IB PYP for You and Me!

A Handbook for Our Paterson School Families

Table of Contents

Dear Paterson School Families,

This guide was created to help our families better understand the International Baccalaureate Primary Years Program that is being implemented in our school.

You are an important member of our school learning community. We welcome your participation, your wonderings, and your action! We need your continued support to help us in our journey through PYP!

Please be sure to visit our school website regularly to see and read about the wonderful actions taking place at the David Paterson School and the IBO website for further information.

With your continuous support we became an authorized IB World School in August of 2021.

https://www.hempsteadschools.org/site/Default.aspx?PageID=15

https://www.ibo.org/digital-toolkit/brochures-flyers-and-posters/

Respectfully,
Mrs. Amos
David Paterson School IB PYP Coach

David Paterson School Philosophy

The David Paterson School philosophy is to support our students to be inquirers and thinkers through strategic learning engagements that promote student agency and inspire them to be global contributors as 21st century learners.

David Paterson School Motto

Every Child, Every Chance, Every Day!

David Paterson School Mission Statement:

The David Paterson School is committed to building partnerships with students, staff, parents, and the community to develop life-long learners. Through rigorous inquiry and empowerment, our learners will be equipped to become college and career ready and exemplify attributes and skills of a 21st century global citizen.

International Baccalaureate Mission Statement:

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

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

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

How we are connected:

Mission Statements
How we are connected…

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IB Mission Statement

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Please see our school website for our school brochure.

https://www.ibo.org/about-the-ib/

What is the International Baccalaureate (IB)?

The International Baccalaureate (IB) is an educational foundation established in 1968 in Geneva, Switzerland. Currently there are over 5,000 schools world-wide offering IB programs, in over 150 countries around the world. The IBO offers three programs of international education for students aged 3-19 years old: The Diploma Program (DP) at the high school level for students aged 15-19, The Middle Years Program (MYP) for students aged 11 to 16, and **The Primary Years Program (PYP) for children aged 3 to 12**. Schools must be authorized by the International Baccalaureate in order to teach these programs.

Each of their programs focuses on teaching students to think critically and independently, and how to inquire with care and logic. They promote intercultural understanding and respect.
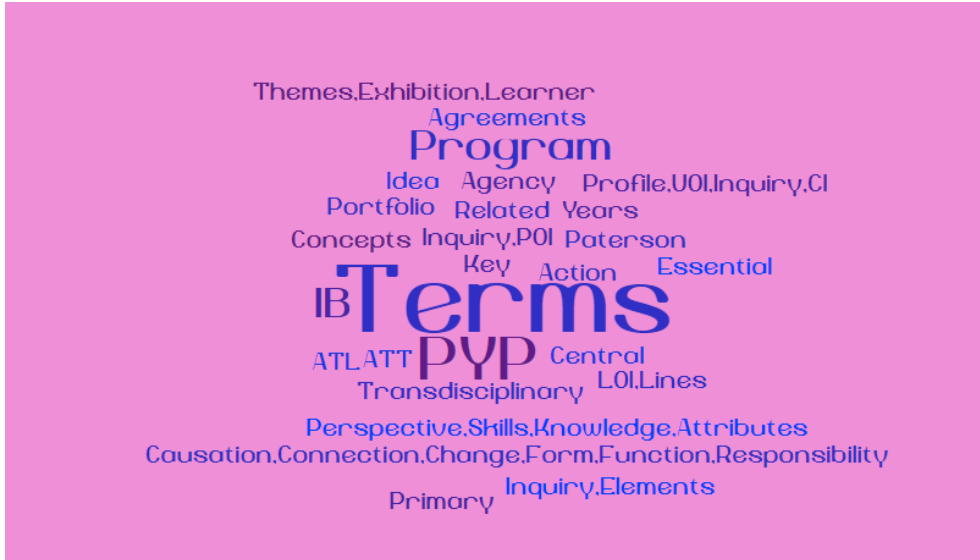
IB – International Baccalaureate (formally known as IBO): A global network of schools, educators, students, and parents whose mission is "to develop inquiring, knowledgeable and caring young people who can help create a better world through intercultural understanding and respect."

PYP – Primary Years Program: The International Baccalaureate® (IB) Primary Years Program is a curriculum framework designed for students aged 3 to 12. The *PYP* transdisciplinary framework focuses on the development of the whole child as an inquirer, both at school and beyond.

POI: Program of Inquiry: A collaboratively developed framework for inquiry, with the purpose of allowing students to explore six universal themes of knowledge, which forms the core of a school's curriculum. Those themes are: Who We Are, Where We Are in Place and Time, How the World Works, How We Express Ourselves, How We Organize Ourselves and Sharing the Planet.

Curriculum: In an IB school "curriculum is all those student activities, academic and non-academic, for which a school takes responsibility, since they all have an impact on student learning." The curriculum of an IB school consists of three interrelated parts: the written, learned and taught curriculum."

UOI: Units of Inquiry: Units of study, structured around a conceptual "central idea". Each grade has 6 Units of Inquiry, one for each transdisciplinary theme.

CI: Central Idea: An enduring understanding that integrates conceptual understanding and factual knowledge. Example: The survival of living things relies on understanding and maintaining a reciprocal relationship between living and non-living things.

LOI: Lines of Inquiry: These clarify the central idea and define the scope of a PYP unit of inquiry.

PYP Planner: A document, provided by the IB, that teachers must use to collaboratively plan and reflect upon PYP units of inquiry.

Learner Profile: A set of attributes with universal value across cultures, which define an internationally minded student and graduate of an IB school. The 10 attributes are: balanced, caring, communicator, inquirer, knowledgeable, open-minded, principled, reflective, risk-taker, and thinker.

Essential Agreements: Everyone works collaboratively to establish an agreement of how the class and school will function.

Essential Elements of the PYP: Knowledge, concepts, skills, attributes, and action that foster development of the whole child and form the PYP written curriculum.

Exhibition: Encouraging in-depth, collaborative inquiry. In the final year of the PYP, students, carry out an extended, in-depth, collaborative project known as the PYP exhibition. This involves students working collaboratively to conduct an in-depth inquiry into real life issues or problems. This celebration of student learning is shared with the school learning community.

Key Concepts: Mental constructs or "frames of mind" that is universal, timeless, abstract, and transferable. These powerful ideas must be explored and re-explored to develop deep understanding. Form, function, causation, connection, change, perspective, and responsibility are the key concepts. Reflection is embedded into each of the key concepts.

Related Concepts: Concepts which are contained under the PYP Key Concepts and are more specific to certain subject areas. They include things such as systems, innovation, freedom, patterns, design, to name just a few.

Student Portfolio: A collection of student work that demonstrates' success, growth, higher-order thinking, creativity, assessment strategies and reflection. It is a celebration of teaching and learning.

Transdisciplinary: Broad knowledge, skills, and understanding that transcend the boundaries of traditional subject areas and yet can be applied to learning within any of them.

ATL: Approaches to Learning /Transdisciplinary Skills: Broad groups of skills which can be applied within and across all subject areas. These include thinking skills, research skills, communication skills, self-management skills, and social skills.

ATT: Approaches to Teaching/Transdisciplinary Themes: Universal themes, with relevance within and across the traditional subject areas, and within and across cultures that define the body of lasting knowledge valued in a PYP school. The six themes are: Who we are, Where we are in place and time, How we express ourselves, How we organize ourselves, How the world works, and Sharing the planet.

Agency: Agency is the power to take meaningful and intentional action. It supports voice, choice and ownership for students, teachers, and the wider learning community.
Students with agency:

- Have voice, choice, and ownership.
- influence and direct learning
- Contribute to and participate in the learning community.

Action: Students are encouraged to take action as a result of their learning to make a difference in and to the world. Students are empowered to **choose** to act, to decide on their **actions**, and to **reflect** on these actions.

What is the learner profile?

The International Baccalaureate® (IB) learner profile describes a list of attributes that promote commitment to help all members of the school community learn to respect themselves, others, and the world around them.

These attributes help to develop learners who are: balanced, caring, communicators, inquirers, knowledgeable, open-minded, principled, reflective, risk-takers, and thinkers.

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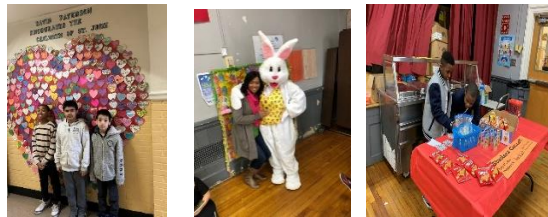
Caring: We show empathy, compassion, and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

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.

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.

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.

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.

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

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.

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

September	October	November	December
CARING	**RISK-TAKER**	**PRINCIPLED**	**COMMUNICATOR**
I can be caring by: • Having compassion for other people, places, and things • Helping others • Making others happy • Having a positive attitude • Making our world a better place	**I can be a risk-taker by:** • Trying new things • Believing in myself • Persevering • Making mistakes and learning from them • Solving problems in different ways.	**I can be principled by:** • Being honest and fair • Doing and saying the right thing • Following essential agreements • Taking responsibility for my actions and their consequences	**I can be a communicator by:** • Expressing myself confidently and creatively using words, art, music, and non-verbal communication • Collaborating effectively • Listening carefully to the perspectives of other individuals and groups • Using other languages • Following directions

January		February
BALANCED	**IB Learner Profile Attributes Calendar**	**OPEN-MINDED**
I can be balanced by: • Using my time wisely • Working hard • Being organized • Being safe and healthy • Making healthy eating choices • Exercising • Learning about different things • Having many interests and hobbies	 **David Paterson School**	**I can be open-minded by:** • Learning from people who are different from me. • Listening to others and accepting other points of view • Understanding that people are different and do different things. • Appreciating my own culture and personal histories, as well as the values and traditions of others • Experiencing new things and growing from them

March	April	May	June
INQUIRER	**THINKER**	**KNOWLEDGEABLE**	**REFLECTIVE**
I can be an inquirer by: • Looking for new information • Asking questions • Researching answers • Sharing what I learn • Always learning and discovering new things • Showing independence • Actively enjoy learning	**I can be a thinker by:** • Using what I know to solve problems on my own. • Solving problems in different ways • Making decisions that are fair for everyone. • Building on other people's ideas • Making connections • Transferring information into different areas • Applying thinking skills to make reasoned, ethical decisions	**I can be knowledgeable by:** • Exploring concepts, ideas and issues that are important to where I live, and in the world. • Learning many different things, and using what I know to solve problems in life	**I can be reflective by:** • Thinking about my learning and knowing what I am good at, and what I need to work on • Thinking about what I say and do. • Learning from my mistakes • Being aware that my actions and words influence others. • Thinking about how to make changes to become a better person. • Analyzing events, emotions, and thoughts of the past

Attribute: Balanced

Attitudes: Creativity, Commitment, Independence

BALANCED people are healthy and are aware that eating properly and exercising is important in their lives. They understand that it is important to have a balance between the physical and mental aspects of their bodies. They spend time doing many different things.

How can we be BALANCED at home?

• Encourage your child to participate in different activities:
        • Read
        • Reflect
        • Draw
        • Exercise
        • Play
 • Discuss the food groups with your child. Spend a few minutes during a mealtime deciding if what your family is eating is balanced.
 • Create a schedule.
 • Role model this attribute.

Attribute: Caring

Attitudes: Respect, Empathy, Cooperation

CARING people help others, try to make people around them happy, are nice, considerate, sensitive to others needs and show empathy. They think about the world and work to take care of their community and the environment. They remember to treat others how they themselves would like to be treated.

How can we be CARING at home?
• Discuss characteristics of a caring person. • Reflect on your own experience with care. • Role model caring behavior • Use kind words. • Help people without being asked. • Be an active listener. • Get involved with community organizations. • Protect our environment! Reduce, reuse, and recycle! • After reading a book, spend some time considering how the people in the book acted. Was someone in the book caring? How were they caring? Find evidence in the book. • Smile

Attribute: Communicator

Attitudes: Confidence, Independence, Respect

COMMUNICATORS can express their feelings and ideas, share their thoughts with others, follow directions, talk about their ideas, use other languages, and are good listeners. They can express their ideas by speaking, drawing, and writing. They can also communicate using mathematical language and symbols. They collaborate effectively, listening carefully to the perspectives of other individuals and groups.

How can we be COMMUNICATORS at home?

- Discuss different ways we communicate.
- Compare and contrast ways communication has changed from the past to the present.
- Encourage your child to stay in touch with relatives and friends who live in other countries by writing letters, using the phone, or sending email.
- When working on homework, encourage your child to explain his/her answer to you orally or by drawing a picture.
- Work on the same mathematics problem as your child, see if you communicated (showed your work) the same way. Did you arrive at the same answer? Discuss your reasoning.
- Ask your child thought provoking questions and encourage them to discuss them with you. For example:
  - Is there anything you cannot buy with money?
  - Should you get an allowance? Why or why not?
  - What would you do if … ?
- Work with your child to improve his/her listening skills. Being a good listener is an important   part of communicating with others.
- Ask them to tell you about their day and experiences. Share yours too!
- Use varied vocabulary

Attribute: Inquirer

Attitudes: Curiosity, Commitment, Independence

INQUIRERS are curious about the world. They develop skills for inquiry and research. They learn independently and with others. They love learning and discovering new things and will carry this love of learning with them throughout life.

How can we be INQUIRERS at home?

- Encourage your child's areas of interest by visiting the library to borrow books that explore their concepts.
- Develop an understanding of the Internet. Work with your child when the Internet is being used and try to instill the understanding that some Internet sites are not reputable.
- Model being an inquirer.
- Discuss that it is ok not to know an answer to a problem or a question but guide them as to where and how to find resources or solutions.
- Encourage them to explore and create concrete representations. There may be multiple ways of getting to an answer.
- Listen to and read about educational programs.
- Make connections to the concepts learned at school to your home or community.

Attribute: Knowledgeable

Attitudes: Curiosity, Commitment, Enthusiasm

KNOWLEDGEABLE people have explored relevant and significant concepts and can remember what they have learned. They can draw on this knowledge and apply it in new situations. They engage in issues and ideas that have local and global significance.

How can we share KNOWLEDGE at home?
- Encourage your child to read books at home that connect with the themes and concepts being covered in school.   - Guide them in skills that we want them to be able to do: Research, communication, social, and self-management and thinking skills.   - Ask your child about what they are learning in school and engage them in conversations about it: "Why do you think that is an important thing to know about?"   "Can you think of anything happening in the world today that might be similar to that aspect of History?"   - Foster any area that your child expresses an interest in with books and activities, but also be sure to encourage them to explore other areas and new things.   - Encourage your child to become familiar with current events and to read the newspaper and watch the news when appropriate.   - Read and discuss news with your child.

Attribute: Open-Minded

Attitudes: Tolerance, Respect, Curiosity, Empathy

An **OPEN-MINDED** person knows that all people are different. They listen to the points of view of others and consider many possibilities before deciding. They appreciate their own culture and personal histories, as well as the values and traditions of others. They celebrate the differences that make all people unique.

How can we be OPEN-MINDED at home?
- Encourage your child to try new things – new foods, new games and new activities.   - Expose your child to different festivals, celebrations and traditions and be sure to present them in a non-judgmental way.   - Encourage your child to listen to others when they speak.   - Learn a new language.   - Discuss with them that certain media is bias. Instead, offer them facts or have them research different cultures and ethnic groups so they can learn to make their own judgements.   - Read literature about different cultures. Be sure that it is appropriate and reflects the culture in an appropriate way.   - Review the terms perspective, point of view, bias, prejudice. Provide examples.

Attribute: Principled

Attitudes: Cooperation, Tolerance, Respect, Curiosity, Empathy

PRINCIPLED people have a sense of fairness and are honest with themselves and with others. They understand that sometimes there are rules, and they follow them. They understand moral reasoning.

How can we be PRINCIPLED at home?

- Create essential agreements at home together.
- Involve your child in deciding on the rules for a game or activity and then ensure that they stick to the ones that have been decided upon.
- Communicate ethical choices and moral behavior and how to make the right choices.
- Role-play different scenarios.
- Encourage your child to play games that involve teams. Discuss with your child the qualities of a team player. What are the roles and responsibilities? What sort of person would they want on their team?
- Discuss sportsmanship and it's not whether you win or lose, it's about how we play the game.
- To increase self-esteem, teach them to how to "right their wrong"
- Explore how we can learn from our mistakes.

Attribute: Reflective

Attitudes: Commitment, Confidence, Creativity, Cooperation

REFLECTIVE people know what they are good at and what they are not good at. They try to think about these things, and they make changes where they can. They consider their own learning and consider their personal strengths and weaknesses in a constructive manner.

How can we be REFLECTIVE at home?

- Discuss your child's school year. Have them reflect on their strengths and areas for improvement.
- Consider the goals that your child could set for next school year. Make a list of the goals and actions that can be taken to achieve these goals. You might want to list actions that your child will take independently as well as actions parents will take to support them. For example, if one of the goals your child sets for herself is to increase their reading stamina by reading each night for 30 minutes, her action might be to keep a reading log. As a parent, you might decide that the two of you will participate in shared reading once a week and even create a book or poem together to read to others.
- Encourage them to think before acting.
- Encourage them to reflect on certain situations or events.
- Teach them how to organize their time.
- Encourage them to find various solutions to conflict

Attribute: Risk-Taker

Attitudes: Confidence, Creativity, Curiosity, Enthusiasm, Independence

RISK-TAKERS try new things. They try to solve problems in a lot of ways. They have the bravery to tell people what they think is right.

How can we be RISK-TAKERS   at home?

- If your child is feeling uneasy about trying something, encourage them to attempt it and then reflect on both whether they liked the activity and how it felt to try something new.
- Offer opinions
- Set goals. What are realistic goals for the week? Your child might set a goal to:
  - Play something that they might not usually play with
  - Eat something new.
  - Try an activity they have not tried before.

* Explain to your child the difference between being a risk-taker by trying new things and doing dangerous things.

Attribute: Thinker

Attitudes: Independence, Commitment, Confidence, Creativity

THINKERS work to solve problems independently. They can imagine many solutions to a question or challenge. Thinkers make good decisions and can predict the outcomes of their actions. They think creatively and critically.

How can we be THINKERS at home?

- Encourage your child to try to think of solutions to problems independently.
- Make connections to real-life problems and ask questions to your child:
  "I'm not sure how to arrange the glasses so they can all fit in the cupboard."

  "I wonder how much the groceries in the cart will cost... how we can make an estimate."

  "We need enough cookies for the 20 people in your class. What kind of change should we make to our recipe?"

- Ask your children questions when they are working on a problem:
  "Do you have any ideas about how we might begin?"
  "How can we do this differently?"
  "I had never thought of that. Tell me more about it."
  "What other ways can we show that?"
  "Why do you think that?"
  "How did you figure that out?"

*Adapted from the Canadian International School in Singapore

Approaches to Teaching (ATT): Knowledge

What do we want students to know?

Students inquire into and learn about globally significant issues in the context of units of inquiry (UOI). Each unit of inquiry focuses on the central idea relevant to a transdisciplinary theme. Lines of inquiry (LOI) are identified to help explore the scope of the Central Idea for each of the six (6) themes.

