portal on Infinite Campus.

**EMERGENCY COMMUNICATION/PROCEDURES**

Starbuck Middle IB World School has plans for fire, severe weather, crisis, and other emergencies. Drills are conducted on a regular basis throughout the school year to train all students and staff. Designated safety areas and directions are displayed in each classroom.

When a decision is made to close the school, an emergency announcement will be posted on the RUSD website. You may have this sent to your email by signing up for it on the district website.

**GRADES/REPORT CARDS**

Grading is an ongoing process and is updated regularly on Infinite Campus throughout the school year. Report cards are issued four times a year but are not sent home. Parents/Guardians are encouraged to regularly check the parent portal to monitor their students' progress and view report cards when they are published.

IB Report cards are issued two times per year, at the end of the semester. IB uses a different grading format based on rubric scores (explained in more detail below). Your teachers will send home assessments and rubrics prior to the end of each semester.

**IB MYP ASSESSMENT**

Assessment in the IB MYP Programme is done using criteria and scoring rubrics. For each assessment, a student is expected to meet certain IB standards of criteria. A student is scored on each criterion (at least) twice during the course of the year. See table below.

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

**Approaches to Learning (ATL)**

 **Work Habits**

Through ATL in IB programmes, students develop skills which have relevance across the curriculum that help them “learn how to learn”. ATL skills are not “fixed”, this means that they can be learned and taught, improved with practice and developed incrementally. They provide a solid foundation for learning independently and with others. ATL skills help students prepare for, and demonstrate learning through, meaningful assessment. They provide a common language that students and teachers can use to reflect on, and articulate, the process of learning. Students will be assessed on their work habits at the end of each semester and teachers will communicate these “grades” on the IB report card. See table below.

|  |  |
| --- | --- |
| **E** | Expert: The student shows others how to use these skills and self accesses their usage. |
| **P** | Practitioner: The student often demonstrates these skills effectively without being asked. |
| **L** | Learner: The student uses these skills if they are demonstrated or specifically asked. |
| **N** | Novice: The student rarely uses these skills. |

**STUDENT-LED CONFERENCING**

Students, parents/guardians, and teachers will attend their conference in November. The students will lead the conference and discuss their growth during the first quarter and share work from their portfolios. The teacher will facilitate the conference and offer information about the child’s academic performance as well as their progress on the IB Learner Profile traits, Approaches to Learning skills, and Work Habit development. Watch for more information about Student-Led conferences on our website.

**TESTING**

Students at Starbuck will be formally tested three times during the school year. The Measures of Academic Progress (MAP) test will be given in Fall, Winter, and Spring. The Smarter Balanced Assessment will be given in April. Our English Language Learners will also take the ACCESS test mid-year.

**DISCIPLINE**

Starbuck Middle IB World School is a place of learning. Therefore, the student should be here ready to learn. In the event of a discipline problem, a teacher may conference with the student, call the parent, or contact an administrator for assistance. Please refer to the Student Code of Conduct book for more details about discipline procedures.

**COMMUNITY SERVICE**

The International Baccalaureate Organization strongly believes in students developing as contributing citizens through service activities within their communities. At Starbuck, students will have many opportunities to participate in Community and Service activities with their houses, individually, or as a whole school project. All 8th graders will participate in the Community Passion Project. This community-based project gives students an opportunity to develop awareness of needs in various communities and address those needs through service learning. MYP projects help students to develop the attributes of the IB learner profile; provide students with an essential opportunity to demonstrate ATL skills developed through the MYP; and foster the development of independent, lifelong learners.

**HEALTH ROOM**

Starbuck has wonderful nurses ready to help. A student must have a pass from a teacher in order to go to the Health Room. If your child becomes ill during the school day, a nurse may notify you to pick them up in the school office. Please make sure the pink emergency card has up-to-date phone numbers on it so that you can promptly be reached. Medication that needs to be dispensed to your child during the school day must have an authorization form accompanying it that lists the medication and prescribed dosage to be given to your child.

 **LOCKERS**

 Locker assignments are done by House teachers. Students are

 required to use school-issued locks for their locker. Lockers are to be

 used to store textbooks and backpacks. Backpacks are not allowed in

 the classrooms or hallways. A combination lock will be given to each

 student. Replacement cost for a lock that is lost is $7.00. Students are to

 keep their locker combinations a secret and are not to share lockers

 with anyone other than their locker partner. Students should keep

 their lockers neat and clean. All personal items should be hung with

 magnets or masking tape. Students will be fined for any stickers or

 writing that is put on their locker.



