

**Chappell Elementary School
International Baccalaureate
Primary Years Programme**

Curriculum Guide



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Mission

We educate all students to be internationally minded so they will be college, career and community ready, inspired to succeed in our diverse world.

Vision

Chappell Elementary School believes that

- Every student has an individual and a cultural set of experiences, skills and interests, which must be considered in the teaching and learning process.
- A thorough education includes the development of qualities of advocacy, social justice, lifestyle choices, entrepreneurship and participation to foster an environment of voice, choice and ownership.
- School should prepare young people to be college, career and community ready.
- School should foster an atmosphere of academic excellence and encourage intellectual inquiry and critical thinking.
- Achievement in the physical, expressive and creative arts is an essential part of a holistic education.
- The school is a community, and social awareness, thoughtful interaction and effective communication among students, families and staff.

Strategy Plan

- Continuation of professional development across the K-12 continuum
- Achieving and maintaining IB World Continuum status
- Documenting the development and implementing common policies across the K-12 continuum including Teaching and Learning, Differentiation, Inclusion and Assessment
- Recruiting and retaining the best most qualified faculty and staff
- Continual exploration and expansion of technology to support academic programs and learning throughout the continuum
- Utilizing our K-12 Continuum to provide relevant learning experiences that can incorporate multi-grade levels and or individuals
- Focusing on student and staff well-being from an emotional, physical and social emotional standpoint
-

Access and Admissions Policy

At Chappell Elementary School, we welcome, honor, and encourage the admission of all students. We aim to ensure a diversity of gender, culture, and nationality. We are a tuition-free, neighborhood school without the use of academic testing or standardized assessment upon entry. Students that apply through an open enrollment process will be screened according to District Policy.

[District Open Enrollment Policy](#)

Admissions Commitment

Chappell Elementary is committed to excellence in education and to the growth of every student. Our students are immersed in a diverse community where each individual is welcomed and respected regardless of sex, age, race, religion, national origin, socioeconomic status, gender, able-bodiedness, or any other area of classification.

The International Baccalaureate Primary Years Programme

Chappell Elementary School is committed to implement and further develop the International Baccalaureate Primary Years Programme (IBPYP) from 4K through Grade 5. Chappell was officially authorized to offer the PYP in June, 2012, participated in Evaluation in 2017 and will have the 2nd Evaluation visit during the 2022-2023 school year. Following the evaluation we will share the results of their feedback with our community.

Chappell School sets out to meet the diverse needs of the students through the Primary Years Programme, by ensuring that learning is engaging, relevant, challenging and significant. The school follows a transdisciplinary model, whereby themes of global significance frame the learning throughout the primary years. This means that students are encouraged to make connections between subject areas, and traditional curriculum areas are used as lenses to help students inquire into big ideas. The PYP is both a curriculum framework and a philosophy that facilitates inquiry. Through inquiry, the students are encouraged to question, wonder, doubt, speculate and generalize as part of their learning journey to construct meaning about the world around them. Students have the opportunity to explore significant local and global issues and are also encouraged to consider situations critically from multiple viewpoints.

The PYP encourages students to become independent learners, and Chappell encourages them to make connections between life in school, life at home and life in the world. By helping students to see that learning is connected to life, a strong foundation for future learning is established.

Chappell encourages students to

- Develop a strong set of problem-solving strategies
- Think critically
- Develop knowledge and skills to apply to new situations or tasks
- Continue to question throughout their lives
- Develop international mindedness
- Take action as a result of the learning process

Students will

- Learn through inquiry
- Build on prior knowledge
- Work individually, with a partner and in groups
- Be listened to
- Be curious, be inquisitive, ask questions, explore and interact with the environment physically, socially and intellectually
- Be supported in their journey to become independent learners
- Learn through differentiated experiences which accommodate for the range of abilities and learning styles in a group

Chappell is committed to

- Providing learning environments that are stimulating and provocative
- Effective ongoing professional development to ensure its teachers are lifelong learners and informed of the most recent effective practices
- Supporting students and their families

The International Baccalaureate Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. (IB, 2018)

IB learners strive to be:

Inquirers	They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
Knowledgeable	They explore concepts, ideas and issues that have local and global significance. In doing so, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
Thinkers	They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
Communicators	They understand and express ideas and information confidently and creatively in more than one language in a variety of modes of communication. They work effectively and willingly in collaboration with others.
Principled	They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
Open-minded	They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
Caring	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
Risk-takers	They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
Balanced	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
Reflective	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

Curriculum Framework

The aim of the PYP is to create a curriculum that is engaging, relevant, challenging and significant, and is achieved through structured inquiry and the development of five essential elements: **knowledge, concepts, skills, attitudes and action**.

Knowledge: What do we want students to know?

While the PYP acknowledges the importance of traditional subject areas (language, mathematics, social studies, science, personal, social and physical education, and arts), it also recognizes the importance of acquiring a set of skills in context and of exploring content which transcends the boundaries of the traditional subjects and is relevant to students.

