



# HUGH BOYD SECONDARY



## MYP Parent Handbook 2020-2021



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Hugh Boyd develops compassionate and respectful young adults who are well-balanced, principled inquirers with an understanding of their responsibilities within society and as global citizens. Students balance academic excellence with attributes that allow them to realize their potential as whole learners in a dynamic and complex world

# ABOUT HUGH BOYD



Hugh Boyd Secondary School is an authorized IB world school located on the western side of Richmond, British Columbia, Canada, that serves students from Grades 8 to 12. It is part of School District 38 Richmond, delivering its only IB Middle Years Programme. The school was named after Hugh Boyd, Richmond's first mayor (known then as a Reeve). Hugh Boyd Secondary opened in 1960, and was originally a Junior Secondary School serving Grades 8-10 only, before it expanded in 1996 to serve Grades 8-12. In 1995, the school completed a new wing which contained a new office, science wing, gymnasium, lounge and library.



Its student population ranges each year, from approximately 650 to 700 students, most of whom come from the surrounding Seafair neighbourhood. The school is fed into by the nearby elementary schools of Gilmore Elementary School, Dixon Elementary School, Steves Elementary School, Diefenbaker Elementary School, Quilchena Elementary School, and Grauer Elementary School.



The school colours are black and gold, and the school sports teams are named the Hugh Boyd Trojans. The School offers sports such as Basketball, Volleyball, Track & Field, Ultimate, Soccer, Badminton, and Golf. Hugh Boyd students have and continue to be very successful in athletics.

# LEARNER PROFILES

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.

**Inquirer**  
**Knowledgeable**  
**Thinker**  
**Communicator**  
**Principled**  
**Open-minded**  
**Caring**  
**Risk-Taker**  
**Balanced**  
**Reflective**

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





## SERVICE AS ACTION

Action and service have always been shared values of the IB Community. Students learn the importance of action and its impact on local, national, and global communities in the classroom and will extend their experience of community through personal service. In doing so, students are encouraged to be caring, concerned, responsible citizens of their local community and the world at large.

Service learning and action can occur in the classroom and/or in the school or in local settings. We encourage students to consider their own interests as they complete their service hours in the local community and consider how their contributions relate to the global community.

### EXAMPLES OF SERVICE LEARNING

- Researching and following actions to global issues in I&S 8
- Tutoring other students and adults (volunteer)
- Making and donating masks
- Helping at the SPCA
- Giving youth art lessons

Students are required to complete a total of 10 hours each year of the programme, for a total of 30 hours and a final reflection

# INTERDISCIPLINARY UNIT

In each year of the programme, students complete at least one collaboratively planned interdisciplinary unit that involved at least two subject groups.

**In grade 8** students complete a unit with Language & Literature and Art.

**In grade 9** students complete a unit with Individuals & Societies and Science.

**In grade 10** students complete a unit with Math and Physical & Health Education.

*Please note that due to Covid-19, the interdisciplinary units this year may look a little different*

## PERSONAL PROJECTS

As a culmination of their learning, all students in year 5 (grade 10) must complete an MYP Personal Project. This provides students the opportunity to showcase the attributes of the IB learner profile; to demonstrate ATL skills and to foster the development of independent, lifelong learners.

Students work with teachers and mentors who will support and work with students throughout the duration of the project. Students will be assessed according to the MYP criteria for the Personal Project and progress will be reported out on report cards and/or interims throughout the school year.

While the Personal Project is a culmination of student learning in the MYP program, this also completes the majority of the requirements for the Capstone Project for their graduating year.



### EXAMPLES OF PERSONAL PROJECTS

- A student researches photography techniques to create a photo essay about the relationship between young and old members of their community
- A student researches how to create hand bags of recyclable material, creates a website and displays bags in a neighborhood art show

#### EXHIBITION DATE:

TBD - please check website for updates

#### CONTACT INFO:

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For more info on the personal project, please visit  
[boydpersonalproject.ca](http://boydpersonalproject.ca)

# APPROACHES TO LEARNING

The Approaches to Learning (ATL) skills are “learning how to learn” skills that promote the Hugh Boyd mission to make our students lifelong learners. The new BC curriculum’s Core Competencies align closely with the Approaches to Learning skills.

Feedback on student progress in ATL skills will be ongoing in the classroom, shared with students and parents and will be reported out on interims and report cards.

Students will reflect and self-assess their progress on the ATL each term, and reflections will be provided as an attachment to report cards. These assessments are a reflection of their skills across all subject areas providing a holistic perspective of their learning and growth.

ATL Skill Category	MYP ATL Clusters
<b>Communication</b>	<ul style="list-style-type: none"> <li>Communication</li> </ul>
<b>Social</b>	<ul style="list-style-type: none"> <li>Collaboration</li> <li>Organization</li> </ul>
<b>Self-Management</b>	<ul style="list-style-type: none"> <li>Affective</li> <li>Reflection</li> </ul>
<b>Research</b>	<ul style="list-style-type: none"> <li>Information Literacy</li> <li>Media Literacy</li> </ul>
<b>Thinking</b>	<ul style="list-style-type: none"> <li>Critical Thinking</li> <li>Creative Thinking</li> <li>Transfer</li> </ul>