Transdisciplinary Theme	Descriptors
Who we are	An inquiry into the : • nature of the self • beliefs and values • personal, physical, mental, social and spiritual health • human relationships including families, friends, communities, and cultures • rights and responsibilities • what it means to be human
Where we are in place and time	An inquiry into: • orientation in place and time • personal histories • homes and journeys • the discoveries, explorations, and migrations of humankind • the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives
How we express ourselves	An inquiry into: • the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values • the ways in which we reflect on, extend and enjoy our creativity • our appreciation of the aesthetic

How the world works	An inquiry into: • the natural world and its laws • the interaction between the natural world (physical and biological) and human societies • how humans use their understanding of scientific principles • the impact of scientific and technological advances on society and on the environment
How we organize ourselves	An inquiry into: • the interconnectedness of human-made systems and communities • the structure and function of organizations • societal decision-making • economic activities and their impact on humankind and the environment
Sharing the planet	An inquiry into: • rights and responsibilities in the struggle to share finite resources with other people and with other living things • communities and the relationships within and between them • access to equal opportunities • peace and conflict resolution

Our Curriculum
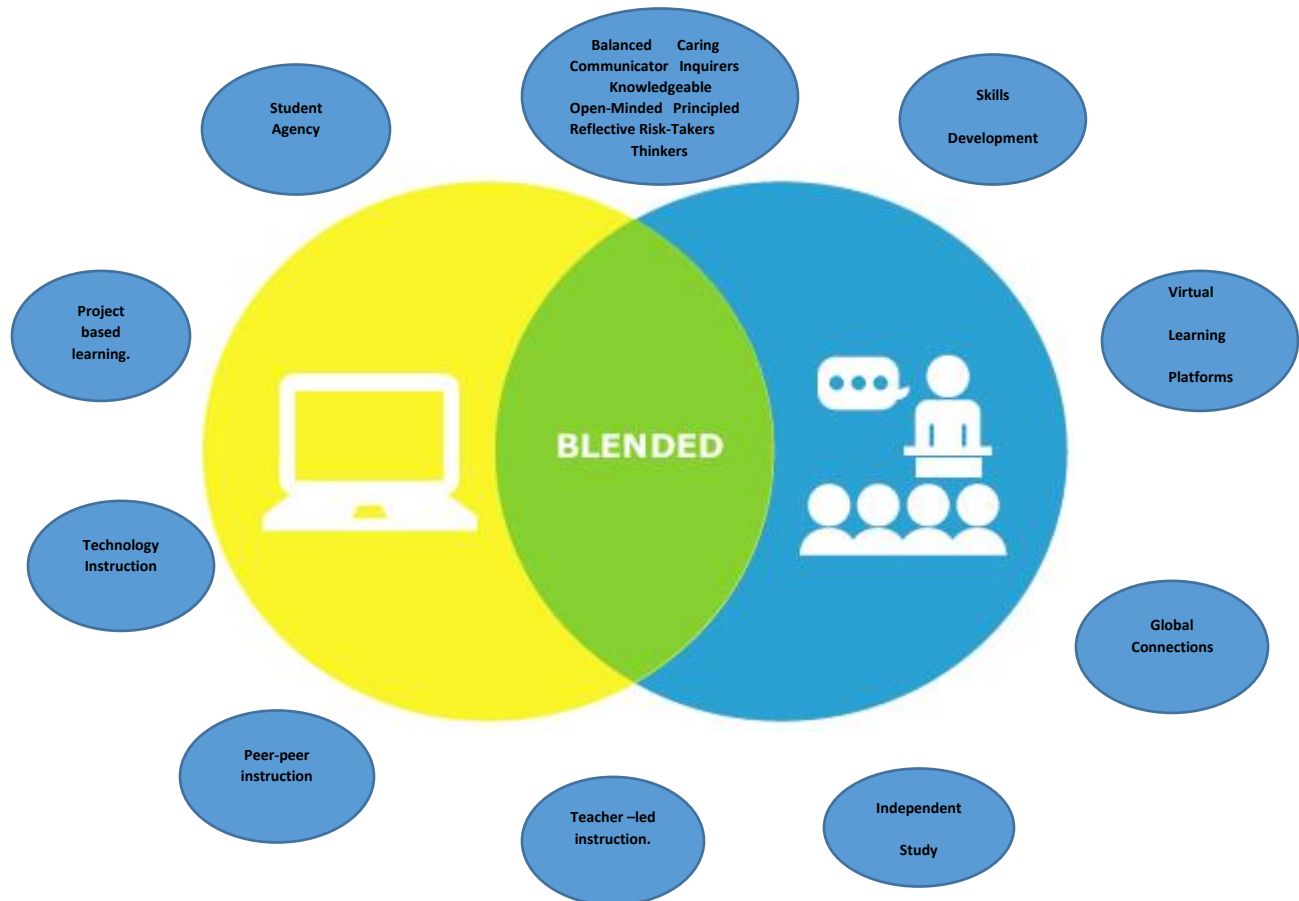
The foundation of our curriculum (scope and sequence) is formed using the requirements of the New York State Common Core Standards /Next Generation Standards and the Primary Years Program (PYP) framework. We use a blended approach to learning and teaching to meet these requirements. To view these approaches to learning and teaching and the learning standards, please log on to:

https://www.hempsteadschools.org/

https://www.hempsteadschools.org/site/Default.aspx?PageID=15

http://www.nysed.gov/next-generation-learning-standards

http://www.nysed.gov/curriculum-instruction/social-studies

https://www.nextgenscience.org/overview-dci

Our Program of Inquiry (POI)

*Our Program of Inquiry is located on our school website.

What is a "Program of Inquiry (POI)"? A Program of Inquiry is the result of collaborative work our teaching staff. A POI is a framework for the development of inquiry-based units. Each grade level explores six Transdisciplinary Units of inquiry that last about 4-6 weeks. These units provide the opportunity to incorporate local and global issues into the curriculum and effectively allow students to extend learning within subject areas.

David Paterson School Program of Inquiry (POI)

Our Program of Inquiry (POI) is the result of ongoing collaboration among the instructional staff at David Paterson School. We develop, implement, and assess our Program of Inquiry through Units of Inquiry. The Program of Inquiry framework is developed at every grade level from 1-6, where students explore six units of inquiry (UOI) that range between 4-6 weeks. Throughout the units of inquiry, students inquire into and develop an understanding of concepts and issues on a local, national, and global significance. Our Program of Inquiry aligns to both our school mission statement and the International Baccalaureate Organizations mission statement.

Each Unit of Inquiry is organized around the following essential elements:

1. **Transdisciplinary Theme** - Each of the six (6) transdisciplinary themes contain ideas of global significance and uses a transdisciplinary approach to learning where, concepts, skills, attitudes, and actions are connected to real world context to develop students' knowledge and understanding.

2. **Central Idea** - The central idea is relevant to the overall theme and is developmentally and academically appropriate. It is an enduring understanding that students develop throughout the unit.

3. **Lines of Inquiry** - The lines of inquiry clarify the central idea, focus student inquiries, and help deepen understanding.

4. **Key and Related Concepts** - These concepts are embedded into the central idea and lines of inquiry. They help deepen student understanding and provide students the opportunity to make connections throughout their learning, from one subject area to another and between school and the outside world.

5. **The Learner Profile-** The learner profile implies a commitment to help all members of our school learning community learn to respect themselves, others, and the world around them. We focus on two learner profiles that are most connected to our unit, however each of the ten learner profiles are recognized every day to promote global citizens of the 21St century.

Our Program of Inquiry is a curricular pathway to learning and is referred to as a "living document" to account for reflection and change. Our single-subject teachers, including Art, Music, Physical Education, FLES, and Media, integrate relevant aspects of the Learner Profile Attributes and Key and Related Concepts, while integrating learning and inquiry opportunities based on the grade-level inquiry units where possible. Our instructional staff reviews and revises our Program of Inquiry to account for changes in state standards, curriculum resources, and reflections in the learning and teaching process to best meet the needs of our students. This collaborative planned learning reflects the Next Generation Learning Standards /Common Core Learning Standards and application of knowledge, skills, and concepts in the subject areas of language, social studies, mathematics, science and technology, arts, and personal, social, and physical education. The six transdisciplinary themes in our Program of Inquiry promote the attributes of the IB learner profile and engages students in developing the transdisciplinary skills including social skills, thinking skills, research skills, self-management skills, and communication skills.

David Paterson School
Program of Inquiry 2021-2022

David Paterson School Mission Statement

The David Paterson School is committed to building partnerships with students, staff, parents, and the community to develop life-long learners. Through rigorous inquiry and empowerment, our learners will be equipped to become college and career ready and exemplify attributes and skills of a 21st century global citizen.

Transdisciplinary Themes	Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organize ourselves	Sharing the planet
	An inquiry into: • The nature of the self • Beliefs and values • Personal, physical, mental, social, and spiritual health • Human relationships including families, communities, and cultures • Rights and responsibilities • What it means to be human	An inquiry into: • Orientation in place and time • Personal histories • Homes and journeys • The discoveries, explorations, and migrations of humankind • The relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives	An inquiry into: • The ways in which we discover and express ideas, feelings, nature, culture, beliefs, and values. • The ways in which we reflect on, extend, and enjoy our creativity. • Our appreciation of the aesthetic	An inquiry into: • The natural world and its laws • The interaction between the natural world (physical and biological) and human societies • How humans use their understanding of scientific principles • The impact of scientific and technological advances on society and on the environment	An inquiry into: • The interconnectedness of human-made systems and communities • The structure and function of organizations • Societal decision-making • Economic activities and their impact on humankind and the environment	An inquiry into: • Rights and responsibilities in the struggle to share finite resources with other people and with other living things • Communities and the relationships within and between them • Access to equal opportunities • Peace and conflict resolution

Grade 1

	#1 September 9 – October 15	#4 January 24 – March 11	#3 November 30 – January 21	#5 March 14 – May 6	#6 May 9 – June 24	#2 October 18 – November 29
1	**Central Idea:** Communities function when its citizens take responsibility. **Key Concepts:** Causation, Function, Responsibility **Related Concepts:** Citizenship, Communities, Values **Lines of Inquiry:** 1. An inquiry into why rules and laws are made 2. An inquiry into how actions have consequences 3. An inquiry into how responsibilities empower us in different places 4. An inquiry into how community helpers contribute to society **Focus on:** Language/ SS/PSPE **Learner Profile:** Communicator, Principled Risk-Taker	**Central Idea:** The past influences the future. **Key Concepts:** Causation, Change, Connection **Related Concepts:** Exploration, History, Technology **Lines of Inquiry:** 1. An inquiry into how the actions of individuals and groups change the world 2. An inquiry into how technology creates change 3. An inquiry into how the past helps us to see the world differently **Focus on:** Language/SS/Science>Technology **Learner Profile:** Open-Minded, Risk-Taker, Thinker	**Central Idea:** Creative expression can communicate thoughts, feelings, and ideas. **Key Concepts:** Form, Function, Perspective **Related Concepts:** Creativity, Discovery, Expression **Lines of Inquiry:** 1. An inquiry into how imagination creates new ideas 2. An inquiry into life's lessons from multiple media 3. An inquiry into the importance of art and music **Focus on:** Language/PSPE/Arts **Learner Profile:** Communicator, Open-Minded, Reflective	**Central Idea:** Organisms react to environmental changes. **Key Concepts:** Change, Connection, Form **Related Concepts:** Patterns, Seasons, Systems, Time **Lines of Inquiry:** 1. An inquiry into seasons around the world 2. An inquiry into seasonal patterns 3. An inquiry into how weather affects our lives **Focus on:** Language/Math/Science>Technology **Learner Profile:** Inquirer, Knowledgeable	**Central Idea:** People and their communities depend on their natural resources. **Key Concepts:** Causation, Responsibility **Related Concepts:** Data, Environment, Geography, Maps, Resources **Lines of Inquiry:** 1. An inquiry into how natural resources impact environment 2. An inquiry into how communities face different challenges meeting their needs and wants 3. An inquiry into how our actions affect the environment **Focus on:** SS/Science>Technology /Math **Learner Profile:** Caring, Communicator	**Central Idea:** Living things grow and change. **Key Concepts:** Causation, Change Form **Related Concepts:** Cycles, Measurement, Relationships, Transformation **Lines of Inquiry:** 1. An inquiry into how animals grow and change 2. An inquiry into how plants grow and change 3. An inquiry into how people grow and change 4. An inquiry into the relationship of living things within the environment **Focus on:** Language/Science>Technology /Math **Learner Profile:** Balanced, Inquirer, Knowledgeable

Grade 2

	#1 September 9 – October 15	#5 February 28 – April 22	#4 January 10 - February 18	#6 May 2 – June 17	#2 October 18- November 13	#3 November 15 - January 7
2	**Central Idea:** Responsible individuals make choices that affect their lives. **Key Concepts:** Function, Responsibility **Related Concepts:** Balance, Well-being **Lines of Inquiry:** 1. An inquiry into leadership and service 2. An inquiry into personal, physical, mental, and social health 3. An inquiry into making healthy choices **Focus on:** Language/SS//PSPE **Learner Profile:** Balanced, Caring, Risk-Taker	**Central Idea:** Changes from the past and discoveries of the present may affect the future. **Key Concepts:** Causation, Change, Function **Related Concepts:** Discovery, Time, Values **Lines of Inquiry:** 1. An inquiry into how the past affects the present 2. An inquiry into how people's actions create change 3. An inquiry into how people work together to solve problems. **Focus on:** Language/SS/Math **Learner Profile:** Inquirer, Knowledgeable, Thinker	**Central Idea:** People around the world celebrate traditions and events to express their beliefs. **Key Concepts:** Connection, Perspective **Related Concepts:** Culture, Beliefs, Diversity, Symbols **Lines of Inquiry:** 1. An inquiry into how cultures and traditions influence us 2. An inquiry into similarities and differences of cultures 3. An inquiry into cultural symbols and images **Focus on:** Language/SS/ Arts **Learner Profile:** Balanced, Communicator, Open-Minded	**Central Idea:** Earth changes in natural and unnatural ways. **Key Concepts:** Causation, Change, Form **Related Concepts:** Properties, Structures, Transformation **Lines of Inquiry:** 1. An inquiry into how changes occur on Earth 2. An inquiry into how we use Earth's resources 3. An inquiry into the location of Earth's resources **Focus on:** Language/Math/Science>Technology **Learner Profile:** Inquirer, Knowledgeable, Reflective	**Central Idea:** Where you live affects how you live. **Key Concepts:** Causation, Change, Connection **Related Concepts:** Geography, Resources, Interdependence **Lines of Inquiry:** 1. An inquiry into characteristics of communities 2. An inquiry into how communities develop and sustain themselves 3. An inquiry into challenges in meeting needs and wants **Focus on:** Language/SS/Science>Technology/ **Learner Profile:** Inquirer, Principled, Risk-Taker	**Central Idea:** Living things are affected by and adapt to the natural world. **Key Concepts:** Causation, Change, Connection **Related Concepts:** Cycles, Environment, Habitats **Lines of Inquiry:** 1. An inquiry into the characteristics of the major biomes 2. An inquiry into the physical and behavioral adaptations that allow animals to survive 3. An inquiry into the connections between animals and people in these habitats **Focus on:** Language/Science>Technology **Learner Profile:** Caring, Communicator, Principled

David Paterson School
Program of Inquiry 2021-2022

David Paterson School Mission Statement

The David Paterson School is committed to building partnerships with students, staff, parents, and the community to develop life-long learners. Through rigorous inquiry and empowerment, our learners will be equipped to become college and career ready and exemplify attributes and skills of a 21st century global citizen.

	Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organize ourselves	Sharing the planet
Transdisciplinary Themes	An inquiry into: • The nature of the self • Beliefs and values • Personal, physical, mental, social, and spiritual health • Human relationships including families, communities, and cultures • Rights and responsibilities • What it means to be human	An inquiry into: • Orientation in place and time • Personal histories • Homes and journeys • The discoveries, explorations and migrations of humankind • The relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives	An inquiry into: - The ways in which we discover and express feelings, nature, culture, beliefs, and values - The ways in which we reflect on, extend and enjoy our creativity - Our appreciation of the aesthetic.	An inquiry into: • The natural world and its laws • The interaction between the natural world (physical and biological) and human societies • How humans use their understanding of scientific principles - The impact of scientific and technological advances on society and on the environment.	An inquiry into: • The interconnectedness of human-made systems and communities • The structure and function of organizations • Societal decision-making - Economic activities and their impact on humankind and the environment	An inquiry into: • Rights and responsibilities in the struggle to share finite resources with other people and with other living things • Communities and the relationships within and between them • Access to equal opportunities - Peace and conflict resolution
3	**#3** **December 6 – January 21** **Central Idea:** Communities or cultures have unique histories. **Key Concepts:** Connection, Perspective **Related Concepts:** Culture, Diffusion, Literature **Lines of Inquiry:** 1. An inquiry into ways of understanding history 2. An inquiry into how cultures exchange ideas 3. An inquiry into holidays and traditions 4. An inquiry into individuals who make history **Focus on:** Language/SS/ PSPE **Learner Profile:** Open-Minded, Thinker	**#5** **March 15 – April 30** **Central Idea:** Cultural awareness develops by analyzing other civilizations. **Key Concepts:** Change, Connection, Perspective **Related Concepts:** Diversity, Expression, Meaning **Lines of Inquiry:** 1. An inquiry into similarities and differences from other world overviews 2. An inquiry into our place in the world 3. An inquiry into the views of newcomers and their communities **Focus on:** Language/SS/Arts **Learner Profile:** Caring, Open-Minded	**#4** **January 24 – March 11** **Central Idea:** Creativity leads to innovations. **Key Concepts:** Connection, Form, Function **Related Concepts:** Conflict, Innovation, Sequence **Lines of Inquiry:** 1. An inquiry into the process of designing solutions 2. An inquiry into how math and science are connected 3. An inquiry into how inventions impact the world **Focus on:** Science>Technology/Math/ PSPE **Learner Profile:** Communicator, Principled	**#2** **October 25 – December 3** **Central Idea:** Geography creates challenges for living things. **Key Concepts:** Causation, Change **Related Concepts:** Adaptation, Environment, Geography **Lines of Inquiry:** 1. An inquiry into how environments affect human activity 2. An inquiry into how human activities affect the physical environment 3. An inquiry into how environment affects behaviors **Focus on:** Language/Science> Technology **Learner Profile:** Balanced, ~~Communicator~~	**#1** **September 9 – October 22** **Central Idea:** Citizens contribute to maintain a community. **Key Concepts:** Function, Responsibility **Related Concepts:** Contributions, Government, Interconnectedness **Lines of Inquiry:** 1. An inquiry into how communities exist 2. An inquiry into the contributions of citizens 3. An inquiry into government leadership **Focus on:** Language/SS **Learner Profile:** Knowledgeable, Risk-Taker	**#6** **May 9 – June 17** **Central Idea:** People, plants, and animals depend on each other for survival. **Key Concepts:** Causation, Form, Responsibility **Related Concepts:** Growth, Interdependence, Relationships, Resources **Lines of Inquiry:** 1. An inquiry into growth and development 2. An inquiry into the importance of plants 3. An inquiry into how we depend on exporting and importing goods and resources for survival **Focus on:** Language/Science> Technology/Arts **Learner Profile:** Inquirer, Risk-Taker
4	**#1** **September 9 – October 15** **Central Idea:** Beliefs, values, and location determine our overall well-being. **Key Concepts:** Form, Perspective, Responsibility **Related Concepts:** Beliefs, Diversity, Location, Traditions **Lines of Inquiry:** 1. An inquiry into the commonalities of people 2. An inquiry into regional and cultural traditions 3. An inquiry into cultural diversity **Focus on:** Language/SS/ PSPE **Learner Profile:** Caring, Open-Minded, Risk-Taker	**#2** **October 18 – November 19** **Central Idea:** Revolution leads to opportunities and new understandings. **Key Concepts:** Change, Function, Perspective **Related Concepts:** Conflict, Justice, Revolution **Lines of Inquiry:** 1. An inquiry into political rights that lead to revolution 2. An inquiry into the economic rights that lead to revolution 3. An inquiry into the different points of view of people affected by revolution **Focus on:** Language/SS **Learner Profile:** Inquirer, Thinker	**#5** **February 28 – April 29** **Central Idea:** People communicate in different ways to express ideas and share information. **Key Concepts:** Causation, Connection, Perspective **Related Concepts:** Communication, Creativity, Expressions, Values **Lines of Inquiry:** 1. An inquiry into communicating and expressing ideas 2. An inquiry into ways culture affects the way people communicate 3. An inquiry into ways communication changes across time **Focus on:** Language/Math/Science> Technology **Learner Profile:** Communicator, Principled	**#4** **January 10 – February 18** **Central Idea:** Energy can be transformed, conserved, and sustained to meet societal needs. **Key Concepts:** Form, Function, Responsibility **Related Concepts:** Energy, Innovation, Matter **Lines of Inquiry:** 1. An inquiry into the different forms of energy sources 2. An inquiry into the conservation of energy 3. An inquiry into sustainable energy practices **Focus on:** Language/Science> Technology **Learner Profile:** Knowledgeable, Thinker	**#3** **November 22 – January 7** **Central Idea:** People influence decision making to generate change. **Key Concepts:** Causation, Change, Form **Related Concepts:** Government, Resources, Structure, Transformation **Lines of Inquiry:** 1. An inquiry into how beliefs and values contribute to the actions of communities 2. An inquiry into causes of conflict within a nation 3. An inquiry into changes in society and government as a result of conflict 4. An inquiry into evaluating change resulting from conflict **Focus on:** Language/SS **Learner Profile:** Knowledgeable, Open-Minded, Reflective	**#6** **May 2 – June 17** **Central Idea:** Environmental features shape the world of its inhabitants. **Key Concepts:** Connection, Function **Related Concepts:** Environmental Awareness, Ecosystems, Conflict Resolution **Lines of Inquiry:** 1. An inquiry into the importance of community relationships 2. An inquiry into natural resources 3. An inquiry into how environments affect human activities and how human activities affect environment 4. An inquiry into similarities and differences in regions around the world **Focus on:** Language/Science> Technology/Arts **Learner Profile:** Balanced, Open-Minded