**FINES**

When students lose or damage materials issued by the school (such as textbooks, locks, lockers, library books, etc.) the student to whom the equipment was issued is responsible for replacement of that item. Fines that are not paid by the end of the school year will result in a child being unable to attend the end of the year activities. Unpaid fines carry over with a student’s record from year to year.

**BIKES, SKATEBOARDS, BALL PLAYING, ETC.**

Bikes are to be locked in the racks available in the front of the building. Bikes and skateboards may NOT be ridden on school grounds. Students must wait until they are off of Starbuck’s property before getting on their bikes or skateboards. In addition, there is no ball playing allowed on school grounds before school or after school unless it’s associated with a sports team or club and has a supervisor.

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*Our goal is to enhance parent and teacher relationships, help provide memorable student experiences, and actively serve those in need!*

Welcome to the 2021-2022 school year! This year we will strive to continue our support of Family Engagement events, and participate in school decision making committees and district trainings, as well as encourage our teachers and staff. PTSA is committed to promoting student success through experiences such as hosting the Scholastic Book Fair, providing support for the school’s Battle of the Books competition, and contributing to the 8th grade end of year celebration. We are excited for the many opportunities this school year has to offer!

Connect with us for updates and information at starbuckptsaracine@gmail.com or message us on Facebook at “Starbuck PTSA,” and mark your calendars for the second Tuesday of every month from 7:00-8:00 pm for our business meetings. All are welcome to join us!

**AFTER ZONE**

The After Zone Program offers before and after school educational programs focusing on reading and math tutoring, homework help, enrichment classes and a daily snack. Tutoring and homework classes are free. After Zone begins mid-September and runs until mid-May. Watch the Starbuck website for classes that will be offered.

**SPORTS AT STARBUCK**

Starbuck Middle IB World School offers a variety of athletics for your child to be involved in.

|  |  |
| --- | --- |
| **Sport** | **Grades** |
| **Girls’ Basketball** | **6-8th  (7th-8thteams)** |
| **Girls’/Boys Cross Country** | **6-8th** |
| **Girls’’ Volleyball** | **6-8th  (7th-8thteams)** |
| **Boys’ Volleyball** | **6-8th  (7th-8thteams)** |
| **Boys’ Basketball** | **6-8th  (7th-8thteams)** |
| **Boys’/Girls’ Track** | **6-8th** |

**ACADEMIC ELIGIBILITY FOR SPORTS**

Starbuck students must understand that academic achievement is more important than athletic achievement. With this in mind, we have set forth guidelines to aid in ensuring each student athlete's academic success during their sports season.

1. A student with one failure (“F”) grade will be ineligible to participate on an extramural team for one week missing 2 games. A student with two or more failure (“F”) grades will be dropped from the team.
2. A student must be present all day on the day of an athletic event. Field trips are considered to be in attendance at school. This requirement may be waived at the discretion of the principal.
3. Behavior of each participant in and out of school should reflect conduct becoming of an athlete. Violations to the RUSD Code of Student’s Rights and Responsibilities which result in the participant’s suspension is conduct unbecoming of an athlete.
4. Any suspension will result in ineligibility for the season or 20 school days, whichever is longer.
5. Disciplinary referrals also reflect conduct unbecoming of an athlete. Any participant who receives a disciplinary blue slip will be ineligible for participation for 10 school days and at least one athletic contest. A second blue slip will result in ineligibility for the rest of that season.

**STARBUCK MIDDLE**

**IB WORLD SCHOOL POLICIES**

2021 - 2022

**Mastery Policy**

Starbuck Middle IB World School’s “mastery plan” for our students became effective with the 2011-2012 school year.  The purpose of this plan is to provide students, staff, and their families with expectations for a student’s performance that must be met before a student transitions to high school.

