

## Curriculum

Jackson Main provides instruction based on the requirements of the New York State Next Generation Standards using the PYP framework. To view the learning standards, you may log on to:

<http://www.nysed.gov/curriculum-instruction/new-york-state-next-generation-english-language-arts-learning-standards>

<http://www.nysed.gov/curriculum-instruction/new-york-state-next-generation-mathematics-learning-standards>

<https://www.engageny.org/resource/grade-1-mathematics>

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

In the PYP Framework, all learning centers around six *themes*, across all subjects.

- Who we are
- Where we are in place and time
- How we express ourselves
- How the world works
- How we organize ourselves
- How we share the planet.

In preparing our young minds to become global thinkers, we develop the ten Learner Profile Attributes through the program's five essential elements: attitudes, concepts, skills, knowledge and action.

### **IB Learner Profile Attributes**

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

#### **IB learners strive to be:**

##### *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 the 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.

##### *Thinkers:*

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

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.

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.

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.

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.

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.

Balanced:

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

Reflective:

They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

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The inquiry-based program framework encourages independence and self-reflection. Please do not hesitate to contact the IB office here at Jackson Main if you need any further details: *Jackson Main IB Coach: Mrs. Perez @ 516 - 434 - 4662.*

**IB PYP's Focus on Transdisciplinary Skills (Approaches to Learning)**

Throughout the teaching and learning in the IB PYP program of inquiry there is a focus on the skills such as: social skills, communication skills, thinking skills, research skills and self-management skills.

## Approaches to Learning Skills (ATL skills)

Thinking skills	Social skills	Communication skills	Self-management skills	Research skills
Acquisition of knowledge Comprehension Application Analysis Synthesis Evaluation Dialectical thought Metacognition	Accepting responsibility Respecting others Cooperating Resolving conflict Group decision--making Adopting a variety of group roles	Listening Speaking Reading Writing Viewing Presenting Nonverbal communication	Gross-motor skills Fine motor skills Spatial awareness Organization Time management Safety Healthy lifestyle Codes of behaviour Informed choices	Formulating questions Observing Planning Collecting data Recording data Organizing data Interpreting data Presenting research findings

Making the PYP happen: A curriculum framework for international primary education

### Approaches to Teaching (6 elements)

- Teaching through inquiry
- Teaching through concepts
- Teaching developed in local and global contexts
- Teaching focused on effective teamwork and collaboration
- Teaching differentiated to meet the needs of all learners
- Teaching informed by assessment

### Information and Technology (ICT)

In our endeavor to support inquiry-based learning and promote global mindedness, Jackson Main is committed to using technology to develop the skills of investigating, creating, communicating, collaborating, organizing and becoming responsible digital citizens (ICT skills). To this end, we expect students and staff to use technology in an

effective, efficient, ethical and lawful manner.

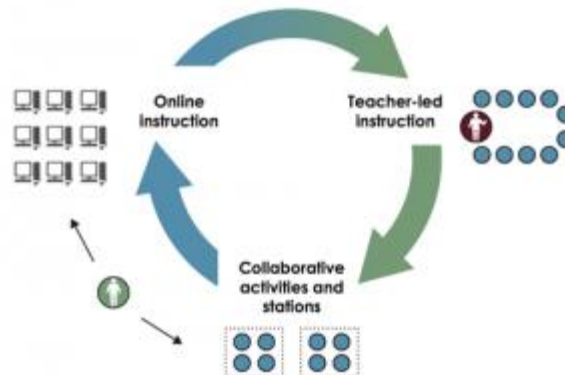
When using the District's computers, their own personal devices on the District's wireless network or on school property in other technology facilities:

- You may not install any software or games on any District computer or the District's network and that you may not change the computer system in any way.
- You will only connect to sites that have been allowed by your teacher.
- You understand that any information you save is not private and the District may access it at any time; that you are responsible for any damages, direct or indirect, that result from use of the District's technology resources. (Taken from the District's Technology Responsible Use Policy).

