



Pipkin Middle School: An IB World School
Middle Years Programme IB MYP Handbook
2025-2026



Dear Pipkin Parents, Students, Teachers, and Community Members,

At Pipkin, our school policies are rooted in the International Baccalaureate (IB) philosophies, standards and practices. We aim to model the principles of the IB learner profile and the IB mission in each of our policies. Our policies are reviewed and revised yearly. The revision process includes discussions with parents, teachers, and students to determine content and layout.

The following policies are found in this handbook, on the web page <https://www.sps.org/Pipkin>, in the family blog, and in Toddle family and student access.

1. Admissions
2. Inclusion
3. Language
4. Assessment
5. Academic Integrity

At Pipkin Middle School, we believe that learning is a journey, not a goal. We are committed to promoting a passion for reflecting lifelong learning in every student. As a school, we strive to create opportunities for students to become independent learners, set and achieve their own goals, share what they have learned, and feel comfortable about making mistakes and seeking feedback.

Our teachers and staff work extensively with all students to support their development and well-being throughout the academic year. This handbook includes Pipkin Middle School IB policies, our mission and vision, and complaints and procedures guidelines. In each of our policy documents, you will find the philosophy driving the policy, rights and responsibilities, a description of how each policy upholds the IB learner profile, and links to other policies.

We look forward to working with you to ensure our students receive a quality education that meets the high standards of the International Baccalaureate. Through our partnership, our students will engage in meaningful learning experiences to enrich their lives and positively impact the world.

Respectfully,

Mr. Duane Cox, Principal

Mr. Jason Christman, IB MYP Coordinator

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Pipkin Middle School Mission

Pipkin Middle School aims to develop learning opportunities that cultivate passionate, responsible, respectful, interculturally-aware learners who strive for continuous academic mastery and personal growth.

Pipkin Middle School Vision

The vision of Pipkin Middle School is to maintain a safe environment while creating a positive and academically rigorous learning community where all can become active, responsible, global citizens and lifelong learners.



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

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

KNOWLEDGEABLE

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

THINKERS

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

COMMUNICATORS

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

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

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

CARING

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

RISK-TAKERS

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

BALANCED

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

REFLECTIVE

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

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.



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Pipkin Middle School

Access and Admissions Policy

(updated July 2025)

Philosophy

The goal of Pipkin Middle School is to “secure access to an IB education for the broadest possible range of students” (Programme Standards and Practices {0301-01}). Pipkin Middle School commits to increasing access for students and encouraging students to challenge themselves. Pipkin welcomes students from diverse backgrounds with a variety of talents and abilities. We strive to ensure students and their parents are well informed regarding our practices which are rooted in the IB philosophies, standards, and practices. We aim to model the principles of the IB learner profile and the IB mission statement in our policies and actions.

Admissions

Pipkin Middle School believes the Middle Years Programme benefits all students; therefore, there are no admissions requirements other than enrollment in Pipkin Middle School. Pipkin accepts all students who live within our attendance boundaries and other students in the Springfield Public School district through immediate and transitional transfers as a Choice school.

Access

All students enrolled in Pipkin Middle School are IB students and have access to the IB programme. Having this model provides opportunities for the broadest range of students to benefit from receiving an IB education. Please see the Inclusion and Language Policies for additional information regarding access for diverse learners with Individualized Learning Plans and Language Plans.

Pipkin has systems and processes in place to increase access and engagement for all students. Through a culture of collaboration, mutual respect, problem solving, and innovation, Pipkin creates a dynamic learning environment.

Attendance Support

Pipkin teachers, staff and administration track, monitor, and support regular attendance with several strategies: attendance incentives, contact home, develop attendance contracts with students, design routines to support attendance, provide transportation, and student/parent involvement.

Learning Support

Intentional teaching and support of student learning may include involvement of the Home School Liaison, the Special Education Department, and implementation of Positive Behavior Interventions and Supports. Pipkin also utilizes Conscious Discipline training including skills such as: organization, time management, goal setting, monitoring, reflection, and collaboration.

Instruction of Approaches to Learning is evidenced in MYP unit plans that include the focus for teaching and learning, student responsibility for their own development, self-assessment, and growth over time.

Behavior Support

Classroom agreements are the expectations of teachers, students, and parents for rights and responsibilities in the classroom. Students lead the creation of these agreements that are goal oriented and include learner profile traits of communicator, open-minded, and reflective.

Behavior specialists create individualized interventions, engage in problem solving, teach needed skills, provide resources, assist in restoring relationships, partner with students to develop behavior goals, practice strategies, and transfer skills to the classroom.

Conscious Discipline instruction includes self-regulation, identifying emotions and states of mind, developing empathy, and conflict resolution. The learner profiles of risk-taker and balanced are developed.

Materials and Supplies

Pipkin Middle School, along with community partnerships, provide all necessary school supplies, technology (device and internet access), and equipment. In addition, funds may be available for extra-curricular fees, etc.

Counseling

Pipkin Middle School has two full-time counselors who ensure student access to courses, parent communication, career counseling and student support services. Counselors also present to prospective students attending feeder schools.

Social Worker

Pipkin Middle School has a full-time social worker who develops community partnerships, provides a food bank on site with student and family access, stocks a clothing bank on site with student access and assists families in need of housing, transportation, utilities, etc.

Burrell Behavioral Health

Pipkin Middle School offers school-based mental health services. Services provided were determined through feedback from all stakeholders. Mental health services include teacher professional development and trauma informed care.

Additional Processes, Structures, and Activities to Promote Access

- Inclusion, Language, Assessment, and Academic Integrity Policies
- IB Family Fall Festival
- Title 1 Family Parent and Family Engagement
- World Family Night
- Recruiting Activities
- Shadow Day
- Student Tours
- Presentations to Elementary Schools
- IB Ambassador Presentations on and off campus
- Promotional Videos and Brochure
- Family Blog and School Website
- SPS University

Access and Admissions Rights and Responsibilities

Pipkin Middle School is committed to excellence in education and to the personal growth of every student. We employ highly qualified teachers. The following rights and responsibilities outline our beliefs and commitments as a school community.

