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POLICIES HANDBOOK

**Primary Years Programme (PYP)
Primary Years Academy of
International Education
An International Baccalaureate
Specialty School**



2024-2025 IB PARENTAL PERMISSION FORM

Name of child: _____

The International Baccalaureate Organization (IB) is committed to improving and promoting its educational programmes and the teaching and learning that take place in IB World Schools. It runs teacher-training workshops and publishes promotional materials such as the magazine IB World. It also publishes training materials, in printed form, online and on CD-Rom, for schools and for sale, and on its password-protected website for teachers and coordinators. These training materials are greatly improved if samples of student work are shown. The IB would much appreciate your permission for the future possible use of samples of your child’s work or of images of him or her engaged in class work or school activities, should the school select them for submission.

Please check one box in each section below to give the school the necessary authority. Then sign and date the form. It will be retained by the school and kept with your child’s school record.

Section 1: Child’s school work

- On behalf of my child, I **grant** the IB a **non-exclusive worldwide license** to use any of my child’s work that the school chooses to submit, in whatever medium (including written work, audio and visual materials). I note that this means that the IB Organization may reproduce and publish it as above in relation to the IB Organizations’ activities or those related activities of which it approves. I note also that these materials may be modified, translated or otherwise changed to meet the IB’s purposes **and that all names will be removed along with any information that may lead to the identification of the child or of the school.**
- On behalf of my child, I **do not give permission** to the school to submit his or her work, in whatever medium, to the IB Organization for the purposes described above.

Section 2: Child’s visual image

- On behalf of my child, I give permission to the IB Organization to reproduce photographic and video images of my child in whatever medium, as described above. I understand that these pictures will have been taken in the course of approved school activities and in circumstances under the control of the school. **I note that the identity of my child will not be revealed.**
- On behalf of my child, I **refuse permission** to the IB Organization to reproduce photographic and video images of my child in whatever medium and, therefore, ask the school not to include my child in any activity that will be photographed or videoed for submission to the IB.

Parent’s name: _____

Parent’s signature: _____

Date: _____

Primary Years Programme



Primary Years Academy International Baccalaureate Specialty School

2024-2025 Handbook Acknowledgement

ACKNOWLEDGEMENT OF RECEIPT OF POLICIES AND PARENT HANDBOOKS

I _____ (Parent / Guardian Name) have received and read the

- 2024-2025 Policies Handbook
- 2024-2025 Student/Parent Handbook

I understand the policies and procedures given to me and agree to adhere to all school policies.

Please note: Primary Years Academy's policies and procedures are subject to change to reflect the needs of the program, children and families we serve. We may also make changes or modifications in our policies if required by Stockton Unified School District and/or IB International. Primary Years Academy will inform parents of changes taking place whenever possible in a timely fashion.

Yo _____ (Nombre del padre/madre/tutor) he recibido y leído el

- Manual de Políticas 2024-2025
- Manual para padres y estudiantes 2024-2025

Entiendo las políticas y los procedimientos que se me han dado y acepto adherirme a todas las políticas de la escuela.

Tenga en cuenta: las políticas y los procedimientos de la Academia de los Años Primarios están sujetos a cambios para reflejar las necesidades del programa, los niños y las familias a las que servimos. También podemos hacer cambios o modificaciones en nuestras políticas si así lo requiere el Distrito Escolar Unificado de Stockton y/o IB International. La Academia de Años Primarios informará a los padres de los cambios que se lleven a cabo siempre que sea posible de manera oportuna.

Signature/Firma _____ Date/Fecha _____

Student Name _____ Teacher _____ Grade _____
Nombre del estudiante Maestro/a Grado

2024-2025 Academic Integrity Policy

International Baccalaureate Programme Standards and Practices

Standard B1: Leadership and Structure

The school's leadership and administrative structures ensure the implementation of the IB Programme(s).

- B1.5 The school develops and implements policies and procedures that support the programme(s).

Standard C3: Teaching and Learning

- C3.2 Teaching and learning engages students as inquirers and thinkers.
- C3.4 Teaching and learning promotes the understanding and practices of academic honesty.
- C3.5 Teaching and learning supports students to become actively responsible for their own learning.

International Baccalaureate Organization 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.

Primary Years Academy Mission Statement

Empowering compassionate global thinkers. Ask questions. Take action.
Be IB.

Primary Years Academy Vision Statement

In harmony with SUSD and IB philosophies, Primary Years Academy develops active, caring, and inquiring lifelong learners who help create a better and more peaceful world through intercultural understanding and respect.

Academic Integrity Policy

Primary Years Academy's Academic Integrity Policy ensures that our school's procedures and practices are transparent, fair, and consistent. It describes the rights and responsibilities of all members of our school community so that all stakeholders understand what constitutes good practice, misconduct, and what actions are to be taken if there are transgressions.

What is Academic Integrity

Academic integrity is a guiding principle in education and a choice to act in a responsible way whereby others can have trust in us as individuals. It is the foundation for ethical decision-making and behavior in the production of legitimate, authentic and honest scholarly work (International Baccalaureate Organization (UK) Ltd, 2019, p. 3).

At Primary Years Academy academic integrity goes beyond this policy; it is part of our schools "ethical culture". It is a philosophy that we embrace and foster throughout the entire school community, so students will continue to adhere to this principle throughout their future lives.

We encourage our students to authentically express themselves. Students are taught to essential media literacy skills that allow them to identify and cite from credible sources.

How Academic Integrity Relates to the Learner Profile Traits Role of PYA Staff/Ways to Promote Academic Integrity

Primary Years Academy promotes principled lifelong learners. When students are engaged in inquiry, working on assignments/assessments, using technology or reflecting on their learning, they must demonstrate principled behavior and integrity.

Role of Staff (Including Teachers, Students Support Services, Administration, and Support Personnel):

- Communicate appropriate ways to collaborate with each assignment
- Teach a recognized citation convention for written and non-written work
- Demonstrate and model academic integrity in presentations
- Assure that students understand that when they submit an assignment or assessment they are representing their own work
- Communicate to students, parents, counselors, administrators, about concerns and academic dishonesty
- Involve students in reflection/discussion in the instance of academic misconduct
- Support the Academic Integrity Policy and investigate all reports of academic dishonesty
- Ensure that all staff, students, and parents understand the definition, responsibilities, and consequences of the policy.

