

MacFarlane Park Magnet IB World School

International Baccalaureate Primary Years Programme (PYP)

Information for Students, Parents and Guardians



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MacFarlane Park IB World School Handbook 2022-2023

MacFarlane Park Elementary



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INTRODUCTION TO THE PYP

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WELCOME

Dear Parents,

A very warm welcome to MacFarlane Park IB World School! Personally and professionally, I am delighted to be leading such a forward thinking and outward looking faculty with members who seek continual improvement for the sake of our students and their learning. I am pleased to present this handbook created by a team of highly professional teachers. It was designed to set out the practices and procedures of our school and answer a good number of those “frequently asked questions.”

The development of the whole child is at the heart of what we do; learning in the IB Elementary School is about developing personal, emotional and social skills as well as being an intellectual and academic process. We aim to help children find their voice - their own unique, personal significance. We encourage them to think about what their contribution will be in the world - how they will try to make a difference as responsible and engaged members of the school community as well as citizens of the world. Above all, we are interested in the learning process - learning how to learn and how to apply skills and knowledge across an ever-increasing spectrum of experience. From the earliest age we ensure that children have an enjoyable experience of school and are motivated to learn and improve.

Please take the time to explore this handbook and use as a reference. Developing a partnership with our parents is especially important to us and, most importantly, contributes to your child’s success. Please know that you are always welcome at our school and that we look forward to the many ways that we can work together to make this year a successful, challenging and rewarding experience for your child. We look forward to working with you to ensure your child receives the best all round education possible.

Kindest regards,

Denyse Riveiro
Principal



MacFarlane Park Mission

We prepare students to meet the challenges of world citizenship with confidence, imagination, and integrity. Though the study of global cultures and people, we cultivate in each student the desire to grow in wisdom, to nurture an open and curious mind and to serve others with a generous spirit.

MacFarlane Park Vision

The school's vision is to create an advanced elementary program where students become aware of the shared humanity that binds all people together and develop respect for the variety of cultures and attitudes that adds to the richness of life.

International Baccalaureate 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.

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.

The success of our school is a collective responsibility each of us must be willing to take on the myriad of unexpected tasks that present themselves

MacFarlane Park Values

We aim to achieve our Mission and Vision through.....

- *Being internationally minded*
- *Developing independence and collaboration in pursuit of excellence*
- *Valuing mistakes as learning opportunities and recognising endeavour*
- *Treating other as we would like to be treated*
- *Recognising, respecting and actively seeking the ideas and opinions of others*
- *Encouraging creativity and innovation*
- *Having high expectations of ourselves and others*
- *Promoting physical, social and emotional well-being across the community*
- *Demonstrating our values through responsible action*
- *Our commitment to developing a community of learners*





INTRODUCTION

Welcome to MacFarlane Park IB School. The information listed in this booklet should assist you in understanding our school. We hope your child enjoys their stay at MacFarlane Park School and works hard to achieve success. The staff at MacFarlane Park IB requests your cooperation and support in making your child's school life as successful and happy as possible.

MacFarlane Park IB aims to provide a safe, secure and caring environment where all our students, irrespective of ability, are valued as individuals. Our school is a happy place where students want to come and learn. The staff is made up of dedicated professionals providing an all-round education of the very highest quality academically, creatively and socially ensuring that each child has the opportunity to reach their potential.

MacFarlane Park IB has an active Parent Teacher Association and the School Improvement Team support our school ensuring the school achieves its aims. Together, through mutual support and participation, we will be able to provide your child with experiences that will allow them to enjoy success and become a self-confident and happy member of MacFarlane Park IB School.



Parent meetings will be held during the year to bring you up-to-date with current methods and strategies in teaching, as it is likely there will be differences to your own schooling experience.

Please remember for the latest information: visit our school website <http://www.macfarlanepark.mysdhc.org>.

In addition, please look at our school PTA website at <http://www.macfarlaneparkpta.org>.

Parent engagement is an essential part of the MacFarlane Park IB School community. The relationship between school and home is crucial in creating an environment in which a child can grow and learn. We welcome and expect parents to take an active part in school life here a MacFarlane Park IB World School.

We are a community that is very proud of the school and we hope that you and your child will enjoy being a part of the MacFarlane Park IB School family.



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MacFarlane Park School 1926-Present

The man behind the dream...

Hugh C. MacFarlane (1851-1935), in 1865, saw tremendous potential in Tampa's economic growth. He saw real estate transactions as the fastest way to acquire great wealth. MacFarlane purchased and platted 200 acres of land just west of the Hillsborough River for development.

In 1926, land donated by MacFarlane became West Tampa Elementary the first elementary school to serve cigar makers' children. Today, the exterior of MacFarlane Park is a simple white canvas with artifacts from the original building. Reopened as Hillsborough County's first public International Baccalaureate Primary Years Programme school in 2004, it was renamed MacFarlane Park Elementary Magnet School. With a new mission and school population the school like its namesake, Hugh MacFarlane has made significant contributions to the local West Tampa community.

By pulling together students, teachers, parents, and community leaders, the school creates a stronger global learning community where students share information about each other, their cultures, and their communities. The global learning community is rich in a culture of problem solvers that work together to make a difference in the world, and continually strive to provide an environment that molds such problem solvers. Celebrating cultures provides one with dignity and worth of self and others, fosters the empowerment of both, and encourages and supports the maximum development of human potential for the benefit of the common good.

MacFarlane Park Elementary vision is to provide both a culture of collegiality and caring among teachers and a positive and meaningful academic growth opportunity for students. We are committed in providing children the opportunity to develop a continual love of learning through a secure and encouraging atmosphere in which daily success is met, diversity is appreciated.



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International Baccalaureate at MacFarlane Park Magnet School

MacFarlane Park Magnet School is an International Baccalaureate (IB) World School authorized to implement the Primary Years Programme (PYP). The authorization process was completed in February 2007.

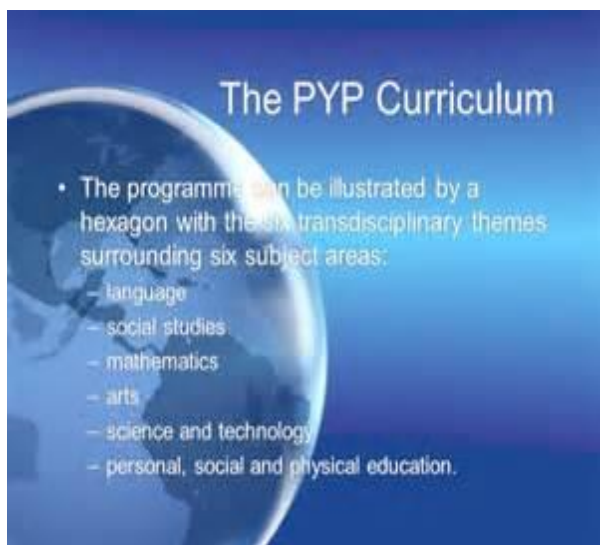
In May, 2019 a team of experienced IB Primary Years Program educators will conduct an Evaluation Visit in order to observe and compare practices at MacFarlane Park with the IB Standards, our Self-Study results, and our updated IB Action Plan. In August, we will receive a report from the IB Americas office detailing the findings of the visiting team, commendations, and recommendations for further growth. These results will help guide our continued implementation of a world-class education for our MacFarlane Park students.

Concerned parents naturally seek a quality education for their children and an accredited school provides parents with a number of assurances.



Parents know that the MacFarlane Park School:

- Has been named #1 Elementary Magnet school in America
- Meets rigorous academic and professional standards
- Is an “A” graded school 2007 through 2022
- Is subject to regular IB visits and monitoring by an external agency receiving high marks of excellence





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



The PYP is a curriculum designed for students ages 3 to 11 and focuses on the development of the whole child, not only in the classroom, but also in the world outside through other environments where students learn. The PYP is a framework that meets students' needs: academic, social, physical, emotional and cultural. In essence the PYP, with its focus on the total growth of the child, touches hearts as well as minds. Its main purpose is to develop the attributes and traits embodied in the **IB**

learner profile – developing international mindedness. Students are encouraged to develop the learner profile through all experiences at school such as whole class, group and independent activities. This profile is central to the work of the PYP. It represents the qualities of internationalism which will develop in students the ability to live and work anywhere in our global society. An international person is one with the attributes and a disposition described in the following Learner Profile and applies to all people within the community including the students, parents and MacFarlane Park faculty and staff.

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 so doing, 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 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.

MacFarlane Park is proud to send out into the world students who exemplify the qualities expressed in the IB learner profile.



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The Written Curriculum - The most significant and distinctive feature of the IB Primary Years Programme is the six transdisciplinary themes. These themes are about issues that have meaning for, and are important to, all of us. The programme offers a balance between learning about or through the subject areas, and learning beyond them. The six themes of global significance create a transdisciplinary framework that allows students to “step up” beyond the confines of learning within subject areas. The transdisciplinary nature of the curriculum enables students to experience how subject knowledge and understanding work together in the real world, while also experiencing individual components as well.

Classes from Kindergarten to grade 5, students are actively involved in six units of inquiry each per year, each one being approximately six weeks in length.

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 Time and Place

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 Organise 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 rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.

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Units of Inquiry through the year

Each unit of inquiry is planned to provide opportunities to develop the **essential elements**:

Knowledge – what do we want students to know?

Significant, relevant content that we wish the students to explore and know about, taking into consideration their prior experience and understanding.

Skills – what do we want our students to be able to do?

Those capabilities that the students need to demonstrate to succeed in a changing, challenging world, which may be disciplinary or transdisciplinary in nature.

- ◆ Social
- ◆ Communication
- ◆ Self-management
- ◆ Thinking
- ◆ Research

Concepts – what do we want our students to understand?

Powerful ideas that have relevance within the subject areas but also transcend them and that students’ must explore and re-explore in order to develop a coherent, in-depth understanding.

- ◆ 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 – what do we know?



Action – how do we want students to act?

Demonstrations of deeper learning in responsible behaviour through responsible action; a manifestation in practice of the other essential elements

Students are encouraged to take action as a progression of their learning and to deepen their understanding of what they can do with the knowledge they have gained. Through action students are encouraged to reflect, choose and act responsibly.