The PYP has six transdisciplinary themes that provide the framework for learning. These themes are globally significant and support the acquisition of knowledge, concepts and skills of the traditional subjects.

The PYP transdisciplinary themes are

Who we are	An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health, human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.
Where we are in place and time	An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.
How we express ourselves	An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.
How the world works	An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.
How we organize ourselves	An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.
Sharing the planet	An inquiry into the rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationship within and between them; access to equal opportunities; peace and conflict resolution.

Students inquire into, and learn about, these globally significant issues through units of inquiry, each of which addresses a central idea relevant to a particular transdisciplinary theme.

Concepts: What do we want students to understand?

The following key concepts are used to support and structure the inquiries. The exploration of concepts leads to a deeper understanding and allows students to transfer knowledge learned in one area of the curriculum to another.

Form	What is it like? The understanding that everything has a form with recognizable features that can be observed, identified, described and categorized.
Function	How does it work? The understanding that everything has a purpose, a role or a way of behaving that can be investigated.
Causation	Why is it like it is? The understanding that things do not just happen, that there are causal relationships at work and that actions have consequences.
Change	How is it changing? The understanding that change is the process of movement from one state to another. It is universal and inevitable.
Connection	How is it connected to other things? The understanding that we live in a world of interacting systems in which the actions of any individual element affect others.
Perspective	What are the points of view? The understanding that knowledge is moderated by perspectives; different perspectives lead to different interpretations, understandings and findings; perspectives may be individual, group, cultural or disciplinary.
Responsibility	What is our responsibility? The understanding that people make choices based on their understandings, and the actions they take as a result do make a difference.

Skills: What do we want students to be able to do?

Throughout their learning in the Primary Years Programme, students acquire and apply a set of skills which are valuable not only for teaching and learning that goes on within classrooms but also in life outside of school. The PYP identifies five sets of transdisciplinary skills, or approaches to learning:

- **Thinking skills**
- **Social skills**
- **Communication skills**
- **Self-management skills**
- **Research skills**

Agency - Agency is the power to take meaningful and intentional action, and acknowledges the rights and responsibilities of the individual, supporting voice, choice and ownership for everyone in the learning community.

Student - initiated action is considered as a dynamic outcome of agency, and an integral part of the learning process that can arise at any time, within or outside the programme of inquiry. **Action may come in the form of: *participation, advocacy, social justice, social entrepreneurship, and life choices.***

Academic Integrity Policy

Academic integrity at the Primary School means that students engage in the inquiry process as principled learners and critical thinkers who respect the ideas of others. In doing so, students are expected to make use of the essential elements of the PYP.

Students will develop an understanding of the following **concepts**:

- Form (by developing an understanding of what academic honesty is)
- Causation (by understanding why it is important to be academically honest)
- Responsibility (by understanding and acting on the importance of academic honesty)

Students will learn the following **skills**:

- The importance of considering different sources to explore a range of perspectives
- The use of keywords to research efficiently
- How to highlight, take notes, paraphrase and summarize
- How to think critically about the validity of sources
- How to give credit to whom and where their ideas come from by citing sources, including inspirations
- How to write a bibliography using the agreed conventions (including title of the source, the author, the publication date, the publisher and the website if relevant)
- How to reflect on the learning process and consider what was learned from different contexts

Students will become **knowledgeable** about

- Primary and secondary sources
- The difference between facts and opinions
- Plagiarism

We will model and foster the following **attitudes** for the students:

- Appreciation for their own work and the work of others
- Respect for different ideas
- Integrity through honesty
- Commitment to learning by showing self-discipline
- Independence in their work and thinking

Ultimately, we aim for the students to show **agency** for themselves by applying their understanding, knowledge, skills and attitudes to take the initiative in being academically honest, and to take pride in their own accomplishments.

Should a student be found not following these guidelines consciously, a teacher will speak to him/her, ask the student to complete a reflection if deemed appropriate, and involve the parents if necessary.

Assessment Policy

Purpose of Assessment

At Chappell Elementary, the primary purpose of assessment and evaluation is to improve student learning. Assessment informs teachers of what their students know; *if students can transfer and apply what they have learned, and how to differentiate instruction. Assessment also allows students to discover their strengths and weaknesses and set goals for future learning. Assessment also informs parents of their child's progress. Lastly, assessment monitors the effectiveness of the school's program and informs professional development.*

High Quality Assessment

Assessments are varied in type, and there are different purposes for assessments. At Chappell Elementary, we believe that regardless of the purpose, there are shared characteristics of *high quality assessments*. These characteristics include:

- Assessment is ongoing; it does not happen just at the end of learning
- Teachers give students many opportunities to show their understanding
- Assessments are differentiated
- Assessment results inform teachers, students, and curriculum decisions
- Assessments are both formative and summative
- Assessments are based on a clear set of criteria
- Assessments are relevant and appropriate; they assess knowledge and/or skills
- Assessments evaluate students ability to transfer the knowledge/skills to a variety of settings/situations
- Teachers give students timely feedback
- Assessment results are easily understood by others
- Modifications are made when necessary

We believe in using varied assessment tools in all grade levels. For example:

- Standardized assessments
- Rubrics
- Checklists
- Anecdotal notes
- Formal summative assessments
- Formative assessments
- Writing samples
- Self-assessments
- Response journals

Practices

Assessment is used to support student learning and encourage student success. It is integrated regularly with instruction. Teachers use the results to better their teaching practices based on student needs.

