



Midland Public Schools

Inspiring Excellence

Parent and Student Handbook

The Midland Public Schools, in partnership with our community, prepares students as knowledgeable, self-reliant, cooperative and ethical learners who are contributing citizens.



MISSION STATEMENT

The Pre-Primary Center
at Carpenter Street
School

*Develops
compassionate,
inquisitive, action-
minded students
and promotes
various global
perspectives to
create life-long
learners who value
diversity. We work
together to build a
sense of personal
responsibility to our
community.*

The provisions contained in this student handbook do not constitute a contract, expressed or implied, between students and the school.

Pre-Primary Center at Carpenter Street School

1407 W. Carpenter Street Midland, Michigan 48640
(989) 923-6411 - Fax (989) 923-6410
Melissa Ahearn, Director

To Parents and Students,

The Pre-Primary Center is home to Midland Public Schools Developmental Kindergarten classrooms and Preschool Programs, which include IB/PYP and GSRP.

The Pre-Primary Center Student-Parent Handbook provides information about the teaching and learning as well as policies and procedures. Please take time to become familiar with our school. Careful reading of the handbook will provide answers to many of your questions.

We believe that communication between home and school is important and this handbook is one way our school communicates with you. Other ways we communicate: parent/teacher conferences, telephone calls, e-mail, school newsletters, and student work. We encourage parents and students to discuss school information frequently and openly. If you desire additional input from school personnel, please do not hesitate to contact the school office to discuss your concerns or to schedule an appointment.

We also strongly encourage parent interest and participation in school activities. The more active and involved the parent is in the total school program, the more successful the student is at school. Needless to say, we want to provide successful school experiences for all of our students.

We are proud of The Pre-Primary Center, and we hope that you share that pride with us. It is only through continual dialogue between home and school that we can continue to improve our educational program. We welcome your suggestions, comments, questions, and participation, so that together we can continue to provide excellent educational opportunities for all students.

Your Partner in Education,
Melissa Ahearn, Director

SCHOOL HOURS

School Day:	9:00 a.m. - 4:00 p.m.
Lunch:	12:00 p.m. - 12:45 p.m.
Office Hours:	8:00 a.m. - 4:30 p.m.

Students may enter the building at 8:55 a.m. Students are not to arrive at school before 8:55 a.m. There is NO SUPERVISION for students before this time. All students are to leave the building by 4:05 p.m.

COMMUNICATING WITH SCHOOL

Parents may call the school during the hours of 8:00 a.m. to 4:15 p.m. The telephone number is 923-6411. When calling the school after working hours, parents may leave a voice mail message with the office.

If parents wish to visit their child's classroom or talk with their child's teacher, please call ahead, e-mail, or write a note to schedule an appointment. Always check in with the office first when visiting the school.

STUDENT COMMUNICATION

Information may be disseminated to students through daily morning announcements, bulletin board postings, and email.

SCHOOL GOALS

Our goal is for home and school to work positively and closely together to provide enjoyable, playful, and worthwhile learning experiences for all students. We believe that all children can learn. We strive to provide a caring and nurturing environment, and one where students' self-esteem is enhanced, so that academic achievement is attained.

CHILDREN WHO RIDE THE BUS

Children who ride the bus are expected to have good passenger manners and follow safety rules. While waiting at a bus stop, students are to stay away from the traffic and wait for the bus in an orderly, safe manner. If a student who normally rides the bus does not ride the bus on a particular day, please call the school office, or write a note to notify the school.

LOST AND FOUND

Our lost and found articles are kept in or near the office and can be reclaimed. Unclaimed articles are turned over to community organizations every two months.

Please label or mark your child's name on all coats, jackets, boots, lunch boxes, etc. This will greatly reduce your losses and our accumulation. Throughout the school year, many valuable student possessions are unclaimed. Please check the Lost and Found whenever you're at school, and claim the items which belong to you.

PICKING A CHILD UP FROM SCHOOL

If a student needs to leave school during the day, please call the office before your arrival. Students are picked up at the office and signed out by the parent or the parent's representative. Please do not go directly to the classroom.

A student may not leave school prior to dismissal with anyone but the student's parents, or without written instructions from the student's parent, and must be signed out in the office. Students who regularly ride the bus need to have written permission from their parents to go home by any other means.

ABSENCES, ATTENDANCE

When a student is ill and will miss school, please call the school (989-923-6414) each day the student is absent, before 8:55 a.m. For illnesses or appointments please bring a medical note to excuse the absence.