Macfarlane Park IB Elementary Programme of Inquiry

Transdisciplinary Themes	Who We Are An inquiry into the nature of the self; beliefs and <u>values</u> ; personal, physical, mental, <u>social</u> and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.	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.	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.	Where We Are In Place & Time An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, <u>explorations</u> 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, <u>beliefs</u> and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	Sharing The Planet An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
Kindergarten (5-6 years)	Central Idea: <u>(#1)</u> An awareness of one's surroundings can help us make safe choices for ourselves and others. Key Concepts: function, causation, responsibility Related Concepts: citizenship, conflict Lines of Inquiry: -Senses Guide Our Actions -Individual Actions Affect Others -Responsibility Leads to Self-Control	Central Idea: <u>(#2)</u> Careers and roles within <u>communities</u> address needs and wants. Key Concepts: form, perspective, connection Related Concepts: interdependence, community Lines of Inquiry: -Needs and Wants -Interdependence of Careers and Roles Within a Community -Play in a Global Community	Central Idea: <u>(#3)</u> Humans utilize elements of mother nature to enhance daily life. Key Concepts: form, change, causation Related Concepts: manipulation, impact, elements Lines of Inquiry: -Elements of Mother Nature -Manipulation of Matter through Play -Daily Life Enhancements	Central Idea: <u>(#4)</u> Events over time develop into our history and lead us to our future. Key Concepts: change, causation, form Related Concepts: sequence, time, patterns Lines of Inquiry: -Intervals of Time -Past, Present, and Future -Understanding History & Past Events	Central Idea: <u>(#5)</u> People use stories to pass on life lessons from one generation to the next. Key Concepts: function, responsibility, causation Related Concepts: characteristics, record keeping Lines of Inquiry: -Storytelling, Play & Characteristics -Life Lessons -Importance of Documentation	Central Idea: <u>(#6)</u> People share information by communicating in different ways to keep the world connected. Key Concepts: function, connection, perspective Related Concepts: representation, evidence, communication Lines of Inquiry: -Use of Visuals -Sharing Information -Keeping the World Connected
First Grade (6-7 years)	Central Idea: <u>(#2)</u> Shared human experiences create global connectedness. Key Concepts: change, form, connection Related Concepts: location, interaction Lines of Inquiry: -Location Influences the Way People Live -Shared Human Experiences -Global Connectedness	Central Idea: <u>(#6)</u> Humans gather information to make informed decisions. Key Concepts: responsibility, causation, perspective Related Concepts: processes, sequence Lines of Inquiry: -Steps in a Procedure -Gathering Information -Making Informed Decisions	Central Idea: <u>(#5)</u> Different environments shape the experiences of living organisms. Key Concepts: function, perspective, connection Related Concepts: environment, interaction, variation Lines of Inquiry: -Components of an Environment -Attributes & Variations -Interactions Within Environments	Central Idea: <u>(#4)</u> Countries, cultures, and governments honor citizens who have made contributions to society. Key Concepts: causation, form, change Related Concepts: cause & effect, contributions Lines of Inquiry: -Honored Citizens -Contributions to Society -Changes in Perspective	Central Idea: <u>(#3)</u> Traditions express cultural beliefs and values. Key Concepts: connection, causation, perspective Related Concepts: celebrations, traditions Lines of Inquiry: -Celebrations Around the World -Cultural Influences on Celebrations -Family Traditions	Central Idea: <u>(#1)</u> Interactions within a community guide the choices people make. Key Concepts: function, responsibility, change Related Concepts: community, citizen, communication Lines of Inquiry: -Rules and Laws to Keep us Safe -Rights and Responsibilities Within a <u>Community</u> -Taking Action Within a <u>Community</u>

Transdisciplinary Themes	Who We Are An inquiry into the nature of the self; beliefs and <u>values</u> ; personal, physical, mental, <u>social</u> and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.	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.	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.	Where We Are In Place & Time An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, <u>explorations</u> 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, <u>beliefs</u> and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	Sharing The Planet An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
Second Grade (7-8 years)	Central Idea: <u>(#6)</u> Balance impacts the quality of life of living things Key Concepts: form, perspective, responsibility Related Concepts: balance, interdependence Lines of Inquiry: -Balanced living -Effects of Living an Unbalanced Life -Improving Quality of Life	Central Idea: <u>(#1)</u> Humans evaluate patterns to create order. Key Concepts: function, connection, causation Related Concepts: systems, geography, patterns Lines of Inquiry: -Patterns Enhance Understanding -Recurrences in the Natural Environment -Representing Patterns	Central Idea: <u>(#2)</u> Forces stimulate change. Key Concepts: change, causation, responsibility Related Concepts: force, response, supply & demand Lines of Inquiry: -Forces Cause Change -Taking Action to Improve Society -Effects of Different Forces on Human Societies	Central Idea: <u>(#3)</u> Cultural differences influence aspects of a community Key Concepts: function, form, change Related Concepts: sequence, culture, indigenous Lines of Inquiry: -Sequencing of Events -Indigenous Populations -Effects of Cultural Differences	Central Idea: <u>(#5)</u> People commemorate history through symbolic representation. Key Concepts: form, perspective, connection Related Concepts: symbols, resources Lines of Inquiry: -Struggles of Various Groups Throughout History -Accomplishments of Various Groups Throughout History -Symbolic Representations	Central Idea: <u>(#4)</u> Living things respond to challenges through movement. Key Concepts: function, causation, change Related Concepts: immigration, movement, finite resources Lines of Inquiry: -Meeting Basic Needs -Environmental Challenges -Effects of Migration and Movement
Third Grade (8-9 years)	Central Idea: <u>(#1)</u> Personal rights and responsibilities shape societies. Key Concepts: responsibility, function, form Related Concepts: culture, Government, visionary Lines of Inquiry: -Civic Virtues -Role of Leaders and Visionaries in Society -Responsibilities of Government	Central Idea: <u>(#6)</u> People organize information to make sense of the world. Key Concepts: causation, form, function Related Concepts: organization, boundaries Lines of Inquiry: -Classification Systems -Use of Natural and Man-made Boundaries -Reference and Organizational Tools	Central Idea: <u>(#4)</u> Perception influences our understanding of the natural world and human societies. Key Concepts: function, connection, causation Related Concepts: perception, distance, value Lines of Inquiry: -Systems of Trade -Influence of Distance -Perception & Our World	Central Idea: <u>(#2)</u> Family life changes over time as a result of cultural values and geography. Key Concepts: function, change, perspective Related Concepts: family, culture, geographic location Lines of Inquiry: -Learning History Through Sources Through Sources -Family Life Histories -Geography and Cultural <u>Influences</u>	Central Idea: <u>(#3)</u> The arts convey knowledge and express perspective. Key Concepts: perspective, change, connection Related Concepts: communication, interpretation Lines of Inquiry: -Perspective Influences Ideas -Interpretation of Literature -Cultural Influences on the Arts	Central Idea: <u>(#5)</u> Preservation of the natural environment promotes sustainability of life. Key Concepts: form, function, causation Related Concept: sustainability, harmony, conservation Lines of Inquiry: -Pollution of the Natural Environment -Environmental Responsibilities -Effects of Preservation

Transdisciplinary Themes	<p>Who We Are An inquiry into the nature of the self; beliefs and <u>values</u>; personal, physical, mental, <u>social</u> and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.</p>	<p>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.</p>	<p>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.</p>	<p>Where We Are In Place & Time An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, <u>explorations</u> and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.</p>	<p>How We Express Ourselves An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, <u>beliefs</u> and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</p>	<p>Sharing The Planet An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.</p>
Fourth Grade (9-10 years)	<p>Central Idea: (#4) Human relationships affect the development of a community. Key Concepts: connection, perspective, change Related Concepts: explorer, time, interaction Lines of Inquiry: -Experiences Influence Relationships -Cultural Impact on Community Building -Community Changes Over Time</p>	<p>Central Idea: (#3) Societal changes and economic decisions are dependent on one another. Key Concepts: form, function, responsibility Related Concepts: response, impact, economy Lines of Inquiry: -Financial Challenges -Economic Conditions -Response to Societal Changes</p>	<p>Central Idea: (#2) Scientific principles allow for innovations that enhance human life. Key Concepts: form, change, connection Related Concepts: resources, influences, innovation, technological advances Lines of Inquiry: -Laws of Science -Innovation Over Time -Ingenuity Enhances Society</p>	<p>Central Idea: (#6) Choices humans make influence the stability of our world. Key Concepts: perspective, responsibility, causation Related Concepts: balance, structure Lines of Inquiry: -Stability in Society -Balance in the Natural World -Choices that Affect Change</p>	<p>Central Idea: (#5) Passion influences the choices people make. Key Concepts: change, function, perspective Related Concepts: rights, aesthetics Lines of Inquiry: -Passion Leads to Change -Expression of Passion -Aesthetic Appreciation</p>	<p>Central Idea: (#1) Peaceful solutions address conflict across cultures and throughout history. Key Concepts: causation, change, responsibility Related Concepts: conflict, diversity, peace, transformation Lines of Inquiry: -Causes of Conflict -Conflict Resolution and Management -Peaceful Interactions</p>
Fifth Grade (10-11 years)	<p>Central Idea: (#1) Beliefs and values affect human decision-making. Key Concepts: function, connection, perspective Related Concepts: interaction, passion, perseverance Lines of Inquiry: -Beliefs of Different Groups in History -Societal Values -Informed Decision-Making</p>	<p>Central Idea: (#4) Interconnectedness of individual roles create sustainability. Key Concepts: form, connection, change Related Concepts: roles, systems, balance Lines of Inquiry: -Individual Roles -Interconnectedness of Roles -Sustainability</p>	<p>Central Idea: (#3) Laws provide structure in the universe. Key Concepts: form, responsibility, causation Related Concepts: structure, laws Lines of Inquiry: -Laws of Nature -Societal Laws -Impact of Laws</p>	<p>Central Idea: (#2) Global communities change in response to exploration. Key Concepts: causation, change, connection Related Concepts: exploration, navigation, movement Lines of Inquiry: -Reasons for Exploration -Influence of Exploration on Communities -Effect of Science on Exploration</p>	<p>Central Idea: (#6) Global issues inspire the discovery and expression of ideas. Key Concepts: responsibility, perspective, form Related Concepts: expression, global awareness, action Lines of Inquiry: -Global Issues -Taking action -Expression of ideas</p>	<p>Central Idea: (#5) Living things change in response to scarcity. Key Concepts: perspective, function, change Related Concepts: adaptation, collaboration, independence, survival Lines of Inquiry: -Scarcity of Resources -Organization of Living Things -Adaptation</p>





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How will your child be learning?

- actively exploring the attributes of the learner profile through exploration of ideas and concepts – building connections between personal experiences and knowledge and extending this through inquiry
- involvement in planning and assessment – being actively involved in their own learning by reflecting, choosing and acting in a range of contexts
- purposeful inquiry that engages students actively in their own learning
- formulating their own questions for inquiry
- designing their own inquiries
- assessing the various means available to support their inquiries
- research, experimentation, observation and analysis



How does inquiry based learning work?

