



The Middle Years Programme (MYP) Policies

The Middle Years Programme requires at least 250 hours of class time for each subject, from grade 8 -10, to meet the obligations to be an authorized International Baccalaureate School.

Additionally, the final two years of the MYP, grade 9 – 10, are required to have at least 70 hours of class time each year for students who are pursuing the IB MYP certificate.

Due to these requirements for instructional hours, we do not offer challenge exams for courses.

As an alternative, as part of the MYP Framework, we offer extended challenge content as well as enriched content within the MYP subjects to meet the needs of our diverse learners.

Admissions Policy

Johnston Heights Secondary School is a public school in Surrey and welcomes all students. Admission acceptance is based on catchment, and

we accept students from our feeder elementary schools. We as a learning community believe all students can find success within the MYP and support the holistic nature of the IB.

This is not a choice-based programme as all students enrolled at Johnston Heights Secondary school are enrolled in MYP from Grade 8 through

10. There is no admission test or fee to complete this programme.

The language of instruction is English, and students within the MYP enroll in either French or Spanish as a second language of study for all three years of the programme.

Johnston Heights is committed to creating an active learning community that embodies the IB learner profile.

Johnston Heights is a caring school that embraces inclusion and seeks to ensure students can be accommodated comfortably within the school. The school respects and supports diversity as part of its mission. We welcome students with learning differences with support provided by our Inclusion, BASES and counselling team.

International Mindedness Policy

In accordance with the Multiculturalism Acts of Canada and B.C (British Columbia), the B.C. Ministry of Education's Policy on Diversity for B.C. Schools, language within the new B.C. Education Plan, and the Surrey School District's Policy on Safe and Caring Schools, Johnston Heights Secondary School strives to promote a working and learning environment that values and advocates open-mindedness, understanding, sensitivity and respect founded on the principles of diversity, inclusivity and equity.

Taking into account the beliefs, customs, practices, languages and uniqueness of individuals and groups, we believe in ensuring that distinctions among learners do not impede their participation in school, their proficiency in learning outcomes and core competencies, nor their ability to become contributing members of society. We have several reasons for developing a policy on International Mindedness at JHSS.

It is important to have a clear perspective on how and why we engage in various cultures both within our school and the world. It is a piece of self-reflection that we should all strive to do as professionals. The BC Ed Plan's Core Competencies stress student understanding of a personal and positive cultural identity that includes the awareness, understanding and appreciation of one's own ancestry, culture, language, beliefs, and perspectives in a multicultural society. The aim of the Middle Years Programme is to develop internationally minded people. In order for our students to become internationally minded, they need to see us modeling these values on a daily basis with each other and them.

At Johnston Heights Secondary School, we strive through our curriculum, our extra-curricular activities, our School Code of Conduct, and our personal service and daily interaction with others, to embody a disposition of International Mindedness in order to foster a school and greater community that is equitable for all people. Taking into account the beliefs, customs, practices, languages and differences of individuals and groups, the Johnston Heights Secondary community will:

- Work and learn by a set of cross-cultural expectations of behavior,
- Respectfully challenge behaviors which counter these expectations when they occur and to do so with a spirit of inquiry and a desire for learning and understanding,
- Accept and respect diversity having empathy, understanding, open-mindedness and curiosity about those whose lives and opinions might be different than our own,
- Teach and learn by a set of philosophical principles and a body of knowledge that helps our school community to understand:
 - our role and responsibilities as Canadians within an international community.
 - The values that give priority to ecological sustainability, global interdependence, social justice for all the world's people, peace, human rights, and mutually beneficial processes of economic, social and cultural development (CIDA 1994)
 - Practice our understanding locally, nationally and internationally through service projects

Language Policy

The purpose of the language policy is to inform and guide teaching and learning in the Middle Years Programme. It also provides a framework for the curriculum and outlines our goal of fostering an international-minded community of learners. This document is an outline of the philosophy and practices surrounding language acquisition and the maintenance of mother tongue at Johnston Heights Secondary School.

Johnston Heights is a diverse community of learners. We value multiculturalism and believe that our students' cultural backgrounds and identities should be valued and shared. The opportunities to learn a new language and to develop one's first language are equally important. Multi-lingualism opens doors to opportunities and relationships and facilitates global communication.

As language stands at the heart of communication, all teachers at Johnston Heights are language teachers. Every educator is committed to supporting students who speak another language at home. How this is achieved is through various clubs and activities that place Mother tongue at its centre. School assemblies and displays also integrate mother tongue. We also value parents and the community as important resources.

