

# Teasley Elementary

Please review the following policies and then return the letter of acknowledgement to school. Thank you!



## Academic Honesty Philosophy

We believe in the right for all children to be educated in an environment that is fair, honest, trustworthy, transparent, and accountable. We believe that educating students to be principled humans means exhibiting these qualities in our classrooms, school, and community. We respect our children enough to trust and teach them to be responsible for their own learning and to be reflective in their process. This means they show integrity through their work; making sure to be responsible for their own work; or citing the correct sources when necessary.

## Academic Honesty Policy:

Important Definitions to know:

- **Plagiarism:** According to IB, this is defined as the “representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgment.”
- **Collusion:** When working together, students need to share ideas; not try to take others’ ideas as their own.
- **Collaboration:** Students work together on an assignment to complete it while sharing all ideas, resources, roles, and expectations.
- **Cheating:** Looking at someone else’s work, or answers, to use as your own.

In order to develop **Principled** students that are *knowledgeable* and *reflective* on their learning, we expect the following:

### Students:

- Students must be responsible for their own work that is submitted as solely theirs.  
*If given as individual work:*
  - Student work must be completed by themselves, not by other students, parents, or even well-meaning teachers.
    - Understanding that guiding and supporting (even other peers) does not mean completing the work for them; that takes away their right to learn and could be considered collusion.*If given as group work:*
  - Holding each member accountable for doing fair (not always equal) parts of the work.
  - Understanding the difference between collaboration and collusion.
- Students will adhere to the ***County Student Technology Use Policy*** which, among other things, requires them to use appropriate sites, only passwords and accounts that are their own, and to treat technology respectfully.
  - This can be found in multiple languages through the county.
- Students will show integrity by working their hardest and abiding by the Academic Honesty expectations.

### Teachers:

- Model Academic Honesty and Integrity.
  - For example, when discussing something he or she learned, making references to the source it came from.
- Teaching grade level appropriate citation.
  - For example, if they are using a digital platform to research; teach them how to quote or paraphrase appropriately.
- Teach the difference between collusion and collaboration.
- Report to parents, administration, and any other appropriate channels when there is a breach in the integrity of the system.

- Make sure to not take away power from students to achieve and process their own learning.

**Parents:**

- Read, understand, and support the policy.
- Model academic honesty throughout everyday life and conversations.
- Allow students to complete any work that comes home. Do not take away their right to learn. Guide them, do not complete it for them.

**When there are violations:**

- Teacher will conference with the student.
  - Depending on the student’s grade level, the teacher will address the situation appropriately.
- If it happens again, the teacher will report to parents. Depending on severity, the teacher may need to report to administration.
- If lapses in integrity and honesty continue, there will be action taken using our Communication Form between administration, teachers, and parents.

\*\*A copy of the policy will be given to every student who enrolls at Teasley Elementary School. It will be in the student handbook and signed by both the student and the parent.



**Language Philosophy**

Language comes in many forms (speaking, visual, mathematic, artistic, technological, etc.). For this reason, it is the responsibility of all the teachers to help children succeed through language development. We also believe in developing a language program that will help our students of all nations to succeed in our modern world and to be global thinkers. We believe that while language acquisition is important, learning about the cultures of different languages is just as integral. Teasley believes in supporting all students whether they are additional language learners or having struggles in their mother tongue. We believe in putting steps in place to help all succeed and to meet them where they are.

**Language Policy:**

While we have English as our Language of Instruction, students are also learning Spanish through weekly instruction. They are taught in Spanish- using inquiry, visuals, active and engaging lessons, how to speak conversationally, and how to learn more about other Spanish speaking cultures. Since we have 29 countries represented in our school, we also encourage students with a different mother tongue to teach us about their culture and celebrate it. We offer services for those affected by language delay or acquisition, regardless of their mother tongue.

Examples are:

- ESOL (English as a second language) services where a trained teacher assists lessons as needed.
  - All students are assessed for the need as they enter school.
- Speech and Language Assistance through our Special Ed program.
  - Specialized teachers develop an IEP for these students and are able to give them personalized instruction to achieve their goal.
- RTI (Response to Intervention) for when a language issue is noticed.
  - Teachers meet together to discuss the issues a child is having and ways to support him or her.
- Google Translate

- When families and/or students are brand new to the country we are able to communicate through this medium to share pertinent information.
- Picture Cards
  - Students who are non-verbal can show picture cards for ways that they feel or things they need.
  - Teachers also use these to show students who need that extra support what is coming next in their day or other details they want them to know.
- County can provide translators when needed.
  - When there is a conference, teachers can arrange for an official translator to come.
- Library has multi-lingual books available for check-out
- Bi-Lingual Adults
  - This becomes very helpful when a student who does not speak our native language is upset and needs to be comforted in their language.
  - It is also helpful when they can help teachers communicate with parents.