Student Rights	Parent Rights	Teacher and Administration Rights
Receive a quality education as education for <i>all</i> is human right Treated with respect Have continuity in their learning	Receive timely responses Receive all guidelines and necessary information Welcome to school events and activities	Partnership with parents and/or guardians for student success Treated with respect
Student Responsibilities	Parent Responsibilities	Teacher and Administration Responsibilities
Commit to daily attendance Engage in inquiry and learning Explore resources and opportunities Actively pursue growth and development of Learner Profile Attributes	Ensure daily student attendance Encourage student engagement in academics and school events Engage as a partner with the school	Welcome and include new students into the school community Communicate successes and concerns to families in a timely manner. Ensure that diversity is understood to include all members of the school community Secure access to an IB education for the broadest range of students Promote learning diversity as a valued resource for building an inclusive community

Access and Admissions Policy and the Learner Profile

- **Principled:** Pipkin Middle School will use all our resources to ensure students can succeed academically and emotionally at our school.
- **Open-Minded:** Pipkin Middle School will engage in innovative thinking to provide opportunities for the broadest range of students.

Access and Admissions and Language Policy

When students enroll in Pipkin Middle School, a student's language profile is assessed. If a student's home language is other than English, the English Learner Department creates a Language Plan to support student success in the IB curriculum.

Access and Admissions and Inclusion Policy

Student needs are accessed as outlined in the Inclusion Policy. Information from parents and previous schools provide guidance in terms of student needs.

Access and Admissions and Academic Integrity Policy

Students are explicitly taught principled behavior. Student, teacher, and parent rights and responsibilities are articulated upon enrollment as found in the Academic Integrity Policy.

Access and Admissions and Assessment Policy

Upon enrollment, students and guardians are entered into the Toddle learning management system. Students and guardians are provided with access codes. Access to MYP units of study, student progress, and progress reports are fully accessible.

Reviewing the Policy

Policy pedagogical team and leadership team, which is made up of our administrative team, learning coaches, IB coordinator, and teachers will review the policy every two years and will make revisions as necessary. Communication of changes will be presented to all stakeholders.

Policy Revision Committee 2025-2026

Jason Christman, IB MYP Coordinator

Pedagogical Team: Duane Cox, Kristin Acklin

Pipkin Middle School

Inclusion/Special Educational Needs Policy

(updated July 2025)

Philosophy

All IB Schools have a statutory responsibility to provide an inclusive, broad, and balanced curriculum for all students, regardless of ability. Pipkin Middle School strives to support a diverse student body of learners through development of a culture of collaboration, mutual respect, support and problem solving involving the whole school community. Providing opportunities to our diverse learners is the responsibility of all stakeholders in our school community, including leadership, teachers, students and parents. Whether it be through teaching and learning strategies, resources, or collaboration with experts and parents, all students are supported throughout the International Baccalaureate (IB) as individual learners.

Instructional Practices

The Inclusion/Special Educational Needs (SEN) policy places great emphasis on the responsibilities of the classroom teacher to be aware of and make provision for students with special educational needs and the rights of students and parents to be fully informed of that provision. The purpose of the SEN program is to provide equitable access to the curriculum via accommodations and modifications. It is available in the school SEN office, on our school website, Toddle, Family BLOG and the IB coordinator's office. It is also available to parents and students on request and is an essential element in the effective implementation of appropriate provision and course selections for students with special educational needs and disabilities.

Students Identified as Needing Special Education Services

The local/national requirements of teachers in meeting the needs of all students with disabilities are based on the provisions of the Individual with Disabilities Education Act of 2004 (IDEA). IDEA is a federal law that ensures all students with disabilities receive a free and appropriate public education in the least restrictive environment (LRE). This includes access to services and supports required to meet all educational needs. More than 48% of our total student population is identified as diverse learners with special needs of some kind. Approximately 25% of the school population receive special education services. Our Special Education staff are highly qualified teachers who are trained to teach students identified as needing special education services in areas of their disabilities and are an integral part of the MYP educational program; other related service providers are also available to provide additional support for these students.

Students identified as needing special education services who receive special education services have access to resources such as community-based instruction, career planning, life skills instruction, and support within the regular curriculum. Students identified as needing special education services who receive services are taught with the same IB MYP principles and philosophies as all students at Pipkin. The grading for our students identified as needing special education services receiving services in a specially designed instruction and intervention class (Direct Instruction) will not be evaluated with grade

level MYP criterion but will be evaluated with a rubric that measures progress toward IEP goals and aligns with the formative grading marks in all other classes across the building. A Special Education Grading Rubric for Direct Instruction classes (Service Model #2) provides guidance for weekly grades toward IEP goal progress. *See Addendum 1.*

Letter grades are given in Cross Categorical Direct Instruction (Service model #2) classrooms. Grades are derived from the weekly grades of Mastery (M), Progressing (P), and Opportunities for Growth (OG). A combination of Ms, Ps and OGs will convert into an A, B, C, D, or F. *See Addendum 2.*

Students identified as needing special education services placed within a regular education classroom of service delivery (model #3) will be graded on the IB MYP grading rubric, unless otherwise stated in student's IEP along with their general population peers.

The Intensive Support Classroom district program (model #1) grades using a Pass/Fail grading system.

Each student identified as needing special education services with an IEP (Individual Education Plan) has a special education case manager who manages their documentation. They are the main advocate for the student and the parent's contact for all things special education. In addition, general education teachers will contact parents for specific classroom needs. The special education case manager is in constant contact with the parent throughout the school year, through Notice of Conferences (NOCs), Prior Written Notices (PWNs), Notice of Action (NOAs), Quarterly Progress Reports (QPR), phone calls, emails in regards to the IEP and daily notes going home in folders. In the IEP, appropriate courses will be determined by the IEP team for the student which may not include all subject groups.