Practices common to all programs

1. Formative assessment is an integral part of instruction. Practices related to formative assessment include:
 - a. Giving students frequent, specific and descriptive feedback on formative tasks.
 - b. Giving students feedback that aims to improve performance.
 - c. Giving students feedback that provides an incentive for improvement.

2. Summative assessments are used as the basis for determining the understanding of standards and/or learning goals. Practices related to summative assessment include:
 - a. Gathering information to reflect on teaching practices.
 - b. Opportunities for students to demonstrate what they have learned.
 - c. Summative assessments are scored using common rubric and scored as a grade level team
3. Reporting of student achievement occurs formally three times each year:
 - a. One report at Parent-Teacher Conferences in November.
 - b. Two more reports will be provided in February, and June
 - c. One student-led conference will be held in March and is a practice for communicating student learning to parents. If requested an additional Parent-Teacher conference can be held in March.

Our Portfolio Agreements:

Purpose - Our portfolio is a collection of student work which shows evidence of the process of learning and progress over time. Our portfolios are collected electronically through Toddle. Parents will be provided access to Toddle so they are able to access student portfolios. Students will also share their portfolios during student led conferences.

Organization- Students must collect and reflect on artifacts throughout the year in the following categories: learner profiles, each transdisciplinary unit taught and specialists areas. At the end of every transdisciplinary unit the artifacts need to be uploaded to the portfolio.

Contributions-

- Teachers and the student may contribute artifacts to the student's portfolio
- Examples of artifacts which may be contributed to a student's portfolio include (but are not limited to): I wonder questions, student published writing, photos, summative assessments, student reflections, journaling, video recordings, graphic organizers, checklists
- End of unit progress monitoring updates with students/teacher/parent reflections
- Modifications will be made for students when necessary

District Assessment Requirements:

Name of Assessment	Content of Assessment	Purpose of Assessment	Frequency of Implementation	Proficiency Levels
Fountas and Pinnell Reading Records	Reading Processing Reading Comprehension Reading Fluency (rate and accuracy)	Determine the independent and instructional level of all students Provide the basis for guided literacy in all classrooms Identify students for academic interventions and enrichment	Kindergarten -5th: May	End of year benchmarks: Kinder – D-E 1 st grade – J-K 2 nd grade – M-N 3 rd grade – P-Q 4 th grade – S-T 5 th grade – V-W
Running Records	Reading Processing Reading Fluency Reading Comprehension	Determine the independent and instructional reading level	Kindergarten - 5th: September, January, and May	End of year benchmarks: Kinder – D-E

		<p>Progress monitoring students' reading processing</p> <p>Determine reading strategies and levels for whole group and small group reading instruction</p>		<p>1st grade – J-K</p> <p>2nd grade – M-N</p> <p>3rd grade – P-Q</p> <p>4th grade – S-T</p> <p>5th grade – V-W</p>
Forward Exam	<p>Reading Comprehension</p> <p>Literature</p> <p>Math</p> <p>Science (4th only)</p> <p>Social Studies (4th only)</p> <p>Writing</p>	Measure our students' achievement with regards to the Wisconsin academic standards	Grades 3, 4, 5 – April-May	<p>Spring:</p> <p>Advanced</p> <p>Proficient</p> <p>Basic</p> <p>Minimum</p>
STAR	Math and Reading	Universal screener to measure growth over time	1st -5 th grade September, January, May and when needed	Measure growth over time
Words Their Way Spelling Inventory	Spelling Patterns	<p>Determine developmental Spelling stage</p> <p>Inform whole group and small group phonics and vocabulary instruction</p> <p>Progress Monitors students' spelling growth</p>	Kindergarten - 5th September, January, and May	<p>K- Middle Letter Name-Alphabetic</p> <p>1st-Early Within Word Pattern</p> <p>2nd-Late Within Word Pattern</p> <p>3rd -Early Syllables and Affixes</p> <p>4th- Middle Syllables and Affixes</p> <p>5th- Late Syllables and Affixes</p>
Lucy Calkin's Writing Performance Assessment	Writing Development (structure, elaboration, craft, language conventions)	<p>Determine students' writing level</p> <p>Progress monitor students' writing progression in use of structure, development, and language conventions</p>	Kindergarten - 5th Approximately September, January, and May	Kindergarten - 5th: Reach a scale score of 3 or higher