**In order to promote from 8th grade to high school**, Starbuck Middle IB World School students are **expected to meet one or more** of the following measures:

1. The student has attained **at least a basic score** of rating in each of the subject areas tested on the state examination (Wisconsin Forward)
2. The student has achieved the instructional objectives set from the IB MYP Programme and their subject level, and demonstrates sufficient proficiency to permit them to move ahead on the educational program of the next grade; (Essential Learnings/IB Criteria/ State Standards)
3. The student has received the recommendations of teachers who provide direct instruction, which will be based solely on the student’s academic performance; (Quarter Grades)
4. The Board of Education’s approved district assessments may be used to determine the eligibility for promotion if additional academic performance data is necessary. (MAP tests)

Students who are unable to achieve the above measures could be promoted to high school via successful completion of relevant summer school courses.  Finally, if a student is retained at the 8th grade level, their individual situation will be reviewed at the end of the first quarter to determine whether promotion to 9th grade is now acceptable.

The Directing Principal and the School Support Team will review all of the student data related to promotion and retention and will forward their recommendation to the District’s Superintendent of Schools.

Parent(s)/ guardian(s) will be notified by the Directing Principal regarding the promotion or retention of their child.

**Academic Honesty Policy**

Academic honesty and personal integrity are fundamental components of a student’s education and character development. At Starbuck Middle IB World School, we believe that promoting academic honesty is the responsibility of the total school community. Students, in accordance with the IB Learner Profile, will be principled. Principled learners demonstrate academic honesty and personal integrity.

Teachers, administrators, parents, and guardians will support Starbuck students in demonstrating academic honesty. Only when there is commitment on the part of all concerned can a school’s academic environment facilitate a healthy respect among students for the value of academic honesty.

**Stakeholders**

Promoting an atmosphere of academic honesty is the responsibility of all stakeholders (student, parent/guardian, teacher, and administrator). To this end, each must meet expectations that are meant to promote and maintain the standards of honesty.

* **Student**- The student is expected to adhere to the principles of academic honesty in completing all school-related tests, quizzes, reports, homework, assignments, projects, activities, and other academic work, both in and out of class. No form of student work is exempted from this policy.
* **Parent/Guardian**- The parent/guardian is expected to support the Academic Honesty Policy by reviewing the principles of the policy with the student and encouraging the student to practice honesty in all matters. The parent/guardian is an important partner in developing the appropriate core character traits; therefore, parent/guardian contact and involvement in all incidences of academic dishonesty is required.
* **Teacher/Staff**- The teacher is expected to encourage honesty and clearly communicate to the student that academic dishonesty will not be condoned. They will clearly define the appropriate level of student collaboration for each assignment/assessment. The teacher will provide examples of academic honesty so that expectations are clearly defined.

The teacher will initiate appropriate consequences when any student is found to have exhibited academic dishonesty as listed under the “Consequences of Academic Dishonesty”.

* **Administrator**- The administrator is expected to support and implement the Academic Honesty Policy with all the stakeholders. Administrators will act as models of what is expected of our students. The administration will follow the appropriate procedures for dealing with students who are academically dishonest as outlined in the “Consequences of Academic Dishonesty” and Racine Unified’s Code of Student Conduct.

**Definitions of Academic Dishonesty**

**Cheating**

Cheating is using dishonest means in an attempt to obtain credit for academic work. The following offenses, including, but not limited to those below, are considered examples of cheating:

* Using/providing notes, documents, answers, aids, or helping another student on any assessment (i.e. test, quiz, exam, etc.) or assignment unless expressly permitted by the teacher. This includes persons outside of the school building.
* Utilizing communication/electronic devices to send or obtain unauthorized information
* Looking at another student’s paper, talking during an assessment, or violating any other expressed directions given by the teacher
* Taking another student’s work and using it as your own
* Accessing or tampering with teacher materials and/or student records

**Plagiarism**

Plagiarism is any use of another individual’s ideas, words, or work without giving them appropriate credit. Plagiarism includes, but is not limited to the following: misuse of published material or material acquired from Internet sources, and/or work of another student. The following offenses, including but not limited to those below, are considered examples of plagiarism:

* Paraphrasing or copying any source without giving proper credit to the author
* Not using denotation when citing sources
* Turning in any assignment which is not based on one’s own research and writing

**Fabrication**

Fabrication is inventing information, falsifying research/projects, and/or using other products with the intent to deceive. The following offenses, including but not limited to those below, are considered examples of fabrication:

* Creating a false reason to receive special consideration for an assessment or assignment
* Citing information not taken from the source indicated
* Submitting a paper, lab report, or other academic exercise containing falsified data or evidence

**Tampering**

Tampering with teacher materials and/or student records for purposes of cheating or fabrication will not be tolerated. Students who tamper with teacher materials and/or student records are subject to all academic dishonesty consequences.