Active and confidential special education service files are available in the special education office, adjacent to the Department Chair's Classroom in a locked file cabinet. Files are also available electronically to the special education teachers who work directly with the student; these teachers can access the file at any time. When a student transfers, the student's files move as well. The file contains information such as: current/previous IEPs, current/previous Evaluation Reports, assessment protocols, and progress reports. The IEP is a living document and can be revised at any time during the IEP cycle, but must be reviewed before the annual anniversary. All changes to the IEP, even if the parent is at the meeting, agrees in person, and acknowledges said change, must be documented in writing and a parent/guardian signature is required. The public school "shall provide written notice to a student's parent or guardian within a reasonable time [10 days] before proposing or refusing to initiate the identification, evaluation or educational placement of a student or the provision of a free appropriate public education." (IDEA Section 300.503)

Professional Development is offered by the special education department throughout the school year and summer academies. The SEN policy is part of the professional development documents.

Currently, the Pipkin Middle School building does not meet ADA requirements. Students in wheelchairs are not placed at Pipkin. There are plans for a new building which will be completed in the 26-27 school year. The policy is sent home with the procedural safeguards that are required to be sent once yearly. These are sent at the beginning of the school year and again at any evaluation or transfer IEP. Continued consideration of the least restrictive environment are crucial to continued inclusion of students with

Special Educational Needs. This job is a team effort of the Principal, Special Education Department Chair and each IEP team. All students identified as needing special education services are general education students and they will receive any and all services that a general education student can receive.

Students with Diverse Educational Needs

Although they are not part of special education, this policy does include other students with diverse educational needs such as Section 504, English Language Learners, students receiving Title services, students receiving Tier 3 Behavior Supports, and Gifted students.

Students with a 504 Plan

Section 504 of the Rehabilitation Act of 1973 provides, “No otherwise qualified individual with a disability in the United States . . . shall, solely by reason of her or his disability be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance . . .” To be protected under Section 504, “a student must be determined to: (1) have a physical or mental impairment that substantially limits one or more major life activities or (2) have a record of such an impairment or (3) be regarded as having such an impairment.”

If a student has a 504 medical diagnosis, or if a student has an obvious physical disability that may require accommodation, a parent may request 504 accommodations, and a 504 team is gathered. The team consists of the parent, a district 504 coordinator, a school administrator, a school nurse, and a regular education teacher. Appropriate accommodations are determined at the meeting. Once developed, a 504 Plan is a legal contract between the school district and the student. Teachers are responsible for the implementation of designated services and strategies identified on a student's plan. Teachers do not have the discretion to decline or refuse to implement any component of a 504 plan. (Section 504 of the Rehabilitation Act of 1973.) Approximately 8% of our student population have a 504 plan.

Students with a 504 Plan attend regular classrooms and access the regular curriculum with accommodations specified in their 504 plan. Students who receive 504 services are taught with the same IB MYP principles and philosophies as all students at Pipkin. The grading for our students receiving these services are the same as the general population of students. Highly qualified content teachers, who make required accommodations based on 504 plans, are an integral part of the MYP educational program.

Student 504 files are housed within the records office of the school and within the district office of the 504 Compliance Coordinator and can be accessed at any time. Section 504 documentation is available electronically to teachers. Documentation is also communicated to teachers and counselors as new students enroll with 504 plans. The Section 504 team is formed by the Section 504 district coordinator, Section 504 building coordinator, school nurse, parent/guardian, student, and any other staff as deemed appropriate.

Students Who are English Learners

Under the Equal Educational Opportunities Act (EEOA) of 1974, schools are obligated to ensure that English Learners (ELs) have equal access to education. The EEOA of 1974 prohibits discrimination against students. It also requires school districts and states' departments of education to take action to ensure equal access for everyone, including removing language barriers for EL students. Students who receive services are taught with the same IB MYP principles and philosophies as all students at Pipkin.

At Pipkin Middle School we have one itinerant English Language Development Specialist on staff who is highly qualified to administer language proficiency assessments, serves EL students in a pullout model, and support language development through instruction and collaboration, which informs, guides and supports best practices for the academic achievement of English learner students. Approximately 15% of our population are ELs. For more information, please see the Language Policy.

Students Receiving Title Services

Pipkin Middle School is a Title 1 school. Title I, Part A (Title I) of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA) provides financial assistance to local educational agencies (LEAs) and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards. Federal funds are currently allocated through four statutory formulas that are based primarily on census poverty estimates and the cost of education in each state.

Title I funding provides financial assistance to schools with a high enrollment of students from economically challenged homes. Funding is used to provide educationally effective programs to ensure all children meet challenging state academic standards.

Springfield Public Schools uses Title I dollars for the purchase of academic supplies and materials in the areas of reading and math, professional development of highly qualified teachers, administrators, and salaries/benefits for specialists of data, reading, literacy, and math. Approximately 87% of students at Pipkin qualify for free and reduced lunch, the benchmark used to identify the level of poverty within a school.

Students Receiving Tier 3 Behavior Supports

Pipkin Middle School has two behavior specialists. Funding for our behavior specialists is allocated on a yearly basis and has been approved for the 2025-2026 school year. Behavior is supported at three different tiers. Tier 1, 2, and 3 behaviors are not categorized by the behaviors themselves but how often they happen, the intensity, and the duration of the behavior.

The majority of students with a Behavior Intervention Plans (BIPs) attend regular classrooms and access the regular curriculum with accommodations specified in their BIPs. A few students access their curriculum through the LAUNCH (online classes) These classes are not taught through the MYP framework. Students who receive Tier 3 behavior support services are taught with the same IB MYP principles and philosophies as all students at Pipkin. The grading for our students receiving these services are the same as the general population of students. Highly qualified content teachers, who make required accommodations based on BIPs, are an integral part of the MYP educational program. Currently, the two behavior specialists are servicing 20% of the total student population on Tier 3.

Students Who are Gifted

The Jacob Javits Gifted and Talented Students Education Act (Javits) was first passed by Congress in 1988 as part of the Elementary and Secondary Education Act and was most recently reauthorized through the Every Student Succeeds Act of 2015 (ESSA) to support the development of talent in U.S. schools.

Definition of Gifted: Section 162.720, RSMo defines gifted children as “those children who exhibit precocious development of mental capacity and learning potential as determined by competent professional evaluation to the extent that continued educational growth and stimulation could best be served by an academic environment beyond that offered through a standard grade level curriculum.”