They support the various languages found in our school and help to maintain mother tongue fluency. Through language and literacy, our students will become excellent communicators who are able to contribute to society as responsible, international-minded, global citizens.

Language Policy Objectives

- To promote the development of language skills: speaking, writing, listening, and reading

- To enable students to learn and use language in a variety of contexts
- To promote the understanding and enjoyment of literature
- To explore different perspectives through language
- To allow students to express themselves through language
- To commit to providing support for the mother tongue

School Language Profile

- In the 2022-2023 school year Johnston Heights has a population of approximately 1420 students. It is a multicultural environment in

which 51 different languages are spoken by students. Some of these languages include:

- Albanian
- Arabic
- Cantonese
- English
- Hindi
- Korean
- Mandarin
- Polish
- Punjabi
- Spanish
- Russian
- Tagalog
- Tamil
- Vietnamese

Language of Instruction

The language of instruction at Johnston Heights is English.

Second Language

Students may learn both French and Spanish in grade 8. They will continue to develop their oral and written competence in one or both of these languages throughout all three years of the MYP. Both languages are also offered in grades 11 and 12.

Mother Tongue Support

We recognize that many of our students speak another language at home and we are committed to supporting their mother tongue at school. How we support our learners is through a support structure with multiple interventions.

Teachers

All teachers are language teachers and committed to supporting students both in English and their mother tongue through classroom differentiation, and integration of mother tongue language learning opportunities.

ELL (English Language Learner) Teachers

- Work with classroom teachers to develop strategies and programs for individual students
- Provide targeted support for students with reception level English

Multicultural support workers

- Provide school orientation for new students and families
- Assist with communication between home and school including translation services
- Facilitate cross-cultural understanding for families as well as school staff
- Participate in school activities involving English language learner students
- Provide information about the B.C. education system and school culture, such as expectations, programs, extra-curricular activities, etc. <http://www.welcomecentre.sd36.bc.ca/workers.php>

Learning Commons

The teacher-librarian is committed to working with teachers to provide resources in a number of different languages in order to contribute to mother tongue support.

Community

In class and after school peer tutoring programs provide students with opportunities to get support in some languages such as Mandarin, Arabic and Tagalog.

Inclusion Policy

At Johnston Heights, we place great value on our inclusive community. Learners have a variety of abilities, aptitudes, talents and challenges. Students with special educational needs as identified in their Individual Education Plans (IEPs) may be able to meet the Middle Years Programme requirements.

The Middle Years Programme is intended to be an inclusive programme that caters to the needs of all students. Thus, IB strongly encourages schools to offer the MYP inclusively and schools must explain situations in which the programme is not available to all students. The central

place of approaches to learning (ATL) helps teachers and students respond in a flexible way to individual learning needs, including the needs of those who are learning in a language other than their first language or who have learning support requirements. The MYP is designed to include students with learning support requirements. Students with learning support requirements, as defined by the IB, may:

display difficulties or live with conditions that are a barrier to learning and therefore need particular teaching strategies for classroom management and effective education

have the aptitude to meet all curriculum and assessment requirements but require support to meet their full potential in learning and assessment

require support to access teaching and learning including planned strategies to access curricular instruction and inclusive assessment arrangements to access assessment.

As schools implement the MYP inclusively, teachers design learning experiences that allow students across a range of needs to meet their learning objectives (see Meeting student learning diversity in the classroom, 2013).

Differentiated teaching practices build opportunities in

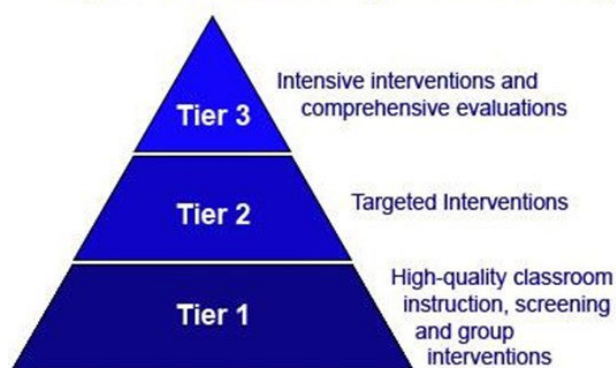
which each student can develop, pursue and achieve appropriate individual learning goals. This may involve utilizing collaborative and cooperative learning, a variety of learning practices, creative approaches to teaching and learning, differing formats and modes of exploring and presenting knowledge and understanding being made available to the students.