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Grade 5

	#2 October 25 – December 3	#3 December 6 – January 21	#1 September 13 – October 22	#6 May 16 – June 17	#5 March 14 – May 13	#4 January 24 – March 11
5	**Central Idea:** Geography influences relationships amongst communities. **Key Concepts:** Change, Form **Related Concepts:** Geography, Habitats, Natural Resources **Lines of Inquiry:** 1. An inquiry into physical characteristics of the Western Hemisphere 2. An inquiry into how natural resources affect the way people live in the Western Hemisphere 3. An inquiry into how geography affects animal habitats in the Western Hemisphere **Focus on:** SS/Science>Technology /Arts **Learner Profile:** Balanced, Thinker	**Central Idea:** Civilizations demonstrate common and unique attributes. **Key Concepts:** Causation, Connection **Related Concepts:** Adaptations, Civilizations, Contributions **Lines of Inquiry:** 1. An inquiry into characteristics of civilizations 2. An inquiry into adaptation 3. An inquiry into literature of early civilizations **Focus On:** Language/SS/ Science> Technology **Learner Profile:** Communicator, Knowledgeable	**Central Idea:** Cultures influence how people view the world. **Key Concepts:** Connection, Perspective **Related Concepts:** Culture, Diversity, Influence **Lines of Inquiry:** 1. An inquiry into how different experiences influence perspectives 2. An inquiry into cultural diversity 3. An inquiry into how cultural interactions benefit the lives of people **Focus on:** Language/SS/Science> Technology **Learner Profile:** Open-Minded, Principled	**Central Idea:** Distribution of finite resources vary around the world. **Key Concepts:** Perspective, Responsibility **Related Concepts:** Economics, Equity, Resources **Lines of Inquiry:** 1. An inquiry into how resource use affects Earth 2. An inquiry into keeping Earth's systems healthy 3. An inquiry into how economics impinges upon needs and wants **Focus on:** Language/SS/Science> Technology **Learner Profile:** Balanced, Inquirer	**Central Idea:** Systems and structure impact humankind. **Key Concepts:** Form, Function **Related Concepts:** Government, Interaction, Systems **Lines of Inquiry:** 1. An inquiry into the structures and function of government 2. An inquiry into how government affects the lives of all people 3. An inquiry into the earth's place in the universe **Focus on:** SS/Science>Technology/PSPE **Learner Profile:** Reflective, Thinker	**Central Idea:** The migration of living things may lead to change. **Key Concepts:** Causation, Change, Perspective **Related Concepts:** Ecosystems, Matter, Migration **Lines of Inquiry:** 1. An inquiry into migration throughout history 2. An inquiry into the effects of migration on communities, cultures, and individuals 3. An inquiry into how the movement of matter causes the ecosystem to change **Focus on:** Language/SS/Science> Technology **Learner Profile:** Caring, Risk-Taker

Grade 6

	#1 September – October	#5 March – April	#6 May – June	#3 Exhibition November – January	#2 October – November	#4 January – February
6	**Central Idea:** Traits shape behavior and interactions with others. **Key Concepts:** Causation, Connection, Perspective **Related Concepts:** Adaptation, Beliefs, Relationships **Lines of Inquiry:** 1. An inquiry into human relationships as it relates to setting and innate characteristics 2. An inquiry into human adaptations to society and the impact of migration 3. An inquiry into cultural influence on beliefs and values 4. An inquiry into overcoming obstacles in daily life **Focus on:** Language/ SS/ Math **Learner Profile:** Caring, Communicator	**Central Idea:** Human development and environmental changes may lead to societal changes. **Key Concepts:** Change, Form, Responsibility **Related Concepts:** Development, Patterns, Structure **Lines of Inquiry:** 1. An inquiry into how human beings interacted with their environments and developed new forms of society from the Paleolithic Age to the Neolithic Age 2. An inquiry into how archeologists can use tools to draw conclusions from sites where early man resided 3. An inquiry into how the Neolithic Age represents a turning point in the development of human beings **Focus on:** SS /Language/Science **Learner Profile:** Open-Minded, Risk-Taker	**Central Idea:** Classical civilizations share many characteristics and continue to influence modern life. **Key Concepts:** Change, Connection, Perspective **Related Concepts:** Civilizations, Justice **Lines of Inquiry:** 1. An inquiry into the impact of geographic factors on the development of civilizations 2. An inquiry into how laws and structures from the past positively impacted the world 3. An inquiry into how ancient civilizations created a foundation for society today **Focus on:** SS/Language/ Science **Learner Profile:** Balanced, Reflective	**Date: TBD** **EXHIBITION**	**Central Idea:** Beliefs and values play a significant role in the world today. **Key Concepts:** Causation, Connection, Perspective **Related Concepts:** Religion, Systems **Lines of Inquiry:** 1. An inquiry into how major world religions share many similarities yet have differences based on values 2. An inquiry into why all the major religions have a "Golden Rule" 3. An inquiry into how religion has influenced the daily lives and outlook of many people throughout history **Focus on:** SS/ Language/ Math **Learner Profile:** Communicator, Open-Minded	**Central Idea:** Geography determines and influences history. **Key Concepts:** Function, Responsibility **Related Concepts:** Geography, Interdependence, Technology **Lines of Inquiry:** 1. An inquiry into how trade networks promote the exchange and diffusion of language and belief systems 2. An inquiry into the impact of the blending of cultures 3. An inquiry into how complex societies and civilizations adapt to and design technologies, tools, and inventions **Focus on:** SS/Language/Science> Technology **Learner Profile:** Knowledgeable, Principled

Approaches to Learning (ATL): Transdisciplinary Skills

What do we want students to be able to do?

Understanding is central. Skills are a necessity. Skills refer to the capabilities that the students need to demonstrate to succeed in a changing, challenging world. These may be either disciplinary or transdisciplinary in nature. Education is not just what you learn, but how you learn.

ATL Skills	How we demonstrate the skill
Communication Skills	- Literacy Skills - Reading, writing, and using language to gather information. - Listening - Speaking - Interpreting - Viewing - Presenting - Non-verbal Communication
Research Skills	- Information Literacy - Formulating questions - Planning - Observing - Data gathering and recording - Synthesizing, interpreting - Evaluating and communicating - Presenting - Media Literacy - Interacting with media to create or use information - Ethical use of media
Self-Management Skills	- Organization - Gross motor skills - Fine motor skills - Spatial awareness - Time management - Healthy Lifestyle - Informed choices - Safety - Codes of behavior - States of Mind
Social Skills	- Responsibilities - Resolving Conflict - Cooperating - Interpersonal relationships - collaborating
Thinking Skills	- Critical thinking (analyze and evaluate) - Creativity - Acquisition of knowledge - Innovation - Transfer - Reflection/Metacognition (process of learning)

Concepts

What do we want students to understand?

The PYP curriculum is grounded in concept-based instruction and learning. Learning conceptually helps students to become critical thinkers and creative problem solvers. Teaching conceptually allows students to see not only subject specific knowledge, but larger concepts, or big ideas, which transcend and can be applied to other subjects.

Key Concepts in the PYP

Key Concept	Related Question	Definition	Related Concepts
Causation	Why is it like this?	The understanding that things do not just happen, that there are causal relationships at work, and that actions have consequences.	Consequences, sequences, patterns, impact, etc.
Change	How is it changing?	How is it changing? The understanding that change is the process of movement from one state to another. It is universal and inevitable.	Adaptation, growth, cycles, sequences, transformation, etc.
Connection	How is it connected to other things?	The understanding that we live in a world of interacting systems in which the actions of any individual element affect others.	Systems, relationships, networks, homeostasis, interdependence, etc.
Form	What is it like?	The understanding that everything has a form with recognizable features that can be observed, identified, described, and categorized.	Properties, structure, similarities, differences, pattern, etc.
Function	How does it work?	The understanding that everything has a purpose, a role or way of behaving that can be investigated.	Behavior, communication, pattern, role, systems, etc.
Perspective	What are the points of view?	The understanding that knowledge is moderated by perspectives; different perspectives lead to different interpretations, understandings, and findings; perspectives may be individual, group, cultural or disciplinary	Subjectivity, truth, beliefs, opinion, prejudice, etc.
Responsibility	What is our responsibility?	The understanding that people make choices based on their understandings, and the actions they take as a result do make a difference.	Review, interpretation, evidence, responsibility, behavior

What is action?

- Action is:
  - Connected to agency (student voice ,choice,and ownership)
  - Connected to the learner profile
  - Connected to international-mindedness
  - Student initiated
  - Individual
  - Collective
  - Authentic
  - Meaningful
  - Mindful
  - At any time for any period of time
  - Reflected on
  - Ongoing
  - Supported by our school learning community
  - Demonstrating:
    - Participation
    - Advocacy
    - Social Justice
    - Entrepreneurship
    - Lifestyle choices

Participation	Advocacy	Social Justice	Social Entrepreneurship	Lifestyle Choices
Examples: • Involvement in class,school, community projects • Making appropriate choices and taking responsibility for personal learning and actions • Contributing to discussions and learning experiences	Examples: • Supporting peers • Sharing ideas with others(peers, teams,local or global community organizations) • Advocating for others' needs and ideas • Taking a role of a student representative at class,school,local community level and beyond	Examples: • Exploring issues from different perspectives • Being aware of and inquiring into the challenges and opportunities of the local and global community • Reflecting on posssible consequences of decisions and actions • Volunteering in response to community needs	Examples: • Designing, planning and developing solutions to address issues • Initiating and maintaining projects that have a positive impact on the learning community(peer tutoring and mentoring, recycling,school clubs)	Examples: • Making choices that contribute to personal, social, and physical health and well-being • Taking responsibility for interactions and relationships with others • Reflecting on the impact of personal choices on local and global environments

How do we expect our students to act?

Our goal is for students to take action that results in a positive change locally and or globally. Throughout each day we encourage students to follow a three step action cycle .
       Step 1: Reflect on learning
       Step 2: Make good choices based on the reflections
       Step 3: Take action(s) to support their choice(s)

The Action Cycle

Reflect
an ability to reflect on the local and global consequences of your action

Choose
how to make choices based on these actions

Act
the ability to carry these actions through
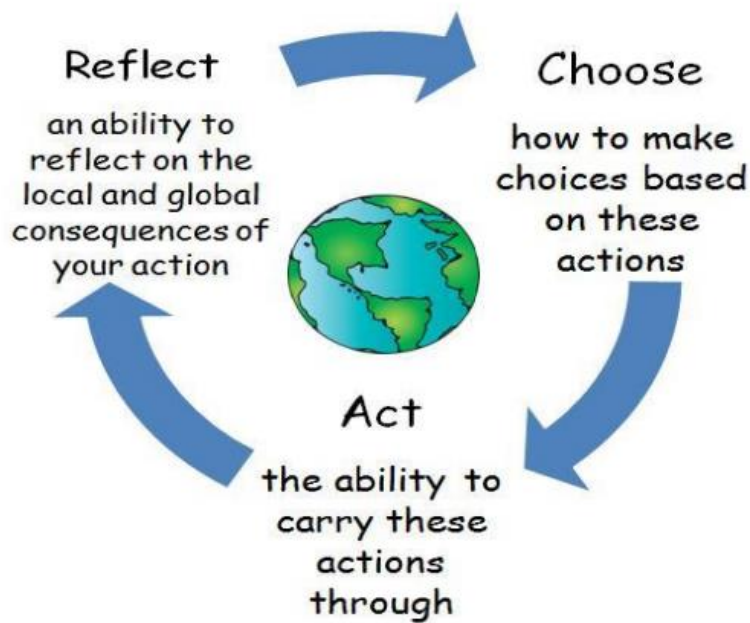
Hooray for AAA Dollars! We celebrate our Attitudes, Attributes, and Actions!

David Paterson School, an IB World School

Mr. Gary Rush: Principal
Ms. Keesha Keller: Assistant Principal
Mrs. Elyse Amos: PYP Coach

HOORAY FOR AAA!
CELEBRATING OUR ATTITUDES, ATTRIBUTES AND ACTIONS

$ David Paterson School, an IB World School $
Hooray for AAA!
We celebrate your Attitudes, Attributes, and Actions
STUDENT NAME: _____
$ TEACHER NAME: _____ DATE: _____ $

Student Agency: Action! Action! We Want Action!

Extra! Extra, hear all about it! We want to hear all about the action that is taking place outside our school connecting to our Unit of Inquiry. Student agency, also known as action, is when voice and choice is communicated. Students at the David Paterson IB PYP School are encouraged and empowered to choose, act, and reflect on how they can impact our school, home, community, and world to make it a better place! In the Primary Years Program (PYP), it is believed that education must extend beyond the intellectual to include not only socially responsible attitudes but also thoughtful and appropriate action.

What does Action look like? Sound like?

BEING	FEELING	DOING
Have you BEEN a different person? Changed your behaviors? Been more patient? More respectful?	Have you FELT differently? Empathized? Loved? Felt inspired? Worried? Admired?	Have you DONE something? Given? Helped? Picked Up? Turned off? Cuddled?
THINKING	**HAVING**	**SAYING**
Have you THOUGHT differently? Changed your mind? Wondered? Inquired?	Do you HAVE more of something? More knowledge? Respect? Care? Determination?	Have you SAID something? Explained? Informed? Told? Discussed? Debated? Asked? Thanked?

Examples may include sharing with someone what they are learning, researching online, going to the library, creating a poster to educate others, asking questions, making connections, writing to an organization, business, or government official about an issue that was raised during a particular Unit of Inquiry. It can also be deciding not to act, for example if they are learning about being balanced and a student realizes that a can of Coke is not the best choice, and they opt for water instead.

The action cycle consisting of choose, act, and reflect allows students to use skills such as thinking, research, social, communication, and self-management. While acting, our students also have opportunities to exhibit the attributes of the IB Learner Profile: Balanced, Caring, Communicator, Knowledgeable, Open-Minded, Principled, Reflective, Risk-Taker, and Thinker.

We welcome your participation and cooperation in helping our students take action and become compassionate, global-minded citizens and life-long learners!

* Parents Please:

- Use this next page to let us know when your child makes connections to their PYP unit at home or in your community!
- Have your child return this to their classroom teacher.

Thank you for your support!

In the PYP Unit of:_____, my child took
action by

_____
_____
_____
_____
_____

Signed: _____

Student Name: _____   Teacher: _____

In the PYP Unit of:_____, my child took
action by

_____
_____
_____
_____
_____

Signed: _____

Student Name: _____   Teacher: _____

Student Ambassadors at David Paterson School

School Mission Statement: The David Paterson School is committed to building partnerships with students, staff, parents, and the community to develop life-long learners. Through rigorous inquiry and empowerment, our learners will be equipped to become college and career ready and exemplify attributes and skills of a 21st century global citizen.

School Motto: Every Child, Every Chance, Every Day!

Student Ambassadors Mission Statement:

The David Paterson School Student Ambassadors are committed to model the learner profile attributes each day. We will make positive changes to our school by allowing all students to have voice and choice and to be partners in the learning process.

Description:

Our student ambassadors will have a variety of opportunities to plan, organize, implement, and represent the David Paterson School in both school-wide and community projects and events. These students demonstrate the characteristics of the learner profile: balanced, caring, communicative, inquirers, knowledgeable, open-minded, principled, reflective, risk-taker, and thinkers.

Eligibility:

A responsible student from each class will be nominated by teachers and classmates. A parent application will then be completed and handed in. Each grade level will choose one representative to be their grade level ambassador after review of applications.

Responsibilities:

- Plan, organize, implement, and represent our school both at school events and in the community
  - Examples may include:
    - Pass out certificates at award ceremonies
    - Master of ceremonies at assemblies
    - Greet and speak to parents and visitors during events
    - New student orientation: tour of building and communicate effectively school policies
    - Interview members of the school community
    - Be available to meet at scheduled meetings
    - Contribute to our school newspaper
    - Beautify our school
- Serve as a role model for all students
- Promote global mindedness

David Paterson School

Student Ambassador Application

Ambassador candidates and parents please complete this application and return it to your child's teacher. **The application is due one week from today.**

To be completed by parent:

Student Name: _____   Parent Name: _____

Teacher: _____   Parent Phone: _____

Grade: _____   Parent Email: _____

What learner profile best describes your child and why?

Learner Profile Trait: _____

Explain why:

_____

_____

_____

_____

_____

To Be Completed by the Student

Student Name: _____

Teacher who can be contacted as a reference: _____

Why do you want to be a student ambassador?

_____

_____

_____

_____

What responsibilities do you have at home that may make you a good student ambassador candidate?

_____

_____

_____

What other clubs or programs do you participate in at David Paterson School or in the community?

_____

_____

_____

Why do you want to help make David Paterson School a better place?

_____

_____

_____

_____

Which learner profile attribute best describes you? _____

Give an example of when you displayed this attribute.

_____

_____

_____

_____

Essential Agreements

In a PYP school, every working group (teachers or students) starts the school year off by creating an 'essential agreement'. In the classroom, this means that, rather than teachers imposing rules, everyone works collaboratively to establish an agreement of how the class will function.

* Please refer to our other essential agreements in each of our school policies.

As members of our school learning community at the David Paterson School students are expected to create and follow all essential agreements in our school, classrooms, lunchroom, playground, hallways, and bathrooms.

Hallway Essential Agreements
David Paterson IB PYP Candidate School
We agree to:

- Respect ourselves, others, and our school by using manners
- Always use a soft or whisper voice
- Walk on the right side of the hallway
- Follow directions the first time they are given
- Keep our hands, feet, and other objects to ourselves
- Leave doorways unblocked
- Wear your mask
- Keep 6 Feet Away and Be Safe!

Bathroom Essential Agreements

We agree to:

- *Respect ourselves, others, and our school by using manners in the bathroom.*

- *Flush after use*

- *Keep clean by washing our hands.*

- *Use paper towels correctly and dispose of them in the wastebasket.*

- *Shut the water off when we are finished.*

- *Use the restroom in a timely manner.*

- *keep unnecessary comments to ourselves while knowing bathrooms are a personal space*

Lunchroom Essential Agreements

We agree to:

1. *Be respectful to adults and peers.*

2. *Use our hands and voice to show we care about others.*

3. *Use inside voices.*

4. *Eat our food without talking.*

5. *Appreciate the food that we have.*

6. *Clean up after we eat and keep the multi-purpose room the way we found it.*

7. *Remain seated unless there is an emergency, or we are asked to do so.*

8. *Communicate and ask permission before leaving the multipurpose room.*

9. *Raise our hand when we need assistance, plastic ware, condiments, straws, and other items.*

10. *Have a balanced and relaxed lunch period.*

Playground Essential Agreements

We agree to:

1. *Be caring by smiling, helping, sharing, and playing with one another.*
2. *Be principled by doing the right thing, even if it is hard.*
3. *Be a communicator by talking and listening to each other.*
4. *Be knowledgeable by knowing and practicing rules that will keep us safe.*
5. *Be balanced by playing with lots of different people.*
6. *Be open minded by accepting other's ideas, strengths, and weaknesses.*
7. *Be a thinker by stopping and reflecting before making a choice.*
8. *Be a risk taker by choosing different people to play with and by trying a new game or idea.*
9. *Be an inquirer by asking questions about things that you are new to or unsure of.*
10. *Be reflective by thinking about my actions and how it impacts myself and others.*

What is the PYP exhibition?

In the final year of the IB PYP program, our exiting students participate in a culminating community event   known as the Exhibition. Students demonstrate their learning by engaging in a collaborative transdisciplinary inquiry process. They identify, research, and offer solutions to real-life issues or problems that have meaning to them. As the culminating PYP experience, it is required that the exhibition synthesizes and reflects the essential elements of the Primary Years Program.

The exhibition showcases student agency, where their voice and choice are communicated. All members of our school learning community can participate, support, and celebrate our life-long learners who will be equipped to become college and career ready and exemplify attributes and skills of a 21st century global citizen.

	Exhibition at David Paterson School	

The purpose of this document is to provide an overview of our exhibition within our school. It outlines our purpose, principles, and practices.

This "living document" reflects our school's needs and aligns to our mission statement: *The David Paterson School is committed to building partnerships with students, staff, parents, and the community to develop life-long learners. Through rigorous inquiry and empowerment, our learners will be equipped to become college and career ready and exemplify attributes and skills of a 21st century global citizen.*

As members of a school learning community, we will continue to collaborate and review our school Exhibition Experience document as needed.

Philosophy: What are our exhibition beliefs?			
We believe at the David Paterson School that the exhibition is an opportunity for our exiting students to demonstrate how they have developed and applied the essential elements of the Primary Years Program through rigorous inquiries. These essential components include:			
Knowledge	**Conceptual Understandings**	**Skills**	**Learner Profile Attribut**
• Who we are • Where we are in time and place • How we express ourselves • How we organize ourselves • How the world works • Sharing the planet	• Causation • Change • Connection • Form • Function • Perspective • Responsibility	• Communication • Research • Self-Management • Social • Thinking	• Balanced • Caring • Communicator • Inquirer • Knowledgeable • Open-Minded • Principled • Reflective • Risk-Taker • Thinker

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The David Paterson School is committed to ensuring that all students succeed and thrive in school no matter who they are, where they live, where they go to school, or where they come from, as proclaimed in New York's plan for Every Student Succeeds Act (ESSA). We have been identified as a school in good standing.

Purpose:
Why is the exhibition important?

At David Paterson School, the exhibition is designed and aligned to the guidelines of the International Baccalaureate (IB).

The purpose of the exhibition is to ensure:
- Engagement in an in-depth, collaborative inquiry
- Opportunities to demonstrate student independence and responsibility
- Opportunities to explore multiple perspectives
- Synthesis and application of their learning of previous years
- Action takes place as a result of their learning
- Learner profile attributes are demonstrated
- Transdisciplinary skills are utilized
- Self-assessment and reflection are embedded throughout the PYP Journey
- Members of the school learning community can become a part of the learning process
- Learning is enjoyed, appreciated and celebrated!

Goal: Using PYP guidelines all exhibitions are student- initiated, student-designed and collaborative showcasing their understanding of the PYP.

Role: Each student will contribute to the exhibition and present individually, partnered, or grouped.

Audience: All members of our school learning community and community partners.

Situation: Students will take action to solve a local, national, or global problem.

Product or Performance: PYP Exhibition (students have opportunities to communicate their message and reflect on their understanding of the PYP essential elements and how their actions can make an impact)

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Practices and Process:
What does the exhibition look like?

