



Sargeant Elementary Primary Years Program Access and Inclusion Policy

Mission Statement

Sargeant Elementary School's mission is to provide opportunities for success so every child can grow to be a caring, balanced, knowledgeable, and reflective student who will become a global and open-minded learner.

Sargeant is committed to:

- Providing inquiry based academic instruction
- Providing awareness of our community and world
- Collaborating with staff, students, and families to provide a safe environment that embraces all strengths and learning styles

Sargeant Elementary School is a public school in the Roseville City School District. At Sargeant, we serve students in grades TK-5th. Being a public school, there are no fees or entry criteria required to enroll and participate in our IB program or any other educational programs offered at Sargeant. Children in all grade levels and classes participate in our Primary Years Program. Our program espouses the IB mission and supports the Learner Profile attributes. This policy assures access to an IB education, removing barriers to learning and supporting learner variability.

Legal Requirements

As a public school, Sargeant Elementary must comply with all state and federal laws regarding Special Education, Individualized Education Plans (IEP) and 504 plans. These laws include the **Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973 (Section 504)**, and **Americans with Disabilities Act (ADA)**. These acts offer protections to those with physical or mental impairments that significantly impact educational activities.

Structures and Processes for Compliance

Sargeant Elementary has implemented several structures and processes to ensure that students with disabilities receive free, appropriate public education within the least restrictive environment. We strive to build strong relationships within our school community, looking at the whole child and working to develop academic, social and emotional well-being.

Sargeant's Vision for Implementation

Sargeant Elementary's vision for creating an inclusive environment is one that removes barriers to learning and ensures that all students' needs are at the center of the learning community. Our mission is to help each individual reach their full potential academically, socially, and emotionally **regardless of any possible barriers**. Building relationships with students and our community partners is a priority. We emphasize the Learner Profile attributes of being caring, principled, and reflective; focusing first and foremost on being caring to create an inclusive school community.

Supporting Students to Remove Barriers

Sargeant staff members support the needs of all students to remove barriers that are documented through IEPs and 504s, as well as those that are not formally documented such as language and cultural barriers.

- Individualized Education Plans (IEP) and 504 Plans
 - Occupational Therapy (OT)
 - Physical Therapy (PT)
 - Adaptive PE
 - Specialized academic instruction through RSP and SDC
 - Speech and Language Services
 - Deaf and Hard of Hearing supports
- Universal Hearing and Vision Screening
- Response to Intervention (RtI)
- English Language Development (ELD)
- Multi-Tiered System of Supports (MTSS)
 - Positive Behavior Interventions and Supports (PBIS)
 - Second Step Social and Emotional Curriculum
 - Student Support Process
 - CICO (Check-In/Check-Out)
 - Hands Off Academy
 - Positive Attendance Award, Check and Connect
- Restorative Practices
- 5th Grade Exhibition
- Big Buddies
- Student Council
- Student Connection Time (recess duty)
- Peer Recess Referees
- Professional Learning Committees
- Leadership Team
- Cultural celebration and representation in the school library
- Parent Teacher Committee

Development and Revision

Sargeant's Access and Inclusion Policy was written during the 2023-2024 school year by Krista Barker, Principal; Jennifer Danielson, IB Coordinator; Bev Campbell, TOSA; Kim Montgomery, Jill Padilla, and Katie Palin, teachers at Sargeant, and Lindsey Olsen, parent at Sargeant. The policy was then reviewed by the entire teaching staff. All staff have access to it in our school's "IB Resources" folder online. Parents have access to all policies on the Sargeant School website.

This policy will be reviewed and revised as needed, or at least once every evaluation cycle.



Sargeant Elementary Primary Years Program Assessment Policy

Philosophy of Assessment

Assessments at Sargeant Elementary encompass the process of collecting, measuring, analyzing, and reporting data of what students know and can do. Assessments are created and given based on the learning content happening in each unit. These help place students at the center of their learning by allowing teachers to monitor growth, progress, and adjust instruction to improve achievement. Achievement is collected through formative and summative assessments. Assessments also give the chance for students and staff to continually reflect on the learning.

It is central to the Primary Years Programme goal to thoughtfully and effectively guide children through the five essential elements of learning: the understanding of concepts, acquisition of knowledge, the mastering of skills, the development of attitudes, and the decision to take responsible action.

The assessment component in our school's curriculum is divided into 4 areas:

- Pre-Assessing - How we discover students' prior knowledge
- Assessing- How we discover what the students have learned.
- Recording- How we choose to make note of our findings.
- Reporting- How we choose to pass on that information.