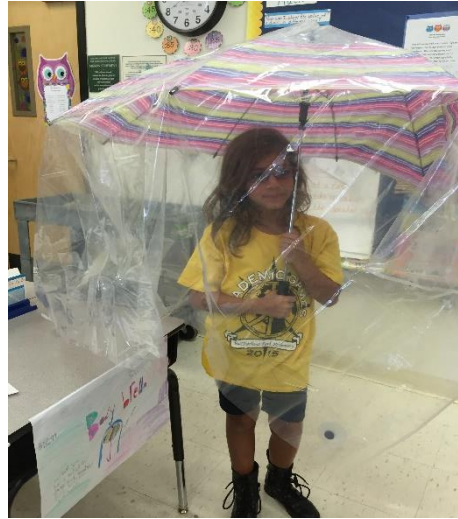
Inquiry interpreted in its broadest sense, is the process initiated by the students or the teacher that moves the students from their current level of understanding to a new and deeper level of understanding. This can mean:

- Exploring, wondering and questioning
- Experimenting and playing with possibilities
- Making connections between previous learning and current learning
- Making predictions and acting purposefully to see what happens
- Collecting data and reporting findings
- Clarifying existing ideas and reappraising perceptions of events
- Deepening understanding through the application of a concept
- Making and testing theories
- Researching and seeking information



- Taking and defending a position
- Solving problems in a variety of ways





How will I know how my child is doing? (Assessment)

At MacFarlane Park we believe assessment is integral to all teaching and learning. It is central to the PYP goal of thoughtfully and effectively guiding students through the five essential elements of learning:

- the acquisition of knowledge
- the understanding of concepts
- the mastering of skills
- the development of attitudes
- the decisions to take action



MacFarlane Park's approach to assessment recognizes the importance of assessing the process of inquiry as well as the products of inquiry. The main aim of assessment at MacFarlane Park is to provide feedback on the learning process and the development of the five essential elements to inform further learning.

The assessment component in the school's curriculum can itself be subdivided into three closely related areas.

- ◆ **Assessing** – how we discover what the students know and have learned
- ◆ **Recording** – how we choose to collect and analyse data
- ◆ **Reporting** – how we choose to communicate information

Examples of strategies used for assessment are:

Observations – through video, photographs, teacher/student discussions

Performance assessments – presentations, models, application of skills,

Process focussed – engaging students in reflecting on their learning e.g. journals, portfolios, discussions, reflections, self/peer assessment, giving constructive feedback (e.g. written/oral)

Selected responses – guided questioning, true and false, multiple choice

Open-ended tasks – presentations such as illustrations, graphs, written work, spoken

Examples of tools used to gather information are:

Rubrics – teacher and student generated criteria to determine what is needed in order to attain success (can be both process or product related)

Exemplars – using samples of students’ work or performance to provide information about student learning and development

Checklists – reference to skill and knowledge goals and criteria

Anecdotal records – written, oral or visually recorded observations

Continuums – identifying where a student is, their progression and enabling goal setting for further development

Note: Standardised assessments are used as a part of the whole school assessment policy in an effort to gain as much information as possible about the student as a learner. The types of assessment used in the school are many and varied and like the “jigsaw” analogy the information gained goes towards making up the whole picture.



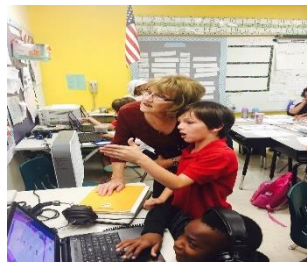
Standardised assessments are specifically used for the following reasons:

- As a part of the reporting process, information, which shows growth over time, is useful.
- The collection of standardised assessment information provides information that helps teachers to form groups and plan the most effective program for individuals or groups
- To demonstrate the progress students make over extended periods of time for school-wide planning and professional development as well as reporting to external educational bodies
- To demonstrate impact of teaching on learning

Reporting of assessment occurs through:

Conferences

- Parent-teacher (October and March)
- Student-led (December, April) – students conference to reflect on and share their



lead the learning.

Reports

- Written (quarterly)
- English as Additional Language (as required)
- Student Support – a summary of progress relating to a student’s Individual Education Plan (IEP) targets (as required).

Student Portfolio

- Portfolios are an accumulation of a student’s work in various stages of development that clearly shows concrete evidence of learning, participation and progression. Samples included in the portfolio can range from work in progress to finished products, possible topics for future learning and anecdotal evidence showing how the student has grown as a learner. Samples are selected by students, however, teachers and peers will also have input.
- It is used as a focal point when *Student-led conferences* take place in December and April.

Other

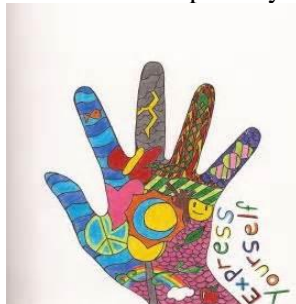
- Grade 5 Exhibition (see below)
- Class newsletters and correspondence
- Principal’s weekly updates
- Curriculum mornings/evenings.

The Exhibition

One of the purposes of the 5th grade PYP Exhibition is to provide a forum for student driven reporting. Other key purposes include the following:

- For students to exhibit the attributes of the **IB Learner Profile** they have developed during their time in the Primary Years Programme
- For students to engage and report on an in-depth, collaborative inquiry
- To provide students with an opportunity to demonstrate independence and responsibility for their own learning

- To provide students with an opportunity to explore multiple perspectives
- For students to synthesise and apply their learning of previous years, and to reflect on their journey through the PYP
- To provide an authentic process of assessing student understanding
- To demonstrate how students can take action as a result of their learning
- To unite the students, teachers, parents and other members of the school community in a collaborative experience that incorporates the essential elements of the PYP
- To celebrate the transition of learners from primary to secondary education



MacFarlane Park Elementary



“The World’s Best World School”

School Awards and Recognition



MacFarlane Park IB #1 Elementary Magnet School in America

Magnet Schools of America National Award of Excellence

Magnet Schools of America established the Excellence Award to recognize the top magnet schools in the United States that show commitment to high academic standards, curriculum innovation, successful desegregation/diversity efforts, and the consistent delivery of quality services to all stakeholders.



Magnet Schools of America National Award of Distinction

Magnet Schools of America established the Distinction Award to recognize the top magnet schools in the United States that show commitment to high academic standards, curriculum innovation, successful desegregation/diversity efforts, and the consistent delivery of quality services to all stakeholders.



National President’s Achievement Award

The President’s Achievement Award is given to the PTA that best exhibits the mission to make every child’s potential a reality by engaging and empowering families and communities to educate and advocate for all children. The MacFarlane Park PTA lives up to this creed through a variety of programs and services.



Florida PTA President's Achievement Award

The Achievement Award is the highest award given to a PTA in Florida. Our PTA received the Florida PTA President's Achievement Award at the Annual State PTA Convention in July. Florida PTA, made up of approximately 1400 local units, is the largest state wide volunteer organization working exclusively on behalf of children and youth.



PTA National Reflections Award

The PTA National Reflections Award honors imagination, creativity and interpretation of a theme in the areas of dance choreography, film production, literature, music composition, photography and visual arts. Tatiana Tipton received state and National Award for Choreography.

The PTA State Reflections Award honors imagination, creativity and interpretation of a theme in the areas of dance choreography, film production, literature, music composition, photography and visual arts. Student winning state awards proceed to the National Reflections Awards.



Mother Tongue at MacFarlane Park IB World School

1. Developing mother tongue in our school

We have been developing authentic and meaningful opportunities to encourage our students to use their mother tongue. These activities include creating class language profiles, encouraging children to work in language groups, unpacking vocabulary connected to the new Units of Inquiry to develop social and academic language and introducing talk bags to share with families. There is also a toolkit of resources that all staff can use to develop mother tongue within their grade level. This is stored in our school shared drive.

2. Partnership with parents

This year we have worked closely with families to raise awareness of maintaining their mother tongue. A coffee afternoon for new parents will be held to explain the benefits and to ask for parental support to develop school resources. We have received a number of book donations from families and have a diverse collection of multi-lingual books for our readers. A group of enthusiastic parents have recently started language clubs in the classroom.

3. Raising awareness through communication

The school website will have a Mother Tongue page which outlines the theory behind maintaining a child's home language and explains the learning opportunities our students have to use their mother tongue at MacFarlane Park School. A staff training is devoted to language development through the lens of mother tongue.



Guidance on helping your child learn their Mother Tongue at home

A Mother Tongue language is that which is normally spoken at home by the child's parents. It is the language that the parents are fluent in, and sometimes referred to as the 'first language' or 'native language' spoken by the individual. It is usual that the mother tongue language is the language spoken to the child by the child's parents or primary carers from birth and through the first years of infancy. A significant number of students at MacFarlane Park have a mother tongue language that is not English. Educational research shows that children's social, emotional and academic development may be harmed if they do not develop a strong fluency in their mother tongue. What is more, it is important that students continue to get support for their mother tongue development while they are learning (acquiring or consolidating) English. If children do not develop their mother tongue sufficiently there is a danger they will not achieve fluency in any language. This will limit their ability to think (as we use language to construct thoughts and ideas), which will have a negative impact on their learning in all subject areas. Parents are best placed to provide a high quantity of high quality mother tongue language interactions. Here are some simple suggestions that you can use to support your child's mother tongue development at home:

- Talk to your child in your mother tongue in everyday conversations, around the meal table, and when going on trips and outings
- Talk to your child in your mother tongue about all the books, magazines, comics, radio programs, podcasts, TV programs, DVDs and websites that you have encouraged them to engage in
- In order to help your child with assignments keep resource materials at home that are written in your mother tongue. Encyclopaedias, text books and guides that are age-appropriate for your child will be helpful resources



Student Conduct

We understand that the learning environment is determined by the entire school community. However, it is also determined by each student's conduct. We believe in the positive reinforcement of good behaviour and the attitudes that are emphasised in the PYP:

Tolerance, respect, integrity, independence, enthusiasm, empathy, curiosity, creativity, cooperation, confidence, commitment and appreciation

Understanding how to behave properly as a student is an essential part of learning. Without a safe and secure learning environment the teacher cannot teach effectively and the learner cannot learn. Actions have consequences. Knowing that consequences for actions occur helps individuals choose appropriate behaviours. The MacFarlane Park school-wide student behaviour plan was established as a structure to support a calm and safe school environment while helping children develop self-discipline and a sense of responsibility. A set of classroom essential agreements is set up at the start of each school year, as a partnership between the children and the teacher. The PYP Learner Profile and PYP Attitudes are used to help create guidelines for the class.

