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Middle Years Programme
Programme d'éducation intermédiaire
Programa de los Años Intermedios

CIS 303: The Leadership and Community Service Academy

Mission, Vision, and Policies

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Please note that the mission, vision, and policies are accessible to our community through various points and locations: the student handbook/planner, the CIS 303 website, shared digitally with all families and staff members via Operoo/Toddle, and hardcopies are distributed throughout the year (New Student/Family Orientation, Meet the Teacher Night and Kick-Off events, Parent-Teacher Conferences etc.).

In addition, a family, student, or staff member may request a copy of our policies at any time by talking to their advisor, our Family Coordinator (Ms. Concepcion), or our IB Coordinators (Mr. Davis and Ms. Jones).

***Policy History** CIS 303's policies were initially drafted by committees of staff focused over the 2023 - 2024 school year. In 2024 - 2025, a policy committee of teachers further revised the policies with recommendations and revisions for the IB coordinators and school administration to further revise. During the 2025 - 2026 school year, all students and families were introduced to the policies with the schools Parent Association and School Leadership Team being asked for review and revision suggestions. The most up to date vision of the policies can be found on the school's website and will be updated in print at the start of each school year.*

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Mission, Vision, and Equity Statement

Mission

We provide a safe and affirming environment where the community holds shared responsibility for the success of each member through efficient structures and clear expectations. We believe in the infinite potential of our members. Our commitment to embracing the lessons from our errors and leveraging a nurturing community fosters a culture of growth, empathy, and action. Through rigorous instruction rooted in the IB Framework, we prepare our students to navigate and influence an ever-evolving world.

Vision

An IB Student at CIS 303 can think conceptually, ask questions, make connections to themselves and the world around them, and act as an agent of change.

Equity Statement

We are aware of our individual identities, the power they hold, and the ways they influence our work. This is evident in a school culture where the voice of students is valued by adults and children. Staff understands that the language, delivery, actions, and beliefs used with, about, and among students is important. The content reflects a range of diverse experiences. As a result, students understand that their voices have power and they have agency over the decisions in their classrooms, the school, and beyond.

Admissions

“There will be opportunities for hope and happiness.” – Adam Silvera

Overview and Philosophy

In accordance with New York City Public Schools admissions, CIS 303 has an “open” admissions method. Families are invited to come tour the school, ask questions, speak with our Family Coordinator, and meet with staff to determine if CIS 303 is the best fit for their child. We also partner with elementary schools in our neighborhood to bring their 5th graders on tours of CIS 303 in the Fall and Spring. As evident in our Inclusion Policy and daily practice, we are committed to an inclusive environment and welcome students from diverse backgrounds with diverse learning needs. Every student at CIS 303 takes advanced math classes, has opportunities to be involved in extracurricular activities that align to their interests, and participate in and complete the capstone Community Project. All CIS 303 students are IB students.

To find the most up-to-date information about this year’s admission process and deadlines please visit: <https://myschools.nyc/en/>

IB MYP Standards and Practice on Admission

- Standard A: Philosophy
 - 9. The school supports access for students to the IB programme(s) and philosophy.
 - a. The school strongly encourages participation for all students.
- Standard B1: Leadership and structure
 - 5. The school develops and implements policies and procedures that support the programme(s).
 - b. The school has developed and implements an inclusion/special educational needs policy that is consistent with IB expectations and with the school’s admissions policy.

Academic Integrity

“There is just some magic in truth and honesty and openness.” – Frank Ocean

Overview and Philosophy

CIS 303 promotes a principled and nurturing community in which integrity, honesty, and trustworthiness are at our core. We believe that truth matters, and that true leadership requires a commitment to honesty. We hold firm the belief set forth by the International Baccalaureate that “Academic integrity is a guiding principle in education and a choice to act in a responsible way whereby others can have trust in us as individuals. It is the foundation for ethical decision-making and behavior in the production of legitimate, authentic and honest scholarly work” (“Academic Integrity” 3). We are a scholarly community who believes in respect for the ideas and work of others. We have a responsibility to others and ourselves. This policy is intended to be a clear guide for students, teachers, and families in understanding the expectations that we have for ourselves and others in upholding the principles of academic honesty.

IB MYP Standards and Practice on Academic Honesty and Integrity

- Standard A: Philosophy
 - 5. The school promotes responsible action within and beyond the school community.
- Standard B1: Leadership and Structure
 - 5. The school develops and implements policies and procedures that support the programmes.
 - D. The school has developed and implements an academic honest policy that is consistent with IB expectations.
- Standard C2: Written curriculum
 - 10. The written curriculum integrates the policies developed by the school to support the programme(s).
- Standard C3: Teaching and learning
 - 4. Teaching and learning promotes the understanding and practice of academic honesty.

Key Terms

Academic Dishonesty and Misconduct

Any act that misrepresents a person's knowledge, skills, or efforts in an academic context including cheating and plagiarism.

Authenticity and Originality

Producing work that is novel, authentic, and not copied or plagiarized from other sources.

Collaboration

Working together with others to achieve a common goal while ensuring that all contributors are acknowledged.

Collusion

Working together in a deceptive manner involving sharing answers or ideas inappropriately.

Independent Thinking

Thinking critically, analyzing information, and forming opinions and ideas based on one's own understanding and insights.

Plagiarism

Taking someone else's work, ideas, or intellectual property and passing them off as one's own without proper acknowledgment.

Community Responsibilities

As a community, we are committed to empowering our students with academic integrity through education and experience. We value the importance of teaching students the positive consequences of academic integrity and the negative consequences of academic dishonesty not just in middle school but throughout life. We are committed to establishing clear instructions on when and how resources can be accessed on assignments. During advisory, SSR, and in courses, teachers will integrate lessons on academic honesty, and empower our students with ATLs (Approaches to Learning Skills) that will help them become stronger learners and know how to carry out academically honest research, collaborating, and citations.

Teachers and Staff

- Be principled by modeling integrity in their own work and interactions.
- Be a strong communicator by providing clear expectations for assignments, including guidance for citations, collaboration, and independent thinking.
- Be knowledgeable by teaching clear research methods, standard format for citations, and the importance of academic integrity.
- Be vigilant in detecting and reporting instances of academic dishonesty.
- Be reflective by creating assessments that promote original and critical thinking while minimizing opportunities for cheating.
- Enforce our school's policy on Academic Integrity at all times and will reach out to administration and our IB coordinator with any questions or concerns.
- Be caring when enforcing our policies, understanding that these moments are essential character building moments for members of our community.
- Teach ATLs that promote academic honesty within advisory, SSR/Journaling, and content classes.