Role of the Student

Students should:

- Confirm understanding of the Academic Integrity Policy each year
- Report academic dishonesty to a trusted member of the school staff
- Produce authentic work
- Ask for guidance when unsure

Role of Parents, Guardians, and/or Outside Support

- Read, understand, and sign the Academic Integrity Policy
- Encourage their child to practice academic integrity
- Cultivate a culture of academic integrity at home and in school
- Address any concerns of academic dishonesty with their child and school personnel

Academic Integrity and Technology

Technology is used to facilitate learning and to support district technology programs. Technology is also used as a means of communication among all members of the PYA community. The use of Chromebooks, tablets, and mobile devices provide access to information for research and collaboration among learners. The school and district provides a 1:1 ratio of Chromebooks in grades K-6. PYA recognizes that students have the ability to use their personal devices to access sites that have been deemed in appropriate in a school setting. All PYA staff model positive and appropriate digital interactions and engage in teaching students the ethics of technology through the district Cyber Safety curriculum. Staff and students are expected to model positive behaviors when using all digital platforms.

Academic Misconduct

IB defines academic misconduct as:

Deliberate or inadvertent behavior that has the potential to result in the student, or anyone else, gaining an unfair advantage in one or more components of assessment. Behaviour that may disadvantage another student is also regarded as **academic misconduct**.

Definitions and Examples of Academic Misconduct

Plagiarism: “The practice of taking someone else's work or ideas and passing them off as one's own either intentionally or unwittingly without proper, clear, and explicit acknowledgement.”

Examples:

- Representing the work of others as your own
- Non-original work that is not cited
- Copying from a textbook, book, media, or presentation
- Failure to identify your sources
- Using online language translators unless explicitly allowed

Collusion: “Supporting academic dishonesty by another student, as in allowing one’s work to be copied or submitted for assessment by another.”

Examples:

- Helping someone cheat
- Allowing your work to be copied
- Unequal collaborative work
- Sharing information about an assessment

“Collusion is to be contrasted with collaboration, which we define as “multiple students actively engaged during the course as well as in the creation of a product per the assignment guidelines.” It is important to note that teachers must be clear with assignment guidelines to specify what is collaboration versus collusion on any given task.”

Duplication of work: “The presentation of the same work for different assignments.”

Unfair Practice: “Any other behavior that gives an unfair advantage to a student or that affects the results of another student.”

Examples:

- Sharing passwords
- Using unauthorized materials
- Disclosing information about an assessment
- Altering grades
- Impersonating another person
- Misconduct during testing times

If a student puts their name on any assignment, it is the understanding of school’s staff that they are acknowledging original ownership when submitting the work.

Consequences of Academic Misconduct

Primary Years Academy is concerned with the development of the whole student. Each student is unique and academic misconduct is handled on a case by case basis. When academic misconduct occurs, incidents will be addressed by the teacher with the student. When appropriate, administration, teachers, students, and parents will become involved. Parents will be notified of all infractions. Age-appropriate consequences will be administered according to SUSD and site discipline policies. A student who demonstrates a pattern of difficulty respecting academic integrity, will be supported with interventions as part of our Positive Behavior Interventions and Support (PBIS) program.

Preventing Academic Misconduct

To prevent academic misconduct, Primary Years Academy will promote best practices by teaching students the skills needed to honestly complete and turn in original work. This practice will be accomplished by teaching the learner profile traits and by teaching and coaching in research skills. Students in 5th grade will be taught to cite their work and acknowledge sources when completing research projects. Students will be guided in collaborative techniques when working in groups allowing all members to contribute equally and equitably.

Review of Academic Integrity Policy:

This policy will be reviewed and updated annually by PYA Leadership, Teachers, Parent groups, and School Site Council.

- Written, March 2021
- Approved, May 11, 2021
- Reviewed, March 8, 2022; May 2023, March 2024

Sources:

- International Baccalaureate Organization Academic Integrity 2019
- International Baccalaureate Organization Academic Honesty in the IB Educational Context 2019
- Bloomfield Hills School Academic Honesty Policy
https://www.bloomfield.org/uploaded/Parents_Students/IB/MYP_AcademicHonestyPolicy.pdf
- Daystar Academy IB PYP Academic Honesty Policy
https://www.daystaracademy.org/uploaded/email_files/PYP_Academic_Honest_policy.pdf?1576862261530

2024-2025 Admissions Policy

International Baccalaureate Programme Standards and Practices

Culture 1: The school secures access to an IB education for the broadest possible range of students. (0301-01)

PYP 1: The school articulates and demonstrates that the PYP is accessible to interested students, regardless of learner variability.

Lifelong learners 1: Students actively develop thinking, research, communication, social and self-management skills. (0402-01)

Lifelong learners 2: Students demonstrate and reflect on their continued development of the IB learner profile attributes. (0402-02)

Lifelong learners 3: Students identify and foster healthy relationships, an understanding of shared responsibility, and the ability to collaborate effectively. (0402-03)

Lifelong learners 4: Students grow in their ability to make informed, reasoned, ethical judgements. (0402-04)

Lifelong learners 5: Students exercise the flexibility, perseverance and confidence they need to bring about positive change in the wider community and beyond. (0402-05)

Lifelong learners 6: Students take ownership of their learning by setting challenging goals and pursuing personal inquiries. (0402-06)

Lifelong learners 7: Students pursue opportunities to explore and develop their personal and cultural identities. (0402-07)

International Baccalaureate Organization Mission Statement

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

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Primary Years Academy Mission Statement

Empowering compassionate global thinkers. Ask questions. Take action.

Falcons...SOAR!

Primary Years Academy Vision Statement

In harmony with SUSD and IB philosophies, Primary Years Academy develops active, caring, and inquiring lifelong learners who help create a better and more peaceful world through intercultural understanding and respect.