Our goal is that all students and adults in the MacFarlane Park community recognize that rules help to create a sense of safety and community. Rules help create a trustworthy environment, a respectful and caring climate for taking the risks necessary for learning. When the rules become a part of the school culture, more time is available for learning. The primary goals of our plan are:

- Teach students the qualities of good character including Trustworthiness,
- Respect, Responsibility, Fairness, Caring and Citizenship.
- Help children develop self-control and self-discipline.
- Teach children to be contributing members of a democratic community.
- Promote respectful, kind and healthy teacher-student and student-student interactions.



We know and recognize that everyone makes mistakes from time to time. What really matters is how we fix our mistakes and that we learn something from them. There are expected school-wide guidelines for conduct supplemented by guidelines in individual classrooms. If a student breaks one of the classroom guidelines, the teacher will handle the violation appropriately. If the offense is especially serious, or there have been repeated infractions, the Principal, Assistant Principal and/or Guidance Counselor may intervene.

Whenever a student is sent to the Principal or Assistant Principal for disciplinary reasons this will be regarded as a more serious matter. The school district policies and procedures will be utilized. Every attempt will be made to ensure there are clear, consistent and fairly administered consequences. In general:

The Principal or Assist Principal will talk to the student and parents may be called. A report will go in the student's file. A consequence may be assigned by the Principal or Assistant Principal. The focus is on helping the student to understand that he/she is responsible for his/her behaviour, and that there are consequences for unacceptable actions. When choosing a consequence, every effort will be made to determine what is both fair and effective. Consequences will be based on the severity and/or frequency of the infraction and may include, but are not limited to, reflections, letters of apology, written explanations of the incident and what should be done in the future, loss of recess time, loss of access to special events such as assemblies and field trips, lunch detention, and full-day in-school suspension. In the cases of severe violations, the Principal or Assistant Principal has the authority to immediately assign a more serious consequence, such as external suspension or as described in the district student handbook.

Student Rights and Responsibilities

Eight Rights and Responsibilities you should know...

Student at MacFarlane Park IB World School have rights and responsibilities, which are outlined below. Students are expected to know their rights and act responsibly and respectfully to the whole school community.

The rights and responsibilities are available in the school parent handbook and on our school web site.

RIGHTS

1. RESPECT

I have the right to be respected as an individual. *Therefore, I expect respectful treatment from others and acceptance by others. I expect not to be hurt, ridiculed or subjected to gossip.*

2. LEARNING ENVIRONMENT

I have the right to learn to the best of my ability. *Therefore, I expect to have my lessons taught well in a productive class setting.*

3. EXPRESSION

I have the right to respectfully express myself. *Therefore, I expect to share my ideas with others and to discuss my problems with people in positions of authority.*

4. PROPERTY

I have the right to have my property and the property of others treated with respect. *Therefore, I expect my property to be safe and left undisturbed by others.*

5. SAFETY

I have the right to a school environment that is physically safe. *Therefore, I expect to move throughout the school without being disturbed.*

RESPONSIBILITIES

I have the responsibility to show respect to everyone at school. *Therefore, I will be respectful, considerate and supportive of everyone at school. I will not participate in name calling, gossiping, teasing or intimidating others.*

I have the responsibility to do my best work and help others do their best. *Therefore, I will listen and follow directions, ask for explanations when I need help, disturb no one in class, arrive to class on time, and turn in neat, carefully planned, completed work.*

I have the responsibility to support the rights of others to express themselves. *Therefore, I will listen politely when others are presenting or sharing their ideas and show respect for others' work.*

I have the responsibility to respect my own and other people's property. *Therefore, I will use school property in a manner for which it was designed, and handle other people's property only with their permission. I will also keep my property where it belongs, in a safe and organized manner.*

I have the responsibility to behave in a safe manner. *Therefore, I will move from class to class without pushing, shoving or bothering others. I will walk at all times in the building and along the school pathways. I will exercise good common sense and play in a manner that does not endanger others. I will recognize the danger of "play-fighting" and not to engage in it.*

Eight Rights and Responsibilities continued



RIGHTS

6. SPORTSMANSHIP

I have the right to play in an environment where everyone uses good sportsmanship. *Therefore, I expect to be included in activities and to have my turn with school equipment.*

7. SAFE TRANSPORT

I have the right to safe and respectful treatment on the school bus. *Therefore, I expect to have a calm orderly entry, ride and exit on the bus.*

8. CONSERVATION

I have the right to a clean environment that is respected by its inhabitants. *Therefore, I expect to inhabit a clean school where everyone respects and makes efficient use of their resources.*

I have the responsibility to respect the school environment and to help protect and conserve the resources at my disposal.

Therefore, I will not litter, I will not waste school supplies. I will recycle as directed and try to save energy by turning off lights and other electrical appliances when not needed.

RESPONSIBILITIES

I have the responsibility to be a good sport.

Therefore, I will let everyone participate in activities, share equipment with others and play fairly. I will settle differences without losing my temper, name calling, swearing or fighting.

I have the responsibility to follow all bus rules and regulations and to always respect the right of others to a safe and orderly journey.

Therefore, I will not enter, ride, or exit the bus in any way which disturbs the right of others to a safe and orderly journey.



Student Awards and Recognition

All MacFarlane Park students receive a certificate at an assembly at some point throughout the year, acknowledging some of their accomplishments towards becoming a truly international student. These acknowledgements are related to the IB Learner Profile attributes, a list of ten key learning characteristics that constitute what the IBO considers a truly international student.

In addition, each month one child from each class will be acknowledged for best exemplifying the IB Learner Profile attribute of that month and will receive a special certificate recognizing this accomplishment. These students will be honoured at a special breakfast celebration and have their names recorded on the school IB Attitude Bulletin Board. Parents will be informed in advance so that they may attend the breakfast in which their child is being recognized.

Academic Awards

Students are awarded for outstanding academic achievement, attendance, and service participation. Each nine weeks awards are presented at the Academic Awards Assembly to which parents are always invited.



Principal's Honor Roll Grades 3-5

Straight A's and demonstrates the attributes of the PYP student profile (inquirers, thinkers, communicators, risk-takers, knowledgeable, principled, caring, open-minded, well balanced and reflective) as demonstrated by no behaviour indicators on the report card.

Honor Roll Grades 3-5

All A's and B's on the report card and demonstrates the attributes of the PYP student profile as demonstrated by no behaviour indicators on the report card.

Commitment Award Grades K-5

No indicators on the left side of the report card and demonstrate commitment in their learning and the designated behaviour criteria for the grading period. The Commitment Award is awarded to one student in each homeroom in grades 3, 4, and 5 and all K-2 students who meet the character criteria.

Perfect Attendance Grades K-5

No absences during the entire nine weeks.

Service Awards

Students participating in at least 5 acts of kindness in a grading period

Student Extra-Curricular

Math Bowl- Each Fall interested second and fifth graders at MacFarlane Park try out for the School Math Bowl Team. Teacher recommendation, a try-out test score, math achievement test scores, and a passion for math determine participation on the team. The team meets for one hour each week to extend mathematical understanding and practice problem solving. The team competes in the Hillsborough County Schools District Competition.

STEM FAIR- Students in grades Kindergarten through Fifth grade are encouraged to participate in an individual project or one with up to 3 partners. Students will learn about scientific investigations and demonstrate learning by submitting a proposal to the classroom teacher and creating a project. The Science Fair/STEM Fair project will be due November prior to Thanksgiving break. MacFarlane's Science/STEM Fair **will be held in the Media Center in early** December. A team of judges will be evaluating the projects to select winners to represent our school in the district competition. The Regional Science Fair will be held in February and all MacFarlane Winners will be invited to represent our school during this event. *Tropicana Speech, PTA Reflections, Spelling Bee, Writing, Art, Chess, and many more opportunities for students to participate locally, state and nationally.*

Macfarlane Park IB World School Important Dates for 2022-2023



Below please find the 2022-2023 Elementary Assembly & Events Schedule. These are opportunities for our school community to come together and share many of the exciting things that are going on in our classrooms. The schedule below lists the special events dates and times. Please note that there may be times when the schedule needs to change or be updated. We will make every effort to communicate these changes to you. The school website will be your most reliable resource so please check it often. We love to see parents at our special events and look forward to sharing our learning with the whole community.

AUGUST 2022

Friday, Aug 5

Meet the Teacher: Kindergarten 10:30am-12pm, Gr 1-5 2:00-3:00

New Student Pizza in the Park 12:15-1:45

Wednesday, Aug 10

HOLA! First Day of School for Students 8:15am-3:00pm

PTA BooHoo Breakfast in Cafeteria for parents 8:30-9:00am

Wednesday, Aug 24

Open House 5:00-7:30pm Parent Seminars/PTA Meeting/Academic Games Kick-off

SEPTEMBER 2022

Monday, Sept 5

Labor Day No School for Students

Wednesday, Sept 21

Grandparents Day & International Day of Peace Celebration 9:00am on courts

Friday, Sept 30

Student Picture Day Uniform Only (individual pictures)

Academic Games Closing Ceremony

OCTOBER 2022

Wednesday, Oct 5

Conference Night 3:30 to 8:30pm

Wednesday, Oct 12

End of First Grading Period

Monday, Oct 17

No School for Students

Wednesday, Oct 19

UNITY DAY – Kids wear orange to school

Friday, Oct 21

Diwali Celebration

Friday, Oct 28

PTA FALL FESTIVAL

NOVEMBER 2022

Tuesday, Nov 8	Class Picture & Retakes
Thursday, Nov 10	Veterans Day Program 9:00am MacDaddy Grilling Lunch Celebration
Friday, Nov 11	Veterans Day No School for Students
Nov 14-18	American Education Week
Thursday, Nov 17	Great American Teach In
Friday, Nov 18	Awards Ceremony grades 3, 4, & 5 8:45 am-9:30am, grades 1 & 2 10:00am Kindergarten Awards 9:45 am Violin & Feast 11:15 am
Nov 21-25	Thanksgiving Holidays School Closed
Wednesday, Nov 30	PTA Family Program/ Evening STEAM Math Madness 6:00-8:00pm

DECEMBER 2022

Monday, Dec 12	Winter Strings Program Jefferson High 6:30pm
Tuesday, Dec 20	Student-led Conferences 7:45-8:45am Winter Chorus Program 9:00 am on courts
Friday, Dec 23	End of Second Grading period
Dec 26-Jan 9	Winter Holidays School Closed