**Duplication**

Duplication is submitting work that is substantially the same for assessment in different courses without the consent of all teachers involved.

**Collusion**

Collusion is helping another student to be academically dishonest.

**Guidelines for the Classroom**

**Student Responsibilities**

It is the student’s responsibility to ensure the integrity of all work and to understand what constitutes an offense against academic honesty. Students are strongly advised to abide by the following guidelines:

* Acknowledge all sources (books, journals, Internet sites, magazines, CD-ROM, photographs, etc.) using Modern Language Association (MLA) citation style when doing assignments
* Use footnotes and endnotes to acknowledge the source of an idea that emerged from a discussion with another person
* Paraphrased ideas of another person should also be acknowledged.
* Review all work before submission to check that all sources have been acknowledged
* As much as possible work independently with the support of the subject teacher, Bilingual Resource teacher, and/or Special Educational teacher
* When collaboration with other students is required or encouraged by teachers, ensure that the final work is produced independently, depending on the requirements of the assignment
* Do not attempt to submit a similar piece of work for different subjects unless all teachers involved know about it
* Listen to and follow all instructions given before a test

**Teacher/Staff Responsibilities**

Teachers at Starbuck are expected to encourage good practice among students. The following are some of the measures that will be used:

* Provide advice to students when necessary so that students have a clear idea of what constitutes plagiarism in the various subjects.
* Ensure that the words, ideas, and works from other sources are acknowledged appropriately using MLA format.
* Be vigilant in spotting inexplicable changes in the style and quality of student work.
* Use a search engine in order to determine whether the work is really that of the student.
* Help students understand that using citations is expected and gives others credit where credit is due.
* Help students learn that all ideas do not have to be “original” ones.
* Distinguish between collaboration and collusion to prevent allegations of collusion against students.

**Consequences of Academic Dishonesty at Starbuck**

Individual violations of academic honesty are significant. It is our school’s intent, through the use of consequences, that the student will learn from his/her mistakes and not exhibit dishonest behavior in the future. Violations of academic honesty **are cumulative** during the student’s **entire attendance** at Starbuck.

**First offense:**

* Teacher meets with student
* Teacher makes voice contact with the parent or documents 3 attempts to reach the parent.
* Student must re-do an alternate assignment in an honest manner and receives a maximum score of 70%
* Student writes a letter of apology and takes responsibility for their actions
* Teacher makes a copy of the letter for house members and keeps it in a file

**Second offense:**

* Teacher makes a voice contact with the parent to set up a conference with the student, parent, and counselor
* Student receives a zero for the assignment
* A letter is placed in the student’s cumulative folder; copies made for house members

**Third Offense:**

* Administratormakes voice contact with parent to set up a conference with the administrator, teacher, parent, and student
* Student receives a zero for the assignment
* Student will write about what academic honesty is and/or perform an act of service
* A letter is placed in the student’s cumulative folder and copies are given to the house member

**Administrators will make decisions for any consequences following the third offense.**

**Assessment Policy**

**Starbuck Middle IB World School Vision for Assessment**

At Starbuck it is our mission to provide quality programming that prepares all of our students to be confident, successful lifelong learners who can apply their learning to benefit the world around them and prepare them to be career and/or college ready. In order to facilitate the above mentioned, we recognize the need to establish, continuously assess, and refine an assessment policy whereas we blend RUSD policy with the IB reporting system, and what we know to be best practice relative to assessing the young adolescent learner.