Any student who is out of school for an extended period of time, due to injury or illness, is eligible for the services of a homebound teacher. Please contact the principal for assistance.

ATTENDANCE, RECORD KEEPING

Students are expected to attend school on a regular basis. Classroom teachers keep daily attendance records on all students. These records are monitored by the district attendance officer. If a student accumulates more than ten absences without medical notes, parents will be invited to attend a truancy meeting. Tardies may also count negatively against a child's attendance. Please do your best to ensure that your student attends school regularly and promptly.

BREAKFAST

In compliance with state regulations, breakfast is available for elementary students. Students may purchase breakfast, or they may qualify for a reduced cost/free breakfast.

LUNCH

A lunch program for elementary students is available. Student's lunch may be purchased, it includes milk, or they may bring a lunch from home and purchase only milk.. If students wish to purchase school lunch or milk, please do one of the following:

- Send to school a check or cash for lunch or milk in a sealed envelope. Make checks payable to The Pre-Primary Center. **Write your child's name and teacher name on the outside of the envelope.**
- Make a payment on-line at <https://www.midlandps.org/students/chartwells-food-service> Questions concerning account balances should be directed to Chartwells at 923-6841.

Students who are eligible may receive free and/or reduced lunch. These forms need to be completed and returned to the office or completed online at <https://midland.familyportal.cloud/> as soon as possible.

Please call the school office before 9:10 a.m. if your child is going to be late, but wants to order a lunch. Our lunches are not prepared in this building and must be ordered by that time. If you do not call, there is no guarantee that a lunch will be available for your child.

Lunch menus are printed in the Midland Daily News, sent home with each student, posted on the MPS website, and announced each day.

USE OF THE SCHOOL PLAYGROUND

Children who return to the school playground after school hours are not supervised, and the school is not responsible for their safety. We are proud of our playground equipment and want to keep it in good condition. If parents or students become aware of playground vandalism, we ask them to notify the school office or the Midland City Police Dept. if school is not in session.

TREATS

If the teacher is willing, birthday treats may be brought to school and may be shared with other students in the classroom. Please check with the classroom teacher for suggestions regarding appropriate treats and food allergies that may be present in the classroom. Food is not to be eaten on school buses.

STUDENT DRESS

In compliance with the Code of Student Conduct approved by the Board of Education, parents are encouraged to guide their children in appropriate dress for school.

VOLUNTEER PARENT HELP

We are pleased to have volunteer help. If you have a few "extra" hours per week, we can make good use of your time and talent. Reading to children, listening to children read and working with small groups, under teacher direction, will help us give each child more individual attention. All volunteers must bring identification and check-in at the main office. Please contact your child's teacher or the main office to learn more about volunteer opportunities.

Each time you volunteer in school, we ask that you sign in at the school office and pick up a name badge to wear. Please sign out at the end of your visit. This will inform us of who is in the building in the event of an emergency.

ACCIDENTS

If a serious accident or injury occurs at school involving a student, every effort is made to contact the student's parents as soon as possible. If the parent is unavailable, the school will contact the emergency number the parent lists on the Emergency Card. In addition, an accident report is completed about a serious accident or injury. The parents, the school office, the Administration Center, and the person reporting the accident receive a copy of the accident report. For minor injuries, ice and band-aids are administered by the school office.

SCHOOL RULES, DISCIPLINE

In order to maintain a safe and orderly environment, there are a few school rules which all students are expected to observe. The following types of conduct are not permitted:

- 1. Fighting (This includes any inappropriate physical contact.)**
- 2. Disrespect toward others**
- 3. Defiance of school staff**
- 4. The use of profanity**
- 5. Destruction of school property**

Please carefully read the Midland Public Schools “Crime Free Schools Policy” with your child. Weapons are not permitted on school property at any time. Bringing a weapon to school can result in suspension or expulsion. A serious offense may result in immediate suspension or conference with student, parents, teacher, and principal.

CODE OF STUDENT CONDUCT

Access to the Midland Public Schools Board approved Code of Student Conduct in the Policy Handbook at <https://www.midlandps.org/code-of-student-conduct>

SUPPLIES

All supplies required for instructional purposes are provided by the school. This does not mean students cannot bring their own school supplies, but only that a student will not be deprived of resources and supplies as needed.

Students are asked to supply tennis shoes, art shirts, and sometimes a box of facial tissues. Other items, such as a towel for rest time, may be suggested by individual teachers, but are not required.