Macfarlane Park IB World School Important Dates for January 2022 – June 2023

JANUARY 2023

Tuesday, January 10	Students Return to School from Winter Holidays
Monday, Jan 16	No School for Students Martin Luther King Day
Friday, Jan 26	PTA GENERAL ASSEMBLY MEETING Awards Ceremony grades 3, 4, & 5 ~8:45-9:30am Grades 1 & 2 9:45-10:15am, Kindergarten 10:30-10:45 am

FEBRUARY 2023

Friday, Feb 7	MacDaddy Grilling Lunch Celebration
Friday, Feb 17	Fair Day No School for Students
Friday, Feb 24	International Celebration/Multicultural Night 5:00-7:30pm

MARCH 2023

Monday, March 6	No School For Students
March 7-10	PTA Health & Wellness Week
Friday, March 10	FIELD DAY
March 13-17	Spring Break School Closed
Tuesday, March 21	Conference Night 3:30-8:30pm
Wednesday, March 22	Spring Picture Day (No uniforms required if student is taking pictures)
Friday, March 24	End of 3rd Grading Period

APRIL 2023

Friday, April 7	No School For Students
Thursday, Apr 13	Student-Led Conferences 7:45-8:30 am PTA GENERAL ASSEMBLY MEETING Awards Ceremony grades 3, 4, & 5 ~8:45-9:30am Grades 1 & 2 9:45-10:15am, Kindergarten 10:30-10:45am
Friday, April 28	Day of Expression & Spring Chorus Concert 9:00 am

MAY 2023

May 15-19	Teacher Appreciation Week
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Monday, May 15	End of Year Strings Program Jefferson HS 6:30pm
Thursday, May 18	Open House New Families & Kindergarten Roundup 9:00-9:45 am
Thursday, May 18	Volunteer Brunch 10:00-10:45
	Fifth Grade Exhibition
Friday, May 19	Fifth grade Awards 9:00am, Banquet 11:00 am TBD
Thursday, May 24	Awards Ceremony grades 2, 3, & 4 ~8:45-9:30am
	Grades K & 1~9:45-10:15am
	MacDaddy Grilling Lunch Celebration
Friday, May 26	ADIOS! ADIEU! LAST DAY OF SCHOOL Early Dismissal at 11:45 am
	Report Cards Go Home/Grade 5 Clap-Out 11:35 am

Color Key:

NO SCHOOL FOR STUDENTS

School Day Event; Guests Invited

After School Event; Guests Invited



MacFarlane Park Elementary



“The World’s Best World School”

Special Events and Traditions

Macfarlane Park students engage with people all over the world in exploring and celebrating our capacity for goodness, cooperation, and creative potential to construct a peaceful and sustainable world. We present a summary and sampling of these special events and traditions to provide a feel for the life that students and parents experience here at MacFarlane Park.

Grandparents Day is an opportunity for grandparents to spend some exclusive time with their grandchildren. A special breakfast is planned to help provide precious time for grandparents and grandchildren to create memories to be cherished for lifetime. Following breakfast, students invite grandparents to their classroom to share their IB learning experiences.

Open House is an opportunity to meet your child’s teacher, hear PTA updates, and gather valuable information for your child’s school year. Parents will meet with the classroom teacher in their classroom for an over view of what to expect for the school year. Essential information regarding Grade Level Expectations, Grading procedures, Field Trips, Assessment, Rules, Procedures, Calendar of Events and Volunteers in the classroom will be presented by the classroom teacher. Parent attendance is important as school communication is part of the overall success of your child’s education experience. Open House is only for Parents.



International Day of Peace Celebration at MacFarlane Park is a way to connect students of all ages with people and events globally. It is a collaborative initiative to bring members of our community together to celebrate peace, educate on the issues surrounding peace, and reflect on how we can bring peace to our own lives, schools, nation, and international communities. Each year as we take part in International Peace Day on the covered courts. Parents and guests are encouraged to attend this annual celebration of peace.

Academic Games is the first school wide event of the year, where our Explorers GO FOR THE GOLD! Participation is not mandatory but our experience is that our kids really run with this event, where they get to raise money showing their academic prowess. The week winds down with a great pep rally with prizes.

Kindergarten Fall Fun Day is a kindergarten only carnival on the covered court. Plan on taking the morning off to have fun playing various games with your kindergartener!

Fall Festival is a traditional school carnival where each class plans and operates a game booth, with prizes. This a fabulous Friday evening for our families to enjoy music, food and games.is an annual evening event sponsored by PTA. Our intent is to have a safe traditional event where students have the opportunity to show pride in their school and bring family, friends and neighbours for an evening of fall fun. The covered courts and school parking lot is packed with MacFarlane families, teachers, and former students. The Fall Festival is one of the students’ favorite! It is a fun-filled family evening of games, prizes, and treats galore! Tickets are sold for children to jump into bounce houses, Laser tag, Face painting, Fear Factor, Mobile gaming, game booths, food and much more.

Veterans Day Program We honor our nation’s armed forces and those who have served to protect our country in an assembly on the covered courts. Students participate by singing songs, playing the violin, folding the American flag, and hearing from local veterans.



Conference Night Parent teacher Conferences are scheduled twice annually. The staff at MacFarlane Park is always open to input and encourage you to request a conference anytime you may have ideas or concerns. In grades 1-5 student-led conferences are formal conferences, led by the students, where the children are involved in discussing their work and progress with their parents. During your child’s conference, you can expect that they will show you work samples from their IB student portfolio and talk with you about their growth as a learner and areas they wish to improve. Your child may also demonstrate learning activities they are engaged in at school, ask you to help them set personal goals, and take you on a “tour” of their classroom and other places in the school where learning takes place. It is truly amazing to observe how even the youngest students at MacFarlane Park can confidently lead their own conferences. Look for details to be sent home several weeks before student-led conferences regarding dates, times and the structure of your child’s conference. Parents strongly encouraged to attend.

American Education Week/Great American Teach-In Early November, parents, grandparents and community members are invited into MacFarlane Park School for an hour, a few classrooms or an entire school day to share with students information about their career or hobby, to organize an activity, to read a story or to teach a class. It's a fun day for students because it's a day filled with scientist, firefighters, dog trainers, dentist, cake decorators, engineers and more. It's a good way to show students where education can take you. If you would like to participate, please contact our school guidance counsellor.



Kindergarten Feast and Strings Celebration This will be the kindergarteners’ first opportunity to show off their violin skills and is not to be missed! This 2 hour event is held on the last day of school before Thanksgiving Break and includes a pot luck Thanksgiving brunch on the covered courts. Kindergarten parents are encouraged to attend.



Earth Day Earth Day is observed around the world on April 22. It is a day to remember to take care of our planet, Earth. MacFarlane Park teachers plan activities and resources in the classroom to empower students to make informed choices and develop creative solutions to environmental challenges. Students may be asked to bring items from home for class projects.

Field Day Field Day is a wonderful way to celebrate the day before Spring Break. It is a time when students can let loose and have fun with all their friends at MacFarlane Park across the street. The day traditionally consists of classes moving throughout the park, rotating through various stations. Each station is run by our fabulous Coach Roberts, PTA and parent volunteers with a variety of events, games, and competitions that everyone can enjoy. These activities are part of our Health & Wellness program offering physical exercise and helping children learn teambuilding skills. Field Day shirts can be purchased through PTA and may be worn on Fridays. Parents are welcome to attend and encouraged to volunteer at this healthy fun filled event.

Teacher Appreciation Week

National PTA has designated the first week in May as a special time to honor the people who lend their passion and skills to educating our children. PTA Teacher Appreciation Week is the perfect time to personally thank your child’s teachers for their sacrifices and support for children throughout the year. In late April, PTA will send home a flyer and post on the PTA website ideas of how your child can take part in a school-wide celebration of our teachers.



Fifth Grade PYP Exhibition represents a significant event in the life of a PYP school and student, synthesizing the essential elements of the PYP and sharing them with the whole school community. At MacFarlane Park, Grade 5 students are required “to engage in an in-depth, collaborative inquiry process that involves them in identifying, investigating and offering solutions to real life issues or problems”. Through about a 12-week student-led inquiry, students are provided the opportunity to demonstrate independence and responsibility for their own learning in their inquiry. Usually scheduled in spring, the entire community is invited as students reflect on their learning journey through the PYP. Parents and all members of the community are encouraged to attend.



Science Fair/STEM Fair is a time for young scientists to emerge. Students in grades Kindergarten through Fifth grade are encouraged to participate in an individual project or one with up to 3 partners. Students will learn about scientific investigations and demonstrate learning by submitting a proposal to the classroom teacher and creating a project. The Science Fair/STEM Fair project will be due November prior to Thanksgiving break. MacFarlane's Science/STEM Fair will be held in the Media Center in early December. A team of judges will be evaluating the projects to select winners to represent our school in the district competition. The Regional Science Fair will be held in

February and all MacFarlane Winners will be invited to represent our school during this event.

Winter Chorus Concert The winter chorus students sing festive winter songs to get everyone in the holiday spirit. It is held on the covered courts the week prior to winter break. Parents are invited to attend.



Winter Strings Concert This is a wonderful celebration of the winter holidays and a showcase for our students' violin expertise. Our strings teacher does an amazing job choreographing this event. The concert is for violin grades 1-5. It is held at Jefferson High School Auditorium. Parents are encouraged to attend.

Health & Wellness Week is a wonderful opportunity for our students to get out of the classroom and MOVE. There are opportunities for each class to work as a team to earn points toward a school wide prize. Field Day caps off this week and is a great chance for parents to volunteer and have some fun!

Spring Strings Concert is the first chance for the whole school to perform together, with the kindergarteners joining grades 1-5 in a really fun night of song and music at Jefferson High. The international program is an annual highlight of our fine arts program. Parents are encouraged to attend.

Spring Chorus Concert In the spring chorus students bring their best singing voices to school for their own mini concert on the covered courts. The chorus students get to show off their singing skills and selected strings students perform the instrumentals. Parents are encouraged to attend.



Multicultural International Celebration MacFarlane Park Elementary family is a hallmark of MacFarlane Park IB World School. The Multicultural International Celebration is an event that exemplifies the IB attitudes we work so hard to teach to our students. It gives us the opportunity to come together as a community and celebrate our talents and diversity. Teachers, students and their parents gather together and put on an International event that gives our families the opportunity to show off their culture's traditions, food, and artefacts. Everybody brings food for the potluck dinner and gathers on the covered courts to eat and learn about new cultures. Many students form groups, and with parental training and choreography, perform cultural dances from their ancestral countries. The children love this evening and it opens their world beyond words. Come and represent a country in your background or just come and enjoy the atmosphere, food and fun!