Students

- Be principled by modeling integrity in their own authentically created work and interactions.
- Be a strong communicator by properly citing all sources used in their work, including ideas, images, and quotations.
- Be principled by following the teachers instructions for every assignment regarding the use of peers, resources, and AI.

- Be an inquirer by seeing clarification from teachers when unsure about requirements or citation practices.
- Be principled and proud of your work by not sharing it with others for the purpose of cheating.
- Be reflective regarding your actions and learn from mistakes.

Families

- Be principled by modeling integrity with your child.
- Be a communicator by talking with your child about the importance of honesty.
- Be knowledgeable about our community’s policies and procedures. We will host parent and family sessions in order to understand our policies.
- Be an inquirer by asking CIS 303 staff about any questions you have regarding the academic integrity policy.

ATL Mapping

CIS 303 is committed to teaching our learners ATLs (Approaches to Learning Skills). Below are specific ATLs that will empower our community to always display academic integrity.

	6th Grade	7th Grade	8th Grade
Explicitly taught in Advisory Reinforced in all courses	Social - Collaboration: Take responsibility for one’s own actions	Social - Collaboration: Take responsibility for one’s own actions	Social - Collaboration: Take responsibility for one’s own actions
Explicitly taught in ELA (Language and Literature) and SS (Individuals and Societies) Reinforced in all courses	Research - Information Literacy: Understand and implement intellectual property rights	Research - Information Literacy: Create references and citations, use footnotes/ endnotes and construct a bibliography	Research - Information Literacy: Create references and citations, use footnotes/ endnotes and construct a bibliography

		according to recognized conventions	according to recognized conventions
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Examples

Note: This is not an exhaustive list, but meant to provide staff, students, and families with examples of each academic integrity violation.

Violation	Definition	Examples
Collusion <i>(Not to be confused with collaboration)</i>	Working together in a deceptive manner involving sharing answers or ideas inappropriately.	<ul style="list-style-type: none"> → One student lets another student copy their answers for an assignment. → Students work together to complete an independent assignment. → Giving or receiving answers or ideas on an assignment. This could be verbal or non-verbal.

To avoid colluding:

Be principled! We work in groups a lot at 303 (this is called collaborating), but there are times when your teachers need to know what each of their students know individually. Make sure you ask your teacher if you are confused if an assignment can be done while collaborating with your peers or independently.

Legitimate collaboration is when students are working together to understand a new topic, grasp a concept, discuss an article/book, work on a lab or design project, participate in a shared community project activity, etc. At 303, we want our students to work together to gain new insight and be agents of change. While

collaborating, every student must contribute ideas and each group must continue to practice academic integrity by citing sources, using resources and tools appropriately, etc.

Violation	Definition	Examples
Cheating	Any act that misrepresents a person's knowledge, skills, or efforts.	<ul style="list-style-type: none"> → Using tools or resources on assignments that a student needed to complete independently without aids. → Giving or receiving answers or ideas on an assignment (see also colluding)

To avoid cheating:

Be principled! Never share or receive answers for an independent task. For each assignment, make sure you are clear about the tools and resources that you are allowed to use. Always ask your teacher if you are confused.

Violation	Definition	Examples
Plagiarism	Taking someone else's work, ideas, or intellectual property and passing them off as one's own without proper acknowledgment.	<ul style="list-style-type: none"> → Presenting ideas, thoughts, or words as your own (with or without the author's permission) that were created/written by someone else. → Plagiarism can be intentional and unintentional, but

		<p>both are treated the same way.</p> <p>→ Using a quote that you do not give credit to the original author. Credit must include the author and page number.</p> <p>→ Copying and pasting information from a website or AI Chatbot without giving credit to the author.</p>
<p>To avoid plagiarism: Simple! It is great to use an expert’s quote to strengthen your argument or position, but anytime (and everytime) you use someone else’s ideas, works, thoughts, etc., you must give them credit! You must mention the author or location where you found the information. When in doubt, ask your teacher!</p>		

Acceptable use of Artificial Intelligence (AI) and Generative AI

According to a statement released by the IB in March 2025, “Rather than shying away from artificial intelligence (AI), the IB is excited by the opportunities that these tools bring to education to enhance learning experiences and provide additional support to our students. AI tools are designed in a way that they can be used to encourage students to think critically and creatively, by engaging students in thought-provoking discussions and challenging them to think beyond the usual perspectives” (*Artificial Intelligence (AI) in learning, teaching, and Assessment – International Baccalaureate®*). CIS 303 recognizes that Artificial Intelligence (AI) and generative AI tools are quickly evolving and touch almost every aspect of our lives. While we acknowledge that AI can significantly reduce one’s ability for creative and critical thinking, we also acknowledge the potential benefits of AI as a learning tool. In order for our students to engage with the world and be agents of change, they

must have opportunities to interact with facets of technological advancements. It is essential to emphasize the importance of using it ethically and responsibly.

Artificial Intelligence (AI)

Please note that students should always check with an instructor to determine if the use of AI is allowed on a given learning experience or assignment. Teachers have the authority to specify when and how AI tools may be used for their assignments. Teachers may require students to complete certain tasks without the use of AI to assess individual skills and knowledge.

Acceptable Use	Unacceptable Use	Disclosure and Citations
<ul style="list-style-type: none"> → AI can be used as a learning tool to help understand complex concepts or to provide additional examples and explanations. → When permitted by the teacher, students may use AI to help with proofreading and grammar checks, similar to other digital tools. 	<ul style="list-style-type: none"> → Submitting work generated mostly or completely by generative AI as original work. → Using generative AI to complete assignments or assessments without explicit permission from the teacher. → Failing to disclose the use of AI when it has been a significant part of the work process. 	<ul style="list-style-type: none"> → When AI tools have been used, students must disclose this in their work submission. (No AI should be used on assessments.) → When using AI, it should be cited appropriately, similar to citing any other source. Note: Many generative AI tools will allow the user to ask where the information was gathered from.
<p>Detection and Consequences:</p> <ul style="list-style-type: none"> → Work that is suspected to be entirely or substantially generated by AI without proper disclosure will be subject to the same investigation and consequences as other forms of academic dishonesty. 		

→ Teachers and staff have the ability to use AI detection tools when necessary.

We acknowledge that AI is an ever-changing landscape, and our policy aims to strike a balance between embracing technological advancements and maintaining the academic integrity of student work. We want our students to be independent, critical thinkers. We will continue to review and update this section as this technology continues to evolve. This approach aligns with the New York City Department of Education's current stance that AI can and should be used as a tool for help, especially for teachers, while still emphasizing the importance of original student work and thought.

