

PARENT HANDBOOK



MACFARLANE PARK ELEMENTARY

The World's Best World School

WWW.HILLSBOROUGHSCHOOLS.ORG/MACFARLANEPARK

A MESSAGE FROM OUR PRINCIPAL



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

Welcome!

Primary Years Programme



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OUR HISTORY



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.

International Baccalaureate Mission

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.

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.

OUR PHILOSOPHY

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 recognizing endeavor
- Treating other as we would like to be treated
- Recognizing, 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





THE BEST OF THE BEST

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.

Every 5 years, each IB school participates in a yearlong self-study and a team of experienced IB Primary Years Program educators conduct an evaluation visit in order to ensure practices at Macfarlane Park are aligned with the IB Standards and Practices. After each visit, the evaluation team meets with school stakeholders to discuss program strengths and opportunities for 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 an assurance that their student is receiving a quality education.



In addition to our IB accreditation, Macfarlane Park is recognized as a School of Excellence by Magnet Schools of America and was awarded the title of **#1 Elementary Magnet School in America** in 2019. In 2021, our school was also designated as a National Demonstration School by Magnet Schools of America. This distinction is also reevaluated by MSA every 5 years.

KEEPING THE PYP SIMPLE

@chrisgadbury

All fonts, graphics & illustrations by Chris Gadbury
Information comes from the Primary Years Programme
<http://www.ibo.org> and
<https://internationalaccourts.com>

TRANSDISCIPLINARY THEMES

Who We Are

AN INQUIRY INTO IDENTITY AS INDIVIDUALS AND AS PART OF A COLLECTIVE THROUGH:

- PHYSICAL, EMOTIONAL, AND SPIRITUAL HEALTH AND WELL-BEING
- RELATIONSHIPS AND BELONGING
- LEARNING AND GROWING

How the World Works

AN INQUIRY INTO THE UNDERSTANDING OF THE WORLD AND PHENOMENA THROUGH:

- PATTERNS, CYCLES, SYSTEMS
- DIVERSE PRACTICES, METHODS, AND TOOLS
- DISCOVERY, DESIGN, INNOVATION, POSSIBILITIES, AND IMPACTS

Where We Are in Place and Time

AN INQUIRY INTO HISTORIES AND ORIENTATION IN PLACE, SPACE, AND TIME THROUGH:

- PERIODS, EVENTS, AND ARTIFACTS
- COMMUNITIES, HERITAGE, CULTURE, AND ENVIRONMENT
- NATURAL AND HUMAN DRIVERS OF MOVEMENT, ADAPTATION, AND TRANSFORMATION

How We Express Ourselves

AN INQUIRY INTO THE DIVERSITY OF VOICE, PERSPECTIVES, AND EXPRESSION THROUGH:

- INSPIRATION, IMAGINATION, CREATIVITY
- PERSONAL, SOCIAL, AND CULTURAL NOTES AND PRACTICES OF COMMUNICATION
- INTENTIONS, PERCEPTIONS, INTERPRETATIONS, AND RESPONSES

Sharing the Planet

AN INQUIRY INTO THE INTERDEPENDENCE OF HUMAN AND NATURAL WORLDS THROUGH:

- RIGHTS, RESPONSIBILITIES, AND DIGNITY OF ALL
- PATHWAYS TO JUST, PEACEFUL, AND REIMAGINED FUTURES
- NATURE, COMPLEXITY, COEXISTENCE, AND WISDOM

THE SPECIFIED CONCEPTS

SPECIFIED CONCEPTS ARE A STARTING POINT. THEY HELP TO FRAME A LINE OF INQUIRY AND BOTH LEARNING EXPERIENCES. WHEN THESE CONCEPTS ARE EXPLORED AS THROUGHTFUL QUESTIONS, THE INQUIRY IS PURPOSEFUL AND MEANINGFUL. THE SPECIFIC CONCEPTS ASSOCIATED WITH THE SPECIFIED CONCEPTS REPRESENT AN INFORMATION TO A WAY OF THINKING, ANALYSING, AND REASONING. THEY CAN BE USED IN ANY ORDER AND AS REGULARLY AS THE LEARNERS AND TEACHERS FEEL APPROPRIATE. THERE CAN BE MORE THAN ONE SPECIFIED CONCEPT IN AN INQUIRY.

FORM

What is it like?

FUNCTION

How does it work?

CAUSATION

Why is it as it is?

CHANGE

How is it transforming?

CONNECTION

How is it linked to other things?

PERSPECTIVE

What are the points of view?

RESPONSIBILITY

What are our obligations?