At Starbuck, it is our vision to move to a system of assessment that combines academic performance, effort and conduct whereas we provide our students and their parents/guardians with meaningful feedback on their achievement toward mastery of their subjects and the MYP programme objectives. We recognize that committing to assess students in this fashion will be a work in progress. The staff at Starbuck commits to the following practices:

**Starbuck Assessment Expectations**

* Develop units throughout the school year via the utilization of a backward design process which includes the discussion and creation of assessment before the development of learning activities
* Identify the IB MYP objectives for each unit and develop assessments that evaluate our students’ progress toward these objectives
* Utilize MYP assessment principles and practices
* Develop and utilize rubrics, checklists, task-specific lists so that our Starbuck students clearly understand what a “high level of achievement” looks like.
* Share these rubrics, etc. with students before they begin the unit/activity to the extent practicable
* Work with our students to assess their progress on the IB learner profile traits each quarter in each course
* Provide students with the opportunity to reflect, goal-set, and self-assess their own progress with their Approaches to Learning
* Conduct continuous formative assessment and provide students with timely feedback
* Work with students to organize and maintain student work samples in portfolios
* Use criterion rubrics to collaboratively evaluate IB assessments

**IB MYP Levels of Achievement**

Staff in IB MYP schools evaluate student assessment through the use of criterion rubrics. Each subject area has criteria that a student will be assessed on at least twice during the course of the year. In addition, students will be scored on their effort towards each project.

**Homework**

Homework will be part of a student’s experience at Starbuck. Work that is assigned during class is used as a formative assessment to see how a child is doing during each unit. Homework is “PRACTICE” and is strongly encouraged to be completed. A student who chooses not to practice usually will not do well on the final assessment. Homework at Starbuck is used to “add value” to our students’ overall learning experience but should not detract from it.

**Late work**

In accordance with the RUSD Student Code of Conduct/Expectations, students will have one “make-up” day for each day they have an absence (i.e., miss two days due to a flu affords the student two days to make up missed work).

A student, who has late work that is not due to an absence, will have until the end of the unit to submit late work. That being said, work that is turned in late not due to an absence will likely result in deleterious impact on the student’s overall grade. Finally, a student who anticipates the need for extra days to complete an assignment (e.g., have multiple projects due at the same time), may request consideration for an alternate due date from their teacher(s).

**Academic Integrity**

Taking credit for someone else’s work is not acceptable, as this type of behavior does not align with the IB learner profile trait of being principled. A student who engages in conduct as such will be disciplined according to the consequences in Starbuck’s Academic Honesty Policy. Students and parents will be notified of the Academic Honesty Policy at the beginning of each year and sign a form verifying their understanding of the policy.

**Communicating Progress to Parents/Guardians**

Multiple criteria are used to communicate student achievement at Starbuck. Not all of these criteria are evaluated in each unit and/or each quarter. Parents/guardians will be notified of student progress via the following:

|  |  |
| --- | --- |
| Home reports  | Parent-Teacher Conferences |
| Quarter Grades  | Student-Led Conferences |
| Semester Grades (RUSD & IB)  | State testing |
| Map testing  | House and teacher specific forms of communication |
| Quarterly IB Learner Profile Assessment | Aims Web testing |
| IEP Progress Reports  | Final grades |

Parents will receive IB report cards at the end of each semester. Criterion rubrics for each of the courses can be found on Starbuck’s website. Course descriptions will be sent home with the students during the first weeks of school. Starbuck Middle IB World School values your child’s education. By working together, we can help your child achieve great things.

**School Language Policy**

**Philosophy**

The Starbuck staff recognizes that language is central to learning, and that all teachers are language teachers with responsibilities in facilitating communication through their content area. Teaching and learning language is, therefore, integrated within all subject areas. Language study develops international understanding, reinforces cultural identity, enhances personal growth and promotes effective communication.

We understand our students come with many different language backgrounds and will all progress at a different pace. Therefore, Starbuck Middle School provides differentiated and varied instruction, which integrates the skill areas of listening, speaking, active observing, reading and writing.

**Goals**

The goals of the Starbuck Middle IB World School Language program include the following:

* To equip students with realistic lifelong skills that will enable them to function competently and communicate effectively in the global community
* To integrate language instruction into all subject areas of the curriculum using differentiated instructional techniques
* To provide our students with a balanced literacy program in which students are actively engaged
* To encourage our students to maintain and value their own native language and to value the native language of other students
* To provide an environment where authentic learning experiences are emphasized and a culture of curiosity is nurtured
* To develop and expand our students’ ability to express, represent and understand the thoughts, feelings and experiences of self and others
* To instill greater awareness of their own culture and the culture of others
* To enrich our students’ lives by increasing their appreciation for language and culture
* To provide a caring, educational community in which students are safe and challenged
* To promote setting high learning expectations for themselves and their peers
* To give students access to a variety of resources that will enhance their language skills
* To engage students in the assessment process using a variety of formative and summative assessments, including self-assessments

**The IB Learner Profile**

The IB Learner Profile provides a way for our students to develop the following traits through language:

***Inquirers***: Students use their language skills to ask questions, acquire information, and make sense of the world around them.