</div>

- Collaborate to develop central idea and lines of inquiry
- What are the student wonderings?
- Designate class time for ongoing inquiries
- Set time frame, timeline and date

Timing the Exhibition

- Designate times to meet with mentors
- How will the members of the school learning community be informed?
- Collaborate with all members of school learning community to determine mentors
- Determine resources or budget required

Learning Community Support

- How have the domains of action including (participation, advocacy, social justice, social entrepreneurship, or lifestyle choices) been addressed?
- What skills and knowledge might the students need to be successful?
- How will the learner profile attributes be demonstrated?
- How will students self-assess and reflect?
- What are the student's goals and success criteria?
- W**h**at materials will be used?
- How have the students collaborated?
- How will the students learn best inside and out of school?
- How will the process be documented?

Learning and Teaching
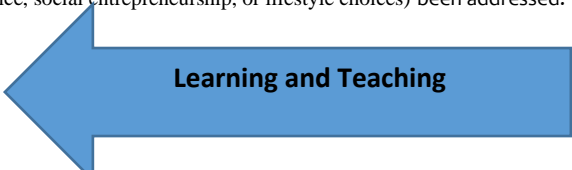
- Reflect on process (journey) of the PYP Exhibition being valued more than the product
- Reflect on areas of strength and areas of improvement for future exhibitions
- **Celebrate learning!**

The Exhibition Experience

At David Paterson School, we believe there are many formats this event can take. For example:
- An interactive display
- A performance
- A debate
- Any combination of the above

Each exhibition should include but not limited to the following:

Written work using a variety of formats and styles	Oral presentations to the school community	Technology	Performances
- Reports - Persuasive texts - Poetry	- Individually - Partners - Groups	- ICT; information and communications technology - Models - Designs - Experiments	- Dance - Music - Drama - Visual arts - Film video - Mixed media

Principles: What are characteristics of an effective exhibition?				

The David Paterson School believes an effective exhibition enables our school learning community to collaborate and communicate, reflect, and celebrate in the major elements of the Primary Years program.

We believe that the PYP Exhibition allows:

Students to:	Teachers to:	Schools to:	Parents to:	Mentors to:
• Communicate, understand, think and express themselves confidently, and creatively throughout the exhibition process • Demonstrate an understanding of the essential elements of the PYP • Use a variety of sources, resources and strategies • Engage in an in-depth, collaborative inquiry • Demonstrate independence and responsibility for their own learning • Demonstrate academic honesty • synthesize and apply their learning of previous years • Use language that encourages everyone to value and practice cooperation, respect, and empathy • Develop a natural curiosity • Ask questions • Develop essential agreements • Develop and use a rubric to self-assess • Document process • Exercise initiatives in applying skills critically and creatively • Explore concepts, skills, ideas and issues that have local and global significance • Develop theories and construct meaning as they investigate • Carry out an open-ended inquiry into a real-life issue or problem • Collaboratively plan learning and assessment experiences • Be open-minded with perspectives, values and traditions of others • Be reflective of their own learning and experiences through their PYP Journey • **Celebrate learning!**	• Be responsible in facilitating communication of students' accomplishments and needs • Support student inquiries • Document the exhibition process • Ensure participation through collaboration • Develop essential agreements • Develop a rubric • Ensure academic honesty • Use language that encourages everyone to value and practice cooperation, respect, and empathy • Evaluate the exhibition process • Provide frequent feedback • Reflect throughout the exhibition process • Ask questions • Understand how actions is a shared responsibility for all stakeholders • **Celebrate learning!**	• Build a sense of community within the school • Model attributes and skills that encourages everyone to value and practice cooperation, respect, and empathy • Reflect upon the necessary time, resources, and materials needed to increase student achievement • Provide collaborative planning sessions to build collective responsibility • Acquire adequate resources and materials for instruction • Inform members of school learning community • Observe, participate and provide feedback • Communicate the exhibition to members of our school learning community • Ask questions • Understand how actions is a shared responsibility for all stakeholders • **Celebrate learning!**	• Support and develop learning at home through providing opportunities to explore, listen, read, and discover • Ask questions • Model attributes and skills that encourages everyone to value and practice cooperation, respect, and empathy • Encourage their children to persevere • Participate at school events that celebrate our diverse community • Engage in future planning, goals, and success • Reflect upon support for student achievement and collaboration with educators • Understand how actions is a shared responsibility for all stakeholders • Be a part of the learning process • **Celebrate learning!**	• Help students set goals • Guide students • Ask questions • Suggest resources • Support and develop learning through providing opportunities to explore, listen, read, and discover • Encourage students to persevere • Reflect upon support for student achievement and collaboration with educators • Meet regularly • Understand how actions a shared responsibility for all stakeholders • Be a part of the learning process • **Celebrate learning!**

EXHIBITION ESSENTIAL AGREEMENTS

At David Paterson School we agree to:

1. To be **balanced** by:
   - Making good use of time both in and out of school to ensure that I can do everything I need to do

2. To be **caring** by:
   - Showing compassion and respect
   - Being helpful to others

3. To **communicate** by:
   - Listening, speaking, viewing, and or writing in a respectful and constructive way

4. To be an **inquirer** by:
   - Being curious and asking a variety of questions to find out the answers

5. To be **knowledgeable** by:
   - Exploring concepts, issues and ideas that have local and global significance
   - Solving problems appropriately when they arise

6. To be **open-minded** by:
   - Listening to other people's perspectives, ideas, wonderings, and thoughts

7. To be **principled** by:
   - Acting with fairness and honesty
   - Being respectful for other people and communities
   - Completing all the work needed for my exhibition

8. To be **reflective** by:
   - Knowing my strengths and weaknesses
   - Thinking about what I am doing and why
   - Making changes that may be needed as I go along

9. To be a **risk-taker** by:
   - Exploring new ideas and roles
   - Taking appropriate action and using a variety of skills to accomplish my project

10. To be a **thinker** by:
    - Making connections to what I already know
    - Learning new information
    - Sharing and using what I learned
    - Putting information together to create something new
    - Constructing questions that will engage myself and others

Documents, resources, and rubrics were used from the following:

From Principles into Practice IB 2018, Mildred Helms Elementary IB World School, Utahloy International School,

Exhibition Rubric			
Essential Elements	**2 Beginning to Develop**	**3 Developing Appropriately**	**4 Developing Strongly**
Knowledge	▪ Students chose a global or local issue with teacher guidance ▪ The lines of inquiry were unclear and did not support the central idea. ▪ Students demonstrated limited understanding of the central idea.	▪ Students chose a global or local issue. ▪ The lines of inquiry were clear and supported the central idea. ▪ Students demonstrated an understanding of central idea.	▪ Students chose a global or local issue that was important to them. ▪ Students' lines of inquiry were clear, supported the central idea, and led to further inquiry ▪ Students demonstrated clear and detailed understanding of the central idea.
Concepts	▪ Students developed a limited range of key concept questions ▪ Students chose and justified 1-3 key concepts to guide their inquiry	▪ Students developed key concept questions ▪ Students chose and justified 4-5 key concepts to guide their inquiry	▪ Students developed a wide range of key concept questions ▪ Students chose and justified all key concepts to guide their inquiry
Approaches to Learning Skills (see checklist)	▪ With support, students were able to apply and recognize their use of some of the Approaches to Learning skills as indicated in their written, visual products, actions and through their reflections/checklists. ▪ Students completed limited research on each of their lines of inquiry.	▪ Students were able to apply and recognize their use of the Approaches to Learning skills as indicated in their written / visual products, actions and through their reflections/checklists. ▪ Students have completed research on each of their lines of inquiry.	▪ Students were able to plan for apply and recognize their use of all the Approaches to Learning skills as indicated in their written, visual products, actions and through their reflections/checklists. ▪ Students completed clear and detailed research on each of their lines of inquiry.
Attributes of the Learner Profiles	▪ Students used some of the language of the learner profiles in their written and visual products. ▪ Students demonstrated some of the learner profiles in their actions as observed by the mentors, teachers, and peers throughout the process.	▪ Students used the language of the learner profile in their written and visual products. ▪ Students demonstrated the learner profiles in their actions as observed by mentors, teachers and peers throughout the process.	▪ Students used the language of the learner profile in their written and visual products. ▪ Students planned for and exemplified the learner profiles in their actions as observed by mentors, teachers, and peers throughout the process.
Action	• Students attempted an action which only partially addressed their inquiry. • Student's action was not fully developed. • Evidence of this chosen action was not clearly displayed or practiced during the exhibition.	• Students developed a plan for action that addressed a need as defined by their inquiry. • Students could identify the purpose of their chosen action. • Evidence of this action was displayed or practiced during the exhibition.	• Students developed a plan for action that clearly addressed a need as defined by their inquiry. • Student's action was developed and implemented and was successful in making a difference in the community. • Evidence of this action was clearly displayed or practiced during Exhibition.

International School of Belgrade, Suzhou Singapore International School

Approaches to Learning Checklist				
Research Skills	**Self-Management Skills**	**Communication Skills**	**Social Skills**	**Thinking Skills**
Formulating Questions • I identify something I want or need to know. • I ask compelling and relevant questions that can be researched.	**Gross Motor Skills** • I exhibit skills in which groups of large muscles are used and the factor of strength is primary.	**Listening** • I listen to directions. • I listen to others. • I listen to information.	**Accepting Responsibility** • I take on and complete tasks in an appropriate manner. • I am willing to assume a share of the responsibility.	**Acquistion of Knowledge** • I gain specific facts, ideas or vocabulary. • I remember in a similar form.
Observing • I use all the senses to notice relevant details.	**Fine Motor Skills** • I exhibit skills in which precision in delicate muscle systems is required.	**Speaking** • I speak clearly. • I give oral reports to small and large groups. • I express ideas clearly and logically. • I state opinions.	**Respecting Others** • I listen sensitively to others. • I make decisions based on fairness and equality. • I recognize that others' beliefs, viewpoints, religions and ideas may differ from my own. • I state my opinion without hurting others.	**Comprehension** • I grasp meaning from material learned. • I communicate and interpret learning.
Planning • I develop a course of action. • I write an outline. • I devise ways of finding out necessary information.	**Spatial Awareness** • I display a sensitivity to the position of objects in relation to myself or each other.	**Reading** • I read a variety of sources for pleasure. • I comprehend what has been read. • I make infrences and draw conclusions.	**Cooperating** • I work cooperatively in a group. • I am courteous to others. • I share materials. • I take turns.	**Application** • I make use of previously acquired knowledge in practical or new ways.
Collecting Data • I gather information from a variety of first and second hand sources such as maps, surveys, direct observation, books, films, people, museums and IT. • I cite my resources.	**Organization** • I plan and carry out activities effectively.	**Writing** • I record information and observations. • I take notes and paraphrase. • I write summaries. • I write reports.	**Resolving Conflict** • I listen carefully to others. • I compromise. • I react reasonably to the situation. • I accept responsibility appropriately. • I am fair.	**Analysis** • I take knowledge or ideas apart. • I separate what I am thinking into component parts. • I see relationships. • I find unique characterisitics.
Organizing Data • I describe and record observations by drawing, note taking, making charts, tallying, and writing statements.	**Time Management** • I use time effectively and appropriately.	**Viewing** • I interpret and analyze visuals and multimedia. • I understand the ways in which images and language interact to convey ideas, values and beliefs. • I make informed choices about personal viewing experiences.	**Group Decision Making** • I listen to others. • I discuss ideas. • I ask questions. • I work towards and obtain consensus.	**Synthesis** • I combine parts to create wholes. • I create, design, develop and innovate.

Interpreting Data	Safety	Presenting	Adopting a Variety of Group Roles	Evaluation
• I draw conclusions from relationships and patterns that emerge from organized data.	• I engage in personal behavior that avoids placing myself or others in danger or at risk.	• I construct visuals and multimedia for a range of purposes and audiences. • I communicate information and ideas through a variety of visual media. • I use appropriate technology for effective presentation and representation.	• I understand what behavior is appropriate in a given situation. • I act accordingly. • I am a leader in some circumstances. • I am a follower in other situations.	• I make judgments or decisions based on chosen criteria. • I use standards and conditions.
Presenting Research Findings • I effectively communicate what has been learned. • I choose appropriate media. • I demonstrate academic honesty in all that I do.	**Healthy Lifestyle** • I make informed choices to achieve a balance in nutrition, rest, relaxation and exercise. • I practice appropriate hygiene and self-care.	**Non-verbal Communication** • I recognize the meaning of visual communication. • I recognize the meaning of kinasthetic communication. • I recognize and create signs. • I intrepret and utilize symbols.		**Dialectical Thought** • I think about two or more different points of view at the same time. • I understand those points of view. • I am able to construct an argument for each point of view based on knowledge of the other(s). • I realize that other people can also take one's own point of view.
	Codes of Behavior • I know and apply appropriate rules or operating procedures of groups of people.			**Metacognition** • I analyze my own and others' thought processes. • I think about how I or others think. • I think about how I or others learn.
	Informed Choices • I select an appropriate course of action or behavior based on fact or opinion.			

As a global minded learner, I need to model certain attributes in order for our Exhibition to be successful.

I agree:

1. To be **balanced** by:
   - Making good use of time both in and out of school to ensure that I can do everything I need to do

2. To be **caring** by:
   - Showing compassion and respect
   - Being helpful to others

3. To **communicate** by:
   - Listening, speaking, viewing, and or writing in a respectful and constructive way

4. To be an **inquirer** by:
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5. To be **knowledgeable** by:
   - Exploring concepts, issues and ideas that have local and global significance
   - Solving problems appropriately when they arise

6. To be **open-minded** by:
   - Listening to other people's perspectives, ideas, wonderings and thoughts

7. To be **principled** by:
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   - Completing all the work needed for my exhibition

8. To be **reflective** by:
   - Knowing my strengths and weaknesses
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   - Making changes that may be needed as I go along

9. To be a **risk-taker** by:
   - Exploring new ideas and roles
   - Taking appropriate action and using a variety of skills to accomplish my project

10. To be a **thinker** by:
    - Making connections to what I already know
    - Learning new information
    - Sharing and using what I learned
    - Putting information together to create something new
    - Constructing questions that will engage myself and others

If I need to be reminded twice that I am not being a responsible team member, I will accept the consequences of setting up a conference with my parents and mentor to formulate a plan to help make me a responsible member of the exhibition team.

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____

The David Paterson School believes an effective exhibition enables our school learning community to collaborate and communicate, reflect, and celebrate in the major elements of the Primary Years program.

School Assessment Policy

David Paterson School

The purpose of this "living document" is to clarify understanding of the assessment process within our school. It outlines our philosophy, purpose, principles, and practices of assessment.

Our School Assessment Policy:

- Aligns to our mission statement:
  The David Paterson School is committed to building partnerships with students, staff, parents, and the community to develop life-long learners. Through rigorous inquiry and empowerment, our learners will be equipped to become college and career ready and exemplify attributes and skills of a 21st century global citizen.

- Aligns to the IB mission statement:
  The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments, and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right.

- Addresses the following IB Standards and Practices:

Standard A: Philosophy: The school's educational beliefs and values reflect IB philosophy.
- A4.-The school develops and promotes international-mindedness and all attributes of the IB learner profile across the school community.
- A5.-The school promotes responsible action within and beyond the school community.
- A.6- The school promotes open communication based on understanding and respect.

Standard B1: Leadership and Structure: The school's leadership and administrative structures ensure the implementation of the IB program(s).
- B1.5- **The school develops policies and procedures that support the program.**

Standard B2: Resources and Support: The school's resources and support structures ensure the implementation of the IB program(s).
- B2.8-The school provides support for its students with learning and /or special educational needs and support for their teachers.
- B2.11-he school utilizes the resources and expertise of the community to enhance learning with the programs.
- B2.12-The school allocates resources to implement the PYP exhibition.

Standard C3: Teaching and learning: Teaching and learning reflects IB philosophy.
- C3.2- Teaching and learning engages students as inquirers and thinkers.
- C3.3-Teaching and learning builds on what students know and can do.
- C3.5- Teaching and learning supports students to become actively responsible for their own learning.
- C3.6-Teaching and learning addresses human commonality, diversity, and multiple perspectives.
- C3.9- Teaching and learning uses a range and variety of strategies.
- C3.10 Teaching and learning differentiates instruction to meet students' learning needs and styles.
- C 3.11-Teaching and learning incorporates a range of resources, including information technologies.
- C3.13-Teaching and learning engages students in reflection on how, what, and why they are learning.
- C3.14-Teaching and learning fosters a stimulating learning environment based on understanding and respect.
- C3.15.-Teaching and learning encourages students to demonstrate their learning in a variety of ways.
- C3.16-Teaching and learning develops the IB learner profile attributes.

C4. Standard C4: Assessment: Assessment at the school reflects IB assessment philosophy.
- C4.1-Assessment at the school aligns with the requirements of the program.
- C4.2-The school communicates its assessment philosophy, policy and procedures to the school community.
- C4.3-The school uses a range of strategies and tools to assess student learning.
- C4.4-The school provides students with feedback to inform and improve their learning.
- C4.5-The school has systems for recording student progress aligned with the assessment philosophy of the programs.
- C4.6-The school has systems for reporting student progress aligned with the assessment philosophy of the programs.
- C4.7-The school analyzes assessment data to inform teaching and learning.
- C4.8-The school provides opportunities for students to participate in, and reflect on, the assessment of their work.
- C4.9- The school has systems in place to ensure that all students can demonstrate a consolidation of their learning through the completion of the PYP exhibition.

As members of a school learning community, we will continue to collaborate and review our school assessment policy annually.

Philosophy: What are our assessment beliefs?
Our focus of assessment is to guide and inform instruction while working towards fulfilling the mission statements of David Paterson School and the International Baccalaureate Organization. We believe that the variety of quality assessment strategies and tools we use, provide an on-going process to support student growth and global mindedness to meet the needs of our diverse cultural learning community. This continuous process is important to build opportunities for reflection that improves the learning and teaching process. We are responsible for providing students, parents, and instructional staff with effective and ongoing feedback about learning. We are accountable to communicate students learning in a variety of ways. Our goal is to encourage all members of our school learning community to demonstrate the IB Learner Profile Attributes throughout the learning and teaching process. The David Paterson School is committed to ensuring that all students succeed and thrive in school no matter who they are, where they live, where they go to school, or where they come from, as proclaimed in New York's plan for Every Student Succeeds Act (ESSA). We have been identified as a school in good standing.

Purpose: What and why do we assess?
At David Paterson School, we believe assessment is integral to all learning and teaching. Its main purpose is to communicate and provide feedback on the learning and teaching process. Multiple assessment strategies and tools provide data to inform members of our school learning community. Assessment:

- Drives Instruction
- Demonstrates mastery
- Identifies student's strengths and weaknesses
- Identifies student's conceptual understanding
- Supports differentiated instruction
- Guides a proper placement of students
- Informs planning and next steps through the use of ongoing monitoring, documenting, and measuring of learning
- Creates an effective accountability system with goal setting and reflection for students, staff and parents as a way to close the achievement gap

Communication of our Assessment Policy

- Published on our school website
- Included in our Parent PYP Handbook
- Included in our Staff PYP Handbook
- Discussed and referred to with students and parents
- Reviewed annually

Principles:
What are characteristics of effective assessments?

The David Paterson School believes effective assessment enables our school learning community to collaborate and communicate in informative and ongoing learning experiences. This evidence of the learning process provides opportunities to develop appropriate feedback for future planning, goals, and success.

We believe effective assessments allow:

Students **to:**	*Teachers* **to:**	*Schools* **to:**	*Parents* **to:**
• Understand learning goals • Receive feedback that is clear and timely • Use feedback to strengthen learning • Take action of the learning process by reflecting and demonstrating their understanding in social and academic contexts • Communicate and analyze their overall understanding of unit concepts, skills, knowledge, action, and the attributes of the learner profile • Be accountable learners • Build a growth mindset • Collaborate to develop clear and appropriate student success criteria • See evidence of their learning and development • Celebrate learning!	• Reflect upon and make necessary adjustments to learning activities, methods, strategies, and tools • Provide frequent feedback during and at the end of the teaching process • Develop multiple modalities to assess mastery and understanding • Address multiple learning styles as well as different cultural and socioeconomic contexts • Target standards and objectives • Communicate student performance • Reflect on practice • See evidence of student learning and development • Celebrate learning!	• Build a sense of community within the school • Reflect upon the necessary time, resources, and materials needed to increase student achievement • Communicate the school's progress • See evidence of student learning and development • Incorporate Common Core Standards • Evaluate Teachers • Celebrate learning!	• Have access to and understanding of learning goals • Communicate their child's learning • Encourage their children to persevere • Participate in ongoing learning experiences • Engage in future planning, goals, and success • See evidence of their child's learning and development • Reflect upon support for student achievement and collaboration with educators • Celebrate learning!

Practices:
How do we monitor? How do we document? How do we measure? How do we report?

- **Monitoring**- How we check the progress of learning:
  - o We monitor students' progress of learning through the use of observation, questioning, reflection, discussion, and feedback.
- **Documenting-** How we compile evidence of learning:
  - o We document students' evidence of learning through the use of a variety of representations, strategies, and tools.
- **Measuring**-How we attain and analyze students learning and achievement over time:
  - o We measure students learning at different "points of time" in the learning cycle to inform learning and teaching through the use of a variety of assessment strategies and tools.
- **Reporting**- How we choose to communicate information on what students know, understand, and can do.
  - o We report students learning to communicate and collaborate with our school learning community on the progress and achievement of student learning using conferencing, written reports, and learning progressions of knowledge, skills, attributes, attitudes and actions.