Primary Years Academy values the International Baccalaureate's Primary Years Programme and its engaging and challenging curriculum, which encourages critical thinking, intercultural understanding and respect.

We offer an inclusive environment that focuses beyond the academic skills of students, by providing an education inclusive of the whole child. We aim to ensure that the philosophy, the methodology and the programs of study that we offer meet the individual needs of each student. Candidates should be:

- Empowering compassionate global thinkers.
- Ask questions.
- Take Action!

We welcome all applications from all IB students.

The Profile of a PYP Student

Primary Years Academy offers the PYP program for students from Kindergarten to Grade 5. From PYA, students move through the IB programs at Franklin High IB. Franklin IB provides the Middle Years Program for students

from Grade 6 to Grade 10 and the IB Diploma Program for students in Grades 11 and 12. Students who take part in these programs should show that they are inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective (characteristics of the IB student). To evaluate whether the student matches the IB profile, all candidates, as well as fulfilling the general admissions requirements, must sign the Primary Years Academy Admissions Policy.

If you apply for Primary Years Academy's IB Program, you will receive a rigorous and academically challenging education that will prepare you to enter Franklin High School's IB MYP and DYP. PYA is the foundation to being prepared for college level opportunities. In order to stay on track for success, the following agreements must be upheld as students work towards completion of the IB program. The end goal of the IB program is for students to earn the IB Diploma in the Diploma Program.

PYA or Stockton Unified does not provide transportation for students who attend Primary Years Academy. Parents or Guardians are responsible for their own transportation.

Once a student is accepted and attending Primary Years Academy, the student may be subject to displacement if they fail to comply with the following guidelines:

- Maintain a satisfactory record of daily attendance.
- Comply with all state laws, District, and school rules and regulations with regard to student discipline.
- Maintain a satisfactory record of academic progress.
- Parent Participation: 15 hours of volunteer/participation hours per year

Admissions Agreements

Attendance

To get the most out of our program, a student must be in school. When a student misses school, they miss out on learning that cannot always be replicated at home.

1. Maintain a satisfactory daily attendance record.

Chronically absent is defined as missing 10% or more of the school year.

- 10% = 18 or more school days.
- 18 days = 3 ½ weeks of school

Attend school on time each day

- 3 thirty minute tardies = 1 missed school day
- Daily tardies of less than 30 minutes could result in students missing important school messages and critical assignments.

Academics

We view students and families as stakeholders in the IB journey. Staff, students and families will work in partnership to help students be successful at PYA. As we are preparing students for college level courses during their IB journey, we must require that students put in maximum effort towards their learning. The following must be adhered:

2. Maintain satisfactory academic progress:

- a. Complete all classwork and homework assignments on time.
- b. Give effort on all work and homework assignments.
- c. Communicate with the classroom teacher if there are any problems with the assignment well before it is due.
- d. Follow the Academic Integrity Policy

Behavior

PYA will use IB's Approaches to Learning to assist students to manage social, research, thinking, communication and self-management skills to help them become global citizens and lifelong learners. As we are preparing students for college, we have high expectations of a safe learning environment for all of our students.

3. Maintain satisfactory behavior: Students will: (Modify behaviors as needed)

- a. Follow classroom, teacher, Noon duty, and all staff rules and directions
- b. Follow all state, district, and school rules

4. Interventions: (Modify interventions as needed)

- i. Student Assistance Program (SAP Process)
 1. Tier I
 2. Tier II
 3. Tier III
- ii. Return to home school

Non-Discrimination Statement

Stockton Unified School District prohibits discrimination, intimidation, harassment (including sexual harassment), and bullying based on a person’s actual or perceived ancestry, color, disability, gender, gender identity, gender expression, immigration status, nationality, race or ethnicity, ethnic group identification, age, religion, marital status, pregnancy, parental status, sex, sexual orientation; a perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. If you believe you, or your student, have been subjected to discrimination, harassment, intimidation, or bullying you should contact your school site principal and/or:

- the District’s Title IX Coordinator or Legal Compliance Specialist by phone at (209) 933-7000 ext. 2195, or in person at 56 South Lincoln St., Stockton, CA 95203.
- the District’s Equity Compliance Officer by phone at (209) 933-7040 ext. 2729 or in person at 56 South Lincoln St., Stockton, CA 95203.
- Section 504 Coordinator by phone at (209) 933-7130 ext. 2617 or in person at 56 South Lincoln St., Stockton, CA 95203.

This Policy as a Working Document

The PYA IB Admissions Policy is to be considered a working document that is reviewed and revised at least yearly in conjunction with SUSDs admissions policy, at least every five years in conjunction with the school’s IB self-study review process, and more frequently if changes in the school’s population, state or federal laws, or IB requirement offerings dictate review or revision.

Communicating the Admissions Policy

The PYA IB Admissions Policy is available to all current and prospective students and families as part of the comprehensive PYA website and given to all new students upon enrollment. These policies are also communicated to students and parents through the Handbook at the start of each academic year.

Review of Primary Years Academy Admissions Policy

This policy will be reviewed and updated annually by PYA Leadership, Teachers, Parent Groups, ELAC, and School Site Council.

Review: March 2022, May 2023, March 2024

Approval: May 2022

2024-2025 IB PYP Assessment Policy

In this document the International Baccalaureate Primary Years Program is specified as IB PYP and Primary Years Academy is specified as PYA.

Philosophy:

PYA believes that assessment is a structural tool that drives learning and teaching. All teachers are involved in planning and creating assessments based on student needs. With the adoption of the growth mindset, it is our belief that assessments are an informative tool that, combined with feedback to the students, enables students to feel empowered in their own learning and target specific skills to improve on and focus on growth. Through an on-going and customizable process, students and teachers will use a variety of assessments to guide students through the five essential elements of IB (Knowledge, Concepts, Attitudes, Approaches to Learning, and Action), Learner Profile Traits and core subject matter to meet district, state, and federal mandates of the California State Standards.