***Thinkers***: Students formulate questions and express their ideas competently.

***Communicators***: Students use oral and written language in a variety of situations for diverse purposes. They speak with confidence and clarity, listen attentively and read both fluently and with comprehension.
***Risk-takers***: Students make attempts to read, write, speak and listen with comprehension in situations where they are not completely confident.

***Knowledgeable***: Students acquire the tools that will aid them in communication and comprehension.

***Principled***: Students are aware that our use of language has an impact on ourselves and those around us. Thus, we must use our language responsibly.

***Caring***: Students consider the effect of their choices on others when communicating.

***Open-Minded***: Students respect both the differences and similarities between languages and styles of personal communication.

***Balanced***: Students can express themselves orally, as well as in writing. They strive to find balance between listening and speaking when interacting with others.

***Reflective***: Students reflect on their own language development and choose to improve upon their level of proficiency.

**Essential Agreements for the Teaching of Language**

All students at Starbuck are taught language by all teachers and have the opportunity to read and write across the curriculum. They will be encouraged to express themselves, orally and in writing, in a variety of media and situations. Our students will receive constructive feedback from teachers and their peers. Starbuck students will be encouraged to be active learners in their acquisition of language skills.

**Language and Literature**

English is currently taught as Language A. This curriculum is guided by the International Baccalaureate Aims and Objectives for the MYP Language A as well as by the Common Core Standards for Reading, Writing, Listening, and Speaking.

**Language Acquisition (Language B)**

Spanish and French are also taught at Starbuck as Language B classes. Starting in sixth grade, students participate in both French and Spanish classes. In seventh and eighth grades, students need to choose which language they will continue to learn. Through Language B classes, our students will be able to develop insights into their own culture and the culture of others. They will better understand their own language and culture, build upon knowledge of other disciplines using language, and become a more active participant in the global community.

**English Language Learners**

English language instruction for non-English speakers is delivered through inclusion. English Language Learners benefit from the modeling of English of their fellow students. Starbuck Middle IB World School wants to achieve a social and academic proficiency in both the primary and target languages of our English Language Learners (ELLs) through the implementation of a co-teaching model. In addition, our English Language Learners receive direct instruction from a Bilingual Resource teacher for Language A and Math.

**Intervention Programs**

Literacy is a reading intervention program that aims to transition students to high

academic performance in Language A.  Power Math is a class offered as a Math

intervention that aims to help those students who struggle in Math.

Students that attend Literacy or Power Math classes may need to opt out of an exploratory class. All attempts will be made to ensure that these students do not miss the same exploratory class year after year.

**Special Educational Needs Students**

Instruction for students with disabilities is delivered through inclusion. Students with disabilities may be afforded the opportunity to receive modifications of the rules and expectations of the School Language Policy as listed below. All teachers will work to use differentiated instruction to meet the needs of these students.

**Rules and Expectations About Language Usage Across the Curriculum**

These are the rules and expectations about language usage for teachers and students across all content areas:

* Each paper should be properly labeled with full name, subject

area (#), name of the assignment, and date.

* Students are expected to write in every subject
* Questions should be answered using correct punctuation and grammar
* Words should be spelled correctly for any assessment or final writing piece
* Care will be taken to spell words correctly on all daily work; words should be spelled correctly if they are provided for you
* Students will be asked to re-state something that is not appropriately said in class
* When paragraphs are required, a minimum of 5 sentences will be expected for each paragraph
* Care will be taken by the student to write legibly on all assignments
* Students will use the correct verb tense within their writing
* Essays written in any class should be at least 3-5 paragraphs in length and should be scored using the RUSD 6-12 Writing Rubric
* MLA rules, format, and citing methods will be used across all subject areas
* Teachers are expected to routinely integrate constructed response questions throughout each grading period
* Students are expected to use constructed responses and re-state their question in their answer

**Conclusion**

Language is the major connecting element across the curriculum. Therefore, language learning at Starbuck Middle IB World School will follow the philosophy, goals, rules, and expectations as provided in this document to assure student success. The Curriculum Leadership Team will review this document every three years and make changes as needed.