Purpose of Assessment

The staff at Sargeant Elementary believes assessment is an essential part of the instructional cycle to help provide feedback regarding student learning and development. The feedback helps keep a balanced teaching and learning environment. Assessments are created during designated collaborative planning time. Summative assessments are linked to the central idea, and formative assessments are linked to the lines of inquiry.

Assessments:

- Drive instruction, teaching, and learning
- Set goals

- Plan for future student growth
- Celebrate students success
- Provide opportunity for student and teacher reflection

When Do We Assess?

Assessments are an ongoing, essential part of teaching. Assessing is a continuous process that allows teachers, parents, and children to identify areas of strength and areas that need improvement. The results of the assessments influence teacher decision-making and guide student learning.

Types of Assessment:

Pre-Assessment

All teachers will assess prior to new learning and experiences in order to provide appropriate lessons before instruction begins.

Formative Assessment

Formative assessment is interwoven within daily learning. It provides the teacher with on-going information to help drive instruction to plan the next stages of learning. These assessments are useful feedback on how well students apply the new concepts, skills, and knowledge throughout a learning unit. The result of this information is used to guide differentiated instruction in the future.

Summative Assessment

Summative assessments occur at the end of each unit of inquiry or at the end of a learning process. It is a chance for students to demonstrate their understanding by applying their knowledge in a varied and authentic process. This is a formal ending point to all learning processes.

How Do We Assess?

At Sargeant Elementary we are committed to utilizing a wide variety of testing methods and formats. These methods are selected to provide the teacher with a balanced view of the student and answer the question, "How will we know what the student has learned?" All teachers will also set aside time for student self-reflection during the context of any and all classroom activities.

Assessment Strategies:

- Formative assessment: collected throughout learning process

- Summative assessment: collected at the end of a specific unit
- Observations: all students are observed regularly with a focus on the individual, group, and whole class
- Project work: Teacher guided, and/or independent work
- Tests/Quizzes: provide a snapshot of students mastery in specific knowledge area
- Open-Ended Assessments: Students are presented with a challenge and asked to provide an original response based on prior knowledge.
- 5th Grade Exhibition
- Presentation: Students present in a variety of ways such as oral, multimedia, exhibition, demonstrations, and role play
- Benchmarks: Students take grade level district assessments each trimester. These assessments are another form to show student growth on Common Core standards.
- Written Responses: Students can demonstrate written knowledge in a specific area through a short answer response, end of unit reflection, or essays.
- Performance Assessment: Students are presented with tasks that require using the knowledge and skills learned to accomplish a goal or solve an open-ended problem. It entails thoughtful application knowledge rather than recalling facts in a realistic scenario, an established criteria, and requires developing an authentic product or performance.

How Do We Report?

Sargeant School uses reporting as a means of communication to describe the progress of children's learning. This helps identify areas of growth and areas of strength, and presents an opportunity for teacher, student, and parent feedback. Teachers use a variety of assessment tools to record student progress.

Assessment Tools

- Rubric: This is used to evaluate student work in relation to identified levels of attainment.
- Conferences: student-teacher, teacher-parent, and student-student
- Portfolio: This on-going, purposeful collection is composed of student work selected by the student. This work is used to demonstrate growth, creativity, and reflection. It is used throughout all years the student is in the PYP program.
- Grades: Students receive recorded grades at the end of each trimester to show growth in each subject area. Growth is shown using the terms Proficient (P), Approaching (A), and Beginning (B).
- Progress Reports: Students who are Beginning (B) in any academic or behavior areas receive progress reports in the middle of each trimester.
- Benchmarks: Teachers report district assessments for language arts and math each trimester to show growth for each class, grade level, and school.

Work Cited

International Baccalaureate Organization, Making the PYP Happen: Wales, United Kingdom

2009

Policy revised November 30, 2023 in collaboration with all staff members.

Policy will be reviewed and updated as needed by collaboration with all staff members.



Sargeant Elementary Primary Years Program Language Policy

Introduction

At Sargeant Elementary all teachers are teachers of language. Language is a vital instrument for learning, communication, and expression. Language opens the mind and presents opportunities that will cultivate internationally-minded citizens. We believe language acquisition is best supported by a language-rich environment which includes books, environmental print, periodicals, online resources, and writing from students and teachers. Teachers are role models for using language and can foster a positive attitude towards language and literature. The focus is not only on language and literacy, but it's also on the application across the subject areas and throughout the Transdisciplinary Programme of Inquiry. Our beliefs and values guide our students to become lifelong learners, and become communicators as citizens in our multilingual world.