HEALTH

There are a number of school health services provided for students by the Midland Public Schools:

VISION AND HEARING TESTING

All Pre-Primary Center students receive vision screening tests. Students will also receive hearing tests. Students who show either vision or hearing problems are tested again. If the

re-test confirms the presence of a problem, parents are notified. Students who appear to have a vision or hearing problem may be referred for screening even though their grade is not scheduled for screening. The services of a vision and hearing specialist are available through the Midland County Health Department.

The Health Department also conducts a preschool vision and hearing testing program each spring. Please note this for any preschooler at home, as Michigan school legislation states that incoming kindergarten students must submit evidence of preschool vision and hearing testing as a prerequisite for school admission. There is no charge for any of these services.

IMMUNIZATIONS

Smallpox immunizations are no longer required for admission to schools in Michigan. However, Michigan law does require these immunizations: **THREE** oral polio; **FOUR** diphtheria, pertussis, tetanus (DPT); **THREE** hepatitis B; **TWO** varicella (chicken pox); and **TWO** measles, mumps, and rubella (MMR). If your child has not had these immunizations, you are urged to contact your private physician or the Midland County Health Department. (MPS Immunization Policy: 5713)

If you have decided not to immunize your child, you must obtain a signed and stamped vaccine waiver from the Health Department to submit to the school. Certified waivers can only be obtained by scheduling a waiver education appointment at the Health Department by calling 989-832-6665.

COMMUNICABLE DISEASES

If a student develops a communicable disease, please inform the school and the Health Department at once. This allows the school to inform families that their children have been exposed.

INFORMATION FOR THE TEACHER

The classroom teacher needs to be informed concerning any medical condition which could affect the student's progress at school. Such conditions as diabetes, heart problems, emotional disturbances, epilepsy, severe allergic reactions, etc., can manifest themselves in school. A note describing the situation needs to be sent to the classroom teacher.

MEDICATION

In compliance with the Michigan Department of Education guidelines for administering medication, please refer to the Midland Public Schools Policy for the Administration of Medication. Parents need to fill out the form in the school office for prescription and non-prescription medication, and a physician must sign the form to give medical approval to administer. Administration of the medicine shall be done in the presence of two adults, and a log of medication administration shall be maintained at school. Dividing a dose of medication is not the responsibility of school personnel (e.g., pill-splitting). Medication Form Link: <https://www.midlandps.org/parents/medication-form>

BEFORE AND AFTER SCHOOL DAYCARE PROGRAM

The Pre-Primary Center offers a before and after school child care program as an assist to working parents. The program is run by the Greater Midland Community Center and begins at 7:00a.m. - 8:55a.m. in the morning, and from 4:00p.m. - 6:00p.m. in the afternoon. All questions concerning costs and registration should be directed to the Greater Midland Community Center: childcare@greatermidland.org

PLAYGROUND SAFETY

Supervision is provided for students at school for lunch and at recess during the school day. Students are expected to go outdoors at noon and during recess unless there is inclement weather.

Pre-Primary Center students and staff have created an Essential Agreement for the playground as follows:

- Be a risk-taker and try to make a new friend.
- Utilize the Buddy Bench if you are lonely or need a friend.
- Cooperate and share all of the equipment.
- Be safe and responsible while having fun.
- Dress appropriately for the weather.

Students are encouraged to follow the Essential Agreement at all times when on the playground. Specific equipment guidelines are listed below.

PLAYGROUND EQUIPMENT GUIDELINES

The following rules are recommended by both the MPS Elementary Physical Education Staff and Pre-Primary Center Students should follow these rules whenever they are using

school playground equipment. If a student is unsure about rules pertaining to playground equipment, the student should check with a supervisor, a teacher, or the principal. Students should always exercise good judgment while using playground equipment. SAFETY is of prime importance.

SWINGS

1. Only one child is allowed in each swing.
2. SIT while swinging. NO STANDING is allowed.
3. Hold on with both hands.
4. All swingers face the same direction.
5. Stay a safe distance away from swings, except when pushing.
6. When being pushed, swinger keeps legs extended in front.
7. Pusher should not run under swing.
8. Swinger should stop before dismounting.

SLIDES

1. Climb the ladder to reach the top; or check for arrows to indicate if students can climb up the slide.
2. Wait at the top until the previous slider is finished sliding.
3. Sit with feet together and in front of you.

JUNGLE GYM

1. Keep both hands on the bar.
2. Use for climbing rather than for stunts such as swinging.
3. Climb completely down; do not jump.
4. Bars are for climbing rather than resting.
5. Keep hands to self.