Pipkin Middle School has provides the opportunity for its student population to take advantage of the gifted program. It is a choice program within the district. Students who choose to attend WINGS (Working with the Individual Needs of Gifted Students) will attend one day a week. It is unknown how many unidentified gifted students attend our school. It is a parent’s choice to participate in the identification process.

At Pipkin Middle School, educators apply evidence-based models of curriculum and instruction related to students' needs by planning, selecting, adapting, and creating curriculum that is responsive to diversity. Educators use a repertoire of instructional strategies to ensure specific student outcomes and measurable growth. The gifted student is taught with the same IB MYP principles and philosophies as all students at Pipkin. The gifted student will be graded on the IB MYP grading rubric along with their general population peers.

Four Principles of Inclusion

The IB document Learning Diversity and Inclusion in the IB Programmes (2016), has identified four principles of teaching and practice that promote equal access to the curriculum for all learners across the continuum of IB learning. This includes students from diverse backgrounds and abilities. While these principles are valuable to all students, they are imperative for students with diverse academic needs.

Affirming Identity and Building Self-esteem: The school community will work together to ensure that all students are visible and valued by affirming their developing sense of identity and building their self-esteem. Students with a firm sense of identity are more confident in taking the necessary risks that lead to successful learning and developing the characteristics identified in the IB learner profile.

Valuing Prior Knowledge: Teachers will recognize that there may be gaps or overlaps in learning and meaningfully access existing knowledge and prior understanding to promote new learning. Teachers will use this assessment of prior knowledge to design, shape and differentiate their unit of study to reach all students.

Scaffolding: Teachers will incorporate smaller steps in their learning processes so that students can work towards mastery while receiving constructive feedback at all stages. Scaffolds such as pre-teaching, demonstrations, experiential learning, chunking information, visual aids and graphic organizers can be utilized so that prompts are diminished over time and independence is fostered.

Extended Learning: Educators plan for increased depth and complexity and personalized differentiation to extend learning in the classroom. Currently Pipkin offers advanced math classes in all years of the programme and offers journalism and speech and debate classes in ELA. Teachers and the school community will extend learning by creating opportunities that enable every student to develop, pursue, and achieve their learning goals by:

- Creating a welcoming environment that is inclusive and celebrates diversity.

- Maintaining high expectations that are realistic to each student individually.
- Listening to students and involving them in making decisions in their learning.
- Providing students opportunities to develop the IB Learner Profile Attributes, and reflect on their own learning.
- Usefully employ different technologies that support the curriculum and individual learners.
- Creating a culture of collaboration, mutual respect, support, and problem solving that accounts for the voices of all learners and those that support them.
- Thoughtfully designing and teaching the IB Approaches to Learning skills so that all students can learn how to learn.
- Creating assessments that are flexible, diverse, relevant and embrace international culture.

Conclusion

Pipkin Middle School is committed to meeting the needs of all students. We strive to create an inclusive community that supports the diversity of all learners. Our students are nurtured, supported, and challenged to take control of their own education as they become lifelong learners.

Reviewing our Inclusion Policy

Our site pedagogical team and leadership team, which is made up of our administrative team, learning coaches, IB coordinator, and teachers will review the policy every two years and will make revisions as necessary. This policy will be reviewed in consultation with Pipkin's special education department. Communication of changes will be presented to all stakeholders.

Policy Revision Committee 2025-2026

Jason Christman, IB MYP Coordinator

Committee members: Duane Cox, Regina Malone, Kristin Acklin, Laurie Macy

Addendum 1: Service Model #2 weekly grade determination: Special Education Grading Rubric for Direct Instruction classes Progress Toward IEP Goals.

Goal Type	Opportunity for Growth (OG)	Progressing (P)	Mastered (M)
Reading Comprehension Goal	Student is not making progress on Goal	Student is making progress on Goal	Student has mastered Goal
Basic Reading Goal	Student is not making progress on Goal	Student is making progress on Goal	Student has mastered Goal
Reading Fluency Goal	Student is not making progress on Goal	Student is making progress on Goal	Student has mastered Goal
Math Problem Solving Goal	Student is not making progress on Goal	Student is making progress on Goal	Student has mastered Goal
Math Calculation Goal	Student is not making progress on Goal	Student is making progress on Goal	Student has mastered Goal
Social Skills Goal	Student is not making progress on Goal	Student is making progress on Goal	Student has mastered Goal
Personal Management Goal	Student is not making progress on Goal	Student is making progress on Goal	Student has mastered Goal
Other service area as indicated on IEP	Student is not making progress on Goal	Student is making progress on Goal	Student has mastered Goal

Addendum 2: Service Model #2 Conversion chart weekly grades to progress report grades for student progress toward IEP goals.

Grade	Boundary Guidelines	Descriptors
A	Mastery on most weekly grades with some progressing	Student is mastering or making significant progress toward IEP goal
A-	Progressing on most weekly grades(1 mastery and 1 opportunity for growth)	Student is making significant progress toward IEP goal
B	Progressing on some weekly grades (2 opportunity for growth and no mastery)	Student is making above average progress toward IEP goal
B-	Progressing on some weekly grades (3 opportunity for growth and no mastery)	Student is making average progress toward IEP goal
C	Progressing on some weekly grades (4 opportunity for growth and no mastery)	Student is making some progress toward IEP goal
C-	Progressing on limited weekly grades (5 opportunity for growth and no mastery)	Student is making limited progress toward IEP goal
D	Progressing on very few weekly grades (6 opportunity for growth and no mastery)	Student is making very limited progress toward IEP goal
D-	Opportunity for Growth on all weekly grades	Student is not making progress toward IEP goal
F	No evidence of progress toward IEP goal	Data missing /unable to determine student progress toward IEP goal

Pipkin Middle School

Language Policy

(updated July 2025)

Philosophy

Pipkin Middle School believes language is central to all learning. We believe all teachers are, in practice, language teachers who are responsible for facilitating communication and language development in all learners. We are committed to extending access to an International Baccalaureate (IB) education to students from a variety of cultures and linguistic backgrounds. At Pipkin Middle school, our purpose is to build effective communicators who understand cultural differences and language values and connect language acquisition as a method to create a better and more peaceful world through intercultural understanding and respect. We uphold this purpose by sparking curiosity in all learners who, in turn, experience the joy of embracing diverse cultures to become more empathetic and understanding of our global community.