Consequences

The positive consequences of academic honesty and integrity will abound. Students will be more effective agents of change when the work that they have created and the ideas that they have produced are their own. At CIS 303, we will continue to develop the characteristics of strong learners through the learner profiles and develop strong approaches to learning through the ATLs. We will always celebrate achievement and success in its many forms including academically. A student will be recognized at our various award ceremonies and celebrations for achievements in all forms including academically.

When academic dishonesty and misconduct is suspected, the following steps will be taken.

1. The teacher will gather evidence and document the incident as a behavior log on Jupiter or Toddle.
2. The teacher will meet with the student to give the student a space to discuss the situation and explain their actions.
3. If indeed academic dishonesty has occurred, the consequences will be in line with how many times the student has violated our policy.

1st violation

1. The assignment will be given an “incomplete” (1-) in our online grading system.
2. The student’s family will be notified of the incident.
3. The student will be provided with the opportunity to retake the assignment.
Note: The teacher has the discretion to give the student an assignment that is equivalent to the original assignment but not an exact copy.
4. The 1- grade will remain until the retake assignment is completed.

2nd violation

1. The assignment will be given an “incomplete” (1-) in our online grading system.
2. A meeting with the student, their advisor, a family member, and a member of the administration team will be scheduled. This meeting might also include a member of our guidance staff.
3. The student will lose a privilege (i.e. a class/school event, a trip, a checking system reward, etc.)
4. The student will be provided with the opportunity to retake the assignment.
Note: The teacher has the discretion to give the student an assignment that is equivalent to the original assignment but not an exact copy.
5. The 1- grade will remain until the retake assignment is completed.

3rd violation

1. The assignment will be given an “incomplete” (1-) in our online grading system. This grade will be unable to be changed.
2. A meeting with the student, their advisor, a family member, and a member of the administration team will be scheduled. This meeting might also include a member of our guidance staff.
3. The student will lose a major privilege or may be ineligible to participate in after school activities, clubs, or sports activities.
4. The student will complete a project, presentation, or written report explaining academic dishonesty, how they violated the rules, and create an action plan to become an academically honest and successful member of our community.

How It Will Grow

This isn't set in stone—it's a living policy that will grow and change as our student community does. We'll revisit and update it over time to make sure it reflects the needs and goals of everyone involved. To support this, students will receive a copy of the policy in their planner to take home and have signed by a parent or guardian. Additionally, we'll send Operoo/Toddle messages to families to ensure clear and consistent communication.

Policy Iterations

Please note that as we as a community learn and grow together, we are always striving for better, more efficient, and equitable practices. As such, this policy is a living document and is modified by members of our community as needed.

→ This policy was

- ◆ Originally developed by the CIS 303 staff of 2022/23
- ◆ Modified and revised by the CIS 303 IB MYP Policy Committee during the 2024/25 school year
- ◆ Modified and revised by IB Coordinator Jones along with the CIS 303 Administration and Planning Team

Summary

As our mission states, "We provide a safe and affirming environment where the community holds shared responsibility for the success of each member through efficient structures and clear expectations." Through upholding our academic integrity policy, we take responsibility for our shared success. CIS 303 aims to create a learning environment where creativity, originality, and independent thinking are not only celebrated but also valued as essential components of a student's educational journey. Together, we foster a culture of academic integrity that prepares our students for future success and personal growth.

Resources

[Student Facing Academic Honesty Presentation](#), presented at the Fall Town Hall
[Correctly Citing Resources](#), rolled out in each grade by ELA teachers

Points of Contact

If you need further information or guidance, you may contact the following people:

- Your child's advisor
- Shantel Concepcion, Parent Coordinator
- Ms. Brady, Mr. Davis, or Ms. Lerro

Assessment

"I see it instead as forward motion, a means of evolving, a way to reach continuously toward a better self. The journey doesn't end." – Michelle Obama

Overview and Philosophy

CIS 303 believes in creating a community of globally-minded, life-long learners who move through the world with curiosity and compassion. We continually strive for excellence. We believe that assessments are a vital tool for personal reflection and promoting a growth mindset. At CIS 303, assessments "are integral to the learning process" ("MYP: From Principles into Practice" 79). Assessments offer both students and educators "pivot points" with a space to evaluate knowledge, growth, and continue to grow towards their goals. Within our community, we hold space for feedback and reflection as a vital part of the growth process. "Assessment plays a significant role in the development of ATL skills, especially skills that are closely related to subject-group objectives. The MYP approach to assessment recognizes the importance of assessing not only the products, but also the process of learning" ("MYP: From Principles into Practice" 79). We believe assessment should not be the purpose, nor end goal, of education, but act as a guide for each community member on their own learning journey. We are committed to clear communication, transparency, and actionable guidance surrounding assessment.

IB MYP Standards and Practice on Assessment

- Standard B1: Leadership and structure
 - 5. The school develops and implements policies and procedures that support the programme(s).
 - c. The school has developed and implements an assessment policy that is consistent with IB expectations.
- Standard C2: Written curriculum
 - 10. The written curriculum integrates the policies developed by the school to support the programme(s).
- Standard C4: Assessment
 - All practices

Key Terms

Assessment

A tool that enables us to discover what our students know and have learned.

Authentic Assessment

A realistic or real-life situation used to assess one's knowledge. Authentic assessments enable students to demonstrate conceptual knowledge.

Criterion-Related Approach

A philosophy of assessment that is neither "norm-referenced" (where students must be compared to each other and to an expected distribution of achievement) nor "criterion-referenced" (where students must master all strands of specific criteria at lower achievement levels before they can be considered to have achieved the next level) ("MYP: From Principles into Practice" 78).

Formative Assessment

Daily checks for understanding and can take a variety of forms. They allow students and educators to make informed decisions and adjustments throughout a unit of learning.

Summative Assessment

Allows students to demonstrate their mastery and understanding of the concepts and skills explored in a unit at the end of a unit of learning.

CIS 303 Statements of Belief on Assessments

Assessment should be learner-centered.

- Educators should use assessments to provide clear, actionable feedback.
- Students should be able to demonstrate their knowledge in various ways.
- Assessments should be authentic and provide a space for students to demonstrate their knowledge and critical thinking.
- Students should always have access to their previous assessments and reflection via a digital portfolio (process journal) so that learner autonomy is preserved.

Assessment should be a catalyst for meaningful feedback.