		Inform whole group and small group phonics and vocabulary instruction		
Physical Education Fitness Testing	Muscular Strength (Flexed Arm Hang) Muscular Endurance(Curl-Ups) Flexibility (Sit-and-Reach) Cardiorespiratory Endurance (PACER)	To help determine the health status and physical fitness of an individual through goal setting and self improvement.	Fall (October) and Spring (April) (3rd-5th grade scores taken; 4K-2nd grade no scores taken)	Benchmarks: For each student to improve their score across the battery of tests between the fall assessment and spring assessment during the school year

Definitions

Assessment is the process of gathering information on student learning from a variety of sources to understand how well students are achieving identified curriculum expectations.

Evaluation is the process of judging the quality of student work based on identified criteria and assigning a value to represent the level of achievement attained.

Formative assessment is the process of gathering information during the learning process. It involves constructive and specific feedback to students aimed to improve learning. This evidence may be used for determining a grade/level when there is insufficient evidence from summative assessments.

Summative assessment may occur throughout a unit of inquiry. Summative assessment is designed to allow students to demonstrate achievement toward the expectations of a unit of inquiry. It forms the primary basis for establishing the report card levels of achievement.

Review of Assessment Policy:

A committee will be formed annually to review the assessment policy. The committee will be made up of the building principal, PYP Coordinator and 3 or more members of the building leadership team. The purpose of this committee will be to review the current assessment policy, revise the policy as needed, and plan how to communicate our assessment policy to the staff and parents.

Portfolio Policy

Purpose

Portfolios are a collection of student work that are designed to celebrate student learning through the PYP, showing the development of the whole child, successes, growth, higher order thinking, creativity and reflection, both within and outside of the Program of Inquiry in all subject areas. Portfolios are used by students to communicate this development with parents at student-led conferences and with teachers and peers throughout the year. The portfolio is an exhibition of an active mind at work.

Contents of Chappell Student Portfolios

Portfolio content at 4K must include the following:

- A classroom portfolio will include from each UOI
 - *Samples of student reflections*
 - *Selected samples of student work.*
 - *Pictures of students completing inquiry activities*

Electronic Portfolio content at 5K-5th Grade must include the following:

- A student reflection response for each unit of inquiry (UOI):
(Each selection relating to a UOI will include the transdisciplinary theme, central idea and date)
 - *A general reflection on the unit of inquiry, including the knowledge and understanding gained and possible future investigations.*
 - *The student's response to a piece of work from the Unit of Inquiry.*
- An artifact related to each UOI:
 - *Whenever possible the artifact will be student selected and vetted by the teacher.*
 - *Comments indicating why the work was chosen. This can be something as informal as post-it-notes or more formal such as detailed, student written, reflection sheets.*
 - *PYP Learner Profile attributes must be evident to varying degrees in all portfolio documents.*
- An artifact related to each encore class (Art, Physical Education, Music, World Language):
 - *One UOI per grade level of student learning, at minimum*

Management Guidelines

Portfolios are a collaborative production between student and teacher with the intention that students are able to take age appropriate ownership in their portfolio. Teachers should provide opportunities, advise and assist students in learning how to authentically select items that demonstrate key learning and conceptual understandings.

Portfolios should be easily accessible to students. Students should understand the purpose of portfolios, the process used to compile them and be able to explain why specific materials are in their portfolios. Portfolio content should not be limited to written work. At Chappell, we encourage a wide variety of learning opportunities as well as different presentation strategies, such as drawings, graphic organizers, photos, multimedia and the portfolio should reflect this.

Inclusion Policy

Definitions

1. *Individualized Education Plan (IEP)* – a formal written plan developed for each student with an identified learning need.
2. *Inclusive Classrooms* – classrooms that include students with a variety of learning needs.
3. *Accommodations* – changes to instruction or assessment that allow an individual student to learn the curriculum and demonstrate that knowledge.
4. *Differentiated instruction* – instruction in an inclusive classroom that is tailored to the individual needs of a learner.

Principles

1. **Our mission:** *We educate all students to be internationally minded so they will be college, career, and community ready inspired to succeed in our diverse world.* The purpose of the Learning Strategies Policy is to ensure that students with identified learning needs are supported so that they can live our Chappell mission statement.
2. Chappell Elementary is committed to providing the IB Primary Years Program to every student regardless of his/her learning needs. Our classrooms are inclusive and welcome diversity of learning styles. This Learning Strategies Policy is designed to ensure that the special education needs of individual learners are met within this context.
3. Students with special education needs are identified and accommodated so that they have equal access to the curriculum. The Special Education teacher will work with the classroom teachers to ensure that differentiated instruction is provided in the classroom for special needs students. We understand that differentiated instruction is good practice and do not confine differentiation exclusively to identified students.
4. We believe that every student is the responsibility of every teacher. This means that our teachers take ownership of the students with special learning needs in their classrooms and differentiate their instruction to meet those needs.
5. During monthly collaboration meetings all staff meet to identify needs and strategies for all students. Teachers are invited to share successful strategies they have developed. In this way, professional development is on-going and teachers share their expertise.