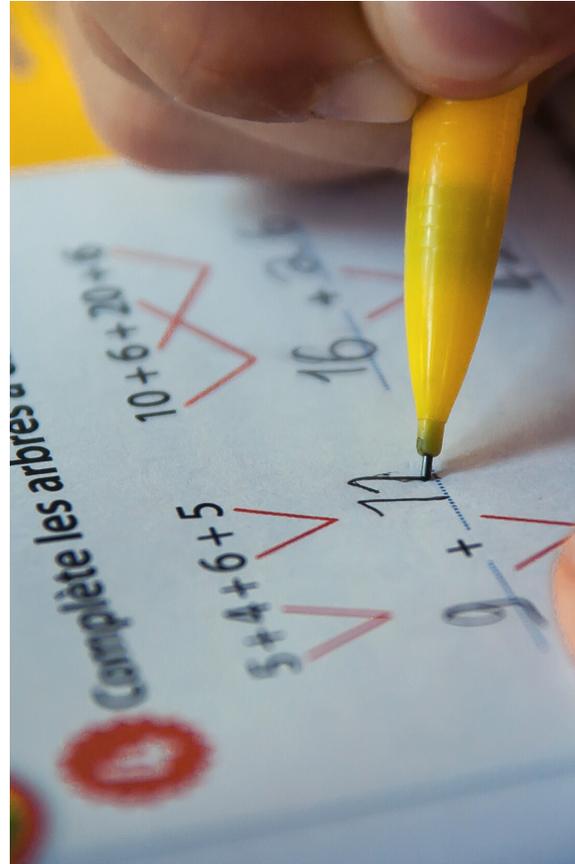
# GRADES AND ASSESSMENTS

## *Philosophy of Assessment*

The main purpose of assessment is to improve and support student learning. Assessment is used to determine student understanding, knowledge and skills at the time of assessment, and helps students and teachers plan how best to proceed in order to further develop student learning.

Assessment in the MYP aims to:

- Support and encourage student learning by providing feedback
- Inform, enhance and improve the teaching process
- Provide opportunity for students to exhibit transfer of skills across disciplines, such as in the personal project and interdisciplinary units
- Promote a deep understanding of subject content by supporting students in their inquiries, set in real-world contexts
- Reflect the international-mindedness of the programme by allowing assessments to be set in a variety of cultural and linguistic contexts
- Support the holistic nature of the programme by including in its model principles that take account of the development of the whole student



## *Formative and Summative Assessments*

Formative assessments occurs during a period of learning and gives an opportunity for teachers to provide feedback to students for improvement. Formative assessments can take the form of student-teacher interviews, peer and self feedback, teacher feedback, dialogue journals, class discussions and other formal or informal means.

Summative assessments occur at the end of a learning period and are an evaluation of student learning, skills and knowledge within a particular period of time. This demonstrates the students' knowledge and skills based on the desired objectives of the particular unit of work.

## MYP Assessment Criteria

Grades 8, 9 and 10 will be assessed through the MYP Criteria summarized by the table below. Each strand under each criteria must be assessed a minimum of two times per subject in every year of the program.

Each subject area is assessed through 4 criteria based on skills development. Although the criteria varies slightly for each subject, in general each criteria assesses the following general skills:

**Criteria A:** Knowledge & Understanding / Analyses & Evaluating

**Criteria B:** Investigating & Developing Skills

**Criteria C:** Communication Skills

**Criteria D:** Responding & Evaluating skills (critical thinking)

## Level of Achievement

Each subject is assessed using 4 criteria based rubrics with a maximum of 8 levels which represents levels of achievement. At the end of each year, each student will receive an Overall Level of Achievement (OLA) for each course indicating overall progress for the year in each subject.

Understanding what each level means...

Level 0	Work is not meeting expectations or has not been handed in. Student has an "I" for in-progress
Level 1	Work is not yet meeting expectations. Student has an "I" for in-progress
Level 2	Produces work of limited quality that is minimally meeting expectations. Expresses misunderstandings, has difficulty applying knowledge and skills
Level 3/4	Produces work of acceptable quality and communicates basic understanding of many concepts and contexts. May demonstrate critical and creative thinking skills with support.
Level 5/6	Produces High quality work. Communicates full understanding of concepts and contexts and critical and/or creative thinking skills with some sophistication.
Level 7/8	Produces high quality work that exceed expectations. Communicates excellent understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking skills.

**Please note that a level 4 does not equate to 50%**

The specific subject descriptors can be found on our website under Middle Years Programme at: <http://boyd.sd38.bc.ca>

# MYP CERTIFICATION

At the end of the grade 10 year, students will be given an IB MYP Certificate to indicate their participation and/or progress within the IB Middle Year's Programme.

Student Certificates will vary depending on the participation in and achievement in the programme. The following outlines how the distribution of certificates will be determined.

## Completion with Distinction:

- Completion of all subject with a minimum score of 5
- Completion of a min of 30 “Action” hours in total from grade 8-10
- Completion of Service Reflection
- Completion of Personal Project with a min of 5 on the MYP OLA
- Completion of the Interdisciplinary Unit for each year of the programme

## Completion:

- Completion of all subject with a minimum score of 2
- Completion of the Personal Project with a minimum of 2 on the MYP OLA
- Completion of a min 30 “Action” hours in total from grade 8-10
- Completion of Service Reflection
- Completion of an Interdisciplinary Unit for each year of the programme

## Participation:

- Successful completing in subject areas according to their individualized program
- Completion of “Action” hours
- Completion of the Personal Project
- Completion of the Interdisciplinary Unit



## CONTACT US

For more information please visit  
**<http://boyd.sd38.bc.ca>**

Or contact Ms. Tong or Mrs. Korber at  
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