**Special Education Needs Policy**

Starbuck Middle IB World School values the abilities and achievements of all of its students and is committed to providing, for each student, the best possible environment for learning. Our goal is to see that every young adolescent becomes a successful, lifelong learner through a curriculum that is accessible to all.

We have different services in place to ensure students receive the best education regardless of their disabilities. We have highly qualified teachers who are trained to teach students with special needs. Teachers have access to and are qualified to administer MAP, WKCE, and AIMS Web assessment tools.

All information on students with special needs will be held securely in the main office while they are enrolled at Starbuck. SEN staff, administrators, and other staff currently working with the student will have access to those records. Starbuck staff will be responsible for transferring all records to any new school that the student will attend.

**Aims/Objectives**

* To ensure that all students have access to a broad and balanced curriculum
* To provide differentiated curriculum appropriate to the student’s needs and abilities
* To ensure that all students take as full a part as possible in all school activities
* To encourage each student to reach his/her full potential intellectually, socially, emotionally and physically
* To provide a caring environment in which our students become independent thinkers and problem solvers
* To create a school in which all students feel happy, secure and valued
* To provide appropriate support and resources
* To ensure that parents of our students are kept fully informed of their child’s progress and are encouraged to share in playing a vital role in supporting their child’s education
* To ensure that our students with disabilities are involved, where appropriate, in decisions affecting their future.

**Individuals with Disabilities Education Act (IDEA)**

Students must not be regarded as having a learning difficulty or disability solely because the language or form of language of their home is different from the language in which they will be taught. IDEA outlines the criteria and process for determining if a student is a student with a disability and in turn requires special education services and supports. At Starbuck, we adhere to the IDEA law, state and district policies relative to the education of students with disabilities.

Students have special education needs if they have a *learning difficulty* or disability that calls for special education services and supports to be made for them. Students have a learning difficulty or disability if they:

1. Have a significantly greater difficulty in learning than the majority of the children of the same age
2. Have a disability which prevents or hinders them, and /or others, from making use of educational facilities of a kind generally provided for children of the same age in schools within an area of the local education authority
3. Are under compulsory school age and fall within the definition above or would do so if special education provision was not made for them

**Full Participation**

Our school-based policy for educating students with disabilities details how Starbuck Middle IB World School will do its best to ensure that the necessary supports and services are made for any student who has a disability and those needs are made known to all who are likely to facilitate their learning. It is our expectation that all of our students, including students with disabilities, will be full participants in all our school has to offer. Starbuck staff believe that ALL teachers are teachers of ALL students. For our students with disabilities, there may be a need to provide additional supports and interventions to accommodate their learning needs. However, these supports will be provided within the general education classroom to the greatest extent possible.

**Student Voice**

Young adolescents with disabilities often have a unique knowledge of their own needs and their views about what type of supports they need to achieve success. Thus, we encourage our students to participate in their IEP (Individualized Education Plan) and contribute to the assessment of their needs, the review and transition processes.

**Individual Education Plan (IEPs)**

Starbuck currently services students with disabilities in the areas of Specific Learning Disabilities (SLD), Cognitive Disabilities – Borderline (CDB), Emotional/Behavioral Disorders (EBD), Autism and Asperger’s Syndrome (AUT), Other Health Impairments (OHI), Speech and Language (SP/L), and students requiring other related services.

Strategies for students’ progress will be recorded in an IEP (Individual Education Plan). This plan will contain the legally required components such as:

* Present level of student performance to include strengths
* Short term targets
* Teaching strategies
* Provisions made
* Date for review
* Success and/or exit criteria
* The outcomes recorded at the review
* Communication needs
* Behavioral Intervention Plan (where applicable)
* Involvement in District and State Assessments
* Transition planning
* Placement

The IEP will record only that which is different from or additional to the normal differentiated curriculum and will concentrate on three or four individual targets that closely match the student’s needs. The IEPs will be created with our parent/guardian, and our students.