Chappell Elementary is committed to making our classrooms safe, inclusive environments where every student has an opportunity to learn and grow so that they can realize their potential to shape a better world.

Green Bay Area School District

Board Policy 411

Equal Educational Opportunities

The Green Bay Area School District is committed and dedicated to the task of providing the best education possible for every student enrolled in the District, regardless of family circumstances, for as long as the student can benefit from attendance and the student's conduct is compatible with the welfare of the entire student body. There shall be no discrimination by sex, race, color, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, homelessness status or physical, mental, emotional or learning disability/handicap.

Reasonable accommodations of a student's sincerely held religious beliefs shall be made with regard to examinations and other academic requirements. In order to receive such accommodations, a student, or parent/guardian of a minor student can notify the building principal or designee of potential conflicts. The student will be permitted to make up an examination or academic requirement another time for by alternative methods with our prejudicial effect.

Complaints regarding the interpretation or application of this policy shall be processed in accordance with established procedures. The procedures and forms for filing discrimination complaints shall be available from building principals or the District Equity Coordinator.

Annually, the District shall provide a Class I legal notice of this policy and its accompanying complaint procedures. In addition, a student nondiscrimination statement shall be included in the student and staff handbooks, course selection handbooks and other published materials distributed to the public describing school activities and opportunities.

Green Bay Area School District

Board Policy 342.1

Programs for Students with Disabilities

The District affirms its responsibility to make appropriate special education programs and related services available to students with disabilities in accordance with state and federal laws and regulations.

The District recognizes that special education programs and services are part of the total educational program in the District and not a separate entity. The District also recognizes the legal requirement that students with disabilities be educated in the least restrictive environment that is appropriate to their individual needs. Consistent with the philosophy, the District believes it is desirable that:

- (1) Students with disabilities participate to the maximum extent possible in regular education programs – academic, non-academic and co-curricular, along with students who do not have disabilities. Special classes, separate schooling or other removal of students with disabilities from regular educational environment should occur only when the severity of the disability cannot be dealt with in a regular educational setting through the use of supplementary aids and services.
- (2) Students with disabilities be in chronologically age appropriate environments.
- (3) Programs for students with disabilities be distributed geographically within the District to the greatest degree appropriate and possible.
- (4) Specific educational programs and services for a student with disability be determined by an individualized education program (IEP) team and be based on an assessment of the student's individual needs. Students with disabilities shall participate in academic assessments required by law, with or without accommodations, or alternate assessments as outlined in the student's IEP.

The District utilizes a special education handbook that outlines guidelines and procedures to be used by the District staff. The handbook also includes a section that outlines specific policies and procedures relating to students with disabilities. The section of the handbook shall meet legal requirements and be adopted by the School Board.

Within the parameters of state and federal laws governing the operation of programs for students with disabilities, there are due process safeguards for parent rights and appeal. Such provisions shall be adhered to by the District.

Green Bay Area School District

Board Policy 342.3

Programs for Gifted and Talented Students

The District provides for the continuous identification of potentially gifted and talented students in intellectual, creative, artistic, leadership and academic domains. Multiple criteria such as achievement tests, product and/or performance evaluations, and

parent, teacher, peer, and self-nominations will be used to identify gifted or talented students. A student may be identified as gifted or talented in one or more categories.

The School Board shall provide access to appropriate programs for students identified as gifted or talented. It is recognized that educational alternatives may need to be provided for such students. These alternatives may include acceleration beyond specific grade level, subject and/or course included in the normal program and curriculum sequence consistent with a Board of Education approved program plan which will be periodically reviewed.

The District shall provide opportunities for parent participation in the planning of student's proposed program.

Green Bay Area School District
[Board Policy 342.8](#)

Section 504/ADA Educational Opportunities

The District shall provide a free and appropriate public education to each student within its jurisdiction without discrimination because of the student's disability or handicapping condition. Reasonable accommodations shall be provided to allow students with disabilities/handicaps to have an equal opportunity to participate in school and school-related activities.

It is the intent of the District to ensure that all students with disabilities/handicaps as defined by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) are identified, evaluated and provided with appropriate educational services in accordance with legal requirements and established procedures outlined in the District's Section 504/ADA handbook.

Language Policy

Philosophy

- We believe the primary goal of language development is to promote communicative competence.
- We believe in creating a multilingual environment that respects and celebrates multiple languages and cultural diversity.
- We believe language facilitates cognitive development and includes learning about and through language.
- We believe the structure and form of language, including vocabulary, should be learned in authentic contexts.
- We believe that fostering language and literacy skills are the responsibility of all teachers.