We recognize that students:

- Use assessments to set learning goals for themselves
- Have different learning styles
- Have different cultural experiences, expectations, and needs
- Perform differently according to context of learning
- See self-assessment and peer assessment as a natural part of the learning process
- Should receive feedback that is positive and constructive

Purpose:

We believe that assessments are an integral part of teaching and learning here at PYA. When an assessment is given, valuable information is collected and used to identify what each student needs to learn. We use that information, or data, to plan our lessons accordingly. When we know a student's place in the learning cycle, we can target that area, help them set goals, and grow from that place in time. Assessments are a vital part of the learning process.

The purpose of assessment for each stakeholder:

For the Student	For the Parent
<ul style="list-style-type: none"> ● To identify knowledge gained and knowledge to yet be acquired ● Monitor and celebrate progress and growth ● Provide feedback and motivate students to set learning goals using self-reflection, goal setting, and expectations ● Help with making meaning, transferring and applying knowledge ● To be an active part of the learning process 	<ul style="list-style-type: none"> ● See evidence of growth and development while noting progress ● Monitor progress and growth ● Provide feedback for students to set goals ● Assist their child in applying their knowledge in different contexts ● To be an active stakeholder
For the Teacher	For the Administrator

<ul style="list-style-type: none"> • To identify knowledge gained and knowledge to be yet acquired • Monitor progress and growth • Provide feedback for students to set goals • Motivate students to grow • Adjust instructional plans to meet the needs of students • Assess and understand students' needs 	<ul style="list-style-type: none"> • Make decisions of pedagogical practices for the school • Support teaching practices with reported data • Comply with district, state and federal mandates on Common Core State Standards
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From IBO Document, *Learning and Teaching*, 2018

Practice:

Assessments can be given in a variety of formats, as in the figure below. Each assessment may serve different purposes, all with the intent of providing feedback to all stakeholders on the progress and growth of students.

Assessment strategies and tools					
Assessment tools	Rubrics	Exemplars	Checklists	Anecdotal records	Continuums
Observations	✓		✓	✓	✓
Performance assessments	✓	✓		✓	✓
Process-focused assessments	✓		✓	✓	✓
Selected responses		✓	✓		✓
Open-ended tasks	✓	✓		✓	✓

Taken from *Making the PYP Happen: A Curriculum Framework for international Primary Education 2007*

A variety of assessments will be used within each classroom as indicated on Unit of Inquiry and stand alone planners. Different types of assessments are incorporated within the curriculum depending on the need at the point-in-time. Formative assessments provide feedback to the students and teachers to inform the progress of learning and instruction. Teachers use this feedback to further develop lessons to meet the needs of the students. Summative assessments measure overall growth and understanding on a unit or topic. Diagnostic/Pre-Assessments help teachers and students assess what students already know and move forward from there. Post-tests inform teachers of students' knowledge gained so they can implement intervention as needed.

Type of Assessment	Purpose	Examples
Diagnostic/Pre-Assessment	<ul style="list-style-type: none"> • Given to students before instruction • Gives teachers information on what 	<ul style="list-style-type: none"> • i-Ready • Pre-tests • BPST (Beginning Phonics Skills Tests)

	<p>students already know and can do</p> <ul style="list-style-type: none"> ● Not meant to go on Report Card 	<ul style="list-style-type: none"> ● District Assessments ● K-W-L ● Discussions ● Observations ● Checklists ● ELPAC
Common Formative Assessment	<ul style="list-style-type: none"> ● Given at times throughout a unit ● Check to see if students are understanding what is being taught ● Teachers use this information to plan lessons that meet the needs of the students 	<ul style="list-style-type: none"> ● Quizzes ● Classwork ● Discussions ● Observations ● Checklists ● Peer Evaluation ● Self Evaluation ● IReady ● Student notebooks/journals ● Homework, if applicable
Summative Assessment	<ul style="list-style-type: none"> ● Given at the end of a unit ● Shows what the students have learned 	<ul style="list-style-type: none"> ● Project Presentations ● Reports ● Demonstrations ● Written and Oral tests ● Self Evaluation ● Peer Evaluation ● Exhibition ● Post-Tests ● SBAC ● Student notebooks/journals

Exhibition: In the fifth grade, the final year at PYA, students participate in a culminating project of their learning at a PYP school. Students use the five essential elements in a Unit of Inquiry and will use all of their learning from their past years at PYA.

Portfolios/Student Data Notebooks:

Portfolios or Student Data Notebooks will be used at each grade level to reflect the student’s growth as an IB PYP student. Both Portfolios and Student Data Notebooks will be used at each grade level here at PYA, beginning in Kindergarten and continuing through fifth grade.

Portfolios will be a digital file kept in each student’s Google Drive. This file will contain work from each grade level pertaining to IB Units of Inquiry. Each year students will select two pieces of work from the Units of Inquiry to keep in the file. The work can be student reflections, pictures of projects, slideshows, presentations, and/or written documents. These artifacts will be used in fifth grade when students work on their Exhibition unit.

Student Data Notebooks will be a file or binder where students will track English and Math progress for that grade level year. These will be used at Student Led Conferences to show evidence of growth the students have made and areas of concern that need to be addressed. The notebooks will be sent home

during the course of the year. The Data Notebooks will not be moved to the next grade level. Depending on grade level, contents of the data notebooks may vary due to developmental needs of the child. Teachers will notify parents and families of the process for their grade level.

Reporting and Recording:

Student-Led Conferences (SLC): In the on-going effort to place students at the center of their education, we will conduct Student-Led Conferences to be held at least twice a year for all students, once in the fall and once in the spring. Students will meet with their parents/guardians at a set time to share their progress in school using their Student Data Notebooks. During this time, other Student-Led Conferences will be occurring in the classroom. The teacher will check in with each student to answer any questions or set up another separate conference to address any concerns the parents/guardians or students may have. Parents/guardians and students are always welcome to set-up a separate time that works for everyone to meet to gain more information.

In addition to SLC, we communicate with parents and families through our weekly newsletters, flyers, phone calls, emails, daily organizers, IB Family Meetings and/or different applications. Any paper communication will be sent home in the Monday envelope weekly. We ask that families check the folder and sign off on the contents.