We monitor, document, measure, and report   learning through the strategies and tools on the following pages:

Strategies
How do we demonstrate learning?

- <u>**Conferencing:**</u> Provides opportunities to communicate student's progress, assessments, and learning goals between parents, students, and teachers. Conferencing may occur in a variety of ways: face to face, telephone or through online platforms. Examples may include:
  - o *Student/Self-Assessment:*
    - ▪ Students evaluate their own work and learning progress
    - ▪ Helps students stay involved and motivated
    - ▪ Encourages self-reflection and responsibility
  - o *Student/Peer:*
    - ▪ students are held accountable for their performance as reviewers, and students can see growth as a result of the effort
    - ▪ Students receive instruction on how to give effective feedback. Examples may include: Guidelines, guide sheets, and modeling
  - o *Student /Teacher:*
    - ▪ one-on-one forum that allows both the student and teacher to mutually discuss future progress while promoting "feedback to feedforward"
    - ▪ Teacher can:
      - set clear expectations and goals
      - monitor student progress
      - demonstrate strategies to assist with learning
      - gain better understanding and focus on areas of strength and weakness
    - ▪ Student can:
      - self-reflect and critique work

- seek clarification or assistance
- become accountable for their learning and performance
- set attainable goals and steps to achieve them
  - ○ *Student-Led:*
    - Student empowered in deciding what is to be shared
    - Includes five essential elements: knowledge, skills concepts, attitudes, and actions
    - Appointments agreed upon through parent teacher communication
    - Teacher meets and greets parents, acts as a facilitator
  - ○ *Parent /Teacher:*
    - Teacher-parent conferences provide opportunities to establish relationships, increase communication between school and home, keep parents informed about their child's progress by sharing evidence of student learning, and develop a plan for achieving goals
    - Held formally three times a year
    - Informally as needed
- **Data Team:** The data team analyzes strengths and areas of need school wide. The purpose of our data team committee is to collaboratively develop strategies which focus on teaching and learning. Data is used to assign grades, determine responses to intervention, progress monitor, to form placement and groups, and to self-reflect and set goals.

- **Diagnostic Assessments:** Diagnostic assessment is a form of pre-assessment that allows a teacher to determine students' individual strengths, weaknesses, knowledge, and skills. It is primarily used to diagnose student difficulties and to guide lesson and curriculum planning. Examples may include: i-Ready, an adaptive online assessment used in the beginning, middle, and end of year in math and reading. Students are encouraged to go online every day. The purpose is to provide ongoing progress monitoring to measure student growth with detailed diagnostic results and individualized next steps for instruction.

- **Exhibition:** Occurs the final year of the PYP for our exiting students. The exhibition is a culminating, transdisciplinary, self-directed experience that requires each student to demonstrate their understanding of the essential elements of the program: Knowledge, Concepts, Skills, Attitudes (embedded), and Action. Students exhibit the attributes of the IB learner profile throughout the exhibition process while focusing on global issues to develop the understanding of what it means to be internationally minded. Our exiting students will choose their preference to work individually or collaboratively in a group. Key purposes of the PYP exhibition include Synthesizing and applying learning, reflecting on learning, authentic process for assessment of student understanding, develop student agency by promoting autonomy and initiated action as a result of their learning, uniting members of our school learning community in a collaborative experience, and to celebrate learners!

- **Formative Assessments:** Occurs throughout the teaching and learning. The purpose is to provide teachers and students with information about how the learning is developing. It allows for teacher reflection to plan for the next stage of learning. It allows a teacher to provide ongoing feedback to improve their teaching and their students' learning. Examples may include: Quizzes, exit tickets, student presentations, visible thinking routines, anecdotes, homework, checklists for understanding,

success criteria, conferences, journal entries, portfolio check, oral responses, written responses, self-assessment, peer assessment, reflection, and teacher observation.

- **District Grading Policy:** For grades 1-6, the Grading System for Achievement will be used as the marking key to indicate the student's performance in relation to the standards. For grades 1-6, the Grading System for Achievement will be used as the marking key to indicate the student's performance in relation to the standards.

  (4) Independent- At this time, the child understands and meets expectations for task or behavior.

  (3) Developing-At this time, the child's progress toward tasks or behavior is steady and consistent.

  (2) Beginning- At this time, the child is making attempts to accomplish the task.

  (1) Experiencing Difficulty- At this time, the child is unable to complete tasks or exhibit appropriate behavior without assistance.

The classroom teachers shall be guided by the criteria set forth for grading students. They will use the following factors to calculate the achievement and performance of the students in assigning quarterly grades:

Districtwide Per Quarter

Criteria	Grade Percentage
Test Grades	60%
Projects	20%
Classwork	10%
Homework	10%

- **Learner Profile:** All members of our school learning community are expected to model the attributes of the Learner Profile. The purpose is to help all members of the school learning community learn to respect themselves, others, and the world around them. Examples may include: Student self-reflection surveys or sheets on their development of the attributes throughout the school year, each Unit of Inquiry has two focus attributes that students will be held accountable for to show evidence of modeling and understanding throughout the unit, school-wide calendar focusing on one attribute per month, and "student of the month" criteria are based on the monthly school attribute. Our schoolwide PBIS initiative, Hooray for AAA! (Celebrating Actions, Attributes, and Attitudes) at David Paterson School is reflective of the Learner Profile.

- **Local Testing:** Occurs 2, 3 times a year. The NWEA Measures of Academic Progress (MAP) test is administered online to students in grades 1-6 in the fall, winter (optional), and spring of each year. The purpose is to provide information which shows growth over time, to provide comparison with peer groups, and to form part of the process of reporting to parents. It is an adaptive test that measures what students know and informs what they are ready to learn next. Our school uses this approved assessment under Education Law §3012- for the Annual Professional Performance Review (APPR) for each teacher and principal, resulting in a rating of "highly effective," "effective," "developing," or "ineffective."

- **Performance Assessments:** Students create, produce, perform, or present work. Rubrics will be used to assess proficiency. Examples may include: Student-led presentations, unit-based writing assignments that are open-ended and student choice, actions taken during units of inquiry, New York State Grade 4 Science Performance Exam,and the exhibition for our exiting students students at the end of the year.

- **Portfolios:** A collection of student work that is ongoing and purposeful. It is composed of both teacher and student selected work and designed to demonstrate growth, creativity, and reflection. Portfolios should be visible and accessible. The purpose is to show growth over time in a variety of subject areas. It helps both the teacher and student reflect on the learning and teaching process. Portfolios will contain per year: Cover sheet; Portfolio Checklist; a student reflection as an individual of the learner profile at the end of the school year; a sample of teacher choice from beginning and end of year; evidence of service action student has taken; and student choice; one sample for each Unit of Inquiry (UOI). Each student choice will have a student reflection as a learner and rubric if available. Examples may include Pre and post assessment tasks, formative and summative assessments, running records, I – ready (Reading, Math), NWEA (Reading, Math),NYS Science Performance Exam (Grade 4), Running Record, state data (Grades 3-6), exit tickets, videos, multimedia, photos, writing samples, work samples, contributions from all aspects of the school, reflections, and peer and self-assessments.

- **Pre-Assessments:** Occurs before the start of new learning. The purpose is to check for prior knowledge and experiences, student's current level of readiness or interest, as well as to direct further learning. Examples may include: Pre-tests, charts, questionnaires, surveys, visible thinking routines, checklists, and observation, self-evaluation, and class discussions.

- **Reflection:** Reflection takes place every day all day! It allows students to ask further questions on how they are learning, what they are learning, and ways to improve themselves as learners. It allows teachers to ask further questions such as how they are teaching, what they are teaching, and ways to improve themselves as educators. The purpose of reflection is to transform experience(s) into genuine learning about individual values and goals. It allows for development of knowledge, skills and practice and to make connections to other ideas and experiences. Examples may include: Conferencing, journals, discussions, interviews, self-reflection surveys, responses to pieces of work, questioning, modeling, student self-assessing, success criteria, grows and glows, and next steps.

- **Report Cards:** Teachers will complete the Hempstead Public Schools district-mandated report card at the completion of each quarter, in November (at parent/teacher conferences), February (at parent/teacher conferences), April (at parent/teacher conferences), and June. Grades are reflective of our district grading policy. The school stores a copy of each student's report card in their cumulative folder.

- **Response to Intervention (RTI):** Response to Intervention is a state mandated regulation for students in grades k-4. It is a process of implementing high quality scientific validated instructional practices based on learner needs, monitoring student progress, and adjusting instruction based on the student's response. The purpose of RTI is to close achievement gaps over time to improve reading. Our RTI Committee assists teachers with interpreting data, selecting groups, and documenting results of intervention. Examples may include using differentiated instructional strategies for all learners,

providing all learners with scientific research-based interventions, continuously measuring student performance, and making educational decisions based on a student's response to intervention.

- **Standardized Testing:** Occurs annually at the end of the school year. 95% of the students in grades 3-6 are required by law to be assessed on the New York State English Language Arts and Mathematics Tests, and the New York State Science Exams (Grade 4). These exams provide students the opportunity to demonstrate their understandings of grade level standards in ELA and Mathematics. State Test blueprints are used to as guidance for focus areas as well as standards recommended for greater emphasis. The purpose of these exams is to meet National and State Level Education policy needs. They are used to gain as much information as possible about the student as a learner and about programs, to inform teaching, provide comparison with a peer group, and to allow the Committee of Special Education to determine students whose basic skills fall outside the normal expected range pertaining to a particular age. This information is used alongside other assessment information to determine those students who require remedial or external support, and to form part of the process of reporting to parents. The New York State English as a Second Language Achievement Test (NYSESLAT) is a state achievement test that annually assesses the English language proficiency of all English Language Learners (ELL's) and Multilingual Learners (MLLS). Approximately 42% of our students take this test. The purpose of the NYSESLAT is to annually assess the English language proficiency level of ELLs/MLLs enrolled in Grades K–12 in New York State schools. The test gives the state, schools, parents, and teachers important information about the English language development and fluency of ELLs/MLLs and measures what they should be able to do at each of the five different performance levels: Entering, Emerging, Transitioning, Expanding, and Commanding. Examples may include: Multiple choice questions, short response questions, constructed response questions, as well as performance activities (grade 4 science), and speaking, listening, reading, and writing (NYSESLAT).

- **Summative Assessments:** Occurs at the end of a teaching and learning cycle. It provides an opportunity to demonstrate what has been learned by students applying their knowledge in new and authentic ways. The purpose is to inform and improve student learning as well as the teaching process. It monitors student learning and retention of understanding. The summative assessment for each unit of inquiry is collaboratively developed at the beginning of the unit by the teachers and directly measures the central idea of the unit and encourages students' action. Examples may include: Chapter or unit test, performance/authentic task, product/ exhibit/model, demonstration, portfolio review, multi-media presentations, and essays.

- **Units of Inquiry:** Through each of the six units of inquiry, varied assessment strategies occur. Examples may include:
  - Conferencing
  - Formative Assessments
  - Learner Profile
  - Portfolio
  - Reflection
  - Summative Assessment
  - Transdisciplinary Skills Assessment

> ▪ Occurs and observed daily throughout the learning process through real world contexts. The purpose of transdisciplinary skills is to help our students learn to become successful in any college or career choice and exemplify attributes and skills of a 21st century global citizen. Examples of skills include thinking, social, communication, self-management, and research.

Tools
How do we record student progress?

- **Anecdotal Records:** This use of documenting student learning is to better understand children's learning over a period of time, provides ongoing records about individual instructional needs, tracks student behavior, and provides ongoing documentation of student learning that may be shared with parents and teachers.

- **Checklists:** This use of documenting provides students with tools they can use for self-evaluation. Checklists summarize the development of the skills, strategies, attitudes, and behaviors that are necessary for effective learning, as well as for communicating a student's learning to parents.

- **Exemplars:** The use of exemplars provides clear expectations and criteria for success. Teachers will present students and parents with exemplars in order to generate conversations, confer clear expectations, and understanding of the criteria for success. Teachers will display level 3 and 4 examples in the classroom throughout the units for students to reference.

- **"Feedback to Feedforward":** This use of documenting allows for student empowerment to have "voice and choice' in their learning progressions. Feedback provides concrete explanations for grades received. The student has an opportunity to reflect on and understand the specific reasons for their current level of achievement. Feedback provides a bridge from current performance to future performance by allowing students to understand how they are performing now, and how they can improve performance on their next assessment. Focusing on the task, rather than the child promotes self-confidence.

- **Observation:** This use of documentation allows for students' process of learning. Observation occurs in collaborative or independent settings, through approaches to learning, attitudes towards learning, use of inquiry, and through action. It is a means to assess process as well as product. Examples may include: Check for understanding, rubrics, and conferencing sheets.

- **Rubrics:** This use of documenting helps clarify the assessment task and the feedback associated with it. Clear expectations allow students to monitor progress towards their goal. Teachers and or students work in teams to decide criteria needed to determine student knowledge. Rubrics can be used to assess and for feedback.

- **Running Records:** This use of documenting is a way to assess a student's reading progress by systematically evaluating a student's oral reading and identifying error patterns.

Essential Agreements

At David Paterson School we agree:

1. Monitoring, documenting, measuring, and recording is essential to the teaching and learning process.
   - We use a variety of assessment strategies and tools that are purposeful and show measures of success.
   - **We are balanced!**
2. To provide opportunities to communicate student's progress, assessments, and learning goals to members of our school learning community
   - We use a variety of conferencing methods, rubrics, portfolios, and feedback.
   - **We are communicators!**
3. Feedback is consistent, constructive, and communicative
   - We provide continuous feedback in a variety of ways to enable and inspire our students to make them feel good about where they are and get them excited about where they can go.
   - **We are reflective!**
4. To assess the essential components of each unit: Knowledge, concepts, skills, attributes, attitudes, and action
   - We use a transdisciplinary approach to learning to allow for transfer of knowledge.
   - **We are knowledgeable!**
5. Assessments develop competence and confidence for self-assessment and autonomy for improved learning, reflection, and goal setting.
   - We collaborate to ensure assessments are fair, reliable, valid, and relevant.
   - **We are principled!**

The following IB School Assessment Policies and documents were used as a reference to create our school assessment policy:
Regional Multicultural Magnet School, King/Robinson Inter-District Magnet School, American-International School in Cyprus, Fenway School, H. Clarke Powers School, McGraw Elementary School, Riverhills Elementary Magnet School for International Studies, and Meridian School, From Principles into Practice

Our School Assessment Policy
• Draft Completed: June 2020
• Finalized: September 2020
• Revised: June 2021

School Language Policy

Language Policy for David Paterson School:

The purpose of this "living document" is to provide an overview of our language policy within our school. It outlines our language philosophy, profile, purpose, principles, and practices. *"A language policy is an action statement. It is concerned less with where the students in a school are going, and more with how they are going to get there." Language Policy in Schools, Corson (1999).*

Our School Language Policy:

- Aligns to our mission statement:
  The David Paterson School is committed to building partnerships with students, staff, parents, and the community to develop life-long learners. Through rigorous inquiry and empowerment, our learners will be equipped to become college and career ready and exemplify attributes and skills of a 21st century global citizen.

- Aligns to the IB mission statement:
  The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments, and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right.

- Addresses the following IB Standards and Practices:

Standard A: Philosophy: The school's educational beliefs and values reflect IB philosophy.
• A4.-The school develops and promotes international-mindedness and all attributes of the IB learner profile across the school community.
• A5.-The school promotes responsible action within and beyond the school community.
• A.6- The school promotes open communication based on understanding and respect.
Standard B1: Leadership and Structure: The school's leadership and administrative structures ensure the implementation of the IB program(s).
• B1.5- **The school develops policies and procedures that support the program.**
Standard B2: Resources and Support: The school's resources and support structures ensure the implementation of the IB program(s).
• B2.8-The school provides support for its students with learning and /or special educational needs and support for their teachers.
Standard C3: Teaching and learning: Teaching and learning reflects IB philosophy.
• C3.2- Teaching and learning engages students as inquirers and thinkers.
• C3.3-Teaching and learning builds on what students know and can do.
• C3.5- Teaching and learning supports students to become actively responsible for their own learning.
• C3.6-Teaching and learning addresses human commonality, diversity, and multiple perspectives.
• **C3.7- Teaching and learning addresses the diversity of student language needs, including those for students learning in a language(s) other than mother tongue.**
• **C3.8- Teaching and learning demonstrated that all teachers are responsible for language development of students.**
• C3.9- Teaching and learning uses a range and variety of strategies.
• C3.10 Teaching and learning differentiates instruction to meet students' learning needs and styles.
• C 3.11-Teaching and learning incorporates a range of resources, including information technologies.
• C3.13-Teaching and learning engages students in reflection on how, what, and why they are learning.
• C3.14-Teaching and learning fosters a stimulating learning environment based on understanding and respect.
• C3.15.-Teaching and learning encourages students to demonstrate their learning in a variety of ways.
• C3.16-Teaching and learning develops the IB learner profile attributes.
C4. Standard C4: Assessment: Assessment at the school reflects IB assessment philosophy.
• C4.3-The school uses a range of strategies and tools to assess student learning.

As members of a school learning community, we will continue to collaborate and review our school language policy annually.

Philosophy:
What are our language beliefs?

We believe at the David Paterson School that language is the foundation for all learning and understanding. Language is essential to construct meaning and is the connective element in our relationships and in the subject areas including English Language Arts, social studies, science, math, arts, and personal, social, and physical education.

Language acquisition is to be promoted as a partnership between members of our school learning community including students, parents, teachers, and administrators to assist students in acquiring and refining linguistic skills necessary to succeed in the 21st century while working towards fulfilling the mission statements of David Paterson School and the International Baccalaureate Organization.

We believe that the variety of quality language strategies we use, provide an on-going process to support student growth and international- mindedness to meet the needs of our diverse cultural learning community. This continuous process is important to build opportunities for reflection that improves the learning and teaching process.

Through exploration of language, our goal is for our students to be able to effectively communicate in a global society. We hope to achieve this goal by using our language policy, the district's guiding principles, state mandated standards, an inquiry based transdisciplinary framework of the IB, and by empowering our students to participate in cultural and creative expression.

The David Paterson School is committed to ensuring that all students succeed and thrive in school no matter who they are, where they live, where they go to school, or where they come from, as proclaimed in New York's plan for Every Student Succeeds Act (ESSA). We have been identified as a school in good standing.

Purpose:
What is our language policy and why is it important?

At David Paterson School, our language programs are designed to help our students attain academic and linguistic goals using authentic contexts in a culturally rich and diverse environment. Our language policy aligns to the principles and practices of the International Baccalaureate (IB).

The purpose of the language policy is to ensure that:
- All members of the school learning community value language and language acquisition
- All learners and their families have supports to communicate effectively
- All learners that do not have English as their mother tongue receive needed services
- All teaching members are language teachers
- Language is central to learning and includes spoken, written, and visual language
- Language is promoted through authentic inquiry-based learning
- Knowledge and understanding of another language are a part of our curriculum to help develop intercultural awareness and respect by celebrating and valuing the cultures of our school and global community
- Language is enjoyed and appreciated!

Communication of our Language Policy

- Published on our school website
- Included in our Parent IB PYP Handbook
- Included in our Staff PYP Handbook
- Discussed and referred to with students and parents
- Reviewed annually

Principles:
What are characteristics of an effective language policy?

The David Paterson School believes an effective language policy enables our school learning community to collaborate and communicate in informative and ongoing learning experiences. This evidence of the learning process provides opportunities to develop appropriate feedback for future planning, goals, and success.

We believe that exposure to language allows:

Students to:	Teachers to:	Schools to:	Parents to:
- Communicate, understand, think and express themselves confidently, and creatively - Use language that encourages everyone to value and practice cooperation, respect, and empathy - Learn at least one language in addition to their mother tongue - Develop a natural curiosity - Exercise initiatives in applying skills critically and creatively - Recognize patterns - Understand language development is a shared responsibility for all stakeholders - Explore concepts, skills, ideas and issues that have local and global significance - Develop theories and construct meaning as they investigate language - Understand and appreciate their own cultures and personal histories	- All be language teachers - Use language that encourages everyone to value and practice cooperation, respect, and empathy - Be responsible in facilitating communication of students' accomplishments and needs - Place students in appropriate language instructional settings based on assessment data - Provide opportunities both in and out of school that will enhance the PYP Units of Inquiry - See language as a means of self-expression, exploration of self and others, and as context driven - Introduce a variety of teaching strategies for reading, writing, speaking, listening, and visual language - Communicate the language policy to members of our school learning community - Collaborate and share knowledge and ideas - Require professional development - Provide frequent feedback - Address multiple learning styles as well as different cultural and socioeconomic contexts - Reflect on practice	- Build a sense of community within the school - Use language that encourages everyone to value and practice cooperation, respect, and empathy - Reflect upon the necessary time, resources, and materials needed to increase student achievement - Provide collaborative planning sessions to build collective responsibility of teachers to develop language of all students. - Acquire adequate resources and materials for instruction - Describe how development and maintenance of mother tongue will be supported - Inform members of school learning community of policy process and how to make contributions - Observe and provide feedback for teacher development	- Support and develop language learning at home through providing opportunities to explore, listen, read, and discover - Use language that encourages everyone to value and practice cooperation, respect, and empathy - Encourage their children to persevere - Participate at school events that celebrate our diverse community - Engage in future planning, goals, and success - Reflect upon support for student achievement and collaboration with educators - Understand language development is a shared responsibility for all stakeholders - Celebrate learning!