Primary Language

The primary language of instruction at Sargeant Elementary is English, but the learning environment also supports students who have a primary language that is not English. Since students must meet English language requirements provided by the California State Standards, English is the language of instruction for the school. The development of language is crucial as it allows students to make connections within and across all subject areas. The development of English is fostered through the following instructional practices:

- Fiction and non-fiction literature.
- Vocabulary in all content areas.
- Appropriate reading and writing strategies, listening skills, and speech across the curriculum.
- Whole group, small groups, and a variety of teaching styles to accommodate the needs of all students, including visual supports and realia.
- Communication through written and oral expressions, including drawings.
- Understanding and tolerance of other cultural groups and perspectives.
- Integration of Phonics and Phonemic awareness in reading instruction grades TK-2, and as needed in grades 3-5.
- Writing process that includes planning, drafting, editing, proofreading, and publishing, as grade appropriate throughout the grade levels.
- Correct usage of all language conventions.
- Correct language usage in conversation, while being sensitive to students' cultural background and mother tongue.

- Provide ample opportunity to develop and utilize oral language in and beyond everyday classroom conversations through oral presentations, debates, speeches, role-play, poetry reactions, songs, multimedia, visual supports, realia, etc.
- Plan lessons that expose students to conventions of oral language and aid them in responding appropriately to a range of contexts and audiences.
- Give constructive feedback in all subject areas.

Language Acquisition

All students in the Primary Years Program have the opportunity to learn a world language beginning TK and ending in grade 5. The importance of students becoming culturally and linguistically aware in a second language is recognized, and all students receive instruction in Spanish. Students in grades TK-5 are exposed to Spanish twice a week for 30 minute lessons. Students receive instruction using the TPRS (Teaching Proficiency Through Storytelling) method. TPRS integrates the skill areas of reading, listening, speaking, and writing. The second language teacher also supports the IB attributes and attitudes.

Primary Language Support/English as a Second Language

The staff at Sargeant Elementary are all accountable for communicating our support of mother tongue languages. We feel that students and parents who speak another language bring an added perspective to learning. We value their views and encourage them to share. Our librarian strives to acquire books in the home languages of students and continues to look for more resources for both second language acquisition and other languages.

English Language Development (ELD) Instruction: ELD instruction is provided for all students identified as English Language Learners (ELL).

- A home survey is completed upon enrollment to identify a student as an ELL. If a parent marks a language other than or in addition to English on the Home Language Survey and is determined to have a primary language other than English, the student will be considered for initial English Language Proficiency Assessments for California (ELPAC) testing. A student's score on the ELPAC test determines if they are initially fluent or classified as an ELL.
- All English Language Learners receive daily integrated ELD instruction.
- All ELL students receive designated ELD instruction targeting their language needs.
- Progress in all language arts domains including reading, writing, listening, and speaking are assessed annually via the ELPAC assessment until the students reach a level of English proficiency that is commensurate with their English only grade level peers.
- Sargeant supports English Language Learners and their parents with translation services at conferences and parent meetings, upon request.

Resources and Support Services for Language Development

Special Education

Students who have an identified disability and area of need within communication requiring speech and language services are supported by the classroom teacher and the Special Education Service Providers. The Special Education Service Providers and the classroom teacher work hand in hand to implement the student's Individualized Education Plan (IEP) and goals.

Speech and Language

Students who have met the eligibility guidelines to receive Speech and Language Services are supported by the classroom teacher and the Speech-Language Pathologist. These teachers work together to implement the student's IEP and goals. All services are provided in the Least Restrictive Environment.

Library

The Library Media Center currently operates on a fixed schedule, which allows for each class to have a scheduled visit with the librarian once a week. The librarian helps students with checking out books, provides basic instruction in library skills, and reads stories. The librarian is in charge of book inventory and ordering books to support the needs of all students.

Technology

Students have access to a variety of technology that supports language development. Technology available varies with each grade level, and may include: chromebooks, iPads, and Apple TV. All technology resources help students compose, share, and connect ideas.

English Language Development (ELD)

All ELL receive integrated ELD instruction within the English Language Arts program at each grade level.

Spanish Language Instruction

Beginning in Transitional Kindergarten Sargeant Elementary provides a second language to all students in Spanish. All students will have the knowledge of and the ability to use two languages.

- TK-5th grade- 60 minutes of instruction per week (two 30-minute sessions)

Teaching Proficiency through Reading and Storytelling (TPRS)

TPRS is a method used for teaching foreign languages where fluency is the main goal. To support the students' learning, the teacher brings to the students stories where there is comprehensible content in the target language. To make this content comprehensible, the teacher must use visual material, gestures, or actions to support the understanding.