**Support**

Types of support that may be provided to the students include:

* Learning support in or outside the general curriculum, individual or group
* Adjustment of assignments to meet that student’s level
* Organization of seating arrangements in the classroom to achieve optimum concentration
* Activating students’ prior knowledge about a topic before a new unit begins
* Utilization of calming strategies to work through sensory challenges
* Regular communication between parent and teacher through the Starbuck passport
* Recommendation to attend Homework Help at Lighted School House before or after school
* An educational assistant or school staff for additional support (where applicable)
* Accommodations and modification strategies may be used to address environment, organization, instructional delivery, curriculum, behavior, communication, and assessment
* Other accommodations as determined during the IEP meeting

**Intervention Programs**

Literacy is a reading intervention program that aims to transition students to high

academic performance in Language A.  Power Math is a class offered as a Math

intervention that aims to help those students who struggle in Math.

Students with disabilities that attend Literacy or Power Math classes may need to

opt out of an exploratory class. All attempts will be made to ensure that these

students do not miss the same exploratory class year after year.

**Monitoring student progress**

Progress is a crucial factor in determining the needs for additional support. Adequate progress is that in which:

* Narrows the achievement gap between the student and their peers
* Equals or improves upon the student’s previous rate of progress
* Ensures full curricular access
* Shows an improvement in self-help, social or personal skills
* Shows an improvement in the student’s behavior
* Is likely to lead to career or college readiness

**Truancy Policy**

Students with 16 unexcused absences will be referred to their grade level counselor to meet with them.

Grade level counselors will meet with the student and their family to put a plan in place. They will also discuss patterns of behavior and trends with teachers to come up with a plan or resolve any issues that might be going on.

When a student accumulates 25 unexcused absences, they will be referred to the social worker by the grade level counselor. The social worker will meet with the student and their family to set a plan for preventing the student from reaching 40 unexcused absences.

Interventions and other information will be documented and tracked on all students at 16 or more unexcused absences to help reduce/eliminate students reaching less than 97% attendance rate.

**Electronic Device Policy**

The presence of cell phones and social media has increasingly become a challenge to promoting a safe and healthy school environment with a focus on learning. Due to the major disruptions cell phones cause during the school day, the following cell phone policy is currently in place at Starbuck IB World Middle School:

* Students are not allowed to use or possess their cell phones during the school day. Their cell phones need to be locked in their lockers from 8:35 am until 3:41 pm.
* If students have their cell phone in possession, they will be asked to put it in their locker.
* If students do not comply with this direction, the phone will be confiscated and the parent will need to pick them up. If a phone is taken from a student, the parent will be required to pick the phone up - it will NOT be returned to a student.



**Dress Code Policy**

We strive to support our students on their journey towards career and college readiness. How a student presents themselves in a school and work setting should be a reflection of pride in oneself. Students whose appearance interferes with the educational process by drawing undue attention of other students or school personnel, by posing as a potential safety hazard to themselves or others, or by being interpreted by school personnel to be offensive in either the message that is implied or the parts of the body that are revealed, parent will be contacted and the student will be expected to change clothing.

Guidelines for school-appropriate dress and personal appearance are:

* Halter-tops, bare midriff, see-through apparel are not to be worn. Dresses and tops must have straps and backs, and must not expose a student’s bra.
* Dresses, skirts or shorts may be no shorter than fingertip length. Tights, leggings or other types of hosiery must be accompanied by a fingertip length or longer top or dress.
* Students must wear their pants at a level that does not expose undergarments. Boxers, thong underwear and athletic shorts may not show over the waistband.
* Coats and hats are only permitted when entering or exiting the school building and must be placed in lockers or designated areas. Blankets are not permitted in school.
* Hats, caps, sunglasses, picks, and any other head coverings are not to be worn in the building during the school day. Shoes must be worn at all times. Discretion should be used as to the appropriateness and safety of certain types of shoes. No house slippers or shoes with cleats may be worn.
* Attire that may damage school property or cause personal injury to others (such as chains or studded items) is not to be worn.
* Clothing that is suggestive, has a double meaning or innuendo, or suggests inappropriate ideas is unacceptable. Any apparel (by color or accessory) that represents gang membership or advocates drug use, violence or racially or sexually offensive messages are not to be worn at school.

The school shares in the responsibilities of student dress code and appearance with the parent/guardian and the individual student in the area of health, safety and cleanliness of person and apparel. If there is a question as to whether or not any student’s apparel or appearance is appropriate, school officials will determine appropriateness and work with student and parent/guardian to remedy the concern.