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### **Assessment Philosophy:**

We believe that assessment, done the right way, is integral in learning about how to teach a student, understand a student, support a student, and help them to become successful learners. Assessment should be varied, choice-directed when possible, developmentally appropriate, meaningful, and ongoing. Now, when given through an IB lens, it should also be concept driven and collaboratively reflected upon. Finally, we believe that assessment can be a steppingstone to enabling students to develop agency. We know that the assessment is not always the goal- it is the learning that happens along the way. It is imperative to communicate with the student and their parent about their performance. We also know it is vital to have students reflect on their own performance and learning.

### **Assessment Policy:**

While keeping in mind the philosophy above, this chart below shows the expectations we have for our teachers and students.

We believe in keeping parents informed and here are some of the ways we do that:

- Report Cards 4 times a year
- IB Learner Profile Report Card Addendum
- Progress reports
- Weekly Newsletters
- Teacher Blogs
- Conferences in Fall and again as needed
- Orientation
- Emails
- Phone Calls
- Grading Portal
- Electronic Portfolio
- *Remind* app

Assessment	Grades	Timeframe
• <b>Milestones</b>	3- 5	Spring
• <b>Touchstones</b>	All	Every 6 weeks
• <b>Reading Inventory</b>	K -5	3 x a year
• <b>Math Inventory</b>	K- 5	3 x a year
• <b>Developmental Reading Assessments</b>	K- 5	3 x a year and as needed
• <b>SLO (Specials Areas)</b>	K- 5	3 x a year
• Inquiry Journals	K- 5	As needed
• <b>Pre and Post Writing Assessments</b>	K- 5	3 x a year
• Formative Assessments • Examples: checklists, role plays, presentations, rubrics, peer conferencing, teacher conferencing, technology presentations, anecdotal records, brain maps, etc.	K- 5	Daily or as needed
• Reflections	K- 5	As needed (and end of units)
• <b>Report Cards</b>	K- 5	4 x a year
• <b>Progress Reports</b>	K- 5	As needed on individual basis
• Running Records	K- 5	4 x a year
• See- Saw	K- 5	Varied
• IB Report Card	K- 5	4 x a year
• <b>GKIDS</b>	K	Yearly
• <b>Iowa Test</b>	3 <sup>rd</sup>	Yearly
• <b>CoGat</b>	1 <sup>st</sup> , 3 <sup>rd</sup> , 5 <sup>th</sup>	Yearly
• <b>Portfolio</b>	K- 5	As appropriate
• Summative		As appropriate, usually 6 x a year
• <b>Data Team</b>	K- 5	6 x a year

\* Testing in bold is county or state mandated



### **Inclusion Philosophy:**

We believe that inclusion of all students from our Special Needs Pre-K up to our 5<sup>th</sup> graders is paramount to the success not only of the IB program, but also to the success of raising internationally-minded and global thinkers. All students have the right to learn in the least restrictive environment and one of support from their peers and educators in the building. We believe that diversity within our school, whether it's through psychical, learning, cultural or behavioral differences is a strength in our school. We believe in creating a culture of success for ALL students.

## **Inclusion Policy:**

While all children have specialized needs that should be met; we have a population at Teasley with specific diagnoses such as:

- Students with Autism from Pre-K- 2
- Speech and Language Impairments
- Learning Disabilities
- Health Impairments
- Attention Deficit Disorders
- Behavioral Disorders
- Emotional Impairments
- Gifted Learners
- Second Language Learners
- Advanced Learners
- Physical Impairments

### **Support for these (and all) Learners:**

- All students are catered to through differentiation. There are gifted strategies and behavioral strategies used daily in all classrooms.
  - Many teachers have their gifted endorsement and are using these strategies daily.
  - We have access to behavioral specialists and counselors who assist teachers with how to support students with behavioral difficulties in the classroom.
- Through the PYP program students are able to use more choice which allows them to have their own agency over their learning and they can use it to excel with their own creative strength.
- Once a student is identified with a diagnosis, students receive additional support that comes in many different forms such as a co-taught classroom with a certified Special Education teacher, a Gifted teacher, or in a small group environment.

### **Responsibility of Teachers:**

- When there are high level needs and differentiation is not enough, teachers will begin the RTI process directed by the state of Georgia.
  - Teachers collaborate about what the issue is and how they can support that child academically, behaviorally, emotionally, or any other avenue.
- Gifted Certified teachers collaborate with general ed teachers to identify how to recognize and utilize these strengths from the children in their classroom.
- Special Education Certified teachers collaborate with general ed teachers to identify how to recognize these traits and how to assist those students achieve success.
- All teachers will work together to understand how to meet the child where he or she is and how to help them achieve their own success.
- Teachers understand that students come from many different types of backgrounds. Quite often this can play a role in how they respond to your classroom and expectations. Teachers will learn how to support those children to be successful.
- Teachers look for opportunities to allow struggling children, or students with different experiences, to share theirs to make them feel valued and supported.