ADDITIONAL CONCEPTS

ADDITIONAL CONCEPTS ARE EXPLORED WITHIN AND OUTSIDE OF THE SPECIFIED CONCEPTS. FOR EXAMPLE, ALL SUBJECTS HAVE CONCEPTS THAT REFLECT THE NATURE OF THE SUBJECT. IN SCIENCE, "MECHANISM" COULD BE A CONCEPT CONNECTED TO THE SPECIFIED CONCEPT OF "CHANGE". IN INDIVIDUALS AND SOCIETY, "SUSTAINABILITY" COULD BE A CONCEPT ASSOCIATED WITH "OWNERSHIP AND RESPONSIBILITY".

EXAMPLES

- PROPERTIES
- STRUCTURE
- BALANCE
- DEPENDENCIES
- PATTERN

- BEHAVIOUR
- COMMUNICATION
- PATTERN
- ROLE
- SYSTEMS

- CONSEQUENCES
- SEQUENCES
- IMPACT
- ADAPTATION
- GROWTH
- CYCLES
- SEQUENCES
- TRANSFORMATION

- SYSTEMS
- RELATIONSHIPS
- NETWORKS
- HOMEOSTASIS
- INTERDEPENDENCE
- SUBJUNCTIVITY
- TRUTH
- BELIEFS
- OPINION
- PREJUDICE

- RIGHTS
- CITIZENSHIP
- VALUES
- JUSTICE
- INITIATIVE

LEARNING PROGRESSIONS

- OBSERVATION
- ROLE-TAKING
- QUESTIONING
- TURN-TAKING
- DECISION MAKING

AGENCY Action

VOICE

- students question, guide and direct learning
- students propose and initiate action
- students participate in decision making

CHOICE

- students co-construct learning goals
- students engage with multiple perspective

OWNERSHIP

- students define own learning goals
- students reflect on own learning goals
- student ideas are supported throughout planning and taking action.



PARTICIPATION

- contributing as individual or group

ADVOCACY

- action to support an environmental / political change

SOCIAL JUSTICE

- relation to rights, equality and equity, social well-being and justice

SOCIAL ENTREPRENEURSHIP

- innovative, resourceful and sustainable social change

LIFESTYLE CHOICES

- e.g. consumption, impact of choices

More Free Resources at MagicStorybooks.com

LEARNER PROFILE ATTRIBUTES



CENTRAL IDEA

STATEMENTS THAT DEFINE THE POTENTIAL SCOPE OF AN INQUIRY

THE LEARNER

- AGENCY
- EARLY LEARNER
- LEARNER PROFILE
- ACTION
- THE EXHIBITION

LEARNING AND TEACHING

- TRANSDISCIPLINARY LEARNING
- APPROACHES TO LEARNING
- INQUIRY CONCEPTS
- DEVELOPING A LINE OF INQUIRY
- ASSESSMENT
- LANGUAGE

THE LEARNING COMMUNITY

- COMMUNITY OF LEARNERS
- INTERNATIONAL MINDS
- LEADERSHIP
- COLLABORATION
- LEARNING ENVIRONMENTS
- TECHNOLOGY

APPROACHES TO LEARNING

SOCIAL SKILLS

- Developing social and communication skills
- Developing social and communication skills

RESEARCH SKILLS

- Information skills
- Critical thinking skills
- Creative thinking skills
- Problem-solving skills
- Decision-making skills
- Self-management skills
- Organization skills
- Status of mind

APPROACHES TO TEACHING

- BASED ON INQUIRY
- FOCUSED ON CONCEPTUAL UNDERSTANDING
- DEVELOPED IN LOCAL AND GLOBAL CONTEXTS
- FOCUSED ON EFFECTIVE TEAMWORK AND COLLABORATION
- DIFFERENTIATED TO MEET THE NEEDS OF ALL LEARNERS
- INFORMED BY FORMATIVE AND SUMMATIVE ASSESSMENT

WHAT IS AN IB EDUCATION?

IB programmes aim to provide an education that enables students to make sense of the complexities of the world around them, as well as equipping them with the skills and dispositions needed for taking responsible action for the future. They provide an education that crosses disciplinary, cultural, national and geographical boundaries, and that champions critical engagement, stimulating ideas and meaningful relationships.

"What is an IB Education?". *ibo.org*, 2019

01 THE LEARNER



Learner Profile Traits

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.

The IB aims 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. The Learner Profile applies to all people within the community including the students, parents and MacFarlane Park faculty and staff.

Developing the whole child



IB learner profile

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

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.



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MOTHER TONGUE LANGUAGES



CELEBRATING DIVERSITY

We develop 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, and unpacking vocabulary in multiple languages connected to the IB Units of Inquiry,

Families are asked to complete a home language survey at the beginning of each year to let us know the language(s) their child can write, speak and/or understand. This survey gives us the information needed to create a language profile for each student that is shared with the school community for the purpose of identifying translanguaging opportunities throughout program.

We have a diverse collection of multi-lingual books in the Mother Tongue section of the media center for our readers. In addition, parents and students are encouraged to share their language with classes by labeling the class, reading stories in their mother tongue, and/or teaching language lessons to students.