**You can see a detailed technology policy on the District's website.**

### **Blended Learning Rotational Model**

At Jackson Main we will be using the blended learning model, rotating stations to improve student learning.



The following are some characteristics of the station rotation model:

- All students will rotate to different stations for a period of time, prescribed by the teacher
- Connection between online and offline work
- Increased student collaboration and control
- Review or work on content at home with e-books, games with connection to the unit of inquiry
- Can be used as center or independently while teachers work in groups

### **Student Achievement**

All students are urged to excel to the best of their ability through hard work and perseverance. Excellence is achieved by developing good study habits, following directions, completing assignments in a timely fashion, and taking pride in your work.

Report cards will be distributed quarterly (4) times a year. Computation of grades will be as follows: Test grades (quizzes, quarterly, midterm and final). To receive a satisfactory grade in classroom participation, students will be required to complete assignments and lessons missed during an absence within a designated time period and make-up limits outlined in the attendance guidelines set forth for each school.

## Homework

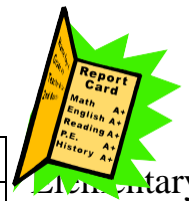
Homework is important because it is a valuable aid in helping a student to achieve academic success. Homework is given because it is essential in reinforcing what has been taught in class.

- ❖ Homework is assigned **every day** and must be a top priority.
- ❖ All homework assignments should be:
  - ✓ Complete when turned in.
  - ✓ Turned in on the due date.
  - ✓ Completed by the student to the best of his/her ability.
  - ✓ Neat, clean, and legible.
  - ✓ Made up the next day when a student is absent from school.
- ❖ Students who do not complete Homework assignments will:
  - ✓ Lose certain class privileges.
  - ✓ Have parents sign completed homework every night.
  - ✓ Lose up to 10% on their academic grade



## Report Cards:

Exams/Quizzes/Portfolios	60%
Summative	20%
Class Participation	10%
Homework	10%



Elementary school report cards are issued four

times a year.

Parent/Teacher Conferences are held in November and February. The February conference will be Parent/ student/ Teacher conference.

## **Honor Roll**

Jackson Main salutes students who have achieved Honor Roll status. The Honor Roll Criteria is as follows:

Principal's List	90% or above in all subject areas.
High Honors	An overall average of 90% or above.
Honor Roll	An overall average of 85 – 89 %

## **Student Placement and Promotion:**

Each student must attend the school that services his/her particular catchment area of residency. Students who enter Hempstead Public Schools for the first time will be placed at the grade level deemed appropriate by the professional staff based on educational data and chronological age. The professional staff determines student placement and promotion to the next grade level. The building principal is responsible for the final decision-making. Placement and promotion are based on a student's level of achievement, social adjustment, and maturity.

## **Student Promotion Procedures:**

Every student is required to meet standards and master the necessary academic skills defined for kindergarten through grade 12. Mastery of skills at the end of each grade level K-8 is determined through a combination of processes which include:

- A. Results of New York State mandated tests.
- B. Pre-testing and post-testing of the development and competencies in content area skills, concepts, and tasks with emphasis on:
  - 1. Reading Comprehension
  - 2. Writing
  - 3. Problem solving
  - 4. Vocabulary Development and Spelling
- C. Classroom participation with emphasis on oral and written expression and supervised independent study projects.
- D. Work habits, study skills, note taking, and notebook organization.
- E. Satisfactory completion of home and classroom assignments
- F. Student attainment of district and/or program level/grade-level expectations.

G. Data including FASTT Math, I-Ready, NWEA, and Portfolio

## Testing and Assessment

- Quarterly assessments are administered in ELA and Math. End of unit summative for each of the 6 transdisciplinary themes will be administered.