• Be open-minded with perspectives, values and traditions of others • Be reflective of their own learning and experiences • Celebrate learning!	• Understand language development is a shared responsibility for all stakeholders • Celebrate learning!	• Provide professional development in the fields of language learning and teaching • Communicate the language policy to members of our school learning community • Understand language development is a shared responsibility for all stakeholders • Celebrate learning!	

Practices: **How do we participate in language instruction?**

The school places importance on language learning, including mother tongue, and other languages. Teaching and learning address the diversity of student language needs, including those for students learning a language(s) other than their mother tongue. Teaching and learning demonstrate that all teachers are responsible for language development of students.

We participate in language learning through the variety of strategies on the following pages:

Strategies **How do we develop language learning?**

- **Shared Language of Terminology using the definitions below:**

  o **Mother Tongue:**
    - The language that the student uses at home. In some cases, that is not English.
  o **Language A:**
    - The primary language of the school, and most likely considered the language of operation in the general education classes.
  o **Language B:**
    - The language that is considered foreign to the learner. There is no indication of fluency in this language, and the student is acquiring it.
  o **Language Acquisition:**
    - The process of developing Language B. Increasing vocabulary, syntax, and word distribution to communicate. The continuum of attaining fluency of a second language.
  o **Word Languages:**
    - Language other than the mother tongue.
  o **ELL/MLL:**
    - English Language Learners/Multi-Lingual Learners
    - Student that enters the learning community without having English as their primary language.
  o **ENL:**
    - English as a New Language
    - A program to support language acquisition for students who need to acquire English as a working language.
  o **FLES:**
    - Foreign Language acquisition program for Elementary Schools.

- o **Bilingual:**
    - Speaking and learning fluently in two languages.

- o **Language of Instruction:**
    - The language used to instruct the student due to their level of competency. For the vast majority, the language used is the language that is primarily spoken in the student's home. If the mother tongue is English, the student is taught in English. If the mother tongue is Spanish, the student will receive instruction in Spanish and English when in bilingual classes if the student is not able to speak English.

- o **Multilingualism:**
    - The term "multilingualism" in the PYP refers to linguistic ability in more than one language and recognizes that each of a student's languages may be developed to different levels, and within different contexts, depending on their social and academic experiences. From Principles into Practice: Learning and Teaching p.86.
    - A way to affirm cultural identity and develop international mindedness.
- o **Translanguaging:**
    - Translanguaging is the process by which language students actively draw on all their linguistic resources to communicate and make meaning. From Principles into Practice: Learning and Teaching p.95: Garcia, Li Wei (2014).
    - Two languages are placed alongside each other to make connections and draw on prior knowledge.

- **Classroom Instruction:**

    - o **Mother Tongue Support**: The language that the student uses at home. In some cases, that is not English.
        - **Bilingual Classes:** Speaking and learning fluently in two languages.
            - Students whose primary language is not English will be encouraged to continue to study and develop their mother tongue using the following resources:
                - Parents will be given referrals of individuals, groups, or community organizations that operate in the mother tongue or who can assist with mother tongue literacy acquisition.
                - A list of books and children's educational resources in the student's mother tongue will be made available to the parents and students.
                - School staff members will provide parents and students opportunities to maintain the child's mother tongue and to share cultural and language information with the school community and integrate into the program of inquiry when applicable.
                - Information on students' mother tongue languages will be gathered from the district's "Home Language Survey"
                - Use language data to determine the needs of literary resources.
    - o **FLES:** Foreign Language acquisition program in the Elementary Schools
        - Program Goals:
            - To provide a meaningful context for developing communication skills in Spanish.
            - To build an understanding and appreciation for the cultures of the Spanish-speaking world.

- To strengthen the language competency of Spanish speaking students (native or heritage speakers).
  - The purpose of the FLES Spanish Program is:
    - To prepare students to begin developing functional skills in listening, speaking, reading, and writing in Spanish.
    - To provide a nurturing environment where students feel comfortable learning a second language.
    - To develop proficiency in oral and written communication in Spanish through the integration of language skills and concepts taught in the content areas.
    - To encourage all students to develop an openness, understanding and appreciation for other cultures.
  - For grade 1-6(excluding bilingual classes)
- **ENL Support**
  - English as New Language Policy Practice: All students who are listed as speaking other languages other than English will be identified through the Home Language Survey and language screening upon registration as required by the state of New York.
  - After identification of the level of English fluency, students are placed in the appropriate class setting.
  - In the beginning of the school year, parents are notified through a placement form as to whether they will be keeping their child with the services they are receiving.
  - The school places importance on language learning, including their mother tongue.
  - Teaching and learning demonstrate that all teachers are responsible for language development of students.
- **ELL/MLL: English Language Learners or, Multi-Lingual Learners**
  - Beginning in spring 2012, NYSED launched the Bilingual Common Core Initiative to develop new English as a Second Language and Native Language Arts Standards aligned to the Common Core.
  - NYSED has developed two sets of resources known as New Language Arts Progressions (NLAP) and Home Language Arts Progressions (HLAP) for every NYS Common Core Learning Standard (CCLS) in every grade.
  - The teachers will provide a framework that supports NLAP and HLAP Standards to ensure that students in English as a New Language and Bilingual Education programs to meet the Language Proficiency levels of students. The Progressions include five levels of language proficiency and demonstrate a trajectory of language learning and teaching.
  - In teaching, learning, and assessing, phases of language learning as suggested in PYP practices are referred to identify the levels of the students and render appropriate support.
  - The Linguistic Demands identify the words, phrases, and forms of language that students will need to understand and use to meet the Common Core standard.
  - Students are placed in bilingual classes or in monolingual classes with ENL instructional support as determined by the level of fluency.
  - The New York State Regulation CR Part 154-2 identifies five levels of English Language Proficiency Development for ELLS. They are as follows:
    - **Entering** (Beginning) *360 minutes of service per week*
    - **Emerging** (Low Intermediate) *360 minutes of service per week*
    - **Transitioning** (Intermediate) *180 minutes of service per week*

- Expanding (Advanced) *180 minutes of service per week*
- Commanding (Proficient) *90 minutes of service per week*
  - *NOTE: When a student reaches the Commanding level on the NYSESLAT exam, he/she will no longer be considered an ELL and will receive two more years of ENL services and support before he/she exits the program.*
  - Students can reach the Commanding level by scoring a Level 3 on the New York State English Language Arts Test as well and then receive 90 minutes of ENL instructional support per week for two or more years.

- **Language in the Classroom:**
  - Language in the classroom is supported and integrated through:

• Assessments	• Games	• Questioning	• Symbols
• Book Clubs	• Guided Reading	• Read Aloud	• Technology
• Brain Breaks	• Immersive Reader	• Response to	• Units of Inquiry
• Choral Readings	• Math Inquiry	Intervention (RTI)	• Visible Thinking
• Classroom	• Morning Meetings	• Role Play	Routines (VTR)
Libraries	• Music	• Scaffolding Supports	• Visuals
• Collaborating	• Open Inquiry	• Shared Reading	• Vocabulary
• Conferences	• Poetry	• Speaking and	• Word Walls
• Debates	• Presenting	Listening	

- Language in the classroom is supported and integrated through the following room settings:
  - Monolingual Classes
  - Special Education Classes
    - Integrated Co-Teaching: ICT
    - Speech Therapy
    - Resource Room
  - Bilingual Classes
  - Personal Social Emotional
    - Social Worker
    - Psychologist
  - Special Area Classes
    - Music
    - Art
    - Media
    - Physical Education
    - FLES

- **Assessing Language Learning:**
  - Please refer to our School Assessment Policy
- **Professional Development**
  - Our staff members are encouraged to explore professional development opportunities in the fields of language learning and teaching.
  - School administration will ensure that staff is made aware of PD opportunities whenever possible.
  - The IB PYP Coach and or District Coordinator will ensure that staff is aware of appropriate IB opportunities and will help coordinate IB related professional development.

- o   Provide professional development on how the language policy becomes a working document.
- **Resources:**
  - ▪ Our goal is to increase resources to support all language learning.
  - ▪ Our classrooms and school media center contain collections of fiction and nonfiction materials.
  - ▪ Our classrooms and school media center contain resources aligned to essential elements of the Primary Years Program.
  - ▪ We use a variety of online platforms to support student learning and research.
    - ▪ Resources will consistently be added to our online shared platform.

Essential Agreements

At David Paterson School we agree to:

1. Share responsibilities of language development and provide many opportunities to read, write, listen, and speak across multiple disciplines
   - **We are balanced!**
2. Teach a variety of strategies to comprehend, interpret, evaluate, respond, appreciate, and construct texts
   - **We are knowledgeable!**
3. Express ourselves in a variety of ways for a variety of purposes
   - **We are communicators!**
4. Provide opportunities to become proficient in more than one language
   - **We are thinkers!**
5. Expose our learners to a broad range of literature reflecting a variety of cultures and perspectives
   - **We are open-minded!**
6. Encourage to maintain and value their mother tongue and to value that of other students
   - **We are caring!**
7. Reflect on teaching and learning and act on effective feedback
   - **We are reflective!**
8. Provide a safe environment where students feel safe to take risks
   - **We are risk-takers!**
9. Foster a sense of belonging by using language that encourages everyone to value and practice cooperation, respect, and empathy
   - **We are principled!**
10. Discover, question, wonder, clarify, find out, and construct meaning using authentic contexts
    - **We are inquirers!**

The following IB Language Policies and documents were used as a reference to create our language policy:
Ogden International School of Chicago, International School of Beijing, Hawthorne IB World School, Wesley International Academy, From Principles into Practice

Our School Language Policy
Draft Completed: May 2019   Finalized: May 2019   Revised: June 2020, June 2021

School Inclusion Policy

Purpose

The purpose of this document is to communicate to our school learning community members our Inclusion Policy and our responsibilities in providing equal access to the curriculum and academic rigor for all students, regardless of their abilities and needs. Our policy outline's purpose, philosophies, principles, and practices of inclusion. This "living document" reflects our school and our district's policies as well as state mandates including but not limited to; the **0116 The Dignity for All Students Act**, the **District's Code of Conduct 5300, Culturally Responsive Sustaining Education Framework (CR-SE), CR-Part 154, and Every Students Succeeds Act (ESSSA).**

 Our School Inclusion Policy:

- Aligns to our mission statement:

The David Paterson School is committed to building partnerships with students, staff, parents, and the community to develop life-long learners. Through rigorous inquiry and empowerment, our learners will be equipped to become college and career ready and exemplify attributes and skills of a 21st century global citizen.

- Aligns to the IB mission statement:

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments, and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right.

- Addresses the following IB Standards and Practices:

Standard A: Philosophy: The school's educational beliefs and values reflect IB philosophy.
• A4.-The school develops and promotes international-mindedness and all attributes of the IB learner profile across the school community.
• A5.-The school promotes responsible action within and beyond the school community.
• A6- The school promotes open communication based on understanding and respect.
• A9- The school supports access for students to the IB program(s) and philosophy.
Standard B1: Leadership and Structure: The school's leadership and administrative structures ensure the implementation of the IB program(s).
• B1.5- The school develops policies and procedures that support the program.
Standard B2: Resources and Support: The school's resources and support structures ensure the implementation of the IB program(s).
• B2.8-The school provides support for its students with learning needs and support for their teachers.
Standard C1: Curriculum: Collaborative Planning
• C1.6-Collaborative planning and reflection incorporates differentiation for students' learning needs and styles.

Standard C2: Curriculum: Written Curriculum
• C2.8-The written curriculum provides opportunities for reflection on human commonality, diversity and multiple perspectives.
Standard C3: Teaching and learning: Teaching and learning reflects IB philosophy.
• C3.2- Teaching and learning engages students as inquirers and thinkers. • C3.5- Teaching and learning supports students to become actively responsible for their own learning. • C3.6-Teaching and learning addresses human commonality, diversity, and multiple perspectives. • C3.9- Teaching and learning uses a range and variety of strategies. • C3.10 Teaching and learning differentiates instruction to meet students' learning needs and styles. • C 3.11-Teaching and learning incorporates a range of resources, including information technologies. • C3.13-Teaching and learning engages students in reflection on how, what, and why they are learning. • C3.14- Teaching and learning fosters a stimulating learning environment based on understanding and respect. • C3.15.-Teaching and learning encourages students to demonstrate their learning in a variety of ways. • C3.16-Teaching and learning develops the IB learner profile attributes.
C4. Standard C4: Assessment: Assessment at the school reflects IB assessment philosophy.
• C4.3-The school uses a range of strategies and tools to assess student learning.

The David Paterson School is committed to ensuring that all students succeed and thrive in school no matter who they are, where they live, where they go to school, or where they come from, as proclaimed in New York's plan for Every Student Succeeds Act (ESSA). The Every Student Succeeds Act (ESSA) is an equity and inclusion lens that addresses every facet of the educational system and promotes equitable opportunities that help all children thrive. The CR-SE Framework is a critical part of the ESSA which directly challenges inequities and fundamental practices that work against students and their families. We have been identified as a school in good standing.

As members of a school learning community, we will continue to collaborate and review our school inclusion policy annually.

Philosophy

Our school learning community at David Paterson School believes that all students:
- Have the opportunity to reach their fullest potential:
  - Academically
  - Socially
  - Emotionally
  - Physically
- Are valued and have potential to learn and grow
- Receive a free and appropriate public education in the least restrictive environment.
- Learn using a curriculum which promotes:
  - diverse instruction
  - independence
  - responsibility
  - transdisciplinary skills
  - choice
  - voice
  - ownership
  - engagement
  - lifelong learning
  - international mindedness

Our goal at the David Paterson School is to meet the needs of all students by providing the appropriate support and resources needed by students to be successful. This includes collaborating with our school district and members of our school learning community to identify the diversity of the school community and provide learning and teaching, educational and extra-curricular activities, facilities, student services and community partnerships which are inclusive and responsive to student needs.

The Hempstead Public Schools District Goals:
https://boardpolicyonline.com/?b=hempstead
5000 STUDENT POLICIES GOALS
Students, as the focal point of all district operations, shall receive the primary attention of the Board of Education and all staff members. Consequently, the Board will spend most of its time in study, deliberation, and policy formulation on matters directly related to student welfare.
Recognizing the individual worth of each student, the Board and staff accept the responsibility of helping each student to develop his/her capacity for intellectual, physical, emotional, and social growth. The Board acknowledges that a student's growth is influenced by his/her environment, both at home and in school. Therefore, the school district shall strive to create an environment in which the student may learn to live and adapt successfully in an ever-changing world, in order to become a responsible and productive member of society.

The Board and district staff shall work together to achieve the following goals:

1. To tailor the learning program to each students learning styles, interests, and aspirations;
2. To protect and observe the legal rights of students;

3. To enhance the self-image of each student by helping him/her feel respected and worthy through a learning environment that provides positive encouragement through frequent success.
4. To provide an environment in which students can learn personal and civic responsibility for their actions through meaningful experiences as school citizens; and
5. To promote faithful attendance and good work.

Adoption date: July 11, 2001

Equal Opportunity and Non Discrimination

District Policy: 0100 EQUAL OPPORTUNITY AND NONDISCRIMINATION

https://www.hempsteadschools.org/cms/lib/NY01920790/Centricity/Domain/43/policy%20update%205-18-17.pdf

The Board of Education, its officers, and employees, shall not discriminate in its programs and activities against students on the basis of actual or perceived race, color, weight, national origin, creed, religion, religious practice, marital status, sex, age, sexual orientation, gender (including gender identity and expression), disability, or deny access under the Boy Scouts of America Equal Access Act. The district will provide notice of this policy in accordance with federal and state law and regulation.

This policy of nondiscrimination includes access by students to educational programs, counseling services for students, course offerings, and student activities, as well as recruitment and appointment of employees and employment pay, benefits, advancement and/or terminations.

A finding that an individual has engaged in conduct in violation of this policy may result in disciplinary action and/or filing of a report with third parties in the manner prescribed by the district code of conduct, the law or applicable contract.

Nothing in this policy shall be construed to prohibit a denial of admission into, or exclusion from, a course of instruction or activity based on a person's gender that would be permissible under the law, or to prohibit, as discrimination based on disability, actions that would be permissible under the law.

Cross-ref:

0110, Sexual Harassment/Sex Discrimination
0115, Student Harassment and Bullying Prevention and Intervention
5020.2 Racial Harassment of Students
5030, Student Complaints and Grievances
5300, Code of Conduct
9140.1, Staff Complaints and Grievances
9150, Policy Against Discrimination and Harassment

Ref:

Age Discrimination in Employment Act of 1967 29 U.S.C. §621*et seq.*
Age Discrimination Act of 1975, 42 U.S.C. §6101*et seq.*
Americans with Disabilities Act, 42 U.S.C. §12101*et seq.*
Title VI, Civil Rights Act of 1964, 42 U.S.C. §2000d*et seq.* (nondiscrimination based on race, color, and national origin in federally assisted programs)
Title VII, Civil Rights Act of 1964, 42 U.S.C. §2000e*et seq.* (nondiscrimination based on race, color, religion, sex, and national origin in employment)
Title IX, Education Amendments of 1972, 20 U.S.C. §1681*et seq.* (nondiscrimination based on sex)
§504, Rehabilitation Act of 1973, 29 U.S.C. §794
Individuals with Disabilities Education Law, 20 U.S.C §§1400*et seq.*
Genetic Information Nondiscrimination Act of 2008 P.L. 110-233
34 C.F.R. §§ 100.6, 104.8, 106.9, 110.25
Executive Law §290*et seq.* (New York State Human Rights Law)
Boy Scouts of America Equal Access Act, 20 U.S.C. § 7905
Education Law §§10-18(The Dignity for All Students Act)
Education Law §§313(3), 3201, 3201-a

Adoption date: June 16, 2016

Principles

The responsibility of learning is a partnership between all members of our school learning community including our students, parent(s)/guardian(s), and staff. All students have a right to a holistic and inclusive education in a caring and stimulating environment.

We believe in the rights for:

Students to:	Teachers to:	Administrators to:	Parent(s)/ Guardian(s) to:
• Model attributes of the learner profile. • Apply the transdisciplinary skills of communicating, research, and self-management, social and thinking skills across the curriculum. • Learn in a safe environment. • Be treated with respect and fairness. • Respect the rights of others and themselves. • Take responsibility for their own work. • Have opportunities for voice, choice, and ownership of their learning. • Explore their full potential. • Be accountable learners. • Build a growth mindset. • **Celebrate Learning!**	• Collaborate in the creation of the Inclusion Policy. • Model attributes of the learner profile. • Refer to the attributes of the learner profile. • Use discretion in the application of rules and consequences. • Develop meaningful relationships with students that promote engagement, well-being and learning. • Teach curriculum and assessments that challenges and extends student learning. • Provide opportunities for student voice, choice, and ownership. • Use and manage resources to create stimulating, safe and meaningful learning. • Make connections to the transdisciplinary skills of communicating, research, and self-management, social and thinking skills across the curriculum. • Incorporate into class created essential agreements. • Value process over product. • Create learning engagements together with students. • Design assessment tasks and criteria with students. • Use a variety of pedagogical styles. • Individually differentiate or accommodate work as outlined by student Individual Education Plans (IEP). • Communicate with members of our school learning community. • Promote respectful relationships. • Build a growth mindset. • **Celebrate learning!**	• Collaborate in the creation of the Inclusion Policy. • Model attributes of the learner profile. • Support, encourage and communicate our inclusion policy to all members of our school learning community. • Ensure that all staff, students and parents understand definitions, responsibilities, and consequences. • Provide staff development and guidance. • Provide teachers and students with materials and resources to create stimulating, safe and meaningful learning. • Recognize the importance of reviewing this policy and its connections to other school and district policies. • Update members of our school learning community of any new district policies and its links to our policies. • Communicate with all members of our school learning community. • Promote respectful relationships. • Build a growth mindset. • **Celebrate learning!**	• Model the attributes of the learner profile. • Know that their child is in a learning environment that is safe, happy and respectful. • Monitor students' work. • Participate in ongoing learning experiences. • Ensure student's attendance is regular. • Provide materials necessary to be successful in learning. • Communicate with members of our school learning community • Promote respectful relationships. • Engage in future planning, goals, and success. • Build a growth mindset. • **Celebrate learning!**

Practices

At the David Paterson School we provide many opportunities to ensure our students receive a holistic and inclusive education in a caring and stimulating environment.

Special Education Services

- To meet the needs of each child, Hempstead's special education classes provide individual programs. Parents and teachers work together to develop Individual Education Plans (IEPs) for each student, using past achievement, present needs, and test data. Both short and long-term goals are set for the child and materials are selected which best will help to carry out the goals.

- Links to our District Special Education Website, Special Education Links, and District Policies:

    o https://www.hempsteadschools.org/domain/602

    o https://www.hempsteadschools.org/Page/2165

    o https://boardpolicyonline.com/?b=hempstead

Common Language and Support

- **Special Educational Needs (SEN)**

    o Refers to any student who shows a need for extra support or for challenge beyond the general curriculum. We recognize the wide spectrum of needs and abilities along a continuum, including students with learning disabilities.

- **Inclusion**

    o Inclusion is "an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers." (IBO Learning diversity and inclusion in IB programmes 2016, P1.)