Inclusion succeeds when a school-wide culture of collaboration encourages and supports inquiry and problem-solving. Increasing participation in the school should ensure equality of access to the curriculum and provide students with the support they need to set and meet challenging educational goals.

At Johnston Heights, all students are expected to be enrolled in a full timetable of regular classes. Our model of full inclusion in MYP grades 8- 10 is designed to foster a culture whereby all students are accepted into any class.

This assists in building a culture of belonging for all students. All students are provided with the support necessary to access learning in a fully inclusive setting. Specialist Support teachers work with classroom teachers to differentiate learning and teaching strategies to provide students with multiple entry points to conceptual learning. Support is flexible and fluid as determined by student need using a Response to Intervention (RTI) model.

*** Response to Intervention / Integrated Service Delivery**



The Inclusion Team includes Administration, Inclusion Department Head, counsellors, ELL specialists, International Advocate, BASES teachers, Aboriginal Advocate and the subject specialists assigned to the team. Any teacher who has concerns about any students contacts the Inclusion Team by email and that student will be discussed, and an action determined, at the weekly Inclusion Meeting. Information is relayed back to the referring teacher(s). Methods of support for students will vary depending on the needs of the student.

For students with special needs, Individual Education Plans (IEP), a ministry legal requirement, provide the classroom teacher with an outline of the student's specific learning difficulties and suggest ways of addressing these (adaptations,

scaffolding techniques, differentiation of instruction and assessment, etc.). IEP's draw recommendations for support from psycho-educational testing reports, which are generated from registered psychologists. On a yearly basis the team updates the IEP to reflect changes in the student's status.

"Access arrangements are changes introduced to teaching, learning and assessment to remove or reduce barriers. They do not change what the student is expected to learn and do not lower expectations, but instead provide the optimal support to address challenges and to enable the student to work around them." (Access and Inclusion Policy, IBO, 2018.)

Parents are integral to helping determine their child's success and are encouraged to contact teachers at any time. Conversely, if a child is struggling, teachers are expected to contact parents to inform and determine a course of supportive action.

Assessment Policy

"Assessment and instruction are interconnected. When designing a framework for quality assessment, it is important to build on a foundation that focuses on the learning process and provides multiple opportunities for students to demonstrate their learning. Quality assessment consists of both formative and summative assessment." (SD36, Learning by Design)

Johnston Heights Secondary School's Assessment Policy is grounded in and guided by IB's Middle Years Programme. As such assessment in

MYP aims to support and encourage student learning by:

- providing feedback on the learning process
- informing, enhancing & improving the teaching process
- promoting positive student attitudes towards learning
- promoting deep understanding of subject content by supporting students in their inquiries set-in real-world contexts
- promoting the development of higher-order cognitive skills by providing rigorous final objectives that value these skills

More specifically, assessment at Johnston Heights Secondary School ascribes to the Assessment Principles outlined here:

Assessment	Principle	Practice
Aims and Objectives	Criteria & Strands	Covering the 4 subject-based Criteria (Objectives) & corresponding Strands at least twice for each subject area Showing and explaining to students the skills, knowledge & understanding that will be assessed for each subject area
Inquiry	Statement of Inquiry Key Concepts & Related Concepts	Asking relevant & challenging questions that allow for assessment of how students think critically, creatively & reflectively (factual, conceptual & debatable questions) Providing students opportunities to demonstrate application of knowledge & problem-solving skills Offering a variety of options & formats for students to showcase their learning
Inclusive	Diversity, Differentiation & Equity MYP Policies: Assessment, Inclusive, International Minded & Language	Including BASES, ELL, Aboriginal, and any at-risk students Providing a number & variety of accessible assessment opportunities for all students to demonstrate their best level of learning
Formative	Learner Profiles Approaches to Learning	Gathering informal data to help students become better learners Shaping & re-shaping teaching based on students' learning needs Preparing students to be more successful on summative tasks
Summative	Summative Task	Designing assessment tasks that allow all students to demonstrate their best level of learning Collecting formal evidence to determine level of student achievement
Levels of Achievement	Criterion-Based & Rubric	Developing & providing clear language that describes to students what will be specifically assessed for each subject area Developing & providing clear language that describes each level of achievement for each subject area Criteria Levels: 0 to 8 Overall Level of Achievement: 0 to 7
Alignment	Horizontal & Vertical Alignment	Maintaining assessment consistency throughout individual subject areas by classroom & by grade levels Maintaining assessment consistency throughout the cross-curricular spectrum
Feedback	Teacher Comments	Providing regular verbal & written responses to students about their learning Highlighting students' strengths and areas to develop Offering specific recommendations about how students can reach the next level(s) of achievement
Reflection	Self & Peer Evaluation	Giving students opportunities to self-evaluate their learning Getting students to assess both their process & product of learning Providing students opportunities to assess their peers' work
Trending	Final Assessment	Determining where the students' current Overall Level of Achievement (OLA) rather than where they were Considering students' performances holistically, through both formative and summative means Placing more importance on how students have improved rather than fixating on their deficiencies Avoiding averaging students' performances on summative tasks
Reporting	Recording Achievement	Recording students' OLA in MyEdBC Recording students' level of achievement in regards to the ATLS in MyEdBC