Report Cards/Progress Reports: We will send home report cards at the end of the trimester and progress reports mid-way through the trimester. The report card will reflect knowledge in subject areas, within and outside the Units of Inquiry, concepts, and attitudes. A separate self-reflection on the Learner Profile Traits will be inserted into the report card.

Standards-based grading/Rubrics: Standards-based grading means that we base our grading on student achievement on learning goals and performance standards. Learning goals and performance standards are derived from the standards adopted in California in all subject areas. In keeping with giving as much information as possible, we will use rubrics to score assignments and assessments and on our report cards. Rubrics will provide more precise information on student needs and growth. With rubrics, we can give students and families a clear path to success on each assignment.

Essential Agreements and Communication of Policy:

It is our responsibility to uphold the Assessment Policy in our practice here at Primary Years Academy. We will review and reflect on the practices detailed in this document annually with our Assessment Committee and our staff.

This policy was developed and reviewed by a committee of parents, teachers and staff using Making the PYP Happen as a reference.

Review of IB PYP Assessment Policy:

This policy will be reviewed and updated annually by PYA Leadership, teachers, Parent groups, and School Site Council.

- Review March 2022, May 2023, March 2024
- Approved May 2022

References

IBO Document, Making the PYP Happen, 2009
IBO Document, Learning and Teaching, 2018

2024-2025 Homework Policy

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Purpose:

We believe the purpose of homework is to reinforce skills and concepts that are taught in the classroom, prepare students for future lessons and/or as an extension of learning. Homework is to be given thoughtful consideration by teachers when assigned to students. Students are to complete and return homework when assigned. Parents/guardians will support their child in completing homework. It is in this partnership that homework is most suitable and productive in meeting the students' needs. While meeting students' educational needs is the primary reason for homework, it is also taken into account that students and their families must lead a balanced lifestyle at home.

Each grade level will have their own specific homework plan. Being read to, reading with someone else or reading by themselves on a daily basis is expected across all grade levels. Reading is fundamental to student success. Each grade level will outline the amount of time that is expected for reading.

Amount and Frequency:

The amount and frequency of homework will be dependent on the teacher's assessment of students' needs and in partnership with the student and their families. Each grade level teacher will consider what is developmentally appropriate for their students, while also balancing educational needs and time for other activities at home. There may be times when students will have no homework assigned, other than reading each night.

What homework can look like:

- A worksheet that gives more practice for students at home
- A project that could be completed in stages, with different sections due at different steps
- Recommendations on incorporating concepts into home life. For example, counting steps to the front door to help learn how to count.

School and Teacher Responsibilities:

- Assigning a range of assignments that are meaningful and connect to learning in the classroom
- Differentiating as needed, based on students' needs

- Making sure students understand the assignments and the connection to learning in the classroom
- Communicating with families in an effective manner; newsletter, or electronic communication such as Class Dojo or Remind
- Establishing an environment where students can seek assistance when needed

Student Responsibilities:

- To finish all assignments **on time** and return them to the teacher
- Ask for help after trying to complete the assignment at home or if it is not understood
- Take action on their learning

Parent/Guardian's' Responsibilities:

- Ensure that the student have a space, time and materials to complete their homework
- Work with the student to develop a homework routine
- Keep track of completion of assignments
- Encourage the student to put forth an effort and give positive, constructive feedback
- Communicate with teachers
 - If the student is unable to complete the assignment please contact the teacher to develop a plan that will allow for success
 - If you would like regular homework to be assigned
- Ask open-ended questions that require more than a yes or no answer

Review of Primary Years Academy Homework Policy

This policy will be reviewed and updated annually by PYA Leadership, Teachers, Parent Groups, ELAC, and School Site Council.

Review: May 2023, March 2024

Approval:

2024-2025 Inclusion Policy

International Baccalaureate Programme Standards and Practices

Culture 2: The school implements, communicates and regularly reviews an inclusion policy that creates cultures that support all students to reach their full potential.

Culture 2.1: The school implements and reviews an inclusion policy that meets IB guidelines.

International Baccalaureate Organization 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.

Primary Years Academy Mission Statement

Empowering compassionate global thinkers. Ask questions. Take action.
Be IB.

Primary Years Academy Vision Statement

In harmony with SUSD and IB philosophies, Primary Years Academy develops active, caring, and inquiring lifelong learners who help create a better and more peaceful world through intercultural understanding and respect.

Philosophy

Primary Years Academy (PYA) is an Authorized World School with the International Baccalaureate Organization (IBO). As a specialty school within Stockton Unified School District, PYA strives to provide high quality, rigorous, first instruction to all students that is culturally responsive and differentiated to meet students' needs. Our curriculum is aligned with Common Core State Standards for Math and English Language Arts, Next Generation Science Standards, as well as standards for Social Science, PE, and Arts. We use the Multi-Tiered System of Supports to address the needs of all of our students. Our goal for all of our students is that they are prepared to graduate college, career and community ready. Furthermore, our goal is that all of our students are prepared to be global citizens and lifelong learners.

Stakeholders

PYA's inclusion policy includes all stakeholders for students with a variety of needs to be successful. The following personnel are vital to the implementation of this policy:

- Strong Administrative Leadership and Educator Support System
- Board of Education Members
- Administration (Principal, Assistant Principals, IB Coordinators, and Instructional Coaches)
- Special Education Teachers and Early Intervention Teachers
- School Psychologists
- Mental Health Clinicians
- Elementary School Counselors
- Student Support Team Coordinators
- General Education Teachers
- Specials Teachers (Art, Music, P.E., Media, and Technology) and Spanish Teachers