- **Differentiation**

    o An instructional design model that modifies the written, taught, and assessed curriculum to meet individual needs.

    o Examples of differentiation strategies may include but are not limited to:
        - Grouping within classrooms
        - Use of pre-assessments
            - Prior knowledge
            - Understandings
            - Misconceptions

- Formative assessments
  - Strengths
  - Areas to focus
- Adjusted Pacing
- Targeted Feedback
- Open-ended learning engagements
- Tiered lessons
- Use of instructional materials and programs
  - Reading levels
  - Immersive Reader
  - Sidewalks
  - Glass Analysis for Decoding
  - Reading A-Z
  - Engage NY
  - I ready
  - Task cards
  - Written/Spoken/Picture Cards
  - Audio clips
  - Video clips
  - Visible Thinking Routines

- **IEP (Individual Educational Program)**

  - A legal document describing changed or additional conditions /inclusive assessment arrangements/ to be provided to students identified as needing special services.
- **504 Plan**

  - A legal document describing changed or additional conditions /inclusive assessment arrangements to be provided to students identified with health challenges that may impede their learning or ability to be assessed in the regular education setting.
- **Integrated Co Teaching (ICT)-**
  - A classroom in which a general education and a special education teacher jointly provide instruction to a class that has students with and without disabilities. The General Education and Special Education teacher meet to co-plan and prepare lessons, activities and projects that are multi-sensory and differentiated. Together, both teachers deliver instruction to ALL students employing a range of teaching strategies.
  - The determination of whether integrated co-teaching services are an appropriate recommendation for an individual student with a disability must be made on an individual basis. For some students, integrated co-teaching would be an alternative to placement in a special class with the added benefit of having both a special education and a general education teacher deliver the curriculum to the student. For each student, whether the general education classroom is the least restrictive environment for the student to receive his or her special education services should be made in consideration of, but not limited to the following factors:

- the classes in which integrated co-teaching is offered and the match to the students' needs
- the extent of special education services the individual student needs to access, participate and progress in the general education curriculum
- the similarity of needs of the other students with disabilities in the class
- the potential effect of the class size on the student's learning needs
- any potential benefits and harmful effects such services might have for the student or on the quality of services that he or she needs
- Whether the extent of the environmental modifications or adaptations and the human or material resources needed for the student will consistently detract from the opportunities of other students in the group to benefit from instruction.
- Our school has an ICT class for each grade level in grades 1-5

- **Response to Intervention (RTI)-**
  - Response to Intervention:
    - State mandated regulation for students in grades k-4.
    - A process of implementing high quality scientific validated instructional practices based on learner needs, monitoring student progress, and adjusting instruction based on the student's response
    - Starting point to identify and serve students who need additional support
    - Systems of interventions and resource allocation will allow students to make significant progress in areas of need
    - Examples may include:
      - High quality classroom instruction
      - Research based instruction
      - Differentiated instructional strategies for all learners
      - Ongoing student assessment
      - Progress monitoring
      - Making educational decisions based on a student's response to intervention
  - The purpose of RTI is to provide systems of interventions and resource allocations to allow students to make progress in areas of need.
  - Our goal is to improve educational outcomes for all students by providing a multi-tiered approach that creates a well-balanced system of support for our diverse student learners.
  - Our RTI Committee assists teachers with interpreting data, selecting groups, and documenting results of intervention.
  - It is our fourth year of implementation of our RTI program. Progress includes:
    - Providing teachers with effective strategies
    - Continued teacher training and support
    - Progress monitoring of student growth
    - Documenting results
    - Informing parents of RTI interventions
    - Coordinating RTI with IST and CSE requirements
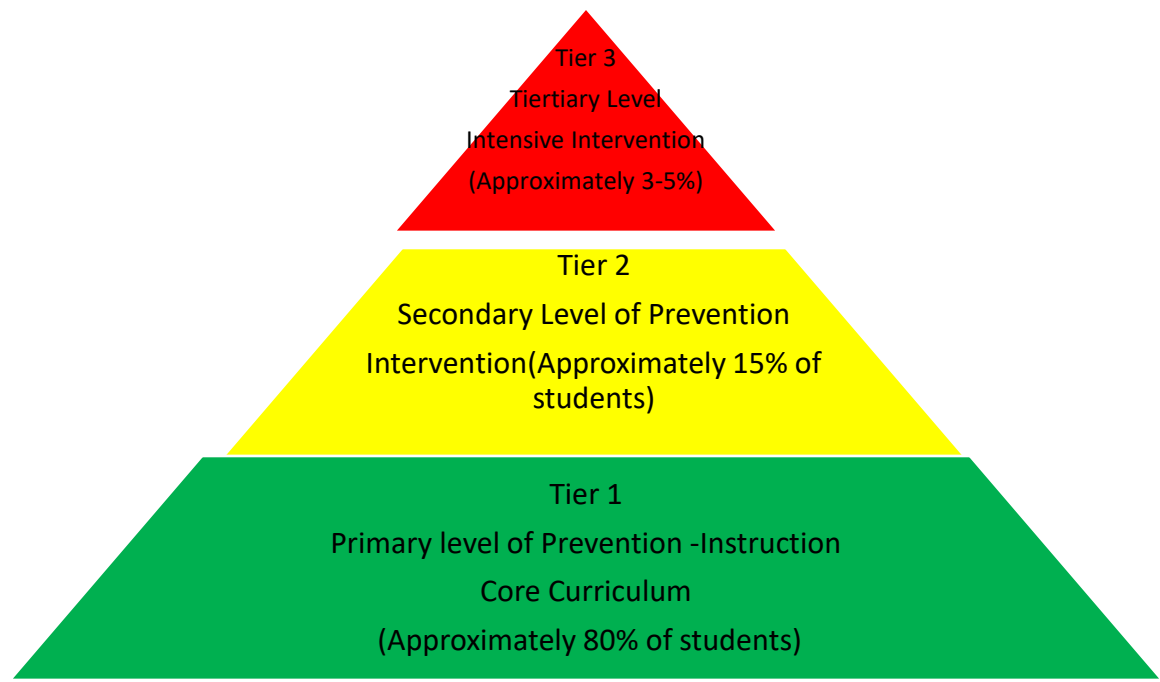
Figure 1: Response to Intervention Model

Figure 2: David Paterson Reading Diagnostic Results I-Ready February 2020

Figure 3: David Paterson Math Diagnostic Results-I-Ready February 2020

- **Resource Room**
  - A **resource room** is a separate, remedial classroom in a school where students with educational disabilities, such as specific learning disabilities, are given direct, specialized instruction and academic remediation and assistance as individuals or in groups.
  - Individual needs are supported in resource rooms as defined by the student's Individual Education Plan (IEP).

- **Speech Services**
  - Provide services on an individual or small-group basis.
  - Goal is to prevent communication problems by identifying kids at risk.

- o Assess student communication skills through testing and evaluating the results. The findings are used to develop IEPs which our speech language pathologist helps to implement.
    - We have 45 mandated students and 8 non mandated students receiving speech.
- **Physical Therapy (PT)**
    - o Physical Therapists are contracted by the Hempstead Public School District from agencies.
- **Occupational Therapy (OT)**
    - o Occupational Therapists are contracted by the Hempstead Public School District from agencies.

- **Instructional Support Team (IST)**
    - o A school based innovative program compromised to maximize individual student success, while at the same time serving as a screening process for students who may need specialized education services.
    - o The team discusses and provides techniques to help our students who are identified to be having difficulties academically, displaying behaviors that impact their academics, or have a medical condition that impacts their learning.
    - o The process consists of a team working together to identify the student's needs, set goals, and develop an intervention plan to achieve those goals.
    - o Members on our school IST includes our School Psychologist (Chairperson), Speech Pathologist, Social Worker, Resource Room Teacher, Nurse, attendance teacher, ENL Teacher (when needed) and an Administrator.
    - o An IST referral form for a student can be completed from any school member.
    - o If the screenings and interventions put in place do not render progress, then the student can be referred to the CSE.

- **Committee on Special Education (CSE)**
    - o The Committee on Special Education (CSE) services school-age students that reside within Hempstead UFSD and are between 5 (or entering Kindergarten) and 21-years-old. Parents must register their child with the district prior to submitting a referral for evaluation or requesting special education services.
    - o The Committee on Special Education is comprised of at least the following mandated members:
        - The parents or persons in parental relationship to the student
        - Not less than one general education teacher of the student whenever the student is, or may be, participating in the general education environment
        - Not less than one special education teacher or not less than one special education provider of the student
        - A school psychologist
        - The CSE chairperson who is a representative of the district qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of students with disabilities, who is knowledgeable about the general education curriculum and about the availability of the resources of the school district. An individual who meets these qualifications may also

be the same individual appointed as the special education teacher, the special education provider of the student or the school psychologist
- Such individual may also be the individual appointed as the regular education teacher, the special education teacher or special education provider, the school psychologist, the representative of the school district or a person having knowledge or special expertise regarding the student when such member is determined by the school district to have the knowledge and expertise to fulfill the role of the committee
- The school physician, if specifically requested in writing by the parent of the student or by a member of the school at least 72 hours prior to the meeting
- An additional parent member of student with a disability residing in the school district or a neighboring school district, provided that the additional parent member may be the parent of a student who has been declassified within a period not to exceed five years or the parent of a student who has graduated within a period not to exceed five years, if specifically requested in writing by the parent of the student or by a member of the school at least 72 hours prior to the meeting
- Other persons having knowledge or special expertise regarding the child, including related services personnel as appropriate, as the school district or the parents shall designate

- **Special Education Parent Teacher Association (SEPTA)**
  - WHAT IS SEPTA?
    - SEPTA is a PTA within a school district. SEPTA brings together people who are interested in special education and children with special needs.
    - SEPTA supports, strengthens and promotes the welfare of children with special needs.
    - SEPTA promotes an understanding of special education and strives to enrich the lives of children with special needs.
  - WHAT ARE THE GOALS OF SEPTA?
    - To ensure that all children receive an education that allows them to reach their full potential.
    - To bring together parents, families and teachers of children with special needs in order to share their experiences.
    - To educate parents about special education, including the identification and placement procedures for children with special needs.
    - To inform legislators, school boards, and the community about the importance of special education programs.
    - To improve the lives of children by providing cultural, social and physical enrichment. To advocate for children with special needs and their right to a free and appropriate public education in the least restrictive environment.
  - SEPTA PTA - Parent Links
    - https://www.hempsteadschools.org/Domain/599

Multilingual Learners (MLL)

Vision

The Hempstead Union Free School District will challenge every multilingual learner (MLL) to develop a command of literacy in the home language, the English language, and other World Languages to meet the demands of a global society. Multilingual learners will become inquirers, knowledgeable thinkers, communicators, and principled, open-minded, caring, risk takers, balanced and reflective students.

Mission

The Hempstead Union Free School District will build the capacity of all teachers of multilingual learners to become facilitators of learning language through content and the love of life-long learning through professional development that is meaningful, actionable, and applicable to every diverse learner.

Links to our Bilingual Department Website, Bilingual Resource Links, and District Policies:

- https://www.hempsteadschools.org/Domain/166
- https://www.hempsteadschools.org/Page/2020
- https://www.hempsteadschools.org/Page/1679
- https://www.hempsteadschools.org/Page/168
- https://www.hempsteadschools.org/Page/1685

Shared Language of Terminology using the definitions below:

- **Mother Tongue:**
    - The language that the student uses at home. In some cases, that is not English.
- **Language A:**
    - The primary language of the school, and most likely considered the language of operation in the general education classes.
- **Language B:**
    - The language that is considered foreign to the learner. There is no indication of fluency in this language, and the student is acquiring it.
- **Language Acquisition:**
    - The process of developing Language B. Increasing vocabulary, syntax, and word distribution to communicate. The continuum of attaining fluency of a second language.
- **Word Languages:**
    - Language other than the mother tongue.
- **ELL/MLL:**
    - English Language Learners/Multi-Lingual Learners
    - Student that enters the learning community without having English as their primary language.

- o **ENL:**
  - English as a New Language
  - A program to support language acquisition for students who need to acquire English as a working language.
- o **FLES:**
  - Foreign Language acquisition program for Elementary Schools.
- o **Bilingual:**
  - Speaking and learning fluently in two languages.
- o **Language of Instruction:**
  - The language used to instruct the student due to their level of competency. For the vast majority, the language used is the language that is primarily spoken in the student's home. If the mother tongue is English, the student is taught in English. If the mother tongue is Spanish, the student will receive instruction in Spanish and English when in bilingual classes if the student is not able to speak English.

- o **Multilingualism:**
  - The term "multilingualism" in the PYP refers to linguistic ability in more than one language and recognizes that each of a student's languages may be developed to different levels, and within different contexts, depending on their social and academic experiences. From Principles into Practice: Learning and Teaching p.86.
  - A way to affirm cultural identity and develop international mindedness.
- o **Translanguaging:**
  - Translanguaging is the process by which language students actively draw on all their linguistic resources to communicate and make meaning. From Principles into Practice: Learning and Teaching p.95: Garcia, Li Wei (2014).
  - Two languages are placed alongside each other to make connections and draw on prior knowledge.

The Hempstead Public School District Supports Our Multilingual Learners (MLLs) Through the Eight Principles of the Blueprint for English Language Learners' Success.

1. All teachers are teachers of ELLs.
2. All school boards are responsible for ensuring the needs of ELLs are addressed.
3. Districts and schools engage students in grade-appropriate, academically rigorous, and standards aligned instruction.
4. Districts recognize language as an asset that can lead to the Seal of Biliteracy.
5. Districts value all parents and families as partners and effectively involve them in the education of their children.
6. Districts leverage the expertise of Bilingual, ENL, and World Language teachers and support personnel.
7. Districts leverage the home language of MLLs.
8. Districts use formative assessments to measure student knowledge and language development.

Our classroom instruction for our MLL learners includes:

- **Mother Tongue Support**: The language that the student uses at home. In some cases, that is not English.
    - **Bilingual Classes:** Speaking and learning fluently in two languages.
        - Students whose primary language is not English will be encouraged to continue to study and develop their mother tongue using the following resources:
            - Parents will be given referrals of individuals, groups, or community organizations that operate in the mother tongue or who can assist with mother tongue literacy acquisition.
            - A list of books and children's educational resources in the student's mother tongue will be made available to the parents and students.
            - School staff members will provide parents and students opportunities to maintain the child's mother tongue and to share cultural and language information with the school community and integrate into the program of inquiry when applicable.
            - Information on students' mother tongue languages will be gathered from the district's "Home Language Survey"
            - Use language data to determine the needs of literary resources.
- **English as a New Language (ENL)**
    - **ENL Support**
        - English as New Language Policy Practice: All students who are listed as speaking other languages other than English will be identified through the Home Language Survey and language screening upon registration as required by the state of New York.
        - After identification of the level of English fluency, students are placed in the appropriate class setting.
        - In the beginning of the school year, parents are notified through a placement form as to whether they will be keeping their child with the services they are receiving.
        - The school places importance on language learning, including their mother tongue.
        - Teaching and learning demonstrate that all teachers are responsible for language development of students.
        - Instruction in this program, formerly known as English as a Second Language (ESL), emphasizes English language acquisition.
        - In an ENL program, language arts and content-area instruction are taught in English using specific ENL instructional strategies.
        - Our ELL learners receive:
            - Integrated ENL using the co-teaching model
                - Certified Content Area Teacher and a certified ENL teacher

- **ELL/MLL: English Language Learners / Multilingual Learners**
    - Beginning in spring 2012, NYSED launched the Bilingual Common Core Initiative to develop new English as a Second Language and Native Language Arts Standards aligned to the Common Core.
    - NYSED has developed two sets of resources known as New Language Arts Progressions (NLAP) and Home Language Arts Progressions (HLAP) for every NYS Common Core Learning Standard (CCLS) in every grade.
    - The teachers will provide a framework that supports NLAP and HLAP Standards to ensure that students in English as a New Language and Bilingual Education programs in order to meet the Language Proficiency levels of students.
    - The Progressions include five levels of language proficiency and demonstrate a trajectory of language learning and teaching.
    - In teaching, learning and assessing, phases of language learning as suggested in PYP practices are referred to identify the levels of the students and render appropriate support.
    - The Linguistic Demands identify the words, phrases and forms of language that students will need to understand and use in order to meet the Common Core standard.
    - Students are placed in bilingual classes or in monolingual classes with ENL instructional support as determined by the level of fluency.
    - The New York State Regulation CR Part 154-2 identifies five levels of English Language Proficiency Development for ELLS. They are as follows:
        - **Entering** (Beginning) *360 minutes of service per week*
        - **Emerging** (Low Intermediate) *360 minutes of service per week*
        - **Transitioning** (Intermediate) *180 minutes of service per week*
        - **Expanding** (Advanced) *180 minutes of service per week*
        - **Commanding** (Proficient) *90 minutes of service per week*
        - **NOTE: When a student reaches the Commanding level on the NYSESLAT exam, he/she will no longer be considered an ELL and will receive two more years of ENL services and support before he/she exits the program.*
        - Students can reach the Commanding level by scoring a Level 3 on the New York State English Language Arts Test as well and then receive 90 minutes of ENL instructional support per week for two or more years.

- **Foreign Language in the Elementary Schools (FLES)**
    - Foreign Language in the Elementary Schools (FLES) Program Goals:
        - To provide a meaningful context for developing communication skills in Spanish.
        - To build an understanding and appreciation for the cultures of the Spanish-speaking world.
        - To strengthen the language competency of Spanish speaking students (native or heritage speakers).

- o The purpose of the FLES Spanish Program is:
  - To prepare students to begin developing functional skills in listening, speaking, reading, and writing in Spanish.
  - To provide a nurturing environment where students feel comfortable learning a second language.
  - To develop proficiency in oral and written communication in Spanish through the integration of language skills and concepts taught in the content areas.
  - To encourage all students to develop an openness, understanding and appreciation for other cultures.
  - For grade 1-6(excluding bilingual classes)
- **Newcomer Program**
  - The Hempstead Union Free School District (HUFSD) has a Newcomer Program to meet the diverse educational and socio-emotional needs of students who have recently arrived in the United States.
  - The main goal of the program is to help newcomer students acclimate to the American educational system while also addressing their academic needs. We have created a warm welcoming environment where newcomer students feel appreciated, important, and part of a community of learners.
  - The program runs after school Monday through Thursday from 3:15 to 5:15 PM grades 1-12 for twelve weeks.
  - As part of the infrastructure of the program, School Counselors and Social Workers have joined with teachers to provide a network of support for these students; many of which have suffered traumatic experiences in their homeland or on their journey to the United States.
  - Another important component of the Newcomer Program is the parent engagement piece. Parents are included through workshops to educate them of the importance of collaborating with teachers to help their children succeed academically and emotionally.

Communication of our Inclusion Policy

- Published on our school website
- Included in our Parent PYP Handbook
- Included in our Staff PYP Handbook
- Discussed and referred to with students and parents
- Reviewed annually

Essential Agreements

At David Paterson School we agree:

We are principled!
- All students are valued!
- We develop and promote international-mindedness and all attributes of the IB learner profile across the school community.
- We display model behavior and conduct ourselves as representatives of members of our school learning community.
- We provide opportunities for student's choice, voice, and ownership.
- We use a wide range and variety of strategies in our learning and teaching.
- We develop meaningful relationships with students that promote engagement, well-being, and learning.
- We teach curriculum and create assessments that challenges and extends student learning.
- We use and manage resources to create stimulating, safe and meaningful learning.
- We make connections to the transdisciplinary skills of communicating, research, and self-management, social and thinking skills across the curriculum.
- We value process over product.
- We create learning engagements together with students.
- We design assessment tasks and criteria with students.
- We individually differentiate or accommodate work as outlined by student Individual Education Plans (IEP).
- We communicate with members of our school learning community.
- We promote respectful relationships.
- We will refer to our school policies to ensure we are making good choices.
- We will think about and recognize the rights of others in our school learning community.
- To build a growth mindset.
- **We celebrate the learning process!**

==The following references were used to create our School Inclusion Policy:==
International Baccalaureate. 2018. *From Principles into Practice.*
International Baccalaureate.2016 *Learning diversity and inclusion in IB programmes.*
International Baccalaureate.2018. *Program Standards and Practices.*
International Baccalaureate.2015. *The IB guide to inclusive education: a resource for whole-school development.*
https://ibo.org/
Beaumaris North Primary School Student Engagement and Inclusion Policy
Summit Charter Academy Lombardi Primary Years Programme Inclusion Policy
Dignity for All Students Act (DASA) Staff Handbook, 2013
Hempstead Public Schools Policies
NYSED ESSA Culturally Responsive Sustaining Educational Framework
Blueprint for English Language Learner/ Multilingual Learner Success, THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK Office of Bilingual Education and World Languages

Our School Inclusion Policy		
Draft Completed: June 2020	Finalized: May 2021	Revised: June 2021

82

School Academic Honesty Policy

The purpose of this document is to clarify understanding of academic honesty. Our policy outlines philosophies, purpose, principles, and practices of academic honesty. This "living document" reflects our district's responsible use policy **4526 –E.1 Technology Responsible Use Policy ("RUP")** For Elementary School Students, **0116 The Dignity for All Students Act** as well as the **District's Code of Conduct 5300.**

 Our School Academic Honesty Policy:

- Aligns to our mission statement:
  The David Paterson School is committed to building partnerships with students, staff, parents, and the community to develop life-long learners. Through rigorous inquiry and empowerment, our learners will be equipped to become college and career ready and exemplify attributes and skills of a 21st century global citizen.