We believe that all members of the school community should take responsibility for student achievement. The rights and responsibilities associated with assessment lie with:

Teachers:

- Design engaging and rigorous lessons and assessments
- Align assessments with MYP objectives/criteria, Ministry of BC's course-specific big ideas, and approaches to learning skills
- Work collaboratively to maintain consistent assessment practices through team alignment and standardization to ensure reliable results
- Receive support from colleagues, IB coordinators, and administration regarding assessment
- Provide students with clear task specific clarifications for summative assessments
- Provide students with timely and meaningful feedback about formative and summative tasks
- Provide opportunities for students to reflect on their course performance
- Use professional judgment to determine students' levels of achievement

Students:

- Actively participate in classroom learning
- Work with peers and teachers to develop knowledge and skills
- Perform their best efforts to demonstrate their skills and growth
- Ensure work is of their own creation and they use academic honesty
- Understand the Criterion and Learning Objectives for each subject
- Ask for assistance when needed
- Stay informed about their progress
- Reflect on their learning to foster growth

Administration:

- Provide time and resources for teachers to maintain the school's assessment policies
- Provide time for teachers to collaborate
- Support a collaborative learning atmosphere for the entire school community
- Trust teachers' professional judgment for determining levels of achievement.
- Observe the teacher's progress and provide feedback
- Conduct MYP meetings and subject group meetings
- Provide opportunities for IB professional development workshops
- Arrange parent-teacher conferences

Parents and Guardians:

- Support their children's growth during their learning in the MYP program
- Understand the learning objectives and Criterion rubrics for each course
- Use the rubrics as a point of reference for discussing assessment with teachers, administrators, and their children
- Contact teachers with questions they may have regarding assessment or their child's progress in MYP
- Attend MYP parent night information sessions to stay informed about the MYP

Academic Integrity Policy (MYP)

Johnston Heights sets high standards for its students and expects that all students maintain a high standard of integrity and honesty in their academic performance and overall behavior at school and beyond.

In the International Baccalaureate Middle Year Programme, the Learner Profile is a key cornerstone of what IB learners strive to be. One of the 10 aspects of the Learner Profile is being “principled” which is defined as acting “with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.”

Purpose

Johnston Heights Secondary is committed to the highest standards of academic honesty and intellectual integrity. Our students are challenged to develop strong moral and ethical practices in their studies, research, writing, presentations, testing procedures and examinations.

The Academic Integrity Policy of the IB programme at Johnston Heights clearly outlines the expectations for proper academic conduct, the faculty and administration’s role in promoting academic honesty and the consequences of academic misconduct.

By maintaining academic integrity, IB’s goal is to award “reliable, fair and recognized outcomes to our students through valid assessments... Results cannot be fair if some students have had an unreasonable advantage over others.” (IB Academic Integrity, 2019)

What is Academic Integrity?

Johnston Heights, an IB World School, acknowledges, supports and endorses the IB Academic Integrity Policy. “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” (IB Academic Integrity, 2019). An ethical culture should be part of any educational institution, established and nurtured by the entire school community. “It is expected that students will understand:

- Their responsibility for producing authentic and genuine individual and group work
- How to correctly attribute sources, acknowledging the work and ideas of others
- The responsible use of information technology and social media
- How to observe and adhere to ethical and honest practice during examinations” (IB Academic Integrity, 2019)

Why Do We Need Academic Integrity?

- To maintain fairness. IB assessments can only be fair if all students are provided with an equal opportunity; and to be valid, they need to provide an accurate reflection of a student’s achievement.
- To maintain trust and credibility.
- To develop respect for others.