The different tenses and grammar structures are brought up during stories, conversations and questioning in a natural manner as if it was spoken in the first language.

Every year the students will be using material that builds upon what they learned the year before so they can increase their knowledge. The students are meant to interact with each other using the target language as much as possible so that they can improve and feel comfortable with it. Each year kids will be encouraged to speak more, however they are all exposed to the same content, and are welcome to try as they feel ready.

Curriculum is organized so the content is age appropriate and at specified levels.

Native Speakers

Native speakers will benefit through the regular instruction and are approached/spoken at their level of language knowledge in both reading and writing. These activities are designed to meet the level they are in their Native Language.

Grades 4 and 5 use a template to create short stories using verbs. A TPRS book is used to help the students focus on the 6 most commonly used Spanish verbs.

Works Cited

International Baccalaureate Organization, Making the PYP Happen: Wales, United Kingdom
2009

International Baccalaureate Organization, Guidelines for Developing a School Language Policy
Geneva, Switzerland, 2014.

International Baccalaureate Organization, Learning in a Language other than Mother Tongue in
IB Programmes: Geneva, Switzerland, 2008

Policy revised November 30, 2023 in collaboration with all staff members.

Policy will be reviewed and updated as needed by collaboration with all staff members.



Sargeant Elementary Parent/Legal Guardian and Student Complaints Procedures

Sargeant school follows the procedures outlined below to address parent concerns and complaints:

1. Classroom concerns should first be brought to the attention of your child's teacher. Please contact the teacher to discuss your concern.
2. If the classroom concern is not satisfactorily addressed with the teacher or the concern is a school level concern, please contact the school administrator.
3. If the concern is not satisfactorily addressed with the school administrator, the parent may schedule a meeting with a district representative.

Roseville City School District Complaint Procedures

Please click to the right to access any of the forms.

Addressing Concerns and Formal Complaints

CONCERNS

We strive to maintain excellent communications and relationships with all our community partners. We take great pride in problem-solving with our students and families when and if a concern arises. If you have a concern, please take the following steps to ensure a positive and efficient solution.

Start with your student's teacher, counselor, nurse or other school site professional. Disputes and misunderstandings are often best resolved in person and may be the result of miscommunication. Often, misunderstandings can be cleared up or issues addressed through a courteous conversation at the school level.

If you feel the issue is not resolved after speaking with a staff member, ask to speak to a school administrator. If you still feel there has not been a satisfactory resolution after exhausting all efforts in the steps outlined above, including discussing the situation with the principal, please contact the district office at (916) 771-1600 and ask for your school site's coach. If you have not taken the steps above to resolve the issue with the school, you may be referred back to the school site.

COMPLAINT PROCEDURES

The first step in resolving a complaint is to start with the process outlined above. Some issues may need to follow a more formal process and may fall under the Uniform Complaint Procedures, Williams Uniform Complaint, or a Complaint Concerning District Employees.

Uniform Complaint Procedures (Board Policy/Administrative Regulation 1312.3)

Some matters lie within the Uniform Complaint Procedures (UCP) scope. A UCP is a written statement alleging unlawful discrimination, or failure to comply with a violation of a federal and/or state law in regards to specific categorical programs. A complaint must be filed by way of the UCP as written in the California Code of Regulations, Title 5, Sections 4600-4687.

[Uniform Complaint Procedure Policy](#)

[UCP Regulations](#)

[UCP Form](#)

Williams Uniform Complaint Procedures (Administrative Regulation 1312.4)

A Williams complaint refers to insufficient instructional materials, emergency or urgent facilities conditions that pose a threat to the health and safety of pupils, and teacher vacancy or misassignment. Williams Complaints may be filed anonymously.

[Williams Uniform Complaint Form](#)
[Administrative Regulation 1312.4](#)

Complaints Concerning District Employees (Board Policy/Administrative Regulation 1312.1)

Every effort should be made to resolve a complaint at the earliest possible stage. Whenever possible, the complainant should communicate directly to the employee in order to resolve concerns.

[Complaints Concerning District Employees Form](#)
[Board Policy and Administrative Regulation 1312.1](#)

California Department of Education

[CDE Uniform Complaint Procedures](#)

Forms can either be mailed to Roseville City School District, Assistant Superintendent, 1050 Main Street, Roseville, CA 95678, or completed form can be emailed to Meghan Baichtal at:

mbaichtal@rcsdk8.org

[Administrative Regulation 4119.12.](#)

Title IX Sexual Harassment Complaint Procedures (Personnel)

[Administrative Regulation 5145.71.](#)

Title IX Sexual Harassment Complaint Procedures (Student)

International Baccalaureate Primary Years Programme

Sargeant Elementary School is a World Authorized International Baccalaureate (IB) Primary Years Program (PYP) school and follows the [Rules for IB World Schools](#) and [General Regulations for the Primary Years Programme](#). For more information regarding the IB program at Sargeant Elementary, please visit the [Sargeant Website](#).