GRADUATED HORIZONTAL BARS

1. Keep a safe distance from the bar when waiting for a turn.
2. Two students can play safely at one time.
3. Place thumbs under the bar and fingers over when grasping bar.
4. Dismount and leave from opposite side of the bar.
5. Never walk under the bar.

FIREMAN'S POLE

1. Three students can play safely at one time.
2. There is no sitting on the top or hanging from the top.
3. Do not stand under the pole.

PLAY STRUCTURES

1. There is no walking allowed on top of the railings.
2. There is no climbing on top of the structure or jumping off it.
3. Walk across the bridge; do not stand on it. There is a maximum of 5 students at a time on the bridge.
4. Ladder and Rock Wall Climb - Wait until one student has finished before starting to climb.
5. Keep balls off of all play structures.
6. During inclement weather, the structure may be closed for safety reasons. Follow instructions from the playground supervisors.

WORLD LANGUAGE

The Pre-Primary Center does offer Spanish to all Developmental Kindergarten students.

SCHOOL OF CHOICE

Midland Public Schools offers, if space is available, parents the opportunity to choose the schools they would like their children to attend. If parents wish to select a school other than their home school, they must complete the School of Choice Application and submit it to the Administration Center, 600 E. Carpenter St., Midland. Parents selecting an elementary school other than their home school will need to provide their own transportation. Children living within that school's residential area will always be given first priority. Please check with the school office to confirm the date for the application deadline. The School of Choice program also extends to county schools.

TITLE I SERVICES

Title I of the Elementary and Secondary Education Act provide supplementary funds for students identified for additional support. These funds are determined by percentage of students eligible for free lunch.

The Pre-Primary Center SCHOOL WILL: Provide all students with high quality curriculum and instruction. This will provide the maximum opportunity for ALL students to successfully meet the states and Midland Public Schools' content and performance standards. Regular and open communication about student progress will be maintained at all times. This will include, but not be limited to:

- *Providing challenging and meaningful daily instruction
- *Providing a regular newsletter
- *Completing a report card three-four times a year
- *Setting up parent/teacher conferences annually
- *Responding quickly and openly to parent questions
- *Conducting home visits when necessary
- *Providing reasonable access to staff

PARENTS OF STUDENTS WILL: Provide support for their child's learning. This support will include but not be limited to:

- *Checking on work completion
- *Monitoring television watching
- *Providing "family reading time" at least one evening a week
- *Seeing that the student comes to school every day
- *Volunteering to help in the classroom when possible
- *Completing surveys and information the school requests and
- *Participating in making decisions about your child's education and use of extracurricular time

STATEMENT OF NONDISCRIMINATION, DESIGNATED COORDINATORS, GRIEVANCE PROCEDURES FOR
TITLE VI OF THE CIVIL RIGHTS ACT OF 1964
TITLE IX OF THE EDUCATION AMENDMENT ACT OF 1972
TITLE II OF THE AMERICANS WITH DISABILITIES ACT OF 1990
SECTION 504 OF THE REHABILITATION ACT OF 1973
AGE DISCRIMINATION ACT OF 1975

In compliance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Title II of the Americans With Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, and the State of Michigan's Elliott-Larsen Civil Rights Act of 1977, it is the policy of the Midland Public Schools that no person on the basis of race, color, religion, national origin or ancestry, age, sex, height, weight, marital status, or disability shall be discriminated against, excluded from participation in, denied the benefits of, or otherwise subjected to discrimination in employment or in any program or activity for which the Board is responsible or for which it receives financial assistance from the United States Department of Education.

Section 1 – Designated Coordinators

Any person believing that the Midland Public Schools or any part of the school organization has inadequately applied the principles and/or regulations of (1) Title VI of the Civil Rights Act of 1964, (2) Title IX of the Education Amendment Act of 1972, (3) Section 504 of the Rehabilitation Act of 1973, (4) Title II of the Americans with Disabilities Act of 1990, and (5) Age Discrimination Act of 1975, may bring forward a complaint, which shall be referred to as a grievance, to the local Civil Rights Coordinators as listed below at the following address:

Section 504 Coordinator – Brian Brutyn, Associate Superintendent
Title II Coordinator and Title VI --Brian Brutyn, Associate Superintendent
Title IX and Age Coordinator – Brian Brutyn, Associate Superintendent

Midland Public Schools
600 E. Carpenter Street
Midland, MI 48640
Telephone: 989-923-5001

Section II—Grievance Procedures

The person who believes a valid basis for grievance exists shall discuss the grievance informally and on a verbal basis with the appropriate district Civil Rights Coordinator who shall, in turn, investigate the complaint and reply with an answer to the complainant within five(5) business days. The complainant may initiate formal procedures according to the following steps:

Step 1

A written statement of the grievance signed by the complainant shall be submitted to the appropriate district Civil Rights Coordinator within five (5) business days of receipt of answers to the informal complaint. The coordinator shall further investigate the matters of grievance and reply in writing to the complainant within five (5) days.