Spirit Nights It is a great night for all to come together and eat a delicious meal for a great cause. MacFarlane Park School staff, students and families eat at local restaurants for a successful PTA fundraiser. The school receives a percentage of food purchased. Spirit Nights are scheduled monthly. All families are encouraged to attend.

End of Year Fifth Grade Clap Out is a bittersweet send off to our graduating 5th graders on the last day of school. (Bring your tissues, no matter what grade your own child is in!) Beginning at 11:45 am, the entire school lines up in the halls to clap our 5th graders as they celebrate their PYP completion. We will miss our 5th grade students who are prepared for middle school and certain to help create a better and more peaceful world. The event lasts 30 minutes. We highly encourage all parents to attend.



After School Activities

PTA After The Bell School Enrichment Programs

The PTA MacFarlane Park After the Bell Enrichment Programs take place immediately following the school day (Mondays 2:00-3:00 pm Tuesday-Friday 3:00-4:00 pm.)

Registration is online at the PTA website or you can register for clubs at Meet the Teacher.

Each club has limited openings. Each 60 minute club is one day a week for 9 weeks;

Choose from Tennis, Robotics, Chess, Cooking, Gardening, Service, Soccer Shots, Odyssey Of The Mind, Minecraft, Drama, Coding and much more. Visit macfarlaneparkpta.org for more information and club registration.



HOST After School Program

The HOST after school program is a safe, supervised environment on school grounds for children after school hours. The goal of this program is to provide the physical, social, emotional and intellectual growth and development which children need in order for them to be successful. HOST offers a variety of enrichment activities for kindergarten through 5th grade and a daily snack is provided. The program director plans daily activities such as homework assistance, academic enrichment, art, crafts, and games, outside games and field trips. You may sign up for the HOST after school program at Meet The Teacher prior to school starting and online.

Homework

Homework is a general expectation of students in the school. We believe that homework should be related to students' goals and reflections, and as much as possible, be student initiated and authentic. Students are encouraged to develop routines for

continuing their learning at home. Our aim is for learning to be something that happens everywhere, not just in the school. The amount of time that is required will vary, depending on the age of the student. Communicate with your classroom teacher if it seems to be too much or too little. The school believes homework needs to be purposeful, relevant and manageable. The school endeavours to help children grow up as balanced individuals who develop many interests and talents, as well as a determined and self-disciplined approach to life-long learning and to work. As a school that values the all-round development of the child, we believe that weekends are good opportunities for children to participate in sports and leisure activities, and to be with the family and friends. There is a direct relationship between how organized



a child is and how well they do in school. If your child is struggling, one of the first things that you can do as a parent is to take a look at the tools you are providing to help develop good organizing skills. Where does your child do their homework? Sitting at the kitchen table? Are they in front of the television? If your child does not have a quiet, undisturbed location for studying, do whatever you can to find one. Even a small niche is fine if it:

- away from noise and distraction and has comfortable seating
- has good lighting and offers enough space to spread out
- is equipped with homework supplies: pencils, sharpener, paper, erasers, etc.



Have a set time for completing homework each day – before play, before dinner, away from distractions – a solid routine your child can count on. If your kid still has focus problems, try setting a timer – ask your child to work for small chunks at a time, taking a short break between sessions.

Student Council

Elected student council officers at MacFarlane Park Elementary Magnet-IB are expected to lead a variety of activities that relate to service learning and student initiated action, as well as promoting the IB Learner Profile Traits and Attitudes through sharing and modeling. Student Council Representatives have the responsibility of representing their fellow students to the administration and the community at large. Elected positions at MacFarlane Park Elementary Magnet-IB are positions of responsibility as well as honor. They demand dedication and service to the school and to classmates.



Students elected to office will serve as a connection between all class councils to unify all of the classes under one student government by attending all Student Council Meetings during school. The scheduled meetings provide student council an opportunity to discuss concerns, initiate school spirit events, and develop projects that show service towards either the school or the wider community.

A staff advisor is attached to the student council and there is ongoing coaching of the student representatives in meeting procedures and democratic processes. Contact the school guidance for more information.

The following are minimum expectations for elected office:

- Must perform his/her elected duties to the best of his/her ability.
- Must represent the school and student council in a positive way.
- Must attend meetings and sharing information with their classes.
- Must represent the voices of their classmates during student council meetings.



IB Style Parenting

The following list of characteristics is taken from the IB Learner Profile, which is part of our Expected School-wide Learning Results. We wanted to share with you what these attitudes might look like as parents.

Inquirer

What it means: Inquirers are curious. They want to know how things work and why they work that way. They enjoy learning new things.

What it looks like: Parents who are Inquirers ask for information when they don't understand something. They call or e-mail the teacher and say, "Can you help me understand the homework assignment?" or "Can you tell me a little bit more about the Unit of Inquiry and how it's set up?" NOTE: It's important to ask questions as they come up, rather than saving up a list and asking them all at once.

Thinker

What it means: Thinkers work hard at separating their feelings from the facts. They look for the logic of a situation and try to see the situation from all points of view before making a decision.

What it looks like: Parents who are Thinkers try hard not to jump to conclusions. They listen to what their children have to say and what the teacher has to say about a situation and then try to make the most objective decision possible. They don't automatically assume that the child is always right or that the teacher is always right. They take each situation as it comes.

Knowledgeable

What it means: Knowledgeable people have done their “homework.” They know the facts about a situation or subject because they have done some research. They use that knowledge to make decisions.

What it looks like: Knowledgeable parents have spent some time trying to understand the school and its programs. They have attended Open Houses, parent nights, Parent Conferences and other school-sponsored events in order to get all the information they need. They read the Parent and Student Handbooks, the website and ask questions when they don’t understand something.

Risk Taker

What it means: Risk takers are willing to try new things and to work in new ways. They ask for help when they need it, but they also have confidence about working alone when they need to.

What it looks like: Risk-taking parents contact the school directly when they have a question or concern. They participate in school events like International Day, Parent Conferences, and Winter Strings Program. They present to classes about their home country or their jobs. They willingly consider strategies for educating children that may be different from their own experience or home country.



Communicator

What it means: Communicators use a wide variety of strategies to get their point across. They speak out when they have questions or concerns, but they also listen effectively. They do this in ways that are positive and constructive. Honest communication is the cornerstone of a good relationship with the school.

What it looks like: Parents who communicate well always go right to the source. If it’s a classroom question, they go to the teacher. If it’s a bus question, they ask the bus driver. They make appointments and let the people involved know what the subject of the meeting will be so that no one is caught off guard or unprepared. They make sure that all involved people (parents and school staff) are invited to meetings. They speak and listen respectfully.

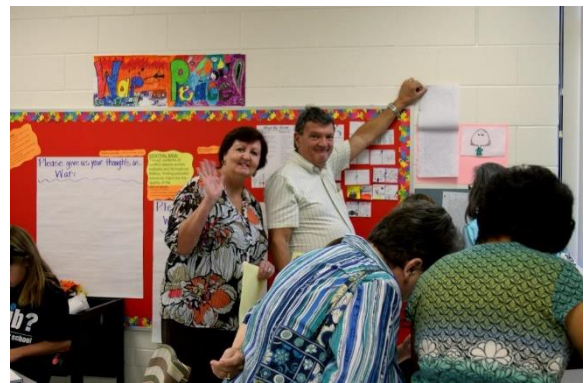


IB Style Parenting

Open Minded

What it means: Open minded people recognize that there is more than one way to look at a situation or solve a problem. They recognize that very few problems have black and white or right and wrong answers. They are interested in hearing about all the possible solutions before coming to a decision. They are willing to try a new way of thinking or learning to see if it is a good fit for their child.

What it looks like: Open minded parents recognize that MacFarlane Park may offer curriculum and instruction that is very different from what they had at home. They are respectful of cultural differences between themselves and other families and between themselves and the school.



Principled

What it means: Principled people are honest and responsible. They are committed to equality and fairness.

What it looks like: Principled parents work directly with the school when problems arise. They don’t engage in gossip or speculation but always seek the truth directly from the school. They treat everyone—students, parents, teachers and administrators—with respect.

Balanced

What it means: Balanced individuals are interested in many things. Their lives are a balance of play and work, and they seek to keep a balance between the intellect, the body, the mind and the spirit.

What it looks like: Balanced parents are interested in all aspects of their child’s education. They understand that the whole child—physical, intellectual and social—all interact together. They encourage their children to

participate in sports and the arts, in work and play, in intellectual pursuits and in building friendships. They are also well-balanced in their own lives, with interests outside the school and the lives of their children.

IB-PYP

Reflective

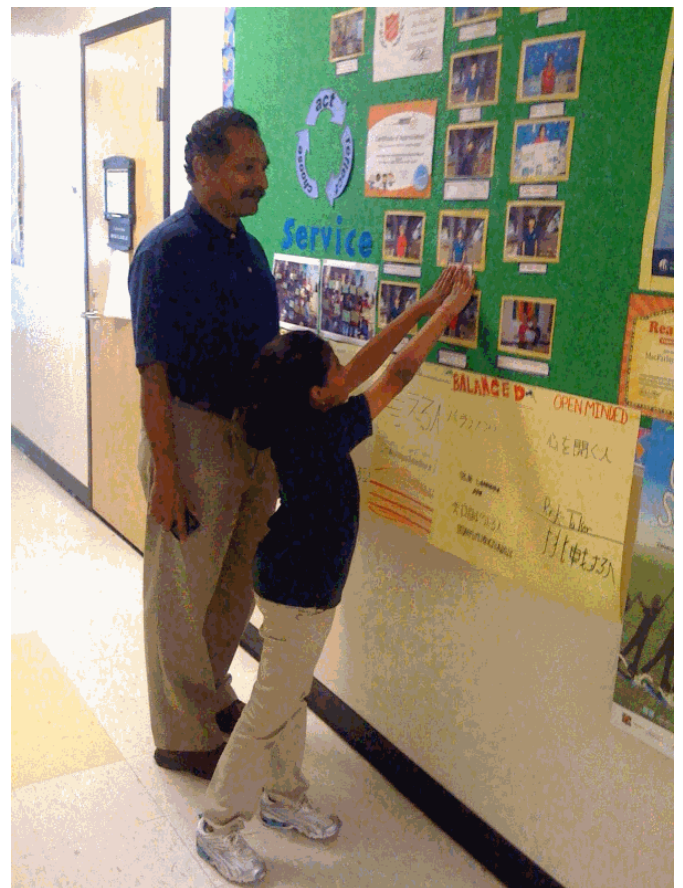
What it means: Reflective people think about their own actions and learning styles. They are always asking, “How could I do that better?” or “What’s the best way for me to do that?”