### NEW YORK STATE ASSESSMENTS

- ❖ NYS Science Assessment (5<sup>th</sup> Grade)
- ❖ NYS ELA (3<sup>rd</sup>- 5th Grade)
- ❖ NYS Math (3<sup>rd</sup>- 5th Grade)



### DISTRICT ASSESSMENTS

- ❖ NWEA
- ❖ SLO's in ELA and Math

### Curriculum Review:

This will be reviewed and updated annually by teachers and administrators

- Written, May 2018
- Revised May 2020



# Statement of Beliefs

## Philosophy

International Baccalaureate Primary Years Program framework will serve as a guide to develop lifelong learners who demonstrate global awareness, empathy, creativity, responsibility and academic excellence.

## Vision

At Jackson Main, we are promoting a learning community that strives for academic excellence through a global perspective. In partnership with the home and community, we encourage empathy, and respect in a supportive environment with imaginative aspirations.

## Mission

Our mission at Jackson Main is to develop inquiring, knowledgeable, confident and caring young people who will grow to become lifelong learners. The inquiry process will cultivate a global perspective so that all students can create a positive impact within our local and global communities.



## Motto:

**"Learning Today, to be Leaders Tomorrow".**



## **Behavior Policy**

### **The Jackson Main Community Agreement**

The goal of the Jackson Main PYP candidate school's behavior policy is to create a safe and balanced learning environment which promotes the development of the whole child as caring and compassionate learners who are respectful and responsible. This agreement will serve as a guideline in any school setting, whether in personal or any online interactions.

JM strongly encourages a reflective and problem-solving approach using the skills aligned to the IB PYP Learner Profile, essential for life both inside and outside the school.

Each Jackson Main student must leave school as....

Caring	We make commitment to care for one another and the world around us.
Principled	We respect the rights of others and work with a strong sense of fairness and justice.
Open-minded	We are proud of our culture and are tolerant to those of others.
Reflective	We think carefully about our actions.
Inquirers	We are curious and ask questions about things we don't know.
Knowledgeable	We gather information and find answers to our questions.
Thinkers	We work together to find solutions to our problems.
Communicators	We express ourselves in different ways
Risk-takers	We explore new ideas with courage.
Balanced	We build our brains, our body and our spirit.



## School Expectations and Procedures

### Teachers:

- Provide an academic environment that is caring as well as effective in creating a sense of community within the classroom.
- Be aware of any conflicts between students, that is, bullying (physically or verbally), harassment and deal fairly and firmly with situations and all involved. Also, be sensitive in identifying when a student is in distress.
- Create “**Essential Agreements**” along with her/his students, in the beginning of school year, which will help to create a sense of community.

### **Parent/Guardians:**

- Sign contract beginning of school year.
- Be active in child’s/ children’s education by reading the JM behavior policy with your child and monitor their homework. Get familiar with the classroom as well as school wide behavior agreement.
  - Keep communication flowing between themselves and teacher
- Inform teacher as well as Administrator of any change/or situation in lifestyle that would impact a child’s behavior in school
  - Be cognizant of child’s absences. If known in advance send a letter prior to dates. If not, inform teacher and follow up with letter.

### **Students:**

- Respect adults at all times, whether in building or outside/trip etc.
- Respect yourself and each other
- Respect the property of others
- Respect the property of the school

### **Respect your education**

- Complete all assignments homework and classwork in an organized, neat and timely manner
- Be prepared to learn and arrive on time to get the best start of your educational day. The early bird gets the worm!
- Be mindful of the number of days you are absent.

### **Students rights and responsibilities:**

#### Learning -

- All areas

- Report any problems to an adult
- Ask permission before leaving an area or leaving your seat
- Remind others to follow school rules
- Eyes and ears on speaker, participate, try your best
- Wait for your turn to speak and get permission before

#### Speaking-

- Follow classroom, agreements

#### Self -

- Maintain self- control
- Be honest and accountable
- Dress appropriately and according to dress code
- Follow school rules: walk at all times, always have a hall pass, walk to the right, play safely and use quiet voices
- Use polite language and tone of voice, remember your manners
- Remember personal hygiene, wash your hands, preventative measures against spreading common diseases.