Step 2

A complainant wishing to appeal the decision of the district Civil Rights Coordinator may submit a signed statement of appeal to the Superintendent of Schools within five (5) business days after receipt of the Coordinator's response. The Superintendent shall meet with all parties involved, formulate a conclusion and respond in writing within ten (10) business days.

Step 3

If unsatisfied, the complainant may appeal through a signed, written statement to the Board of Education within five (5) business days of receiving the Superintendent's response in Step 2. In an attempt to resolve the grievance, the Board of Education shall meet with the concerned parties and their representative within forty (40) days of the receipt of such an appeal. A copy of the Board's disposition of the appeal shall be sent to each concerned party within ten (10) days of this meeting.

Step 4

Inquiries concerning the nondiscriminatory policy may be directed to Director, Office of Civil Rights, Department of Education, Washington, D.C. 20202.

The district Coordinator, on request, will provide a copy of the district's grievance procedure and investigate all complaints in accordance with this procedure.

A copy of each of the acts and the regulations on which this notice is based may be found in the office of the district's Civil Rights Coordinator.

<https://www.midlandps.org/statement-of-nondiscrimination>

**FERPA AND DIRECTORY INFORMATION NOTIFICATION
-ANNUAL NOTIFICATIONS**

<https://www.midlandps.org/fs/resource-manager/view/94dcba6f6-ebf0-4272-b316-1a777469c17c>

Introduction to the Primary Years Programme (PYP)

As an authorized International Baccalaureate (IB) World School, Plymouth is part of a growing global community of schools offering the Primary Years Programme (PYP). This status provides us with access to the support and resources provided by the IB. It also connects us to the IB community of schools around the world.

We are committed to a transdisciplinary approach to learning with inquiry as the vehicle. Six transdisciplinary themes provide the framework for exploration and construction of knowledge. Teachers and students are guided by these transdisciplinary themes as they design units of inquiry for exploration and study. Through this process, students develop an understanding of important concepts, acquire essential skills and knowledge, develop particular attitudes and learn to take socially responsible action.

The curriculum consists of a concept-based Programme of Inquiry as well as subject-specific learning outcomes. The PYP written curriculum is planned and used in a developmentally appropriate manner; it takes into account what students should learn and be able to do on the basis of what is best for their development in the long term, rather than simply on the basis of what works in the short term. Students' needs, interests, and competencies are considered throughout the planning of each Unit of Inquiry. Through careful planning, observation and assessment by teachers, the learning environment is structured to nurture and support the development of each student. Time is given to think, discuss, reflect, revise, and assimilate information gained through each unit. Our role as educators is to challenge and extend the students; to take them to places they might not have gone themselves, helping them to develop their skills and deepen their knowledge along the way.

Mission

The International Baccalaureate® (IB) is more than its educational programmes and certificates. At its heart it is motivated by a mission to create a better world through education.

IB values its hard earned reputation for quality, for high standards and for pedagogical leadership. IB achieves its goals by working with partners and by actively involving stakeholders, particularly teachers.

IB promotes intercultural understanding and respect, not as an alternative to a sense of cultural and national identity, but as an essential part of life in the 21st century.

The IB mission statement:

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

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

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

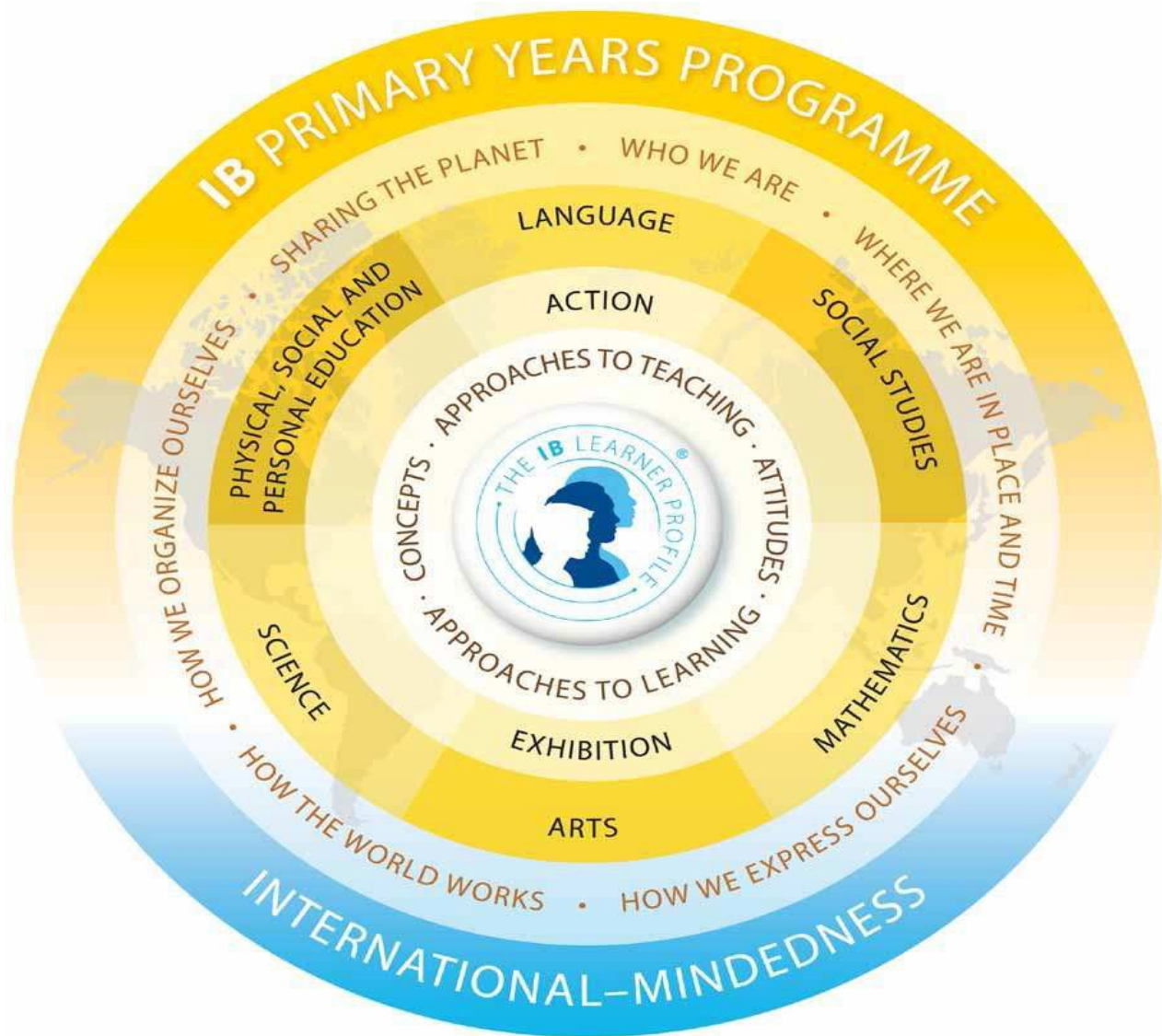
©International Baccalaureate Organization

The International Baccalaureate Primary Years Programme

The Primary Years Programme (PYP), for students aged 3 to 12, focuses on the development of the whole student, in the classroom and also in the world outside. The PYP offers a comprehensive approach to teaching and learning, encompassing an international curriculum model that provides a teaching methodology, guidelines for what students should learn, and assessment strategies. It offers a framework that meets the students' needs: academic, social, physical, emotional and cultural.

The Programme Model

©International Baccalaureate Organization



The International Baccalaureate Philosophy

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. At the heart of the PYP is the Learner Profile. It consists of a set of attributes determined to be essential in creating positive, productive, and internationally minded citizens of the world. The attributes and descriptors of the Learner Profile define the type of learner we hope to develop through the Primary Years Programme. ©International Baccalaureate Organization

IB learners are:

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 which have global relevance and importance. In so doing, they acquire, and are able to make use of, a significant body of knowledge across a range of disciplines.

Thinkers - They exercise initiative in applying thinking skills critically and creatively to approach complex problems and make reasoned decisions.