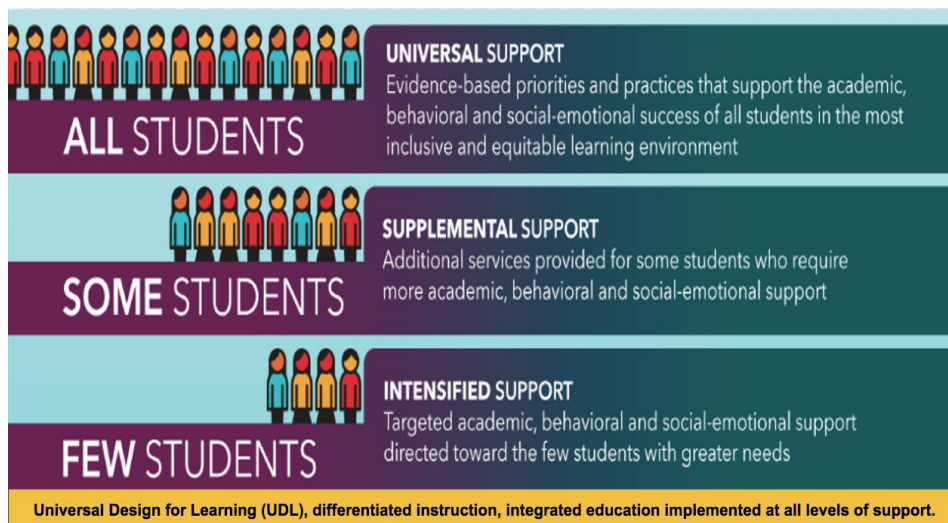
Part of our Multi-Tiered System of Support ensures that our teachers have access to instructional coaching and make learning opportunities available to all. Our Educator Support System makes learning opportunities available to all, uses data and conducts strength-based evaluations while seeking input from teachers.

- Family and Community Engagement
- Students

In true partnership, we strive to engage with students and families to obtain input and feedback, provide engagement opportunities, provide information and keep a connection between home and school. This belief extends to our community partners where we identify mutual interests and goals, ensure reciprocity, maintain an open door policy, and invite community members to serve.

Background

PYA is obligated to follow local, state, federal, and international laws regarding providing services to all students. As part of our district policy, we use a Multi-Tiered System of Supports (MTSS) to ensure the curriculum is accessible for all students. MTSS is a system composed of three progressive tiers, as illustrated in the image below. These tiers help define supports to students' academic, behavioral and social-emotional needs.



Stockton Unified School District

Once a student is identified as needing additional support, above and beyond what the teacher provides in the classroom, a referral is made to our CARE team. In a CARE team meeting, staff meet to discuss extra support that may be provided to the student. If the team finds that a student may need support that is beyond the scope of the classroom teacher, a referral for an SST may be completed. The Student Support Team (SST) meeting is held if there is no progress with the previous steps. With parent or guardian involvement, the team works to develop a plan that may lead to other resources.

Student Support Teams are teachers, resource personnel, parents, and when necessary, the student. The team uses a systematic, problem solving approach to address learning, behavior and/or attendance difficulties experienced by students. This includes students who are experiencing a lack of academic progress, are medically challenged, display behavior or emotional challenges, are Section 504 eligible or are in need of home instruction.

At times, some students may need a different kind of support that requires an Individualized Education Plan (IEP) or a 504. These are two separate plans that outline accommodations to ensure that students have access to the curriculum. An IEP is a plan that ensures that a student that has a disability that is identified under the law receives special instruction and support. A 504 is a legal document that outlines supports and accommodations for students. The team will work with parents, legal guardians, and other staff to develop the best plan for the student.

Best Practices

Being an IB school, we will work to ensure that each student has a positive learning experience based upon the IB's four principles of good practice: affirming identity, building self-esteem; valuing prior knowledge; scaffolding and extending learning (*Meeting student diversity in the classroom 2013:2*). With this in mind, we differentiate our instruction to meet the needs of all students.

We utilize Positive Behavioral Intervention and Supports (PBIS) in our daily routines. From our hallways to our classrooms, the cafeteria to the restrooms, students are taught the correct way to handle themselves in an appropriate manner that leads to a positive school climate. Staff continuously model and explain appropriate behavior to students and help them resolve conflict in the same manner.

Second Step is a curriculum that was adopted, and started in the 2019-2020 school year, by Stockton Unified School District. This curriculum addresses social-emotional learning that strengthens students' ability to learn, have empathy, manage emotions, and solve problems. These lessons are taught on an on-going basis in the classroom and help with topics like bullying and building self-esteem.

Sown to Grow is an easy and engaging social-emotional computer-based curriculum. This actionable curriculum allows for student check-ins, personalized feedback, and built-in curriculum to empower schools to improve student social, emotional, and academic well-being.

Instruction in the classrooms is differentiated, which means that teachers design lessons that may not be the same for everyone in the classroom. Using different assessments, such as the new IReady diagnostics, classroom assessments, class work and/or observations, teachers find what students already know and what they need to know to ensure growth. This correlates to four essential questions that stem from our work as a professional learning community:

1. What do I want my students to know?
2. How will I know if they have learned it?
3. What do I do if they know it?
4. What will I do if they don't know it?

Other practices that teachers use are dynamic groupings within the classrooms, tiered lessons, in addition to the use of pre-assessment and formative assessment to discover students' strengths and areas to focus targeted instruction. These practices enable students to be successful academically, behaviorally, and emotionally.

Confidentiality

PYA's confidentiality of student records reflect the policy guideline in the Parental Rights for Special Education. Students' educational records are private. Parents/legal guardians can ask to have copies of only their child's records. School employees are obligated to keep a child's records confidential to parties that are not involved with that particular student. Besides school employees, no one else may see the results of a child's records without parental consent.

Policy Review

Review of Inclusion Policy:

This policy will be reviewed and updated annually by PYA Leadership, Teachers, Parent groups, and School Site Council.

- Reviewed, May 2023, March 2024
- Approved, May 2022

References:

IBO Document, Meeting Student Learning Diversity in the Classroom, 2013
Stockton Unified School District www.stocktonusd.net
SWIFT Education Center, 2016

2024-2025 Language Policy

International Baccalaureate Programme Standards and Practices

Culture 4: The school implements, communicates and regularly reviews a language policy that helps to foster intercultural understanding through communicating in a variety of ways in more than one language (0301-04)

PYP 1: The school ensures that students learn a language in addition to the language of instruction (at least from the age of seven). Multilingual programmes, where students are learning in at least two languages, can but are not required to offer additional languages. (0301-04-0411)

In this document the International Baccalaureate Primary Years Program is specified as IB PYP and Primary Years Academy is specified as PYA.