- Assessments should offer “pivot points” for students to reflect and successfully move forward in their inquiry and conceptual learning.
- Learners should reflect on their learning and feedback to create action steps for growth.
- Educators along with curriculum leads and administration will use assessment data to reflect on instructional practices at CIS 303.

Assessment should be a shared process between learners, educators, and families.

- Educators begin units of learning with a clear understanding of the summative and formative assessments – keeping in mind that just as students have “pivot points” based on assessments, educators will revise their lessons and assessments based on data from assessments throughout a unit.
- Learners have a clear understanding of how they will be assessed throughout units.
- Learners will engage in self-reflection and assessment as well as peer-reflection.

MYP Assessment Criteria and Achievement Levels

From MYP: From Principles into Practice, page 79

MYP internal assessment includes tasks, strategies and tools that are designed, developed and applied by teachers working with students in their schools. Teachers are well placed to assess the work of their MYP students; this assessment model supports the professional judgment of teachers in deciding the achievement levels of individual students. MYP assessment encourages teachers to monitor students' developing understanding and abilities throughout the programme. Through effective formative assessment, teachers gather, analyse, interpret and use a variety of evidence to improve student learning and to help students to achieve their potential. Student peer and self-assessment can be important elements of formative assessment plans. Internal (school-based) summative assessment is part of every MYP unit. Summative assessments are designed to provide evidence for evaluating student achievement using required MYP subject-group specific assessment criteria. Internal summative and formative assessments are closely linked, and teachers must use their knowledge of IB assessment expectations and practices to help students improve performance through consistent, timely and meaningful feedback. By assessing students as they develop disciplinary and interdisciplinary understanding, teachers identify student learning needs in order to better inform the learning process. Assessment in the MYP is not confined to the final part of a learning period, such as the end of a unit. Formative assessments can be planned from the start of a unit, although they may change as teachers engage with students to determine the next stages of learning. In summary, when creating MYP units, teachers must ensure that assessments:

- are integral to the learning process*
- are aligned with subject-group objectives*
- gather information from a variety of perspectives, using a range of tasks according to the needs of the subject and the nature of the knowledge, skills and understanding being assessed*
- are appropriate to the age group and reflect the development of the students within the subject*
- provide evidence of student understanding through authentic performance (not simply the recall of factual knowledge).*

MYP Assessment Criteria Summary

Within each course, educators will assess using the criteria below.

	A	B	C	D
ELA (Language and Literature)	Analyzing	Organizing	Producing Texts	Using Language
Spanish (Language Acquisition)	Comprehending spoken and visual text	Comprehending written and visual text	Communicating	Using Language
Social Studies (Individuals and Societies)	Knowing and understanding	Investigating	Communicating	Thinking critically
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts
Art and Drama (Arts)	Knowing and understanding	Developing Skills	Thinking Creatively	Responding
PE and Gym (Physical and Health Education)	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Design	Inquiring and analyzing	Developing Ideas	Creating the Solution	Evaluating
Community Project (MYP Projects)	Investigating	Planning	Taking Action	Reflecting
Interdisciplinary	Disciplinary grounding	Synthesizing	Communicating	Reflecting

Note: this is a summary of each criterion. Please inquire with the educator for each course's detailed list of Objectives/Criteria. Because CIS 303 is a 6–8 school, we will address the Years 1 and 3 objectives. Students in Grade 6 will be assessed using the Year 1 Criteria. Students in Grades 7 and 8 will be assessed using the Year 3 Criteria.

Implementation of Formative and Summative Assessments

Types of Assessments

Summative Assessments allow students to demonstrate their mastery and understanding of the concepts and skills explored in a unit. Summative assessments may include, but are not limited to compositions (musical, physical, artistic), unit exams, quizzes, extension assignments, Individual and group projects, portfolios, cooperative tasks,(multimedia) presentations, laboratory experiments, discussion, oral interaction with peers and/or teacher, essays and research papers.

Formative Assessments are daily checks for understanding and can take a variety of forms (ie. exit slips, daily check-ins, quizzes, quick writes/short responses, open-ended discussions, etc.). Formative assessments give educators and learners a steady stream of information which is used to guide learning experiences, differentiate, and create small group learning opportunities.

Benchmark Assessments are assessments administered at three intervals throughout the year (Baseline - September, Midline - January, and Endline - May) to determine individual student needs and gauge student progress. These assessments include district and schoolwide assessments such as iReady ELA, iReady Math, F & P Reading Level, CIS 303 Writing Benchmark, and the Numeracy benchmark.

Determining a Level of Achievement

Throughout the school year, educators will summatively assess every criterion related to their course at least twice. Educators will collect evidence of student achievement. Families will receive a report twice a year regarding their child's current OLA (Overall Level of Achievement) in each of their MYP courses. Families can expect their child's OLA report in December and May of each school year.

Every course's criteria has achievement levels ranging from 0 to 8. Every summative assessment is aligned to the MYP Assessment Criteria. All criteria are usually not assessed on one summative assessment. Students and families will be provided with rubrics and models prior to the assessment so that it is clear how a student will be assessed.

Let's take a look at an example student below.

Meet Raihana!

Raihana is an 8th Grader at CIS 303. We are going to take a look at her ELA (Language and Literature) course. Throughout the year, Raihana has been assessed using the criterion-related approach described in the MYP. We are going to zoom in on Language and Literature Criterion D: Using Language in our example.

To the right, you will see the achievement levels and level descriptors for Criterion D: Using Language.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: i. uses a limited range of appropriate vocabulary and forms of expression ii. writes and speaks in an inappropriate register and style that do not serve the context and intention iii. uses grammar, syntax and punctuation with limited accuracy; errors often hinder communication iv. spells/writes and pronounces with limited accuracy; errors often hinder communication v. makes limited and/or inappropriate use of non-verbal communication techniques.
3-4	The student: i. uses an adequate range of appropriate vocabulary, sentence structures and forms of expression ii. sometimes writes and speaks in a register and style that serve the context and intention iii. uses grammar, syntax and punctuation with some degree of accuracy; errors sometimes hinder communication iv. spells/writes and pronounces with some degree of accuracy; errors sometimes hinder communication v. makes some use of appropriate non-verbal communication techniques.
5-6	The student: i. uses a varied range of appropriate vocabulary, sentence structures and forms of expression competently ii. writes and speaks competently in a register and style that serve the context and intention iii. uses grammar, syntax and punctuation with a considerable degree of accuracy; errors do not hinder effective communication iv. spells/writes and pronounces with a considerable degree of accuracy; errors do not hinder effective communication v. makes sufficient use of appropriate non-verbal communication techniques.
7-8	The student: i. effectively uses a varied range of appropriate vocabulary, sentence structures and forms of expression ii. writes and speaks in a consistently appropriate register and style that serve the context and intention iii. uses grammar, syntax and punctuation with a high degree of accuracy; errors are minor and communication is effective iv. spells/writes and pronounces with a high degree of accuracy; errors are minor and communication is effective v. makes effective use of appropriate non-verbal communication techniques.