Communicators - They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled - They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded - They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring - They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk Takers - They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

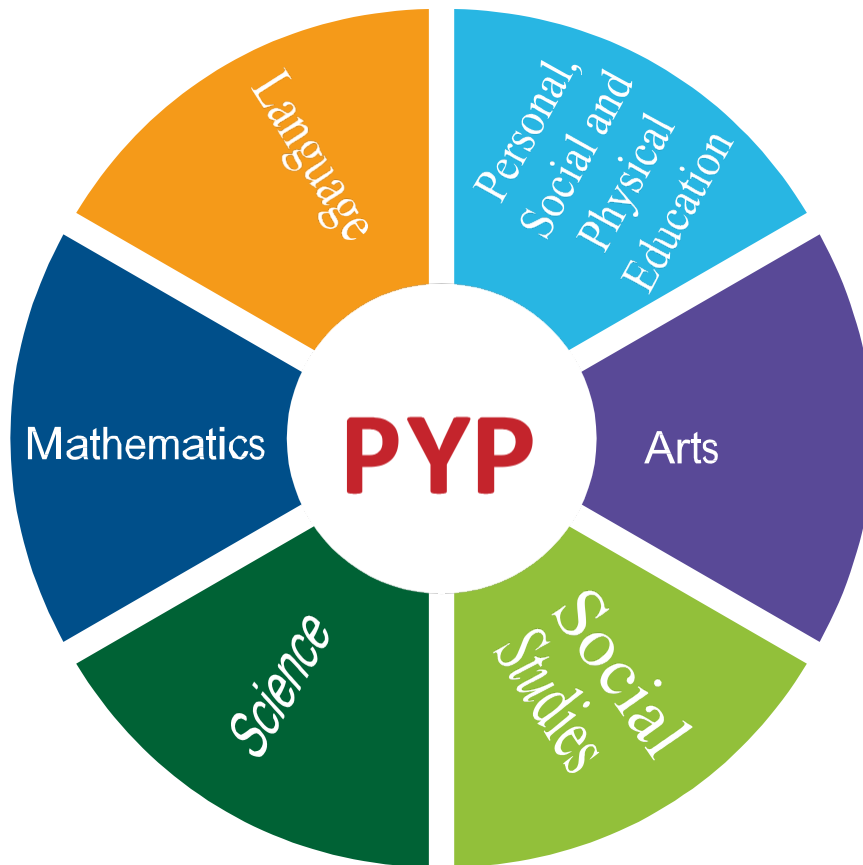
Balanced - They understand the importance of intellectual, physical and emotional balance to

achieve personal well-being for themselves and others.

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

Essential Elements of the PYP

The PYP framework includes five essential elements (knowledge, concepts, skills, attitudes, and action) needed by young students for success, both now and in the future. The PYP aims to create a curriculum that is engaging, relevant, challenging and significant for learners. Students acquire a holistic understanding of six main transdisciplinary themes (see Units of Inquiry) through the interrelatedness of these essential elements. The PYP identifies a body of knowledge for all students from all cultures, in six subject areas: Language, Mathematics, Science, Social Studies, Arts, and Personal, Social and Physical Education.



Units of Inquiry

At the heart of the PYP is a commitment to structured inquiry as a vehicle for learning. The Programme of Inquiry includes six transdisciplinary themes, which helps students and teachers explore knowledge in the broadest sense of the word:

Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organize ourselves	Sharing the planet
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These transdisciplinary themes also provide consistency with other PYP schools around the world. The development of explicit attitudes and the expectation of socially responsible behavior are also essential elements of the programme. Students and teachers use key questions that are concept-based to structure the Units of Inquiry. Through the Units of Inquiry, students will have the opportunity to identify and reflect upon “big ideas” by making connections between the questions being asked and the concepts being explored. The students will become aware of the relevance these concepts have to all of their learning.

We ask questions through key concepts. In the IB-PYP, students ask questions using eight key concepts. Students learn more about the topic than simply its form (what it is) or its function (what it does) because we study the topic from eight different angles or perspectives. This helps us as learners to gain a fuller picture of our learning. The eight concepts and related key questions are:

Key Concepts

Form: What is it like?
Function: How does it work?
Causation: Why is it like it is?
Change: How is it changing?
Connection: How is it connected to other things?
Perspective: What are the points of view?
Responsibility: What is our responsibility?
Reflection: How do we know?

Related Concepts

(Features, categories, structure)
(Behavior, operations, system, role)
(Consequences, sequence, impact)
(Adaptation, cycles)
(Relationships, networks)
(Fact, opinion, bias, empathy)
(Rights, duty, citizenship, justice)
(Reason, thinking about our thinking)

We study central ideas. Each unit of inquiry we study has a central idea – an idea that we all will know and understand as a result of exploring each Unit of Inquiry.