Language Philosophy:

Language is the foundation of all learning. We use language as a vehicle to access information, to grow, communicate, and express and defend our ideas. It shapes our thinking and our interactions with one another. In acquiring another language, it is not just the language that is learned; a whole new culture is explored. This is where a person can become internationally-minded, as the IB mission states.

At PYA, language learning is the responsibility of all teachers. Students at PYA will be given the opportunity to grow according to their developmental needs. We believe the inquiry cycle is the best method for teaching and learning language through all subject areas; math, social studies, science, art, music, Spanish and physical education in a transdisciplinary approach. In the classroom, teachers and students use language functionally and in the pleasure of communicating with one another.

The element that binds all of us together is language. In the world today, people are more mobile than ever, traveling across continents and working more closely with people from different cultural backgrounds. Technology makes it even easier to connect with people from all over the world. More and more employers in the workforce are looking for citizens that are able to work at a global level. There is a high demand for those things that will allow us to work, live and play together. Language learning will help us meet that demand.

Language Profile:

Families are asked to complete a home language survey when they enroll at PYA. For the 2023-2024 school year the languages documented at our school are as follows:

Language	# of Students	% of Total
Arabic	1	0.4%
English	200	86.2%
German	1	0.4%
Ilokano	1	0.4%
Philippine languages	1	0.4%
Spanish; Castilian	28	12.1%
Grand Total	232	100.00%

Practices:

At PYA, we strive to meet and surpass the California Common Core State Standards in alignment with PYP recommended practices. These standards include the communication strands of listening, viewing and presenting, reading and writing, as they align with the Common Core State Standards. Language is taught through structured, purposeful, inquiry-based transdisciplinary instruction. Language is the basis for creative problem solving and information processing.

Students read for meaning and have multiple opportunities to read both self-selected materials and materials provided as part of the Unit of Inquiry. Reading is selected according to interest level. Teachers provide a variety of scaffolded learning experiences to enable students to build on their own learning. Collaborative discussion time is planned for and encouraged outside of class time.

Multimedia resources are used to teach and learn reading and research skills. The writing process is taught and used for formal writing. Spontaneous and reflective writing is part of every class. Teachers use the Units of Inquiry to teach content language and academic language.

Language use is assessed through a variety of methods such as student data notebooks, conferencing, writing sample analysis, observation of peer-to-peer interaction, class discussions and response/reflection entries. PYA's Assessment Policy will give more detail to methods of assessment at our school.

English Learner Services:

Students identified as speaking another language based on the home language survey completed upon enrollment, will receive services to assist them with English Language acquisition. These students will be tested using the new English Language Proficiency Assessment for California (ELPAC) within the first 30 days of enrollment. In the spring any student designated as an English Learner will take the ELPAC. Any student identified as a student in need of English Language services will be designated to an English Learner group within their classroom. These students will receive 30 minutes of designated instruction in the English language.

Language of Instruction:

English is the language of instruction at PYA. All teachers at PYA are responsible for the development of English Language Arts across all subject areas. Subject content areas and Units of Inquiry are taught and assessed in English. The inquiries are concept-driven as a means to provide structure to questioning and purpose that promotes meaning and understanding. Spanish is taught as an additional language in grades Kindergarten through 6.

Mother Tongue Support:

The staff here at PYA recognizes that all languages should be honored and will provide every opportunity for students to use their mother languages in an effort to reinforce students' own languages and heritage. We believe that supporting your mother tongue is an essential component in language development and contributes to our international focus.

We support and value the mother tongue by:

- helping students feel a connection to their home, family and culture
- encouraging students to use their home language during Student Led Conferences, in presentations (for example, sharing vocabulary words or pronunciation), in making comparisons between English and their home languages and while making connections to concepts in class
- providing interpreters at meetings whenever possible and translation of school letters

Additional Languages:

Spanish is the world language offered at Primary Years Academy from Kindergarten through Fifth grade. Students receive a minimum of one hour of Spanish instruction per week with a credentialed teacher. The program provides lessons in listening, speaking, reading and writing tailored to the needs of the students. Understanding and appreciation of other cultures is fostered through many activities integrated in classroom lessons. The goal of the Spanish curriculum is to develop students who are literate and effective communicators, with an international understanding and respect for different languages and cultures.

Curricula, library and media materials are purchased in Spanish. Spanish books and reference materials are available, as well as Spanish language books in the classrooms.

Spanish was initially chosen in 2010 as the additional language at PYA by a committee of teachers, administrators, and parents. In the fall of 2012 a survey of parents confirmed that Spanish should continue as the additional language.

Communication of Policy:

This policy will be reviewed by stakeholders (parents, teachers and staff) of PYA annually. The policy will also be available on PYA's website.

References

IBO Document, Language Policy: Information on the International Baccalaureate's support for languages, language courses and languages of instruction., 2014

IBO Document, Language and learning in IB programs, 2011

Notes: Adding graphics, peace poles, stepping stones in different languages,

Review of Primary Years Academy Language Policy

This policy will be reviewed and updated annually by PYA Leadership, Teachers, Parent Groups, ELAC, and School Site Council.

Review and Revise: March 2022, March 2024

2024-2025 Uniform Policy

Overview

Students at Primary Years Academy will wear uniforms daily. Administrators, teachers, and staff shall not discipline students for non-uniform compliance, unless it has been deemed to cause a disruption by appropriate and more than one school staff. Students will not be removed from class as a consequence for their attire, and staff will use reasonable efforts to avoid shaming students in front of other students. Student attire enforcement will not create disparities in class time or increase marginalization of any group. No student shall be referred to as a “distraction” due to their attire. No student will be disproportionately affected by dress code enforcement because of gender, gender identity, gender expression, race, body size, or body maturity. This policy is discussed and approved by parents and teachers each year at School Site Council, ELAC, Faculty and PTA meetings.