Language and Literature Criterion D: Using Language

Student	Short Response (Paragraph)	Extended Response (Essay)	Socratic Seminar (Discussion)	Performance Task (Oral Presentation)
Raihana	2/8	4/8	5/8	6/8

Using professional judgment, Raihana’s ELA teacher will then determine a level of achievement for this criterion. Please note that this is NOT an average, but rather, an evaluation based on various factors including improvement during the unit of study and looking at all the criteria based data points. It is the role of the educator to determine based on the evidence what the students’ achievement level is. Using Raihana’s evidence above, she would receive a criterion level of **5/8 for ELA (Language and Literature) Criterion D**. This was determined by the educator looking at her improvement in writing from a 2/8 to a 4/8 while also considering her improvement in speaking from a 5/8 to a 6/8. Note that her achievement level isn’t her “highest” level nor is it an average, but it is the educator’s evaluation of the improvement in Using Language while considering verbal language and written language.

Overall Level of Achievement

At the end of the school year, an OLA or Overall Level of Achievement will be determined in every subject. The four criteria will be added together to determine the Criterion Level Total. Using the MYP IB Grade Boundary Table (seen below), the student’s OLA is determined and a descriptor of the student's work is provided.

Let’s look back at Raihana!

MYP Language and Literature Criteria	Marking Period Level of Achievement
Criterion A (Analyzing)	5/8
Criterion B (Organizing)	4/8
Criterion C (Producing Texts)	6/8
Criterion D (Using Language)	5/8
Criterion Level Total	20/32

Raihana’s OLA

OLA	1	2	3	4	5	6	7
Boundaries	1-5	6-9	10-14	15-18	19-23	24-27	28-32

Raihana’s OLA is a 5 which means she “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 situation” (“MYP: From Principles into Practice” 93).

Grade	Boundary guidelines	Descriptor
1	1–5	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.
2	6–9	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.
3	10–14	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.
4	15–18	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.
5	19–23	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.
6	24–27	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.
7	28–32	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.

Recording and Reporting

Educators will record their students’ summative and formative assessments frequently following the CIS 303 Minimal Assessment guidelines updated and published in September of each new school year. For each assessment, educators will choose and align the strands for each criterion to the assessment. Educators will record the level of achievement in Toodle/Jupiter.

At CIS 303, students create and maintain digital portfolios via GoogleSites. We believe in the importance of student ownership and agency especially in regards to their learning and growth. In partnership with their advisor and course teachers, students will use their digital portfolios to hold learning artifacts, reflections, and propel students toward personal and

academic growth and development. Each student along with their advisor is the owner of the portfolio. Families will gain access to see evidence of growth and help encourage their child toward success.

Students will update their digital portfolios to include:

- Each assessment (including course assessments and 303 internal benchmark assessments)
- Criteria level
- Feedback from the educator
- Personal reflection with next steps for growth
- Goal Sheets and Action Plans developed with their advisor

Educators will report an OLA grade twice a year to families in student-led conferences. The conferences will include the student and a family member and may also include the student's advisor, counselor, or another trusted adult.

Maintaining strong partnerships with families is essential at CIS 303. Every student has an advisor who is in constant communication with their family via phone, email, text, Operoo/Jupiter/Toddle information blasts, etc. Throughout the school year, families will meet with parents in various formal and informal ways including Meet the Teacher night, Parent-Teacher conferences, family events, etc. During these meetings, advisors will update families on their child's holistic growth which will include data points on Learner Profiles, ATLs, formative assessments, summative assessments, and benchmark assessments.

Family Involvement

- Families will be notified how students will be assessed and have opportunities to understand the MYP Criterion-based rubrics.
- Families can find IB Rubrics in our planners, Toodle/Operoo blasts, school website, and may also request a hardcopy from their child's advisor
- Parents will be notified when major assessments are happening.
- Parents will view at least one assessment per marking period to gain insight into their child's academic progress, identify areas where they excel, and pinpoint areas where they need extra support. This information helps parents understand how their child is learning, what skills they have mastered, and what skills they still need to develop, allowing them to actively support their child's learning at home.

Standardization and Norming

At CIS 303, educators are lead-learners and are constantly learning, reflecting, and growing. This belief is demonstrated within our assessment policies. Throughout the year, educators will engage in standardization and norming practices for the MYP Criterion-based assessing.

Requirements for Standardizing

During the school year, a small team of educators (known as a 303 IB Committee) will be lead-learners in exploring and internalizing best practices for criterion-related assessing. At least once a marking period, all educators will engage in a norming process in which educators will:

- share student assessment(s) and work samples
- share a rubric, individually assess the work sample
- share findings
- discuss commonalities and differences
- determine implications for our work/next steps.

The following times have been reserved for educators to engage in the standardization process (please note that educators will have additional matters to be addressed during the meetings, but that a portion of these meetings will be used for the norming process):

- Common-planning times*
- Team Meetings
- Curriculum meetings
- Weekly Wednesday PDs*
- ½ Day Curriculum Times*

**Indicates both vertical and horizontal alignment*

The CIS 303 IB Coordinators along with the members of the Assessment Committee will facilitate these sessions and help create/implement next steps for each subject group team.

How It Will Grow

This isn't set in stone—it's a living policy that will grow and change as our student community does. We'll revisit and update it over time to make sure it reflects the needs and goals of everyone involved. To support this, students will receive a copy of the policy in their planner to take home and have signed by a parent or guardian. Additionally, we'll send Operoo/Toddle messages to families to ensure clear and consistent communication.

Policy Iterations

Please note that as we as a community learn and grow together, we are always striving for better, more efficient, and equitable practices. As such, this policy is a living document and is modified by members of our community as needed.

→ This policy was

- ◆ Originally developed by the CIS 303 staff of 2022/23
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- ◆ Modified and revised by IB Coordinator Jones along with the CIS 303 Administration and Planning Team

Summary

As our mission states, "Our commitment to embracing the lessons from our errors and leveraging a nurturing community fosters a culture of growth, empathy, and action." Through upholding our assessment policy, we, as a community, continue on a path of growth and action. CIS 303 embraces and celebrates the Learner Profile reflection and acknowledges its deep importance in the role of assessment. Together, we foster a culture of inquiry, action, and reflection, and we do that through assessments.