Language Profile

Pipkin is a Title I middle school in Springfield, Missouri, USA. A Title I school is defined as having a high percentage of children from low-income families. The purpose of the Title I program is to help ensure that all children meet state academic standards. Approximately 87% of all students at Pipkin qualify for free and reduced lunch, the benchmark used to identify the level of poverty within a school. Students in a Title 1 school may face additional challenges in language development.

English is the mother tongue of approximately 85% of Pipkin students. The mother tongue for approximately 15% of Pipkin Middle School students consists of languages other than English (LOTE);. English is the common language of teaching and learning at Pipkin Middle School. All disciplines are instructed in English to develop appropriate linguistic, analytical and communicative skills.

English Language Development

Students whose mother tongue is not English receive a range of on-site services, headed by Springfield Public Schools Department of English Language Development, as well as supplementary resources to facilitate learning in both the classroom and at home. English Language Development (ELD) instruction is designed specifically to advance the English learners' (ELs) knowledge and use of English in the academic settings. ELD instruction is designed to help our students who are culturally and linguistically diverse learn and acquire English to a level of proficiency that maximizes their capacity to engage successfully in academic studies taught in English.

English Language Development Specialist

An English Language Development (ELD) Specialist is a teacher who is certified to address the linguistic needs of English learners (ELs) and supports language development through instruction and collaboration, which informs, guides and supports best practices for the academic achievement of English learner students.

Grading ELs

Federal law requires that teachers of English Learners provide accommodations and modifications to enable students to succeed in the classroom. Documentation of accommodations/modifications is recommended.

EL Classification

When a student registers for school at Springfield Public Schools, parents/guardians are asked to complete language questions on the online application. If the answers indicate a language other than English is spoken or understood by the student, the student is screened to determine if additional English language support is needed in order to help ensure academic success in an English-speaking school environment. If the student qualifies for services, he or she is identified as an English Learner (EL).

Language Proficiency Testing

Parent permission for initial language proficiency screening and/or annual testing is not required. However, parents always have the right to opt students out of particular "methods of service delivery" and/or Title III supplemental support services at any time. Title III has two parts: Part A-English Language Acquisition, Language Enhancement, and Academic Achievement Act and Part B-General Provisions. Title III funding is designed to improve the education of English Learners (ELs) by helping them learn English and meet challenging state academic content and student academic achievement standards.

Mother Tongue Support

Students needing English language support at the time of enrollment/registration can self-identify, or be identified by school staff. Once identified, Springfield Public Schools Department of English Language Development provides on-site language instruction through small group support and an Individualized Language Plan that is provided to all of their teachers. Students are assessed and progress monitored through ACCESS assessments, as required by the state department. We utilize the World-class Instructional Design (WIDA) Access Exam to determine the level of support and accommodations necessary for our English Learner (EL) students. These accommodations can be utilized in both classroom settings and on standardized tests. Specific supports provided may include:

- When possible, students are paired with a student who speaks the same language
- Materials made accessible with visuals, sentence stems, and support including mother tongue
- Additional time to answer questions and/or complete assignments
- Teachers are encouraged to use extended wait time to facilitate student participation
- Focus on classroom discourse
- Modified assignments or expectations
- Language Line Solutions translation service for parent/guardian support and engagement
- Ability to use translation materials to translate classroom materials

Additional Support for Languages

Pipkin Middle School offers resources to support some mother tongue languages, as well as language acquisition courses, and English language development for all students. To ensure cultural inclusiveness, Springfield Public Schools libraries provide a variety of multicultural literature so students can research their own cultures and communities, as well as the cultures of others.

Continuing Professional Development

Pipkin Middle School acknowledges that all teachers are language teachers. As such, some of our on-site professional learning focuses on improving student literacy and fluency in the areas of listening, speaking, reading and writing of English. The faculty of Pipkin Middle School also engages in data analysis of common formative assessments and district testing platforms like Renaissance to better inform teaching and learning. Renaissance provides a wide range of assessment options in English language arts, mathematics, and science that align with the learning standards of Springfield Public Schools and state of Missouri.

Language Programs at Pipkin Middle School

Language of Instruction

Pipkin Middle School students receive classroom instruction in English. English language reading, writing, speaking and listening is taught across all disciplines in accordance with the Missouri Learning Standards. All Pipkin Middle School students also receive instruction in Language and Literature in 6th, 7th, and 8th grade.

Target Languages

At Pipkin Middle School, students study a second language throughout years 1, 2 and 3 of the Middle Years Programme. The language acquisition courses at Pipkin consist of Spanish across all years of the programme. The Middle Years Programme at Pipkin is categorized as a choice program within Springfield Public Schools. We actively recruit students from across the school district to attend our school. Students come to us with a wide range of language competencies in their mother tongue and with varying levels of experience in a second language. Some, though not all, of Pipkin students attend Primary Years Programmes at Boyd, Field and Rountree elementary schools. Language classes use a variety of communicative strategies and differentiation within the curriculum to assist and support language learning. Specifically, our language acquisition teachers incorporate the use of multiple pedagogical tools, including Organic World Language and comprehensible input. Students are encouraged to view language acquisition as another way of expressing their ideas in a wide range of contexts and purposes. Through the acquisition of a second language, students develop an awareness and appreciation of other communities, cultures, peoples and their countries.

Reviewing the Policy

Policy pedagogical team and leadership team, which is made up of our administrative team, learning coaches, IB coordinator, and teachers will review the policy every two years and will make revisions as necessary with consultation of the ELD specialist. Communication of changes will be presented to all stakeholders.