Questions and concerns regarding our IB program can be directed to Sargeant's IB Coordinator, Jennifer Danielson, at jdanielson@rcsdk8.org. The coordinator will collaborate with the school principal and any other staff involved to address concerns and communicate with the IB Organization. If the complaint is not resolved at the school level, then parents/guardians can submit a formal complaint to the International Baccalaureate Organization via email at complaints@ibo.org. Guidelines for making a formal complaint are outlined in the [IBO Complaints Procedure document](#).



Sargeant Elementary Primary Years Program Academic Integrity Policy

Introduction

Sargeant Elementary school promotes academic integrity as it stands through the lens of IB. Sargeant students learn from an early age the importance of demonstrating the learner profile attributes of caring, principled, courageous, inquirer, thinker, knowledgeable, communicator, open-minded, balanced and reflective.¹ Academic Integrity encompasses the attribute of being principled according to the IB learner profile description which states, “We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.”² The definition of **integrity** is: firm adherence to a code of especially moral or artistic values: incorruptibility.³

Sargeant’s Academic Integrity policy is intended to demonstrate our commitment to ensuring that our students, staff, administration, parents and guardians understand and adhere to the responsibilities and expectations set forth by the IB Organization in regards to student assessments and credibility.

Mission Statement

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Sargeant is committed to:

- Providing inquiry based academic instruction
- Providing awareness of our community and world
- Collaborating with staff, students, and families to provide a safe environment that embraces all strengths and learning styles

¹ “IB learner profile” International Baccalaureate Organization, 2017

² “Programme Standards and Practices” (International Baccalaureate Organization, 2017)

³ Merriam-Webster online dictionary

Definition of 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.”⁴

Roles and Responsibilities for Academic Integrity

Role of Faculty

Teachers and staff at Sargeant Elementary share the school-wide responsibility of ensuring academic integrity with the principles of International Baccalaureate. Teachers and staff are responsible for:

- Defining and building awareness of academic honesty
- Emphasizing the value of the learning process and encouraging academic perseverance
- Providing students with a reasonable workload and clear expectations
- Addressing student misconduct
- Teach/model ethical practices when using technology

Role of Students

All students at Sargeant Elementary are expected to follow our school rules of “Be safe, responsible, respectful and kind”. In addition, each classroom develops essential agreements that embody the IB learner profile attributes and establish trust between students and teachers.

Regardless of age, students at Sargeant are expected to be “principled” both in and out of the classroom. Students are held accountable for being honest and responsible.

At Sargeant Elementary, an academically honest student in Grades TK-5:

Does

- His/Her own work, knows what constitutes cheating, and follows the rules
- Cites and acknowledges sources of information used when producing work (age appropriately)
- Uses technology and the internet responsibly
- Accepts consequences when expectations are not met

Does Not

- Copy work from others
- Do work for others

Role of Parents/Legal Guardians

⁴ Academic integrity policy, International Baccalaureate Organization, Oct. 2019, updated March 2023

At Sargeant Elementary, we believe in the importance of the school/home connection. Parents and guardians play an integral role in supporting their children's understanding of academic integrity.

Parents/legal guardians are responsible for:

- Understanding the policies and expectations of the IB Primary Years Programme at Sargeant Elementary
- Ensuring their child is prepared for learning
- Assisting their child in organization and self management skills
- Offering appropriate support while also maintaining high expectations of academic integrity
- Communicating with child's teacher when additional support is needed

Consequences of Academic Dishonesty

Elementary students are in a continual process of learning about academic integrity. Teachers will use instances of academic misconduct as a chance to help students gain an understanding of how to conduct themselves with academic integrity. These "teachable moments" will involve a restorative conference with students involved, school staff and parents.

Alignment with School Policies

All Sargeant Elementary policies work in tandem with the Roseville City School District and site policies.

Development and Revision

Sargeant's Academic Integrity Policy was written during the 2023-2024 school year by Krista Barker, Principal; Jennifer Danielson, IB Coordinator; Kim Montgomery, Jill Padilla, and Katie Palin, teachers at Sargeant, and Lindsey Olsen, parent at Sargeant. The policy was then reviewed by the entire teaching staff. All staff have access to it in our school's "IB Resources" folder online. Parents have access to all policies on the Sargeant School website.

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