What it looks like: Reflective parents look at what they can contribute to the school environment and to their child’s education. Rather than expecting the school to solve all problems and address all concerns, they say, “What can I do to help? How can I contribute to my child’s education?” They listen at parent conferences and meetings and try to figure out the best ways that they can support what is happening in the classroom.

Caring

What it means: Caring individuals are concerned about other people’s feelings and ideas. They want to make friends and build good relationships and are more interested in building people up than they are in tearing them down.

What it looks like: There are two important ways to talk about caring parents. First and foremost, we want them to care about their children. This means that they are present in their children’s lives and treat them with love and respect. They create homes where children feel safe. Secondly, we hope that they will be caring in their relationships with our staff. This means finding things to praise as well as things to criticize. It means being empathetic and recognizing that teachers are people, too-people who have strong feelings about the children in their care. Approaching a teacher as a potential friend and ally makes a world of difference!



School, Parents and Guardians Working Together

How can the school and parents/guardians/carers work together?

As a school we welcome parental involvement and see it as an integral part of children's development. We are always happy to discuss all aspects of your children's time here at MacFarlane Park. Support the school's expectations, rules and routines. We ask that all parents or guardians respect teachers' time and make appointments to discuss their children so that this discussion may take place at the appropriate time and in appropriate surroundings. We celebrate our diversity and differences here at MacFarlane Park and are always happy when parents are able to share their cultures with us. We are partners with the same goal: Success for your child.

How the School can help?

During the first few weeks of school, we will hold a Parent Evening for parents to come and understand a little more about the learning taking place. During the school year we also hold student-led conferences where the student will talk you through his/her portfolio of work and explain to you what learning they have been doing. Fifth grade students will hold an End of Year Exhibition which all parents/guardians are invited to and encouraged to attend. A full school calendar is available on our website and we encourage you to check this calendar weekly. www.macfarlanepark.mysdhc.org. There will also be newsletters from the Principal and class teacher with updates on school activities, events and learning.

How parents can help?

We are always grateful for any help and assistance you give sharing your wealth of knowledge, culture and expertise with a class. We really enjoy our parents' and guardians' involvement at school and ask you to join us with reading with your child at home and at school. We often try to involve parents in homework so please take the time to help them wherever possible. Your time and effort is greatly appreciated. Class teachers will send letters and/or emails to request your support. All of our students have our full confidentiality-parents are expected to respect this confidentiality, and not share information regarding other students. We ask that you always make appointments to speak to staff so that the students have the full attention of their teacher throughout the school day.

Helping Your Child at Home

The best help any child can receive is love and encouragement and the best way you can support your child is to show interest in what he/she is doing in school. It is important to remember that, for many years, the primary learning environment is the home. It is extremely important to talk and listen to your child. Encourage your child to make friends from diverse cultures. They can learn so much from their peers. Discuss cultural differences with them, and help them find ways to be accepting of others' traditions, viewpoints and languages. Encourage your child to help students new to the school by including them in activities both in and outside of school. Supporting your child's reading at home will help him/her make the best progress. Homework is given on a regular basis and the amount will increase as your child progresses up the school. Detailed information about homework will be sent home by class teaches. Making sure your child has completed his/her homework will help him/her develop self-management skills that are so vital later in life.

Communication

We will send letters and/or emails home regularly to keep you well informed about what is happening here at MacFarlane Park. Each week parents will receive an update from individual class teachers via school agendas/email. There will also be a newsletter sent monthly by the school via email. Our goal is to provide your child with the best possible education in the safest environment. Polite and respectful conversations about your child will help all parties meet that goal more successfully.

The Parent Teacher Association (PTA)

The PTA provides a network for parents so they can get to know each other and become involved in school events. There are PTA events held throughout the year and we encourage every parent to become involved. For more information, please email our PTA at macfarlaneparkpta.org

Family Guidelines for School and Classroom Interaction and Volunteering

Parents are encouraged to be an integral part of our school program and community. We want parents to be involved with us in the learning that takes place with their children. One of the best ways to increase student achievement is by parental involvement. Volunteering is a wonderful way to get to know the school and other parents. We encourage family members to take advantage of our Open Door Policy and come visit the school at appropriate times to assist children, teachers, or staff, to observe classroom instruction, or to participate in pre-arranged learning experiences.

In order to provide a safe and secure campus for all students and staff, we ask each person entering or leaving to sign in and out and to provide some form of identification. You can volunteer to help in a number of ways, including:

- ✓ Chaperoning fieldtrips
- ✓ Serving as a class parent
- ✓ Sharing special knowledge with the class about your culture, career or expertise
- ✓ Joining the PTA
- ✓ Speak with the Principal or PTA President if you would like to become involved with their wide range of fund-raising and support activities
- ✓ Providing food or time for events (picnic, field day, Multi-Cultural Celebration etc.)
- ✓ Serving on special committees
- ✓ Translating
- ✓ Speak with the Principal to assist with school-wide projects
- ✓ Serve on the School Advisory Committee
- ✓ Join MacDaddy's

*Thank you
for being ...*



*...the "World's
Best Volunteer!"*

Classroom Volunteers

Teachers always need an extra pair of eyes and hands in the classroom. Volunteer for an hour or two a week (or whatever fits into your schedule) helping teachers with tasks such as reading with or to individual students, working with a child or a group in the classroom, etc. If being here in person does not fit your schedule, you can help by volunteering to do cutting, collating, running copies, etc.

- An adult arranges a visit in advance with the school (e.g. teachers, homeroom parent, administration)
- We ask that the adult attending adhere to the daily routines and procedures of MacFarlane Park including respecting the privacy and workload of staff, who are not available for social purposes during the school day.
- The adult attending may assist with the child and his/her friends during independent work time.
- The adult attending may not address teachers during instructional time or during class transitions. They are asked to make an appointment to meet with teachers at a time convenient to both parties.

Homeroom Parents

Certain school events cannot happen without active room parents. Please consider being a room parent for your child's class. Homeroom parents are the liaison between teacher, PTA and class families. They assist in family involvement and facilitate home-school connection. They work with other to support, enrich, and create a rewarding educational experience for our children. If you are interested, please let your child's teacher know.

How Do I Apply To Volunteer? *Volunteer Application and Guidelines Link Online or front office of school online*
<https://community.sdhc.k12.fl.us/wps/portal/community/sdhc.home/sdhc.volunteer/sdhc.applyvolunteer/#/>



PARENT CONNECT



“Helping Every Child Explore A World Of Learning”



The PTA is a volunteer organization that provides volunteer and financial support for programs to extend the curriculum provided by the Hillsborough County School District. PTA is committed to enhancing the educational experience on the local, state and national level. PTA provides all kinds of benefits at the school level and advocates for quality public education on the local, state and national level. When you join the PTA, you become a part of the network of parents and teachers who are working to enhance all

our children’s educational experience at MacFarlane Park to put children first. Examples of activities and resources provided by the MacFarlane Park PTA include:

Funding for capital improvements, such as the covered court, playground turf and playground cover, 96 lap tops, 80 I-pads, sound system, community garden, landscaping and beautification.

Funding for academic support, including upgrades to the science classroom and materials, instructional supplies, and Teacher Grants.

Funding of literacy programs, including AR, classroom libraries, student awards, and professional books.

Coordination and support of community building events, such as Fall Festival, Battle of the Books, Student Service initiatives, International Celebration, Hillsborough River and Coastal Clean-up, Unity Day, Evening of Science, Kindness Campaign, Fifth Grade Exhibition, Reflection, Box Tops for Education, Grandparents Day, Spirit Wear, School, Uniforms, Teacher Appreciation.

Coordination of enrichment programs, including After school clubs, Robotics, Chess Club, Math Bowl, Stem Fair, Odyssey of the Mind, Violin, Chorus.

Parent Seminars

MacFarlane Park parents communicated a need for access to a variety of resources, networking and support to help guide them through their child's academic journey. Parent seminars will be offered throughout the school year. The presentations are prepared by various professionals who will share their knowledge, expertise and parenting tips on issues related to parenting, the PYP programme, gifted and talented, technology, safety, internet safety, bullying, healthy kids, social skills, and much more. The parent seminars will occur at set times throughout the school year and will last about 1.5 hours. They are designed to provide an overview of the learning experiences that occur at school and will offer specific advice for supporting children’s learning at home.

Parent Social Group

MacFarlane Park School PTA works towards making our school an integrated community by bringing people together for work and play. They strive to help create an environment where we all work together as a team to support our school community. Parents enjoy meeting for morning coffee in the cafeteria, playgroup at the playground, community sporting events together, painting with a twist, and monthly socials to meet other parents and become a part of this dynamic school family.

Current lists of the MacFarlane Park PTA board members, information about the program, school events, school uniforms, meeting schedule and meeting minutes are available at macfarlaneparkpta.org





School Accountability Committee (SAC)

MacFarlane Park School’s philosophy of site-based management is that the entire MacFarlane Park community (parents, staff, students, principal and interested community members) will work together to provide the best possible educational environment for MacFarlane Park students. To operate the school most effectively, each of these components will participate in management decisions. Decision-makers are designated for various tasks, as are the groups from which input must be sought before a decision may be implemented. The involvement of all groups is important to the successful management of MacFarlane Park and the participation of each is highly valued. The end result of this collaborative effort is to achieve the vision, mission and beliefs set forth in the MacFarlane Park Mission Statement. A copy of the charter is available on the MacFarlane Park website.

One of the primary roles of SAC is to share in the responsibility and accountability for developing, implementing and monitoring school improvement goals for the school improvement plan within the parameters set by the district and the state. MacFarlane Park School relies on the SAC to provide an advisory role and provide input on staff initiatives and focus.

SAC meetings are open to all interested parties, but visitors must be on the agenda to participate in the meeting. The agenda is set in advance of each meeting by the principal and will be posted on the website.

SAC members are committed to representing all individuals who have a stake in MacFarlane Park School. Please remember, in order to facilitate healthy communication, questions of an individual nature would best be addressed by first talking with the classroom teacher and the principal.



Goals Students

MacFarlane Park IB World School welcomes a full enrollment of students of diverse cultural and religious backgrounds and will encourage and challenge them to achieve their potential.

Rational

MacFarlane Park IB World School shapes and inspires students to be leaders in the local and global communities.



Suggested Implementations

- Improve the orientation program for new students
- Continue to respond to students’ specific learning needs by providing programs in such areas as ELL, ESE, and Gifted Education, etc.
- Develop programs to foster responsibility, teamwork, leadership, and school spirit.
- Promote opportunities for the views of students to be included in shaping the life of the school.
- Participate in local, national, and international activities and celebrations.
- Develop plans and activities that promote greater integration of the diverse cultural groups within the school community.
- Celebrate student achievements.
- Describe the expected qualities of a MacFarlane Park IB World student.