Policy Revision Committee 2025-26

Jason Christman, IB MYP Coordinator

Committee members: Duane Cox, Kristin Acklin

Pipkin Middle School

Assessment Policy

(updated July 2025)

Philosophy

Pipkin believes that all assessments should guide instruction and measure student learning. Assessment at Pipkin Middle School is a transparent, ongoing, standards based, relevant, rigorous and reflective process. In order for students to become interculturally-minded lifelong learners, assessment must provide timely feedback and guidance regarding their current progress. Student learning is assessed in a variety of ways and is measured holistically through criterion related assessments to encourage continued growth.

MYP Assessment

Pipkin assesses across a variety of assessment tasks (authentic performances of understanding), and teachers use descriptors to identify students' achievement levels against established assessment criteria. MYP internal (school-based) assessment uses a "best-fit" approach in which teachers work together to align expectations of learning against which they evaluate each student's achievement holistically. Pipkin teachers collaborate to plan and engage students in MYP interdisciplinary units which allows students to show transfer of skills across disciplines. MYP assessment criteria are public and known to stakeholders prior to the assessment being given.

Summative Assessments

Summative assessments are designed to provide evidence for evaluating student achievement using required MYP subject-group specific criteria. Summative assessment tasks should be directly linked to the statement/question of inquiry and provide varied opportunities for students to demonstrate their knowledge, understanding, and skills.

While supporting student learning, the summative assessment is also an evaluation of student achievement of objectives and standards, as well as the application of learned skills, through a culminating task. As students are assessed continually, teachers will be able to track and determine a level of achievement during a learning period.

Formative Assessments

Throughout the learning process, district provided common formative assessments (CFA) and teacher-directed formative assessments allow teachers to gather, analyze, interpret, and use evidence to adjust instruction and improve student learning. Formative assessment provides student opportunities to demonstrate their understanding and self-assess their learning to complete the summative.

Assessment Strategies and Tasks

Teachers choose from a range of assessment strategies and design assessment tasks to give students opportunities to demonstrate their level of understanding. Teachers ensure that they assess their students to provide a more balanced view of student achievement.

Possible Assessment Strategies and Tasks:

- Observation (Aggressive Monitoring)
- Selected response (Quizzes, Exams, Questionnaires, CFA's)

- Open-ended tasks (Presentation, Essay, Diagram, Investigations)
- Performance (Research Report, Composition, Presentations, G.R.A.S.P.S.)
- Process journals (Reflection, Ideation, Quick Write, Research)
- Portfolio assessment (Collection of student learning: Physical and/or Digital)

MYP Assessment Criteria

MYP contains multiple subject groups with distinct assessment criteria. These distinct criteria allow teachers to focus their instruction and support, as well as the means by which each student is assessed.

The MYP criteria are broken into three categories: Year 1 (6th grade), Year 3 (7th and 8th grade) and Year 5 (high school)

Subject groups **must** assess **all** strands of **all** four assessment criteria at **least twice** in **each year** of MYP.

The MYP assessment criteria across subject groups can be summarized as follows.

	A	B	C	D
Language and literature	Analysing	Organizing	Producing text	Using language
Language acquisition	Listening	Reading	Speaking	Writing
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
Arts	Investigating	Developing	Creating/performing	Evaluating
Physical and health education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Design	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
Community project	Investigating	Planning	Taking action	Reflecting
Personal project	Planning	Applying skills	Reflecting	
Interdisciplinary	Evaluating	Synthesizing	Reflecting	

Prior to learning, task-specific clarifications are collaboratively developed to align with Missouri grade level standards. Task specific clarifications are known in advance to provide clear and measurable evidence of learning to bring transparency of the assessment to teachers, parents, and students.

MYP command terms are embedded in the objectives and assessment criteria of each subject group of the MYP. Command terms are taught, developed and frequently referenced throughout the unit so that students are familiar with these terms prior to the summative assessment. Student utilization and understanding of command terms are aligned with district essential standards.

Determining Achievement Levels

To determine the final achievement level, teachers must gather sufficient evidence from learning experiences, formative assessments and criteria assessments. The planning of units and assessment tasks should ensure that all criteria assessments and common formative assessments have been included over time providing balanced evidence that is sufficient for determining a final achievement level.

The MYP 1-7 grading scale for determining final grade will be used in conjunction with district letter grading and is associated with MYP grade descriptors and boundary guidelines (*See the addendum for district letter grade determination*). Teachers may collaborate with other teachers, the district data instructional support team, and MYP Coordinator to determine best fit when there are extenuating circumstances such as new enrollment.

Recording Assessment Data

Teachers have a responsibility to document assessment data on all their students in a timely manner. During the course of MYP units students will be assessed once per week and scores will be entered in Toddle. Cumulative scores will be derived from a combination of learning experiences, formative assessments and/or summative assessments aligned with Missouri learning standards. Students' end-of-quarter grades cannot be based on a single piece of work. In order to provide consistent and timely feedback, formative assessments and learning experiences will be entered by the next class period and summative assessments will be scored, with qualitative student feedback provided, by the third class period after the due date. Formative assessments will reflect grade level standards and be scored from rubrics that use grade level proficiency scales (Proficient, Basic, Below Basic and No Evidence). If assessment deadlines are not met students will complete assessment outside of class time based on arrangements between staff, students and parents within the constraints of district grading guidelines and will be scored as no evidence until completed.

Reporting Student Achievement

MYP Progress reports will be generated in Toddle for students and parents to access each quarter. Teachers will also be responsible to report the letter grade in eSchools.

Pipkin also administers external assessments: Renaissance, Missouri Assessment Program (MAP), Missouri Assessment Program -Alternate Assessment (MAP-A), and World-class Instructional Design and Assessment (WIDA), to ensure students are progressing in state and national requirements.

Renaissance Reading and Math diagnostics are administered three times during the school year (fall, winter, and spring). School administrators (building and district) use data generated from the Renaissance Assessments to measure student growth and project proficiency, plan tier II and tier III interventions, and distribute family reports to parents/guardians during parent/teacher conferences. Teachers use the data to

drive instruction, plan for small group interventions and accelerations, and design personalized learning paths.

Additionally, middle school students are required to take the state summative assessment known as the MAP for mathematics, reading, and science (8th grade only). Special needs students may be required to take the MAP-A. The MAP-A is administered to students with the most significant cognitive disabilities who meet grade level and eligibility criteria that are determined by the student's Individualized Education Program (IEP) team. English Learners (EL) are required to take the WIDA.