- Aligns to the IB mission statement:
  The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments, and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right.

- Addresses the following IB Standards and Practices:

Standard A: Philosophy: The school's educational beliefs and values reflect IB philosophy.
• A4.-The school develops and promotes international-mindedness and all attributes of the IB learner profile across the school community.
• A5.-The school promotes responsible action within and beyond the school community.
• A.6- The school promotes open communication based on understanding and respect.
Standard B1: Leadership and Structure: The school's leadership and administrative structures ensure the implementation of the IB program(s).
• B1.5- The school develops policies and procedures that support the program.
• B2.6 -The library/multimedia/resources play a central role in the implementation of the program.
Standard B2: Resources and Support: The school's resources and support structures ensure the implementation of the IB program(s).
• B2.7- The school ensures access to information on global issues and diverse perspectives.
Standard C3: Teaching and learning: Teaching and learning reflects IB philosophy.
• C3.2- Teaching and learning engages students as inquirers and thinkers.
• **C3.4-Teaching and learning promotes the understanding and practice of academic honesty.**
• C3.5- Teaching and learning supports students to become actively responsible for their own learning.
• C3.6-Teaching and learning addresses human commonality, diversity, and multiple perspectives.
• C3.9- Teaching and learning uses a range and variety of strategies.
• C3.10 Teaching and learning differentiates instruction to meet students' learning needs and styles.
• C 3.11-Teaching and learning incorporates a range of resources, including information technologies.
• C3.13-Teaching and learning engages students in reflection on how, what, and why they are learning.
• C3.15.-Teaching and learning encourages students to demonstrate their learning in a variety of ways.
• C3.16-Teaching and learning develops the IB learner profile attributes.
C4. Standard C4: Assessment: Assessment at the school reflects IB assessment philosophy.
• C4.3-The school uses a range of strategies and tools to assess student learning.

As members of a school learning community, we will continue to collaborate and review our School Academic Honesty Policy as needed.

The David Paterson School is committed to ensuring that all students succeed and thrive in school no matter who they are, where they live, where they go to school, or where they come from, as proclaimed in New York's plan for Every Student Succeeds Act (ESSA). We have been identified as a school in good standing.

Philosophy

We believe that academic honesty promotes attributes of a global-minded citizen and encourages students to express their learning and thinking critically, creatively, and authentically while being principled. We want our positive values and beliefs to be evident in all that we do. Our goal is to encourage all members of our school learning community to demonstrate the IB Learner Profile attributes throughout the learning and teaching process, while being honest and building trust in all that we do "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." (Principled, IB Learner Profile)

Members of our school learning community will have a common understanding and definition of academic honesty. Academic honesty is seen as "a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment", enabling students to create work based on their "individual and original ideas and work of others fully acknowledged" (IBO Academic Honesty 2007, P2.) . Our school learning community defines academic honesty as acting with integrity while being principled and responsible for acquisition of knowledge and understanding.

It is expected that our students choose, act and reflect in an ethical manner. Consequences of unethical behavior will be evaluated and administrators and or parents may be involved. Teachers will take into account the learning needs of the students. We will provide support to our students in a positive manner.

The importance of raising students' awareness of academic honesty is a lifelong process. As Elementary school educators, we teach our students ethical issues and encourage them to be honest and to make good choices.

Principles

Academic honesty:
- Builds trust and integrity
- Cultivates all transdisciplinary skills: research, communication, social, thinker, and self-management
- Demonstrates honesty and fairness
- Encourages attitudes and attributes of a global minded citizen
- Supports principles and standards
- Develops success in college and career
- Informs others they can trust you
- Creates an effective accountability system
- Provides systems for monitoring, documenting and reporting
- Unifies our school learning community

We believe academic honesty allows:

Students to:	- Take responsibility for their own work. - Recognize the difference between individual work and group work. - Give credit to other people working in the group. - Not copy other people's work. - Reference sources according to agreed-upon (age-appropriate) formats for each grade (4-6). - Use works cited page (media). - Students use information technology and library resources responsibly. - Confirm understanding of academic honesty with signature on Academic Honesty/Digital Citizenship Parent/Student Agreement each year. - Report academic misconduct to a trusted school employee. - Strive to produce authentic work. - Minimize academic misconduct temptation by balancing time appropriately. - Ask for guidance when unsure. - Reflect on the importance of academic honesty. - Model the learner profile traits. - Be accountable learners. - Collaborate and partner with teachers to develop learning engagements. - Collaborate and partner with teachers to develop agreed upon success criteria. - Participate in a workshop on academic honesty before embarking on their Exhibition projects with the media specialist. - Acknowledge sources of information when preparing and presenting their exhibition projects. - Build a growth mindset. - **Celebrate Learning!**
Teachers to:	- Collaborate in the creation of the Academic Honesty Policy. - Explain what academic honesty means. - Demonstrate and model use of technology appropriately. - Demonstrate and model academic honesty. - Refer to the attributes of the learner profile. - Make connections to the transdisciplinary skills of communicating, research, and self-management, social and thinking skills across the curriculum. - Involve students in reflection/discussion in the instance of academic misconduct.

	• Incorporate into class created essential agreements. • Acknowledge when students use citation correctly (gr.4-6). • Communicate with students, parents, counselors, administrators, about concerns and academic misconduct offenses. • Value process over product. • Create learning engagements together with students. • Design assessment tasks and criteria with students. • Individually differentiate or accommodate work as outlined by student Individual Education Plans (IEP) • Teach about digital citizenship. • Media Specialist provides guidance information and support to students and other teachers. • Media Specialist provides a workshop for our students embarking on the Exhibition Experience. • Media Specialist teaches a recognized citation convention for written and non-written works (grades 4-6). • Build a growth mindset. • **Celebrate learning!**
Administrators to:	• Collaborate in the creation of the Academic Honesty Policy. • Model academic honesty. • Support, encourage and communicate our academic honesty policy to all members of our school learning community. • Ensure that all staff, students, and parents understand definitions, responsibilities, and consequences. • Ensure the academic honesty policy is applied consistently throughout the school. • Provide staff development and guidance. • Provide teachers with materials to guide students in maintaining academic honesty. • Investigate academic misconduct when necessary. • Recognize the importance of reviewing this policy and its connections to other school and district policies. • Update members of our school learning community of any new district policies and its links to our policies. • Build a growth mindset. • **Celebrate learning!**
Parents to:	• Encourage academic honesty and support their child by modelling personal integrity. • Encourage child to practice academic honesty. • Encourage child to cultivate a culture of academic honesty at home and in school. • Communicate concerns of academic misconduct /academic misconduct with their child and school personnel if necessary. • Monitor students' work. • Participate in ongoing learning experiences. • Engage in future planning, goals, and success. • Build a growth mindset. • **Celebrate learning!**

Practices

Common Language

- **Academic honesty:** "a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment", enabling students to create work based on their "individual and original ideas and work of others fully acknowledged" (IBO Academic Honesty 2007, P2.)
  - **School definition:** Acting with integrity while being principled and responsible for acquisition of knowledge and understanding.

  - Examples may include but not limited to: Proper conduct on assessments, full acknowledgement of original authorship and ownership of creative material, producing authentic work, protection of all forms of intellectual property.

- **Academic dishonesty:** Passing off other people's work or ideas as one's own. Examples may include but not limited to:
  - **Cheating:** The intentional giving or receiving of an unfair or dishonest advantage over other students, or the attempt thereof; any such advantage that is not authorized by a teacher and/or other staff member.

  - **Plagiarism:**
    - Claiming someone else's words, work, ideas, or opinions as your own without proper acknowledgement.
    - IB definition: "the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgment."

  - **Collusion:** Allowing your own work to be completed, copied or submitted by another person.

- **Academic Misconduct:** The IB Organization defines academic misconduct as, "behavior (whether deliberate or inadvertent) that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more components of assessment."(IBO Academic Integrity 2019, P3.)

  - **Examples may include but not limited to:** misconduct during assessment tasks, using unauthorized notes or other aids on assessments, theft, not fully participating, unacceptable talking, signs, gestures, copying from another student, destruction of educational materials, and unauthorized use of any materials, books, software programs, computer / equipment or other information.

- **Academic integrity:** The IB Organization defines academic integrity as "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." (IBO Academic Integrity 2019, P3.)

- **Authentic Authorship:** Using proper citation.

- **Citations (cite):** Gathering information from other people's work and giving them credit by referring to where you found it.

- **Cyberbully:** Bullying that takes place over digital devices like cell phones, computers, and tablets.

- **Digital Citizenship:** A person who develops and displays the skills and knowledge to effectively use the internet and other digital technology, especially to participate responsibly in social and civic activities.

- **Intellectual Property:** A work or invention that is the result of creativity. Examples may include trademarks, copyrights, and patents.

- **Learner Profile:** The International Baccalaureate® (IB) learner profile describes a broad range of human capacities and responsibilities that go beyond academic success.
They imply a commitment to help all members of the school community learn to respect themselves, others and the world around them (ibo.org)

  - **Balanced**-They understand the importance of intellectual, physical, and emotional balance to achieve personal well-being for themselves and others.

  - **Caring**-They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

  - **Communicators**-They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

  - **Inquirers:** They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning, and this love of learning will be sustained throughout their lives.

  - **Knowledgeable**-They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

  - **Open-minded**-They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view and are willing to grow from the experience.

  - **Principled**-They act 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.

  - **Reflective**-They understand by thinking about and asking themselves questions about the things they learn and do.

- **Risk-takers**-They approach unfamiliar situations and uncertainty with courage and forethought and have the independence of spirit to explore new roles, ideas, and strategies. They are brave and articulate in defending their beliefs.

- **Thinkers**-They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

- <u>**System:**</u> all district computers, software, network capabilities, email, Internet access, and other technical support

- <u>**Transdisciplinary Skills (Approaches to Learning):**</u> A set of skills that are valuable for all learning. These skills can be used across all disciplines (subjects) to become successful learners.

Communication Skills	- Literacy Skills (Reading, writing, and using language to gather information), listening, speaking, interpreting, viewing, presenting, non-verbal communication.
Research Skills	- Information Literacy (Formulating questions, planning, observing, data gathering and recording, synthesizing, interpreting, evaluating, and communicating, presenting) - Media Literacy (Interacting with media to create or use information, ethical use of media)
Self-Management Skills	- Organization, gross motor skills, fine motor skills, spatial awareness, time management, healthy lifestyle, informed choices, safety, codes of behavior, states of mind
Social Skills	- Responsibilities, resolving conflict, cooperating, interpersonal relationships, collaborating.
Thinking Skills	- Critical thinking: analysis and evaluation, creativity, acquisition of knowledge, innovation, transfer, reflection/metacognition

Prevention of Academic Dishonesty

As members of our school learning community, we teach our students ethical issues and encourage them to be honest and to make good choices to help prepare for their next stage in education. This is demonstrated as students take ownership and responsibility of their own work. We teach using tools such as the transdisciplinary skills and by modeling the Learner Profile Attributes.

Students will be guided when working both independently and collaboratively so that any academic misconduct can be resolved when they arise.

Please refer to our Principles on Academic Honesty.

Consequences

Support will be provided in a positive manner and parents may be notified as stated earlier in this policy. Support will also be provided through a tiered response as part of our PBIS Positive Behavior Interventions and Support (PBIS) program aligned to our School and District Code of Conduct Policies.

In grades 3-6, appropriate grade level alignments to standards will be enforced. Examples of this includes but is not limited to paraphrasing, quotations, and use of references and citations.

Consequences for infractions may include but not limited to:

- Opportunities for reflection
- Opportunities to resubmit work
- Refusal to accept student work
- Reminder of Academic Honesty Policy
- Parent involvement
- School Psychologist Involvement
- Administration Involvement

Digital Citizenship

Digital citizenship is related to Academic Honesty in many ways. Teaching students how to behave in a digital world is a key part of learning and teaching.
It may include but not limited to:
- Understanding how to behave in ethical ways while using digital tools
- Copyright
- Rights of authorship
- Properly acknowledge sources of information (Citation)
- Participating in Digital Citizenship Week
- Protecting private information
- Respecting themselves and others

- Standing up for cyberbullying
- Balancing time

Our district encourages the use of computers and computer-related technology in classrooms solely for the purpose of advancing and promoting learning and teaching. Hempstead Public Schools provides these services to promote educational excellence by facilitating resource sharing, innovation and communication. The district's philosophy is that students learn to use technology tools to communicate globally and advance their educational goals. Student access to a computer network, including the Internet, is a powerful and valuable educational research tool. To protect students from inappropriate content and in compliance with the Children's Internet Protection Act (CIPA) and regulations of the Federal Communications Commission (FCC), the District uses content filtering tools to block inappropriate content.

Communication of our Academic Honesty Policy

- Published on our school website
- Included in our Parent PYP Handbook
- Included in our Staff PYP Handbook
- Discussed and referred to with students and parents
- Reviewed annually

Essential Agreements for Academic Honesty

At David Paterson School we agree:

1. **We are principled!**
    - As users of the System, we adhere to the policies, rules, regulations and or procedures.
    - We agree to give credit for work that is not ours.
    - We agree to develop and promote international-mindedness and all attributes of the IB learner profile across the school community.
    - We will display model behavior and conduct ourselves as representatives of members of our school learning community.
    - We will read, follow and sign our Academic Honesty and Digital Citizenship Essential Agreements Form.
    - Honesty is the best policy!
2. **We are balanced and caring!**
    - We use a range and variety of strategies in our teaching and learning.
    - We take responsible action for our own learning.
    - We agree to be honest, responsible and respectful.
    - When working with others in a group, we contribute equally.
    - We will take full responsibility for usage of our technology on our user accounts.
3. **We are communicators and risk-takers!**

- We will communicate if we do not understand something or are unsure of documenting and recording information.
- We will share our knowledge and communicate using appropriate language when using the internet or digital devices.
- All equipment and network use is utilized effectively, efficiently, ethically and lawfully.
- We will respect the rights of copy write owners.

4. **We are knowledgeable and inquirers!**
   - We will integrate our knowledge learned and transfer information in a variety of ways.
   - We will research using reliable and valid resources and ask and answer questions as we do so.
   - We ensure access to information on global issues and diverse perspectives.
5. **We are open-minded, reflective, thinkers!**
   - We are open to the different perspectives, values and traditions of others locally, nationally and globally.
   - We will make any changes needed to our work to ensure that others can trust us.
   - We will think about and recognize the rights of others in the digital community.
   - We will refer to our school policies to ensure we are making good choices.

The following references were used to create our School Academic Honesty Policy:
References
IB publication *Academic honesty in the IB educational context, 2014*
Academic Honesty, Diploma programme, July 2011
Academic Honesty. IB Organization. September 2007.
Academic integrity. IB Organization. October 2019
Magellan International School
Daystar Academy
Bloomfield Hills Schools
From Principles into Practice
https://ibo.org/
Academy Honesty in the IB, Jude Carroll, IB position paper, October 2012
Hempstead Public Schools Responsible Use Policy
Dignity for All Students Act (DASA) Staff Handbook, 2013
Hempstead Public Schools Policies

Our School Academic Honesty Policy
Draft Completed: June 2020   Finalized: May 2021   Revised: June 2021

The IB Primary Years Programme Programme at a glance

The International Baccalaureate® (IB) Primary Year Programme (PYP) is a leading curriculum framework for international primary education. Designed for schools with students aged 3 to 12, the PYP focuses on the development of the whole child as an inquirer, both in the classroom and in the world outside.

With its rigorous, research and inquiry based curriculum, the PYP transforms schools' pedagogical practices, placing teachers, students and leaders in the core of the programme.

As a result, students become active, caring, lifelong learners who demonstrate respect for themselves and others and have the capacity to participate in the world around them.

PYP students are not only well prepared for the next stage of education, but also for participation in the IB Middle Years Programme (MYP) and subsequently the Diploma Programme (DP) or Career-related Programmme (CP).

The PYP around the globe:

1,434
PYP schools in 106 countries*

355,750*
PYP students around the world

Top 10 Countries with PYP schools around the world

Australia
China
India
Japan
Turkey

Canada
Germany
Indonesia
Mexico
USA

PYP Private / State Schools

42%

58%

- Private
- State

*as of November 2016

International Baccalaureate®
Baccalauréat International
Bachillerato Internacional
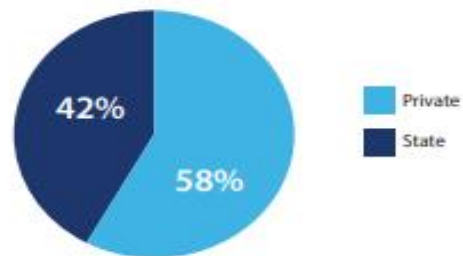
The PYP Curriculum Framework

Knowledge   Concept   Skill   Attitude   Action

These five essential elements that students need to lead successful lives underpin the PYP's curriculum framework. Schools work with the five elements to construct a rigorous and challenging primary education curriculum that is transdisciplinary, engaging, relevant, and significant.

The PYP is offered by many types of schools around the world, including state schools, private schools and international schools. As a flexible curriculum framework, the PYP is able to accommodate the demands of most national or local curriculums.

With local and global issues incorporated into the PYP curriculum, students are asked to look at look at six related themes and to consider the links between them. The themes include: 'who we are', 'where we are in place and time' and 'how the world works'.

Nurturing independent learning skills, and encouraging every student to take responsibility for their learning, the PYP develops students' academic, social and emotional wellbeing, while simultaneously focusing on international-mindedness and the development of strong personal values.

Assessment in the PYP

Through assessment, the IB helps schools teaching the PYP to identify what students know, understand, can do and value at different stages in the teaching and learning process.

In the PYP, learning is viewed as a continuous journey, where teachers identify students' needs and use assessment data to plan the next stage of their learning.

The purposes of assessment in the PYP are to:

- promote student learning
- provide information about student learning
- contribute to the successful implementation of the programme.

Teachers use a wide range of assessment strategies to collect information on each of the elements represented in the written curriculum: the understanding of concepts, the acquisition of knowledge, the mastering of skills, the development of positive attitudes and the ability to take responsible action.

The PYP Exhibition

Encouraging in-depth, collaborative inquiry, PYP students carry out an extended, in-depth, collaborative project known as the PYP exhibition in their final year of the programme.

The PYP Exhibition involves students working collaboratively to conduct an in-depth inquiry into real life issues or problems. Students collectively synthesise all of the essential elements of the PYP in ways that can be shared with the whole school community.

This provides teachers with a powerful and authentic process for assessing student understanding. The exhibition also represents a unique and significant opportunity for students to showcase the attributes of the IB learner profile developed throughout their engagement with the programme.

The PYP Exhibition provides schools and students with a wonderful opportunity to celebrate the transition of learners to the next phase of their education.

Students during the PYP Exhibition

Interested in offering the PYP?

Learn more on how to become an IB World School at **www.ibo.org** or contact an IB regional office:
Africa, Europe, Middle East: **ibaem.development@ibo.org** · Asia-Pacific: **ibapdevelopment@ibo.org** · The Americas: **iba.outreach@ibo.org**

International Baccalaureate
Baccalauréat International
Bachillerato Internacional

5 ways you could support your child as a PYP parent

As an essential member of your child's learning community, you play an important role helping them take their learning deeper. Here are 5 simple ways you can support your child's learning at home. Whether it is the more formal learning connected to their schooling, or the incidental, unplanned learning through play, exploration and life experience; these 5 strategies will help you, help your child become a lifelong learner.

Take an inquiry stance

Support conceptual understanding

Prioritise reflection

Support your child's agency

Give feedback that goes beyond the moment

Take an inquiry stance

MEET A QUESTION WITH A QUESTION
How could you find that out?

BE PREPARED TO INQUIRE TOGETHER
Let's figure it out together!

ASK AN OPEN-ENDED QUESTION
What do you notice?

BE A LEARNER
Here is how I'm going to find out

Support conceptual understanding

VALUE PROCESS
How did you do that?
Why did you do that?
What strategy did you use?

HARNESS THE POWER OF KEY CONCEPTS
What does it look like? [Form]
Turn page for key concepts

Support your child's agency

INVITE AND INVOLVE THEIR VOICE
Let them express themselves

SUPPORT THEIR CHOICES
What choice are you making for yourself as a learner?

EMPHASISE OWNERSHIP
You're in the driver's seat

Prioritise reflection

GET THEM THINKING ABOUT THEIR THINKING
How do you know?
What makes you think that?
Is there another way that you could do that?
What did you find easy or challenging? Why?

Give feedback that goes beyond the moment

TEACH THE LEARNER, NOT THE LEARNING
Move from asking How are you doing? to Where to next?

GIVE SPECIFIC FEEDBACK ON THE PROCESS
I like how you did... What might you try doing next?

Using PYP Key Concepts

To extend learning, these questions work for everything and every time.

whether looking at...

An exclamation mark
A mathematical equation
The gears on a bike
A weather pattern

A structure of government
Kicking a ball
A bridge
The periodic table

A flower
An event in the news
A scene in a film
Anything!

Form
What is it like?

Function
How does it work?

Connection
How is it connected to other things?

Change
How does it change?

Causation
Why is it like that?
Why is it the way it is?

Perspective
What are the different points of view?

Responsibility
What are our responsibilities?