Points of Contact

If you need further information or guidance, you may contact the following people:

- Your child's advisor
- Shantel Concepcion, Parent Coordinator
- Ms. Brady, Mr. Davis, or Ms. Lerro

Language

“We believe in the power and strength of our words.” – Malala Yousafzai

Overview and Philosophy

At 303, language is at the heart of our teaching and learning. We affirm that language is identity. This policy is a living document developed by our staff, administration, and broader community to guide how we embrace language in our culturally rich and diverse environment. Rooted in the principles of the International Baccalaureate (IB), our language policy fosters communication, understanding, and cultural awareness. It reflects our commitment to support students as they grow into inquirers and risk-takers in a globalized world. This policy is intended as a guide for our educators, students, and families in our pursuit of becoming more compassionate and curious humans.

IB MYP Standards and Practice on Language

- Standard A: Philosophy
 - 7. The school places importance on language learning, including mother tongue, host-country and other languages.
- Standard B1: Leadership and structure
 - 5. The school develops and implements policies and procedures that support the programme(s).
 - a. The school has developed and implements a language policy that is consistent with IB expectations.
- Standard C1: Collaborative planning
 - 8. Collaborative planning and reflection recognizes that all teachers are responsible for language development of students.
- Standard C2: Written curriculum
 - 10. The written curriculum integrates the policies developed by the school to support the programme(s).
- Standard C3: Teaching and learning
 - 8. Teaching and learning demonstrates that all teachers are responsible for language development of students.

Key Terms

Language Acquisition

The process of learning a language. In the IB, Language Acquisition is a course that all students will take. At CIS 303, the Language Acquisition course will be Spanish.

Language and Literature

An IB Course that will be taught in our school's working language (English) and will focus on reading, writing, speaking, and listening using English. This course is also known at CIS 303 as ELA (English Language Arts).

Mother Tongue

A person's first language which is intrinsically linked to one's identity. This is often the language spoken at home (or "home language").

Working (or access) Language

The languages in which the organization communicates with its stakeholders and in which it is committed to providing all services needed for the implementation of the programmes. Currently, the IB's three working languages are English, French and Spanish. At CIS 303, our working language is English.

CIS 303 Statements of Belief on Language

Language is for everyone. Every teacher plays a role in helping students learn language, no matter the subject.

Teamwork makes it happen. Students, parents, teachers, and staff all work together to support language learning.

Mother tongues matter. A person's first language is a big part of their identity and culture, so we need to honor and respect it.

Bring people together. Learning new languages connects students from different backgrounds and helps build understanding.

Think globally. Learning world languages is a key part of becoming a global citizen.

Language is dynamic. We use language in lots of ways—to learn, to think, to connect, and to express who we are.

In order for us to live our language philosophy, our community must:

- **Make space for language learning.** Set aside dedicated time for students to dive into language learning regularly.
- **Celebrate language diversity.** Encourage students to switch between languages and mix them creatively.
- **Support new languages.** Help students explore and pick up new languages in a fun, low-pressure way.
- **Enjoy books and stories.** Foster a love for reading and understanding stories across different languages.
- **Let students be themselves.** Encourage students to express themselves through language in creative and enjoyable ways.

Language Philosophy:

All educators are language teachers and language learners.

One of the beautiful facets of language is that it can also be explored. The choices we make when writing and speaking are significant. It is essential that every space within our community is devoted to growing as speakers, listeners, writers, and thinkers. In practice, all educators are intentional about teaching language and vocabulary. When planning and reflecting, educators plan for academic vocabulary to be explored within their units. Every grade explores vocabulary through our academic vocabulary program led by every advisor (regardless of content) in the school. Every classroom, in addition to some hallway bulletin board space, will have a dedicated location for word walls. Creating word walls in the classroom will provide students with a constant, visual reference for key vocabulary and concepts. It will help build students' vocabulary, improve their understanding of language patterns and support their reading and writing skills across different curriculum areas. In addition, educators will employ ATLs and teaching strategies such as the use of graphic organizers, activating prior knowledge, collaborative learning tasks, "See, think, wonder," etc. to help our students develop their language usage and skills. Our classroom libraries are hubs for multilingual learning, offering a wide selection of books in students' home languages. This collection not only supports native speakers, but also offers all students a window into diverse cultures, promoting appreciation and understanding. The library team will regularly review and expand the collection based on student needs and community input. Updates and highlights will be shared through school newsletters, family engagement events, and the library's display space to keep the community informed and involved. Additionally, at least twice a year, we partner with Scholastic to host a book fair for all of our students. CIS 303 administration has aligned our budget to allow students to select at least three books from the bookfair free of charge to the student. Language Acquisition is a partnership between all members of our community - families, teachers, students, and staff.

All staff members are fluent in English and many of our staff members speak a second and third language such as Spanish, French, etc. Beginning in the 2024/25 school year, many of our staff members began taking individualized Spanish lessons taught by online tutors using the website [Preply.com](https://www.preply.com) so that we can communicate

more effectively with our families whose mother tongue is Spanish. In addition, we are modeling language acquisition for our community as lead-learners. We believe that learning world languages is an integral part of becoming a global citizen. Language must be used across multiple modalities to support learning and developing connections with people who do and do not share your cultural background.

The Language Profile of CIS 303

Enrollment	290
Languages spoken by students	Bambara, French, Hausa (Haoussa), English, Spanish, Soninke, Twi, Wolof
Staff Members	45
Languages spoken by staff	English, Spanish, French, Arabic, Fulani, Hebrew, Pulaar, Italian, Korean
Percent of students whose home language is English	50%
Percent of students whose home language is Spanish	46%
Percent of students whose home language is a language other than English or Spanish	Bambara (<1%), French(<1%), Hausa (Haoussa)(<1%), Soninke(<1%), Twi(<1%), Wolof(<1%)
Number of Students who are ENL	58

Mother Tongue, Home Language, and Language Heritage

We celebrate the diversity of our school community, where many students speak a language other than English at home. Our students' linguistic heritage includes Spanish, Soninke, Twi, Haitian Creole, Jamaican Patois, French, and various regional dialects. We value these languages as integral to our students' identities and cultures.