Communicating our Assessment Policy

The Assessment Policy is communicated to all stakeholders. Policy documents are available on the school website, Toddle and the Family BLOG for parents and community access. The policy will be reviewed with teachers, in department meetings, for understanding and clarification. School leadership and staff will review necessary aspects of each policy, as appropriate, with parents and students through orientation and school information events and publications. Additional printed copies will be made available for distribution to interested parties.

Reviewing our Assessment Policy

Our site pedagogical team and leadership team, which is made up of our administrative team, data driven instructional support team, MYP coordinator, and teachers will review the policy every two years and will make revisions as necessary. Communication of changes will be presented to all stakeholders.

Policy Revision Committee 2025-2026

Jason Christman, IB MYP Coordinator

Committee members: Duane Cox, Debbie Lambeth, PJ McClure, Kyndal Bockelman, Taylor Hopkins, Amy Dodge, Kristin Acklin, Adam Keeton, and Shannon Lightfoot Rhodes

Addendum Determining Achievement Levels (District Grade Conversion)

Local Grade	Grade	Crit.	Descriptor
A	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.
A-	6	26-27	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.
B+	6	24-25	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.
B	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.
B-	4	17-18	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.
C+	4	15-16	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.
C	3	12-14	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.
C-	3	10-11	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.
D+	2	9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding of many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
D	2	7-8	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding of many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
D-	2	6	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding of many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
F	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.
F	1	0	No evidence of learning

Pipkin Middle School

Academic Integrity Policy

(updated July 2025)

Philosophy

It is our expectation that all students at Pipkin Middle School will perform academic tasks with honesty and integrity. The learning process requires students to think, process, organize, and create their own ideas. Throughout this process, students gain knowledge, self-respect, and a sense of responsibility and ownership of the work they do. Creating a climate of ethical behavior is the responsibility of teachers, students, parents, and administrators.

Maintaining academic integrity promotes essential skills that extend beyond the school environment. Honesty and integrity are valuable traits that will benefit our students' lives and are important aspects of ethical decision making.

This philosophy and our expectations are guided by the following IB Learner Profile attribute Principled.

Principled: We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

The aim of this policy is to:

- Promote and support the fundamental practices of honesty, trust, fairness, respect, and responsibility.
- Clarify what constitutes academic integrity and academic dishonesty.
- Promote collaboration between students and their teachers in creating authentic work that demonstrates understanding and trust.
- Illustrate the importance of acknowledging the ideas of others and clearly citing all sources, including AI and other language learning models.
- Prevent academic dishonesty by promoting best practices.

Academic Integrity

Our school community recognizes the concepts of intellectual property and authentic authorship. Students at Pipkin Middle School are expected to exercise academic integrity in all of their work, including the acknowledgement of any sources used by proper MLA citations. Academic integrity is comprised of the following practices and values:

- **Acknowledging Sources:** The content and structure of academic work must be original and the authorship of any idea, image, recording or text not of one's own production must be referenced, unless the information can be considered common knowledge. Students will appropriately cite references through the agreed upon bibliographic format using appropriate ways to signal use of sources dictated by Missouri learning standards, including use of bibliographies, quotation marks and reflective commentaries on others' work which will develop in complexity during the course of the program.
- **Authenticity:** All work produced by students will be a self created representation of their learning

and any ideas, information, or content that is not their own must be fully acknowledged through citation.

- **Intellectual Property:** The rights to intellectual property vary from registered designs, trademarks, copyrights, and patents, and are usually protected by law. However, all forms of intellectual property and creative expression will be respected by Pipkin Middle School students.

Academic Dishonesty

Academic dishonesty can take many forms, but it often involves the use of uncited information in student work (plagiarism), extensive works created by AI or other language learning models, or the improper sharing of information with another student. In addition, any behavior that gains an unfair advantage for a student, or that affects the performance of another student, is considered academic dishonesty. Examples of academic dishonesty can include, but are not limited to:

- Taking or copying answers from another student on an exam or any other assignment.
- Giving answers to another student on an exam or any other assignment.
- Copying and pasting from Chat GPT or other language learning models.
- Copying an assignment that is then turned in as original work.
- Collaborating on exams, classwork, projects or papers during independent work or assessments.
- Unauthorized use of notes, electronic devices, or other materials during an exam.
- Disclosing, discussing, or sharing the contents of an exam with students who have not yet completed the exam.

Plagiarism

Plagiarism is defined as the representation of the ideas or work of another person as your own. Examples include, but are not limited to:

- Submitting someone else's work, such as published sources in part or whole, as your own, without crediting the source.
- Paraphrasing the ideas of another without acknowledging the source.
- Turning in purchased papers or papers posted online.
- Representing another person's artistic or scholarly work as your own.
- Including pictures, videos, music, maps, data, graphs, ChatGPT or any language learning model generated content, and anything else that is not original material created by the student.

Students should acknowledge all contributions to their work and when in doubt, cite the source. Students who have academic integrity understand there is no harm in over-acknowledgment and the safest option is to cite from where the information came. Teachers are responsible for teaching various citation styles, but it is the student's responsibility to utilize the citations as instructed. In the instance that a student incorrectly cites or makes an error, the student will not be penalized as plagiarism as they attempted to acknowledge the source.

Collusion vs Collaboration

Throughout the IB programme, there will be circumstances when collaboration is permitted, encouraged or required. In such situations, it is critical to understand the difference between collaboration and collusion. **Collusion** is defined as supporting academic dishonesty of another student, such as allowing your work to be copied or submitted for assessment by another. **Collaboration** is when students work

together to explore a new concept or skill, with the understanding that any work submitted must be produced independently, despite the fact that it may be based on the same or similar information as other students in the group. Working with others on a common aim should not result in copying or submitting the work of other members in the group; otherwise the work will be considered collusion.

Roles and Responsibilities

Implementing this academic integrity policy is a collaborative effort of all members of the school community with specific roles and responsibilities that contribute to creating a culture that actively encourages academic integrity.