**Visit our website for our schoolwide IB Language Policy*

STUDENT CONDUCT



SELF-MANAGEMENT

Practicing self-management skills as a student is an essential part of learning. When the school culture includes a safe and secure learning environment, students feel comfortable taking the risks needed for learning. Actions have consequences. Knowing that consequences for actions occur, helps students choose appropriate behaviors. Classroom communities establish essential agreements at the start of each school year. The agreements are a partnership between the children and the teacher and are inspired by the IB Learner Profile Traits.

Our aim in promoting positive behavior is to support students in:

- Learning to be trustworthy, respectful, responsible, fair, caring and good citizens.
- Developing self-management skills and self-discipline.
- Becoming contributing members of a democratic community.
- Promoting respectful, kind and healthy teacher-student and student-student interactions.

STUDENT CONDUCT



REFLECTION

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 expectations for conduct, supplemented by expectations in the classroom. If a student does not meet behavior expectations, the teacher may have the student complete a behavior reflection sheet. This sheet guides students in identifying what they did, why they did it, and the effect of their actions. Students are also asked to create a plan for a more appropriate action in the future.

If the offense is especially serious, or there have been repeated infractions, the Principal, Assistant Principal and/or Guidance Counselor may intervene.

The guidance counselor will intervene first to reflect with the student more deeply on the root cause of the behavior and its impact on others.

When a student is sent to the principal or assistant principal, this will be regarded as a disciplinary matter. The focus is on helping the student understand that he/she is responsible for his/her behavior, and that there are consequences for unacceptable actions. The principal or assistant principal will talk to the student and parents may be called.

STUDENT CONDUCT

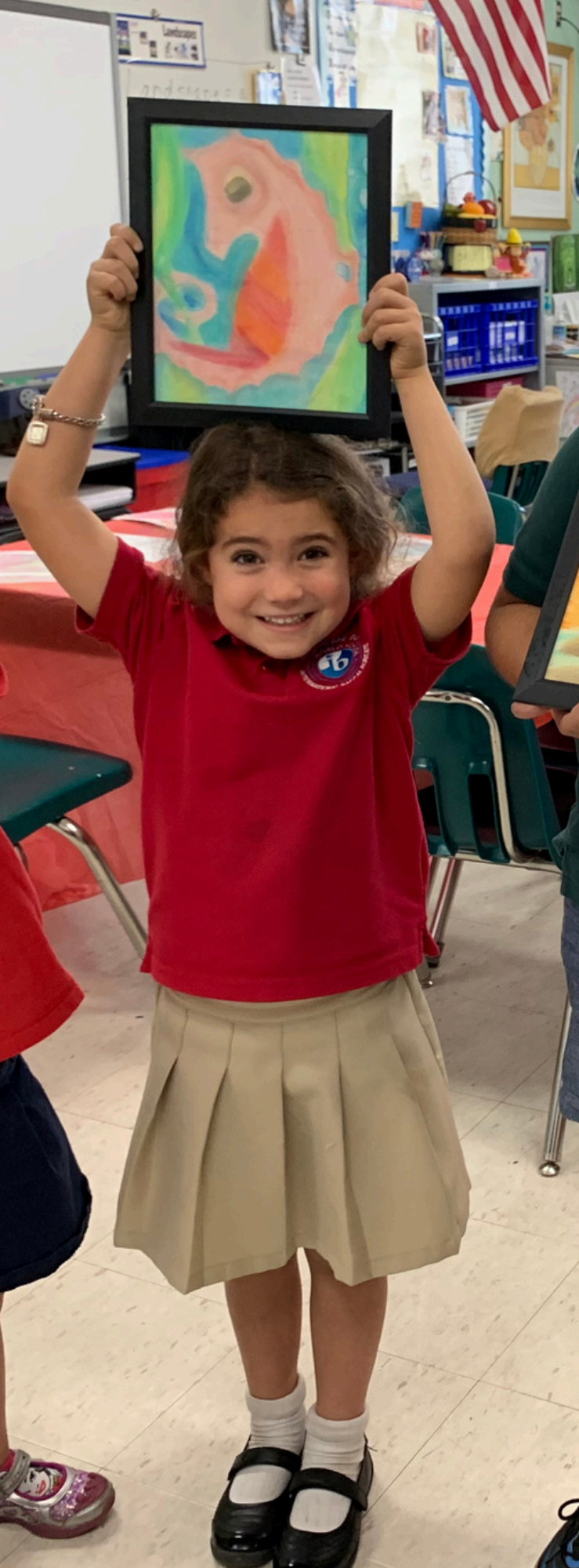


TAKING RESPONSIBILITY

After speaking with the principal and/or assistant principal, a report will go in the student's file. A consequence may also be assigned by the administrator.