Language Profile

- Language of teaching and learning: English with Spanish as Language B
- Languages of Communication used in the school: English, Spanish, Hmong, Somali
- Examples of Mother tongues in our school include: English, Spanish, Somali, Bulgarian, Russian
- Students with particular language needs are identified as they enter the Green Bay Area Public Schools per District Policy. These students will receive extra support and instruction from the ELL teacher. This specialist collaborates with all teachers to provide scaffolds for language learning.

Practices of Teaching Language

We believe in providing a balanced literacy program in which students are actively engaged.

- Balanced literacy includes reading, writing, listening, speaking, viewing, and presenting and multimedia literacy.
- Instructional delivery is based on the gradual release of responsibility model through inquiry. Language provides a vehicle for inquiry and is the major connecting element across the curriculum.

Practices for Reading include:

- Using a variety of genres including print and non print
- Explicit phonology, morphology and word study instruction
- Explicit vocabulary instruction
- Explicit comprehension strategies for varied text structures
- Differentiated reading instruction for varied levels
- Collaborative book discussions
- Teacher modeled, think-aloud reading
- Teacher and student conferences

Practices for writing include:

- A variety of authentic writing experiences for real audiences
- The use of the writing process (selecting, prewriting, drafting, revising, editing)
- A focus on writing for meaning preceding a focus on accuracy; grammar and mechanics taught in context of actual writing
- Explicit strategies to explore and practice a wide range of text structures
- Teacher modeled, think-aloud writing
- Teacher and peer writing conferences
- Use of writing portfolios

Practices for Speaking and Listening include:

- A variety of planned, cooperative group structures
- Explicit strategy instruction for speaking and listening in a variety of situations
- Opportunity and time to formulate and rehearse spoken responses

- Teacher modeling of specific vocabulary use
- Guided reflection on spoken language activities

Practices for Viewing include:

- Consistent use of visual prompts to support written and spoken language, key concepts and strategies
- Use of visual texts (maps, diagrams, charts, graphs) to complement, simplify or clarify verbal text
- Explicit strategies for reading the elements of visual text
- Principles of graphic design instruction
- Media literacy instruction

Practices to support Language Learners Second Language Acquisition include:

- Differentiated learning strategies
- Use of variety of resources
- Foster an understanding and appreciation of the culture
- Use of technological resources
- Flexible instructional practices in the content areas
- Participation in ELL instruction
- Use of mother tongue to construct understanding and clarify meaning

Mother Tongue Support

- Currently GBAPS and Chappell have all basic forms and letters sent out in English, Spanish, Hmong and Somali as needed.
- The behavior essential agreements and room numbers are posted in English and Spanish throughout the building.
- We continue to evaluate our book selection in the Inquiry Studio and purchase additional books to show support for our learners whose Mother Tongue is not English.
- School personnel encourage parents to support the use of their Mother Tongue at home.
- School personnel encourage parents to visit the school and share their language and culture with the classes and enrich IB units.

Language Policy Review Cycle

We will review our policy on a yearly basis along with all other policies. We will make sure that the policy continues to link to relevant PYP policies and documents and is shared with the school community. We will gather input from the school community during our review process. We will collect feedback using such things as: surveys, discussions and through the use of technology and social media.

Green Bay Area School District

Board Policy 341.1

Reading Instruction Goals

Reading is a communication process integrated with other language processes such as listening, speaking, writing, and reasoning. As a language process, it must be grounded in the communication of meaning. The program design for comprehensive literacy encompassing these elements shall create a learning environment that encourages, recognizes, and values individual differences, respects individual needs, capabilities, and interests so that students reach proficiency and become contributing members of society.

A planned, comprehensive literacy program will provide authentic reading, writing, *listening and speaking** experiences in which students will learn and apply skills, as well as gain pleasure from reading, thereby developing lifelong reading habits.

The District shall:

1. maintain and update a language arts curriculum based on current standards, benchmarks, and best instructional practices;
2. place primary responsibility for instruction with the classroom teacher and will be systemic and occur at all academic levels and in all content areas ;
3. set expectations for student progress and establish the methods to monitor such progress;
4. provide supportive services, including remedial reading assistance, through appropriate staff;
5. provide programs for staff development through the auspices of the Staff Development Office and the Literacy Development and Support Office;
6. review instructional offerings and provide appropriate programming through an overall development program that encompasses phonemic awareness, phonics, word identification skills, vocabulary development, study and research skills, comprehension, and reading appreciation;
7. involve parents/guardians in home-school partnership efforts to help students reach their reading potential;
8. report the status of District achievement annually and work with individual schools to document building level programs; and
9. evaluate and report on the District reading program through School Board reports.

*added per best practices in literacy instruction

Green Bay Area School District

Board Policy 342.4

Programs for Children at Risk

The Green Bay Area Public School District will make every reasonable effort to help each student learn the necessary skills, concepts, and content of the courses in which he/she is enrolled. Staff members are expected to employ personalized instructional methods and utilize a variety of resources in providing assistance to help students attain the District curricular benchmarks.