A central idea must meet the following criteria:

- Is concept-based.
- Is written as a broad statement.
- Is clear and concise.
- Is worth knowing.
- Is true/valid.
- Is not value-laden.
- Is global.
- Can be studied at any age.
- Has a degree of complexity that promotes discovery and inquiry.
- Is relevant, challenging, engaging, and significant.

We learn transdisciplinary skills. Our students practice life-long learning skills that help them learn throughout the curriculum.

- **Thinking Skills:** Acquiring knowledge, comprehension, synthesis, evaluation, dialectical thought, and meta-cognition.
- **Communication Skills:** Listening, speaking, reading, writing, and non-verbal communication.
- **Self-Management Skills:** Gross and fine motor skills, spatial awareness, organization, time management, safety, health, codes of behavior, and making informed choices.
- **Research Skills:** Formulating questions, observing, planning, collecting data, recording data, organizing data, interpreting data, and presenting research findings.
- **Social Skills:** Accepting responsibility, respecting others, cooperating, resolving conflict, group decision-making, and adopting a variety of group roles.

We take ACTION about what we are learning.

At the end of each unit of study, students are encouraged to take action. These actions are an application of the knowledge and skills gained throughout the unit. Students may choose an action that shows what they have learned and act on it by completing an action plan/idea. Finally, students reflect on that action by thinking about and discussing the impact of their actions on others and the world.

We have an Assessment Policy. Our Assessment Policy is a constantly evolving document that reflects the assessment needs of the district and its individual schools. Collaborative reflection will continue to be a key component in the development of future assessment practices.

We believe the purpose of an assessment policy is to:

- provide information through its diagnostic, formative and summative components and involve students, parents, teachers and administrators.
- provide teachers with a common language of the assessment process within the Midland Public Schools.

Effective assessment components allow:

- students to be an active part of the learning process through reflection and the demonstration of understanding.
- teachers to collaboratively assess what the student can do and to what level of proficiency/expertise.
- measurement of the application of targeted knowledge rather than the mere recall of facts.
- measurement of growth over time through the use of a portfolio system.
- active reflection on the part of the student and teacher, including self and peer evaluation.
- individual needs to be met.
- students, teachers, parents, and administrators access to information for continuous improvement in curriculum, instruction, meaningful work, and assessment tasks.
- goal setting for students, teachers and administrators.
- reflection and assessment of growth of the Learner Profile attributes by both teachers and students.
- students and teachers to utilize and assess understanding of the five essential elements of the PYP when engaged in the Units of Inquiry.

For successful citizenship in the 21st Century, students must develop broad-based knowledge through conceptual understanding, diverse skills, personal attributes and perspective leading to action. Individually, each is an important element of our instructional program and collectively these elements are essential to the IB-PYP curriculum framework, providing students with both a richness and depth of learning. Our assessment beliefs are based upon the understanding that we have a responsibility to assess, evaluate, and provide consistent and continual feedback as students develop and apply these elements through learning experiences and in daily life.

Assessment is ongoing, authentic, varied and purposeful. It is a collaborative and informative process that involves students, teachers, parents and the greater learning community. Instructional and curricular decision-making is driven by our assessments.

Entire Assessment Policy available at <https://midlandpsorg.finalsite.com/elementary-ib-primary-years-program-resources>

We have a Language Policy. We strive to provide students with a quality academic program with all instruction in English, ensuring that students speak, read, listen, and write with fluency in English. English is the language of instruction and the social language of the school. We value language acquisition and recognize the needs for ongoing development in students' first language. The school uses an inclusion philosophy; students are included in regular classrooms where English is the language of instruction. When students need support in learning English, English Language Learner (ELL) services will be provided as a supplemental support service.

Entire Language Policy available at: <https://midlandpsorg.finalsite.com/elementary-ib-primary-years-program-resources>

We offer Spanish. Spanish is offered as an additional language of study in grades kindergarten through grade five. Our goal is to promote an appreciation for other languages, to reinforce the understanding that people use languages other than English to communicate, and to encourage students to continue their study of languages, including Spanish.

We use Essential Agreements. Each teacher, along with their students, create Essential Agreements on acceptable classroom behavior according to what works for the class (dependent on age, developmental appropriateness, etc.). Essential Agreements may also be found in the school's common areas and are created with input from both students and teachers.

Additionally students, staff, and teachers use the IB-PYP Learner Profile Attributes and Attitudes to address behavior issues. Teachers and staff talk with students about how these Learner Profile Attributes and Attitudes can be used as problem solving tools. Students have many opportunities to discuss their actions and behaviors.

For further information regarding the IB Primary Years Programme, visit <http://www.ibo.or>