Student Expectations

Students at Johnston Heights Secondary School are expected to put forth the best of their academic abilities and effort in all their courses throughout their schooling, from Grades 8 to Grade 12. Academic honesty and integrity means respecting and ascribing to the principles of learning that honour the intrinsic value of education and the importance of rigorous curricula and authentic assessment practices. Maintaining academic integrity means that students are expected to be responsible learners who complete all in-class and out-of-class assignments/ assessment pieces in an honest manner that most accurately and authentically represent their best level of learning and understanding.

Teachers are a key component of academic honesty. Teachers at Johnston Heights commit to the action of instructing students what academic integrity is, and ensuring that it is grounded in honesty, trust, fairness, mutual respect and collective responsibility.

What is academic misconduct?

Academic misconduct is a behavior that results in, or may result in, the student or any other student gaining an unfair advantage (or a behavior that disadvantages other students) in one or more assessment components.

Categories of “academic misconduct” in the IB:

- **Plagiarism** is defined as the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgment. The use of translated materials, unless indicated and acknowledged, is also considered plagiarism.
- **Collusion** is defined as supporting academic misconduct by another candidate, for example, allowing one’s work to be copied or submitted for assessment by another

- **Misconduct** during an IB examination includes taking unauthorized material into an examination room, disruptive behaviour that disrupts the examination and communicating with others during the examination.
- **Communication** about the content of an examination 24 hours before or after the examination with others outside their school community is also considered a breach of IB regulations.
- **Duplication** of work is defined as the presentation of the same work for different assessment components and/or Diploma Programme requirements.

In addition to refraining from participating in academic dishonesty, students are expected to understand that if they partake in it, there are consequences for their actions. According to the IB Organization, being principled means, “We take responsibility for our actions and their consequences.” Depending on the frequency of the offence, the severity of the situation, the context of the circumstance and the academic history of the student, a number and/or combination of the following repercussions could result in:

- The student may receive no credit for the assessment piece that was academically compromised
- The student may have to demonstrate his or her learning in an alternative assignment
- The student’s transgression will be documented on a school Referral Form and be added to the student’s official file
- The student’s report card will indicate the following comment: “This student participated in academic dishonesty.”
- The receiving of internal and/or external academic awards may be jeopardized
- The receiving of internal and/or external academic scholarships may be jeopardized
- The student’s parents/guardians will be informed of the academic transgression
- Further administrative actions, such as a suspension, may be taken.

Even though there are clear consequences regarding academic dishonesty according to IBO and the British Columbia Ministry of Education in formal situations, Johnston Heights Secondary School’s academic honesty policy is less punitive in spirit and more educational in intent.

Expectations of Parents

- Understand IB policies, procedures and subject guidelines in the completion of coursework
- Support their children’s understanding of IB policies, procedures and subject guidelines
- Understand what constitutes student academic misconduct and its consequences
- Understand what constitutes school maladministration and its consequences
- Report any potential cases of student misconduct or school maladministration to the school’s directorate and/or the IB
- Submit only genuine and/or authentic evidence to support a request for inclusive access arrangements or adverse circumstances considerations for their children
- Abstain from giving or obtaining assistance in the completion of work to their children

MYP Coordinator and School Administration are expected to:

- know the IB Academic Integrity Policy, General Rules and Regulations, and regulations and instructions
- know what constitutes academic honesty
- establish a school culture that actively encourages academic honesty
- Inform parents about the standards the school is trying to uphold

Teachers are expected to:

- act as role models for the candidates and make sure all shared materials (handouts/presentations/etc.) are correctly referenced
- post Academic Integrity Flyer in their classrooms
- be fully aware of the IB and school policy on Academic Integrity
- to make clear what the expectations are regarding academic policy in the context of their own subject areas in their course outlines and during their instruction time.
- support and encourage students to comply with the guidelines of these policies in the preparation of their work for assessment
- teach students how to properly cite, paraphrase, and reference material by providing specific examples of printed and non-printed sources
- help students with early detection of unintentional plagiarism

- give students specific guidelines that encourage students to develop their own ideas through different class practices
- clearly explain the distinction between collusion and collaboration

Teacher-Librarian is expected to:

- provide his/her expertise on plagiarism and copyright to students and staff
- provide research guidelines and help students locate, evaluate and use information in accordance with good academic practice

Works Cited

"Academic Integrity" *International Baccalaureate Organization*, 2019, www.ibo.org. Accessed 30 Jan. 2020.

"IB Learner Profile" *International Baccalaureate Organization*, 2017, www.ibo.org. Accessed 30 Jan. 2020.

Johnston Heights would like to thank Semiahmoo Secondary for their permission to use parts of their original *Academic Honesty Policy* Booklet.