Uniforms have been chosen because a great deal of research shows:

According to school-reported statistics and the School Administrator, the uniforms on campuses have reduced tardiness, suspensions, and discipline referrals among students (Chen, G., 2008). In addition, with uniformity present across all students, the instance of school pride has increased. Outsiders who do not belong on campus are easily identified and are able to be removed quickly from school grounds. School uniforms can have the added benefit of students becoming “more self-confident and self-disciplined, less judgmental of other students, and better able to resist peer pressure (Baltasar, R., 2016). Uniforms allow students to focus on academics rather than on what to wear.

SCHOOL UNIFORM	
Shirts and Dresses	<p><i>colors: light blue, dark blue, white, tan, or khaki</i></p> <ul style="list-style-type: none"> • Must be solid colors (all white or all blue, etc.) • Must be collared with sleeves • Undershirts that extend past the uniform shirt must be uniform color • Dresses over shirts or on their own must be uniform color • PYA Falcon-Wear shirts are acceptable
Jackets/Coats and Sweaters/Sweatshirts	<p><i>colors: light blue, dark blue, white, black, tan, or khaki</i></p> <ul style="list-style-type: none"> • Must be solid colors (all white or all blue, etc.) • Logos should be less than 2 inches in diameter • Uniform attire must be worn under outerwear • PYA Falcon-Wear sweatshirts, jackets, and coats are acceptable
Bottoms -Pants -Shorts -Skorts -skirts	<p><i>colors: dark blue, tan, khaki, or plain blue jeans</i></p> <ul style="list-style-type: none"> • Must be solid colors (all khaki or all blue, etc.) • Jeans must have no rips, shreds, or embroidered designs • Leggings in uniform color may be worn under skirts, skorts, or dresses • Pants should be well-fitted. Sweatpants are not permitted. • Bottoms should be mid-thigh or longer
Shoes	<p><i>Athletic shoes must be worn daily</i></p> <ul style="list-style-type: none"> • Students will be involved in physical fitness activities • Shoes should cover the whole foot to ensure safety (i.e. open-toed shoes, sandals and crocs can pose a safety hazard) • Heels, non-cushioned bottoms, and wheels are unsafe and should not be worn

	<ul style="list-style-type: none"> • Footwear and/or laces may not be red
Accessories and Hair	<ul style="list-style-type: none"> • Excessive hair, nails, make-up, jewelry, piercings, and tattoos may be a distraction to learning and will be evaluated on an individual basis • The goal is to emphasize learning and parents will be contacted if they present a distraction • Head coverings such as hats/caps/beanies are permitted on the playground for protection from the weather elements • Head coverings must be worn appropriately • Professional sports hats or caps are not permitted per district policy

Stockton Unified School District Dress Code Policy

DRESS CODE

Per the Stockton Unified School District Board Policy #5132 and California Education Code §35294.1, the following clothing items or styles are not to be worn to school:

- Baggy/Sagging trousers or holes in clothing showing undergarments (indecent)
- Overalls that act as the straps of the shirt
- Clothing with underwear showing
- House slippers and pajamas, Blankets
- White muscle tank shirts, underwear shirts
- Athletic spirit phrases with a double entente – teams are asked to get the Principal's approval prior to making spirit shirts.
- Wallet or waist chains, spiked jewelry
- Back-less blouses or shirts (shirts that do not cover the back entirely)
- Bare midriff (stomach may not be exposed)
- Strapless/tube tops or shirts, off-shoulder or single strap garments, excessively low-cut tops or shirts, see-through tops, Halter-tops, tube tops or spaghetti straps (even with a jacket), spaghetti straps (straps must completely cover the undergarment) or thin wrap skirts
- Short shorts/skirts with slits up to the thigh area
- Micro miniskirts and shorts (shorter than mid-thigh)

Head Coverings: Bandannas/beanies/earmuffs/wave caps (do-rags)/headbands/baseball caps/ or any other type of head covering, unless it is worn for religious beliefs

No Red / Blue Policy: All apparel that is red or blue of any shade is prohibited (i.e.; shoelaces, shoes, belts, shirts, shorts, pants, handkerchiefs, etc.)

Offensive/Illegal Activity:

- Clothing with symbols that are known to be affiliated with illegal activities, including alcohol, tobacco, drugs (including mushrooms), death and violence is prohibited (i.e., Snowman, Scarface, Old English lettering, etc.)
- Clothing or jewelry with the playboy symbol or the word "Hustler"
- Garments displaying logos of racist groups or juvenile gangs, obscene language, vulgar gestures, racist, ethnic or sexual symbols or slurs or symbols of hate, prejudice, intolerance or discrimination or any clothing, jewelry, belts with the symbol of the Iron Cross
- Apparel advertising alcohol, tobacco, drugs (including mushrooms), death and violence
- Sport jerseys of any type
- Gang-related apparel

Note:

- Occasionally, we will announce **free dress-days** or **spirit-days** when uniforms are not required; however, the district policies on acceptable dress will be enforced (refer to the district code book).

Operation School Bell

The Assistance League of Stockton provides free uniform items to students in grades K-3 when assistance is needed. Please ask the office staff for the forms.

DRESS CODE WARNINGS	
1st time:	The student will be warned and a notice from teacher will be sent home. Dress code policy sent home.
2nd time:	The student will be warned and a second notice from teacher will be sent home. Parents will be called.

3rd time:	The student will be warned, a third notice from administration will be sent home, and the parent(s) will be called in for a meeting.
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Students will not be pulled out of class for dress code for uniform violations. Students will not be sent home to get a change of clothes unless they can leave and return without missing class time. No staff will require a student to wear an item of clothing provided by the school. Certain body parts must be covered for ALL STUDENTS. Students may not wear attire that intentionally shows private parts, presents a health or safety hazard, and/or would contribute to a hostile or intimidating school environment.

Sources:

Chen, G. (2008). Public school uniforms: The pros and cons for your child. *Public School Review*.

Baltasar, R. The Pros of School Uniforms.

Review of Uniform Policy:

This policy will be reviewed and updated annually by PYA Leadership, teachers, Parent groups, and School Site Council.

- Revision written March 2021; Revision March 2022, March 2024
- Approved May 11, 2021; March 8, 2022