For those children experiencing more severe difficulties and identified as “at risk,” the Board shall establish supportive programs to turn them into children of promise. Programs designed to prevent the development of difficulties and to remediate identified obstacles to school success shall be emphasized.

Current Wisconsin Administrative Code (PI 25) defines children at risk as pupils in grades 5 to 12 who are at risk of not graduating from high school because they are dropouts, or are two or more of the following:

- one or more years behind their age group in number of high school credits earned;
- two or more years behind their age group in basic skill levels;
- habitual truants;
- parents;
- adjudicated delinquents;
- eighth grade pupils whose score in each subject area on the state assessment was below basic level; or
- eighth grade pupils who failed to be promoted to the ninth grade.

School staff shall be alert for any student who is experiencing or has a history of excessive absenteeism; underachievement or poor classroom performance; behavior, social, emotional, or psychological problems; or who has experienced a traumatic event that may adversely affect him/her.

All programs developed for children at risk shall be designed to

- a. improve and expand educational opportunities for these children on an individualized basis;
- b. provide alternative courses or program modifications which satisfactorily meet the school district graduation requirements;
- c. encourage parental involvement;
- d. encourage cooperation with community support service agencies.

Students shall be identified and referred to these programs in accordance with state regulations and guidelines established by the administration. An annual report concerning children at risk shall be made to the Department of Public Instruction as required.

Green Bay Area School District

Board Policy 342.9

Programs for English Language Learners

The District shall provide appropriate programs and services for students enrolled in District schools who possess limited or no command of the English language. The purpose of these programs and services will be to help students acquire English language skills that will enable them to function successfully in an all English classroom and to meet established learning standards and benchmarks.

English Language Learner (ELL) students shall be identified as part of the school enrollment process. Once identified, their English proficiency shall be assessed, they shall be classified according to their English proficiency level and they will be placed in an appropriate educational program. Specialized instructional materials and techniques designed to teach English to speakers of other languages shall be used in the District. The degree of curricular and instructional modification, type of supportive services and their duration shall be determined individually and be based on the student needs. ELL students shall be provided with full access to supportive services available to other students in the District.

If a sufficient number of the ELL students identified are of the same language group to meet statutory requirements, the Board shall establish and implement a bilingual-bicultural education program as required by state law. The program shall reflect the cultural background of the ELL students and may include instruction intended to improve the skills of such students in the use of their native language for the purpose of enabling them to become proficient or advanced in all subject areas.

The District shall assess the English proficiency and academic progress of ELL students in accordance with legal requirements and established District procedures. Decisions regarding the administration of state-required tests to ELL students shall be made on a case-by-case basis. The District shall administer state-required tests to an ELL student unless a determination has been made that the results of the test, with allowable accommodations made for the student as needed, will not be valid and reliable indicator of the student's academic knowledge and skills. Any ELL student exempted from taking a state-required test shall be administered an alternative assessment approved by the Department of Public Instruction. The results of both state-required tests and alternative assessments shall be used consistent with District policies in making instructional, promotion and graduation decisions. Test results may not be used as the sole criterion in re-classifying an ELL student from a bilingual-bicultural education program or in determining grade promotion, eligibility for courses or programs, eligibility for graduation or eligibility for participation in postsecondary education opportunities. Exemption of an ELL student from taking a state-required test may also not be used as a sole criterion for making such a determination.

Parents/guardians of ELL students shall be notified of student testing arrangements and of educational programs and services available to help their children improve their English language skills and academic achievement. These notifications shall be made consistent with legal requirements and in such a manner as to ensure that the student's parent/guardian understands them.

Title I



Chappell Elementary is a Title I school. Title I is a federal program that provides money to school districts to support children to become more successful learners. The purpose of Title I is to provide supplemental education services for children. Title I serves students and families in 17 public and 10 private schools in Green Bay.

All 17 public Title I schools operate as “school-wide programs”. A school-wide program may use Title I funds to serve all students in the school, regardless of academic need. The school must have a specific plan to explain how it will use Title I funds to improve the educational program. At Chappell our Title I program and resources work in concert with our IB program, to supplement and enrich the IB program goals and plans. We hold a meeting each fall to explain the IB / Title I program to our families. If at any time, you have questions about the IB / Title I program please contact your child’s classroom teacher or the school’s principal.

Our school district is required to review whether our Title I program is effective. Schools need to show that the students are making progress toward meeting the state standards. We hold a meeting each spring to share our IB / Title I program progress and goal outcomes with parents. All parents are invited and we hope to see you there.