School Improvement Student Goals Continued

Goal 2 *MacFarlane Park IB World School welcomes a full enrollment of students of diverse cultural and religious backgrounds and will encourage and challenge them to achieve their potential. We create a positive school culture and environment specifically relating to social and emotional learning.*

Rationale

MacFarlane Park is dedicated to the harmonious growth of the whole person through each of the individual's artistic, emotional, intellectual, moral, physical, and social development.

Suggested Implementations

- Continue to offer outstanding academic programs that are designed to enable students to reach their full potential.
- Create and monitor a language policy, placing particular emphasis on English, the school's official language, so that students are successful in academic programs and are prepared to communicate effectively and articulately in a global society.
- Identify and apply best practices for incorporating leading edge technology, including virtual education, into the curriculum in response to continual and rapid advances in this field.
- Continue to offer extensive and varied extra-curricular programs and review those programs regularly.
- Continue to promote awareness of and respect for the Spanish culture our school's second language.
- Encourage a variety of approaches to teaching and learning, such as collaborative learning, project-based investigations, interactive activities, alternative forms of assessment, and classroom learning centers.

Goals Parents and Families

MacFarlane Park IB World School will be characterized by a strong and sustained partnership among families, faculty, staff, administration, and alumni.

Rationale

A strong and sustained partnership among all members of the MacFarlane Park IB World School community in support of the IBO mission and school philosophy promotes community pride and spirit.

Suggested Implementations

- Create more effective avenues of communication, including adoption of technologies such as Parentlink, E-mail, an interactive website, and Atlas curriculum mapping.
- Promote the continued growth of active parent involvement through the Parents Organization, fundraising projects, and school activities.
- Provide guidance to parents in order to increase their involvement in and support of student learning.
- Offer families opportunities for content enrichment.
- Effectively communicate MacFarlane Park's educational expectations to parents and families.
- Foster an active alumni association.

Goals Faculty, Staff & Administration

MacFarlane Park IB World School will ensure open dialogue and effective communication among administration, faculty, and staff. We will be improving instructional practice specifically related to differentiation.



Rationale

Effective communication is the key to enabling administration, faculty and staff to understand, embrace, and actively collaborate in the work of the school. **Suggested Implementations**

Provide effective and regular guidance, support, evaluation, and feedback for administration, faculty and staff.

Provide opportunities for the whole school community to engage in constructive dialogue and creative problem-solving.

Enhance the effectiveness of professional planning days and meeting times.

School Accountability Committee (SAC)

Goals Faculty, Staff & Administration Goal 2

MacFarlane Park will attract, reward, and retain the highest caliber of diverse administration, faculty, and staff who embody the core values of the school.

Rationale

MacFarlane Park attracts and retains leaders who will challenge, inspire, and nurture the school community by rewarding them with opportunities for personal, professional and financial growth.

Suggested Implementations

- Continue to ensure that the IB mission of the school is effectively communicated to all current and prospective employees.
- Make better use of faculty expertise.
- Study the feasibility of further reducing unnecessary paper work.
- Offer a comprehensive and well-coordinated new employee PYP orientation program.



Plant~Facilities Goal

MacFarlane Park will provide safe and modern facilities suitable for the full development of the students. MacFarlane Park's physical plant will be developed in accord with a master plan in order to provide a facility that meets the needs of its evolving programs.

Rationale

MacFarlane Park's physical plant has a direct impact on the school's ability to offer new or expanded programs in an atmosphere conducive to learning and personal growth. Therefore, plans regarding the school's evolving programs must include consideration of appropriate physical environments.

Suggested Implementations

- Develop an overall master plan for the design, development, and maintenance of all facilities.
- Set priorities within the master plan so that it provides for appropriate spaces for comfortable, stimulating, and well-equipped learning environments: physical education, music, and fine arts; and attractive and comfortable common areas.
- Ensure that the school's facilities continue to meet all safety and health standards and that relevant certificates are updated and available.
- Finalize and implement the crisis management plan and communicate it to the MacFarlane Park community.

Finance ~Goal

MacFarlane Park IB World School will be known by its unique mission and outstanding achievements as a leading international school.

Rationale

By continuously communicating its mission, values, and accomplishments, MacFarlane Park will keep its constituents and the larger international community engaged in the life of the school. This in turn will assist the school in attracting and retaining students, faculty, and staff; forging and building upon relationships locally and internationally; and garnering support for school initiatives.

Suggested Implementations

- Create a marketing plan that showcases the unique identity of MacFarlane Park to the external community.
- Foster awareness within the school community that we are all ambassadors for MacFarlane Park and encourage a culture of responsibility for promoting the school.
- Create a virtual community using the school's website as an effective marketing tool, a portal for constituencies, and a contact point for the MacFarlane Park community.



Our vision is that MacFarlane Park School will be a leader in the region in the use of technology for learning. We believe that technology, when used appropriately, provides opportunities to support, engage, enhance and transform student learning.

MacFarlane Park School strives to create learning experiences where technology is integrated through all curriculum areas in the context of classroom learning. The school implements access to a variety of technology devices. Children enjoy the use of multimedia resources such as iPads, laptops and other mobile devices. We seek to equip the students with the skills and knowledge they need to learn and live productively in an increasingly digital world.

The ICT skills and knowledge are evaluated using the following ISTE Standards for Students:

- ✓ Creativity and Innovation
- ✓ Communication and Collaboration
- ✓ Research and Information Fluency
- ✓ Critical Thinking, Problem Solving, and Decision-Making
- ✓ Digital Citizenship
- ✓ Technology Operations and Concepts

MacFarlane Park School has adopted a flexible learning model that encourages teachers to collaboratively identify and agree on the aims and uses of ICT before integrating technology in the classrooms. To provide more student support, the teachers work together with the Technology Committee in integrating technology into the curriculum.



In order to be a responsible digital citizen it is important to abide by the following six conditions:

1. Respect Yourself. I will show respect for myself through my actions. I will select online names that are appropriate. I will consider the information and images that I post online. I will consider what personal information about my life, experiences, experimentation or relationships I post. I will not be obscene.
2. Protect Yourself. I will ensure that the information, images and materials I post online will not put me at risk. I will not publish my personal details, contact details or a schedule of my activities. I will report any attacks or inappropriate behaviour directed at me. I will protect passwords, accounts and resources.
3. Respect Others. I will show respect to others. I will not use electronic mediums to flame, bully, harass or stalk other people. I will show respect for other people in my choice of websites: I will not visit sites that are degrading, pornographic, racist or inappropriate. I will not abuse my rights of access and I will not enter other people's private spaces or areas. While on campus I will use the school network and systems in a responsible and educationally appropriate manner.
4. Protect Others. I will protect others by reporting abuse; not forwarding inappropriate materials or communications; and not visiting sites that are degrading, pornographic, racist or inappropriate.
5. Respect Intellectual Property. I will suitably cite any and all use of websites, books, media etc. in an appropriate way. I will use and abide by the fair use rules.
6. Protect Intellectual Property. I will request to use the software and media others produce. I will act with integrity.



To use the school technology facilities including the Internet and email, students and parents/caregivers are required to complete and sign a Responsible Use Agreement. It is also important that all members of the MacFarlane Park School community understand that this responsibility extends beyond the walls of the school and that disregarding this responsibility can have dire consequences.

Student Service



Elementary Community Service

MacFarlane Park is committed to facilitating the development of our students as true international learners who embody the attributes of the IB learner profile. Our school philosophy places great emphasis on the importance of our local and global community. Action and service is an essential part of the IB. All students are expected to participate in activities that are offered or that the students themselves identify. The focus is on being sensitive to other people's need and on carrying out meaningful actions to help other people and/or make a difference to the community.

Our community service program is designed to give students practical experience with identifying, planning, implementing, and reflecting on service projects. Community and service does not have to be grandiose, and begins at the most immediate and basic level. Children are encouraged to exercise their own initiative in taking responsibility for their actions, and grounded in their own concrete experience. The IB notes: "Through such service, students are able to grow both personally and socially, developing skills such as cooperation, problem solving, conflict resolution, and creative and critical thinking. Moreover, these actions are

ways in which the students exhibit their commitment to the attributes of the learner profile and to the attitudes that we seek to engender within the PYP classroom.

Teachers provide appropriate support in order to facilitate student efforts and provide alternatives and choices for them as they seek to make a positive difference in their world. The actions that the students choose to take as a result of the learning may be considered the most significant summative assessment of the efficacy of the PYP program. All students at Macfarlane Park have a Service Passport Book in which they record the hours of service they do each year. The passport stays with the student from kindergarten to 5th grade. As students complete service, they turn in service logs. They receive stamps in their passport for each act of service. At the end of each quarter, students are recognized at our awards ceremony for their hours of service.



Family Guidelines for Chaperoning School Field Trips

We sincerely appreciate the time and effort it takes to drive on a field trip and chaperone our students. We want you to know that we appreciate your support in making these events positive and valuable learning opportunities.

Once a family member **21 years or older** commits to chaperoning it is expected that there will be follow through with this. Cancellation of this commitment requires 48 hours to allow staff to find a replacement chaperone.

- Chaperone assists teachers with supervising ALL children or a designated group of children
- Chaperones should expect to be asked complete tasks necessary for the success of the trip
- Chaperones are expected to adhere to all policies of behaviour while on trips including:
- No smoking in front of or anywhere near children.
- No inappropriate language in front of or near children
- No cell phone use during the trip except for emergencies, in which case communicate this with teachers before using the phone
- Follow and model for children all established guidelines specific to each trip



Communicating with Parents at Home

Each week classroom and grade level updates will be sent by classroom teachers by teacher links.

How Do I Apply To Volunteer? Volunteer Application and Guidelines Link Online or front office of school online
<https://community.sdhc.k12.fl.us/wps/portal/community/sdhc.home/sdhc.volunteer/sdhc.applyvolunteer/#!/>



MacFarlane Park Teachers' Professional Development

"Where Personal and School Goals Unite"



At MacFarlane Park we believe that the best teachers are those who are passionate about learning and who inspire others by their own commitment to personal and professional development. We are proud of our learning community's capacity, energy, and dedication to work together in pursuit of bold goals. We expect the best for our students and nothing less of our teachers as we strive continually for excellence in our curriculum, programmes and results. That is why, at MacFarlane Park we have designed a Professional Development Program that not only underlies and supports the furthering of our school goals, but also recognizes and rewards the personal passions of every teacher individually.

A Final Note

**We hope this booklet has provided you with lots of useful information
we look forward to getting to know you and your child.**