#### Others -

- Treat people the way that you want to be treated; celebrate others
- Keep hands and feet to self
- Be respectful of others personal space and privacy
- Include everyone in all activities

#### Property-

- Take care of personal/school belongings and equipment
- Pick up/clean up after yourself (Have pride in your school and maintain cleanliness)
- Keep bathrooms clean
- Respect property

### **JM PYP Discipline Procedures**

JM staff and administration are committed to firm, fair, and consistent discipline procedures from grades one through five.

POSITIVE BEHAVIORS IN ACTION		POSITIVE CONSEQUENCES
Responsibility to OTHERS	<ul style="list-style-type: none"> <li>▪ Respecting others</li> <li>▪ Helping others</li> <li>▪ Caring for new students</li> <li>▪ Mindful of tone and voice</li> <li>▪ Reporting bullying</li> </ul>	<ul style="list-style-type: none"> <li>▪ verbal praise</li> <li>▪ special privileges (ability to take on leadership roles/morning announcements)</li> </ul>
Responsibility to SELF	<ul style="list-style-type: none"> <li>▪ Being honest</li> <li>▪ Caring for personal hygiene</li> <li>▪ Being principled at all times</li> <li>▪ Following acceptable technology policy</li> <li>▪ Reporting bullying</li> </ul>	<ul style="list-style-type: none"> <li>▪ field trips</li> <li>▪ club membership</li> <li>▪ honor roll</li> <li>▪ classroom reward system (decided by teacher)</li> <li>▪ positive phone call or note home</li> <li>▪ public recognition</li> </ul>
Responsibility to LEARNING	<ul style="list-style-type: none"> <li>▪ Exhibiting appropriate behavior in classroom</li> <li>▪ Exhibiting appropriate behavior outside classroom</li> <li>▪ Exhibiting appropriate use of technology (<i>see technology policy on the school website IB page</i>)</li> <li>▪ Academic Honesty Policy (<i>see Academic Honesty policy on the school website IB page</i>)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Point systems</li> <li>▪ PBIS list of incentives</li> </ul>

**JM AGREEMENTS – POSITIVE CONSEQUENCES**

**JM AGREEMENTS – NEGATIVE CONSEQUENCES**

JM procedures are followed consistently throughout the school. Agreements broken, have a series of consequences that are followed to maintain a safe learning environment for all. The following course of action should be anticipated.

**Minor Incident** - teacher intervention; incident documented; logged to monitor frequency. Complete a reflection log.

**Significant Incident** – teacher and/or administrator intervention and informs parent/s; incident documented

**Severe Incident** – student referred to the principal with documentation; parents informed. For any incident determined to be severe, or those that are repeated at a rate so as to disrupt the learning environment may require suspension at the discretion of the principal

## **Bullying**

Our goal is to create safe and nurturing school environment that promotes academic excellence, where no student comes to school fearful of being discriminated against an/or being verbally or physically bullied. In accordance with DASA, strict measures are taken to ensure that staff and students have the support and resources needed to respond effectively to bullying and intolerance. Hempstead School District and building policies are in place to address and intervene appropriately. The Jackson Main code of conduct prohibits any discrimination, and harassment of students by other students or by staff. Our zero-tolerance policy includes bullying in its various forms;

- Cyberbullying
- Verbal
- Physical bullying
- Relational/harassment.

***Any student who witnesses bullying must report it to an adult immediately.***

## **HEMPSTEAD PUBLIC SCHOOL’S CODE OF CONDUCT (District Wide) –**

In addition to the Jackson Main Behavioral Expectations there is a District wide Code of Conduct - The District’s code of conduct can be accessed at the District’s website: [www.hempsteadschools.org](http://www.hempsteadschools.org) – go to Board of Education and then go to School Board Policies and there you will find the Hempstead School District’s Student Code of Conduct.