Parent involvement is an important part of Title I. Parents are encouraged to be involved in their children’s education and to participate in the IB / Title I program. Parent participation is required and welcomed. You will have many opportunities throughout the school year to provide feedback to the classroom teacher about your child’s learning experiences after each unit of study. In addition, if you are interested in participating in important school-wide decisions or have ideas for how we can improve our IB / Title I program please contact your school’s principal, Kris Worden at 492-2630. If you are interested in helping to plan the Chappell Family Events you are invited and welcome to attend our PTO meetings. Watch the school newsletter for specific meeting dates and times.

Title I Parent Involvement Guidelines*

TO PARENTS AND GUARDIANS OF TITLE I STUDENTS:

The guidelines below were written by staff and parents of the Title I program because we want you to understand Title I and what it means for you and your child. The guidelines explain how staff and parents will partner to provide a quality program to Title I students and their parents.

Each Title I school will involve parents in regular, two-way and meaningful communication addressing student achievement and ensuring that parents:

- play an integral role in assisting their child’s learning
- are encouraged to be actively involved in their child’s education
- are full partners in their child’s education and are included in decision making

Each Title I school will involve parents in the planning, writing and evaluation of the school’s improvement plan through participation on a committee or team that is involved with Title I efforts and decision making.

Each Title I school will involve parents in the planning and development of effective parent involvement activities through participation on a team that does this work.

The District’s Title I Program Support Teacher will provide technical assistance and support to schools in planning and implementing effective parent involvement activities.

Revised May 2023

Title I Staff will build the capacity for parent involvement in the Title I program by:

- providing parents with information on assessments and their child's progress
- providing information on how to partner with educators
- providing materials, resources and training on how to help their children improve academic achievement

Each school will coordinate Title I parent involvement activities with any other grants, programs or organizations involved in the school's parent involvement efforts.

The District will conduct an annual review of its parent involvement practices each spring. Individual schools will receive school-specific results which will be used to evaluate the effectiveness of their parent involvement efforts and to inform future parent involvement plans. Other suggestions for program changes and improvements will come from:

- parent evaluations of school-specific Title I events and activities
- opportunities for parent feedback at the school level
- parent input at each school's annual review meeting

Parents who have comments about these guidelines or about the Title I program are welcome to contact the Associate Director of ESSA or the Title I Program Support Teacher at 920-448-2139.

MISSION STATEMENT:

The child-oriented ideals to which Chappell School is committed combine two purposes...First, the transmission and application of knowledge and second, the cultivation of wisdom in each student. We believe the development of a healthy personality characterized by a sense of initiative, accomplishment and independence can be best achieved through the cooperative effort of staff, parents and community.

The Title I Program at Chappell School supports the important role that parents play in their child's education by:

- Offering flexible meeting time
- Communicating through a weekly "Tuesday Envelope"
- Providing translators and translations for the specific needs of the Chappell second language population
- Hosting a Back-to-School Open House for families
- Inviting parents to: visit classrooms, attend concerts and other school events
- Offering student led conferences in Spring

Chappell School informs parents about the Title I Program, their child's academic progress, and their role in their child's education by:

- Inviting all parents to an annual back-to-school event to explain the Title I Program and to encourage parent involvement
- Inviting parents to attend fall parent/student/teacher conferences
- Communicating between home and school via student assignment notebooks/folders
- Communicating with families through a monthly school newsletter

The Title I Program at Chappell School provides opportunities for parents to be involved in the design, implementation, and evaluation of the program by:

- Distributing parent surveys and evaluations (formal and informal) to review, improve, and update the guidelines and program
- Inviting parents to contact the Literacy Coach at 492-2630 with comments about the guidelines and the program
- Offering an open invitation for parents to become part of the decision-making process by joining committees within the school

*The word "parent" shall include the custodial parent or legal guardian.

Chappell Home – School Compact

We know that students learn best when everyone works together to support the learning. Our students, families and teachers agree to work together as a team to help each and every student reach his or her full potential. Together, we can ensure that every child is college, career and community ready, inspired to succeed.

The student will be...

- Respectful
- Principled
- Thinkers
- Risk-takers

The family will...

- Do our best to send a child to school that is ready to learn by: providing proper nutrition and rest, and limiting TV and computer time.
- See that our child attends school each day.
- Read to or with our child.
- Do our best to help with homework.
- Show an interest in what our child is learning by communicating with the teacher and the child about school.
- Teach our child to respect the school, teachers, property and others in order to help create a safe / orderly learning environment for all.
- Believe in our child's ability to be successful, graduate from high school, and attend college.

The school will...

- Create a safe and comfortable learning environment for all.
- Make learning and behavior expectations clear and known.
- Partner with parents: sharing information with families about what is taught at school, how the child is progressing and how the family can help.
- Encourage independent reading and homework completion.
- Use a variety of strategies to meet the needs of all students.
- Believe in the ability of all children to be successful, graduate from high school and attend college.
- Share information with parents regarding Bridges resource

Concerns....

- If you have concerns about any decisions please contact the teacher first
- If you still have questions, please contact the principal