Supports

Our ESOL-certified teachers provide targeted support to English language learners while respecting and honoring their mother tongues. We also extend this support to families, helping them navigate a new language and culture while fostering a sense of belonging. Various supports for families and students include, but are not limited to:

- In all subject areas: visuals, graphic organizers, videos, translated documents, school-loaned devices, Google Translator, peer support, mentor/mentee support
- Magic School AI is used to translate texts, documents, letters
- All parent notifications are translated
- School translators are used during meetings, awards ceremonies, and in-person school conferences
- Interpretation services are used during virtual parent teacher conferences
- Jupiter/Toddle online grading platform offers automatic translation services to students and parents
- Operoo/Toddle offers translation services within its platform

A language profile survey, which outlines a child's or individual's language ability, is given upon entrance to the school. All families will fill out a language profile to reflect on their child's language and learning journey. Listed below are questions from the New York City Department of Education

- What language does the child understand?
- What language does the child speak?
- What language does the child read?
- What language does the child write?
- What language is spoken in the child's home or residence most of the time?

The language profile is used to support parents in several ways and students in certain ways.

- Help them understand their child’s language development
- Identify any potential difficulties or areas of growth
- Provide evidence-based strategies for supporting language learning

Best Practices

- Enable students to learn and use language in a variety of academic and social contexts.
- Increase students' written and oral communication through ample practice and intentional assessments.
- Allow students to explore different perspectives through language in and outside the classroom. *For example, some teachers have suggested organizing visits to local cafés where students can practice their French or Spanish in real-world settings.*
- Avoid reinforcing different dialects of languages over another (i.e. avoid reinforcing European varieties of Spanish)

Everyone—teachers, staff, parents, and students—will:

- Help students use language confidently in both academic work and everyday conversations.
- Give students lots of chances to practice speaking and writing, with meaningful assessments to track progress.
- Use language to explore new perspectives and cultures, both inside and outside the classroom.
- Avoid making one type of language or dialect seem “better” than others—for example, not overemphasizing European Spanish over other varieties.
- Build a Spanish library: Ask Spanish-speaking students, families, and teachers which books they’d like to see in the library. Focus on students’ interests,

including books translated from other languages, and look for works in non-European Spanish dialects. Use the same approach as Silent Sustained Reading (SSR) but in Spanish.

Courses

While language learning and rich vocabulary is infused throughout all courses at CIS 303, there are two courses that focus primarily on the development of language: ELA (Language and Literature) and Spanish (Language Acquisition).

Language and Literature

English is the primary language of instruction in our Language and Literature classes. Students engage with the language in both written and spoken forms to build strong communication skills. Our curriculum follows established English Language Arts frameworks, ensuring students develop mastery in using English accurately and effectively. In addition to core instruction, we reinforce academic vocabulary during advisory and use a shared language across classrooms—including nonverbal cues, the “Notice and Wonder” routine, and interactive word walls—to support student understanding and participation. These strategies help create a consistent, language-rich environment throughout the school.

For students who need additional support in their development of language, those scoring at lower proficiency levels on standardized and benchmark assessments, are provided with targeted interventions, such as small-group reading classes tailored to their needs. These interventions aim to meet students where they are and help them achieve greater fluency and confidence in English. Across all subject areas, English serves as the connective thread, enabling meaningful cross-curricular connections through IB concepts and contexts.

Language Acquisition

At 303, we believe in the power of learning additional languages to broaden perspectives and connect with others. Beginning in the 2025/26 school year, all students will take Spanish. Add note about home language / thinking behind Spanish. In addition, students have the opportunity to study French as an extracurricular with one of our educators. In both Spanish and French, students will

learn to communicate in a variety of ways and explore the cultures tied to these languages.

Our goal is to inspire students to view language as a tool for understanding people from diverse backgrounds and experiences. The most effective agents of change move through the world with compassion and curiosity. Through engaging lessons, cultural explorations, and virtual visits to French and Spanish speaking regions, students gain international-mindedness and cultural awareness. As they progress through different phases of language learning, students are encouraged to express themselves across genres and subject areas, extending their oral and written skills beyond the classroom.

Who's Involved

This work is led by school leaders, coordinators, language teachers, and support staff, but it also includes input from students, families, and even community members.

How It Will Grow

This isn't set in stone—it's a living policy that will grow and change as our student community does. We'll revisit and update it over time to make sure it reflects the needs and goals of everyone involved. To support this, students will receive a copy of the policy in their planner to take home and have signed by a parent or guardian. Additionally, we'll send Operoo/Toddle messages to families to ensure clear and consistent communication.

Policy Iterations

Please note that as we as a community learn and grow together, we are always striving for better, more efficient, and equitable practices. As such, this policy is a living document and is modified by members of our community as needed.

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Summary

Our vision implores each member of our community to “make connections to oneself and our world, and act as an agent of change who recognizes and celebrates diversity through worldwide perspectives.” By living our language policy, we will continue the process of making connections and becoming more curious and compassionate about the world in which we live. We both affirm and celebrate our vast diversities.

Points of Contact

If you need further information or guidance, you may contact the following people:

- Your child’s advisor
- Shantel Concepcion, Parent Coordinator
- Ms. Taveras, ENL
- Ms. Brady, Mr. Davis, or Ms. Lerro

Inclusion

“Diversity is being invited to the party. Inclusion is being asked to dance.”

– Verna Myers

Overview and Philosophy

At CIS 303, we recognize each student is unique with their own set of strengths and challenges. We recognize that an inclusive education provides services that embrace the individual student’s learning style in regard to academic, physical, and socio-emotional needs. In order to improve learning opportunities for all students, we must identify and address obstacles that hinder engagement and access to education.

IB MYP Standards and Practice on Inclusion

- Standard A: Philosophy
 - 9. The school supports access for students to the IB programme(s) and philosophy.
 - a. The school strongly encourages participation for all students.
- Standard B1: Leadership and structure
 - 5. The school develops and implements policies and procedures that support the programme(s).
 - b. The school has developed and implements an inclusion/special educational needs policy that is consistent with IB expectations and with the school’s admissions policy.
- Standard B2: Resources and support
 - 8. The school provides support for its students with learning and/or special educational needs and support for their teachers.
- Standard C1: Collaborative planning
 - 6. Collaborative planning and reflection incorporates differentiation for students’ learning needs and styles.
- Standard C2: Written curriculum
 - 10. The written curriculum integrates the policies developed by the school to support the programme(s).
- Standard C3: Teaching and learning
 - 10. Teaching and learning differentiates instruction to meet students’ learning needs and styles.
- Standard C4: Assessment
 - 3. The school uses a range of strategies and tools to assess student learning.

Inclusion

“Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers” (*Access and Inclusion 4*).

Special Education

Additional services provided to qualified students as directed by their Individualized Education Plan (IEP). At CIS 303, this takes the form as smaller class settings, classes with two teachers, assigned adult support, and classroom / testing accommodations.