Students' Responsibilities:

- Take responsibility for reviewing and turning in original work with properly acknowledged sources that are cited in MLA format.
- When in collaboration with others, respect the contributions of group members by citing their work properly.
- Maintain possession of their work and not allow it to be utilized by other students.
- Clarify teacher instructions and expectations for all assessed work.
- Know that sources include printed and electronic media, such as books, textbooks, magazines, interviews, blog and social media posts, websites, images, ChatGPT or other language learning model generated content.

Teachers' Responsibilities:

- Implement the school's academic integrity policy.
- Provide instruction and support by teaching the skills outlined in Approaches to Learning (ATL), particularly research and collaboration. This instruction will emphasize the five fundamentals of academic integrity: honesty, trust, fairness, respect, and responsibility.
- Model academic integrity by appropriately acknowledging sources used in lessons, lecture material, and printed material.
- Provide instruction and examples of all appropriate citation styles for a given subject.
- Develop a broad range of assessment tasks to promote individual inquiry and creativity.
- Clearly articulate student expectations on all assignments, especially with regards to collaboration to avoid collusion.

Parents' Responsibilities:

- Support the school's academic integrity policy to the best of their ability and provide guidance to their students when needed.
- Support access to resources in the home and community.
- Monitor grades, assignments, projects, and due dates.
- Develop a partnership with teachers to support students in their learning.

School Administrators' Responsibilities:

- Create, review, and revise the academic integrity policy with a committee and communicate the policy with all stakeholders.

- Give teachers guidance and support in taking necessary action when faced with a case of academic dishonesty and direct them in taking actions that are fair, transparent, and consistent.
- Resources and support materials are provided to teach academic integrity.
- Communicate clearly what academic dishonesty is to all stakeholders.
- In instances of academic dishonesty, help students learn from their mistakes and see the value of having academic integrity.

Response to Academic Dishonesty

As a school community, we understand that students need guidance and support in regards to academic integrity. The prevention of academic dishonesty is primarily accomplished through teaching academic integrity in the classroom. As concerns arise, teachers and administrators will strive to define both the issue and the student's intent, notifying parents/guardians, documenting the instance of academic dishonesty and then determine the appropriate measures to guide the student's development of academic integrity. If it is determined a student has engaged in any type of academic dishonesty, consequences for offenses in accordance with the Springfield Public Schools Student Handbook 2025-2026 are outlined below.

- 1st offense: Following the teacher conference, student will be allowed to redo assignment for full credit and a formal warning will be issued.
- 2nd offense: Following the teacher conference, student will be allowed to redo assignment for a maximum grade of 50% and a second formal warning will be issued.
- 3rd offense and subsequent: Following teacher, parent/guardian, student, and administrator conference, student will receive a zero for the assignment.

Reviewing our Assessment Policy

Our site pedagogical team and leadership team, which is made up of our administrative team, learning coaches, IB coordinator, and teachers will review the policy every two years and will make revisions as necessary. Communication of changes will be presented to all stakeholders.

Policy Revision Committee 2025-2026

Jason Christman, IB MYP Coordinator

Committee members: Duane Cox, Kristin Acklin, Shannon Lightfoot Rhodes and Adam Keeton

Pipkin Middle School Academic Integrity: Student-Friendly Version

Updated: July 2025

What is Academic Integrity?

At Pipkin Middle School, we expect everyone to be honest, fair, and responsible when doing schoolwork. That means doing your own work, giving credit when you use someone else's ideas, and always trying your best. It's not just about getting good grades — it's about learning, growing, and being proud of your work.

We follow the IB Learner Profile and work to be Principled — this means we act with honesty, fairness, and respect, and we take responsibility for our actions.

Why It Matters

- Helps you learn and understand more.
- Builds trust between you and your teachers.
- Prepares you for success in high school, college, and life.
- Helps you become a respectful and responsible person.

What Academic Integrity Looks Like

Here's what you should do:

- Do your own work and show your own thinking.
- Give credit when you use someone else's ideas (books, websites, ChatGPT, friends, etc.).
- Use MLA citations (your teacher will help you with this).
- Ask for help if you're not sure how to do something honestly.

What Academic Dishonesty Looks Like

These are things that are not okay:

- Copying someone else's work or letting them copy yours.
- Using AI tools (like ChatGPT) and turning in the work as your own without giving credit.
- Using notes, phones, or cheat sheets on a test when not allowed.
- Working with others on assignments meant to be done alone.
- Turning in work you didn't do, like something from the internet or a friend.

When you use someone else's ideas, images, music, or even maps — you must say where it came from. If you're unsure, it's always safer to cite your source.

Working Together: Collaboration vs Collusion

Sometimes, your teacher will ask you to work with a partner or group. That's called collaboration. But if someone copies your work or you copy someone else's work, that's called collusion, and it's a form of cheating.

✓ Collaboration is good: You discuss, share ideas, and then each person creates their own work.

✗ Collusion is not okay: You or someone else copies work and turns it in as their own.

Everyone Has a Role

Students:

- Do your own work and give credit when you use sources.
- Ask questions if you're not sure what's allowed.
- Keep your work safe — don't share it unless your teacher says it's okay.

Teachers:

- Help you learn how to research and cite sources.
- Make sure you understand when collaboration is okay.
- Teach you how to do things the right way.

Parents/Guardians:

- Support you at home and encourage you to be honest.
- Check in on your progress and help you meet deadlines.

Administrators:

- Make sure everyone understands the rules.
- Support teachers and students in learning from mistakes.

What Happens If You're Dishonest

If you're caught being academically dishonest:

- 1st time: You can redo the assignment for full credit and get a warning.
- 2nd time: You can redo it for half credit and get a second warning.
- 3rd time or more: You'll get a zero and meet with your parents and school staff.

Remember: If you try to cite something and make a mistake — that's okay! You won't get in trouble if you're making an honest effort to do the right thing.

Final Thoughts

Being honest in school is about being responsible, fair, and respectful. You don't have to be perfect — you just have to try your best and ask for help when you need it. Academic integrity is something we all practice together — students, teachers, and families.

Let's work together to keep our learning honest, meaningful, and principled!

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