Individual Education Plan (IEP)

A legal document outlining the educational plan to entitled students to an appropriate education based on their learning needs.

Differentiation

It is a process of identifying, with each learner, the most effective strategies for achieving agreed goals so learning opportunities can be created that enable every student to develop, pursue and achieve appropriate personal learning goals (*Learning Diversity and Inclusion in IB Programmes 10*).

CIS 303 Statements of Belief on Inclusion

All students deserve access to a quality education. Regardless of students' special needs or designation, IB curricula will be used in all classes.

IB must be for all. Every student at CIS 303 is enrolled in the International Baccalaureate Middle Years Programme.

Teachers and staff must meet students where they are at. We recognize that learning is not one size fits all, that we must understand the interests, levels, and assets students bring to the classroom in order to meaningfully accelerate their learning.

Supporting the most underserved, improves outcomes for all. Data-driven inquiry cycles to disrupt barriers to learning for identified groups of students with the aim to improve overall teaching and learning.

In order for us to live our inclusion philosophy, our community must:

- **Identify and provide accurate services.** Ensure students are in their appropriate learning setting and services through IEP compliance and referral.
- **Reflect on student work and teaching practice.** Set aside dedicated time for teachers to analyze student work and collaborate to remove barriers to learning.
- **Listen and receive input from students and families.** Ensure students and families are a part of the decision making process to guarantee students are receiving the services needed.

Placement

Pursuant to United States Federal Law and New York State Law, CIS 303 maintains compliance and fully supports students who have qualified for needing an Individualized Education Plan (IEP) and the services required for the implementation of our students' IEPs. To this end, students with IEPs are placed in settings of: twelve students, one teacher with one paraprofessional; a general education setting with two teachers; or general education setting with student-specific supports. CIS 303 will always consult guardians of students with IEPs about placement utilizing information from students' teachers, counselors, and support staff.

Identification

As CIS 303 recognizes that all students may not enter our school receiving the services they require and/or that the services students require may change over the course of their time at CIS 303, students experiencing academic, social, and/or emotional challenges follow a process to determine the best supports for struggling students:

Guardian or Teachers bring concerns to school administration and the entire grade team. Teachers begin the process with a "Student Conversation" involving all of the students' teachers, input from the guardian and student, and, when applicable, school-based support staff and school administration. The team looks at student work, pertinent behavior information, and pertinent social information to discuss the student's strengths and area of concern. The team uses this information to try and change the school's approach to remove barriers to the students' success. If progress has not been made by the teams' pre-arranged check in date, the student's advisor will reach out to administration and get written authorization from the student's guardian for the School Based Support Team (SBST: Guidance Counselor, Social Worker, IEP Teacher, Psychologist, Assistant Principal) to commence their own observation. Depending on the observations, additional information may be required. The SBST will send notice home to the guardian regarding meetings, social history, and evaluations. Parents, teachers, and the student will be made aware of the results of the SBST evaluations and recommendations, including informing guardians of their rights if additional

academic services are deemed necessary. Teachers, school administration, and support staff, if applicable, will then work to implement the SBST recommendations with monitoring to success. If the SBST does not recommend, or the guardian does not consent to, additional services, the grade team and administrations will look for additional alternative practice to support the student in their current setting with continued progress monitoring and guardian outreach.

Inclusion Instructional Model

As educators, CIS 303 believes that all students must be given access to a rich, rigorous, and conceptually-based education and inclusion supports this mission. To this end, all students will be in the IB's Middle Years Programme with all teachers and classes adhering to all requirements of the programs. In order to support students with disabilities and/or those that require additional supports:

- School administration will ensure that all staff have access and will have read students' IEPs when applicable.
- School administrators will ensure that students are placed in their appropriate setting.
- Teachers and schools support staff will implement the requirements of each student's IEP.
- Teachers will use appropriate scaffolds and differentiation strategies to minimize barriers to student learning.
- Students will reflect on their learning and provide teacher feedback on their learning.
- Teachers will use choice and co-design when possible.
- School staff and students will ensure a safe learning environment for risk taking through Social Emotional Learning lessons and collaboration.
- Teacher teams will monitor and discuss student progress.
- School administration will provide time and resources to teachers in their pursuit of supporting their students.

Differentiation and Scaffolding

A best practice to achieve students' success within our inclusive school environment is the use of differentiation and scaffolding. As a school, however, we

want to make sure that the support we provide our students are in service of them being independent learners, so temporary and task dependent. Our strategy is to use “just in time” rather than “just in case” supports that prevent student independence and success (Dixon). As a school, our instructional focus will be on inquiry based learning to allow students to collaboratively make meaning of grade-level standards to ensure deeper understanding.

Best Practices

- Create learning experiences that create conceptual understanding
- Allow students to work collaboratively
- Provide student multiple modalities to support exploration
- Set teaching in real world contexts
- Provide opportunities for extension and cycling back to taught content
- Build in places for reflection and metacognitive development
- Promote the connection with prior knowledge
- Preteach content and provide models, when appropriate
- Look at ways the product, process, content, and environment can be altered to best support student learning
- Implement strategies stated on students’ IEPs

Monitoring Student Success

Process

Students with Individualized Education Plans will undergo benchmark testing in the beginning, middle, and end of the year to track progress on foundational skills. Additionally, classroom teachers will combine formative and summative assessments to monitor student progress with subject standards. Students will also be asked to reflect and self assess as a part of regular classroom routine. In order to school progress, students will create and maintain a digital portfolio through their time at CIS 303 to showcase growth.

Who's Involved

This work is led by school leaders, coordinators, SPED teachers, and support staff, but all teachers are responsible for the success of all students.

How It Will Grow

Through continuous professional development teachers will develop their practice and those of their students to assess growth. School staff will also work to incorporate family evaluation of progress through conferences and school showcases.

Policy Iterations

Please note that as we as a community learn and grow together, we are always striving for better, more efficient, and equitable practices. As such, this policy is a living document and is modified by members of our community as needed.

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Summary

Our mission asserts that we “believe in the infinite potential of our members”. This sentiment is proudly exhibited in our support for inclusion in not only our classrooms, but instruction. We are a school that believes all of our students have a place as change makers and that means IB for all. We are committed to listening to our families and students while working together to discover all of the areas we can remove barriers to success for all of our students.

Points of Contact

If you need further information or guidance, you may contact the following people:

- Teachers
- Ms. Reynoso, Ms. Sandoval, Ms. Lora - Guidance Team
- Mr. Seymore - SPED Coordinator
- Ms. Brady, Mr. Davis, or Ms. Lerro - School Administrators

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