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 others as described in the district student handbook.



STUDENT RIGHTS

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.*

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.*

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.*

SAFETY

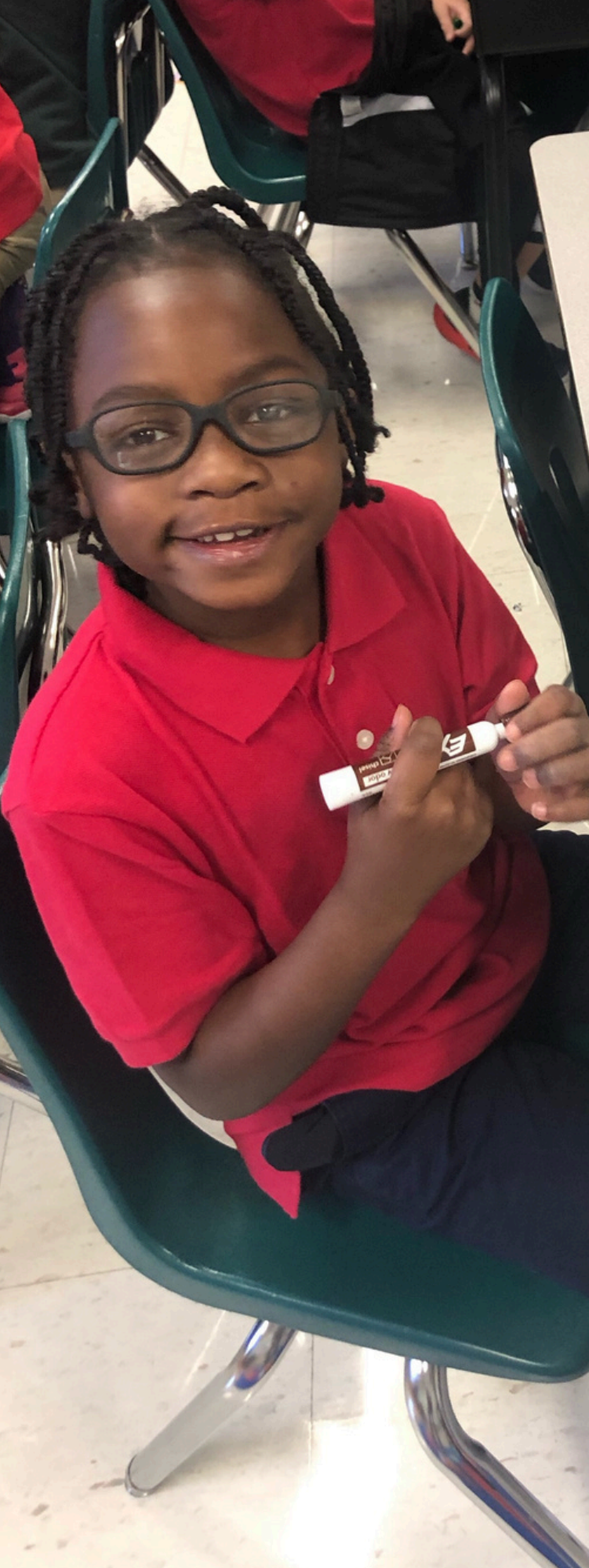
I have the right to a school environment that is physically safe. *Therefore, I expect to feel safe and secure moving throughout the school, and riding the school bus.*

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.*

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.*



STUDENT RESPONSIBILITIES

RESPECT

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

LEARNING ENVIRONMENT

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.*

EXPRESSION

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.*

PROPERTY

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.*

SAFETY

I have the responsibility to behave in a safe manner and follow all school and bus rules. *Therefore, I will walk when moving from class to class or entering the bus, without pushing, shoving or bothering others. I will play in a manner that does not endanger others. I will recognize the danger of "play-fighting".*

SPORTSMANSHIP

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.*

STUDENT AWARDS AND RECOGNITION

MacFarlane Park students all have the opportunity to 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 honored at special breakfast and lunch celebrations and will have their picture posted on the school I See IB Bulletin Board. Parents will be informed in advance so that they may attend the breakfast in which their child is being recognized.



STUDENT AWARD CATEGORIES



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 IB learner profile, indicated by no behavior indicators on the report card.

Commitment Award Grades K-5

No indicators on the left side of the report card and demonstrates commitment in their learning and the designated behavior 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 criteria.

Perfect Attendance Grades K-5

No absences during the entire nine weeks.

Service Awards Grades K-5

Students participating in at least 5 acts of kindness in a grading period will receive awards quarterly. The President's Volunteer Service Awards are presented to students who show continued commitment to service over a 12 month period.



EXTRACURRICULAR ACTIVITIES

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.



NATIONAL ELEMENTARY HONOR SOCIETY

Students in 4th and 5th grade who demonstrate strong academics, leadership skills, and integrity are invited to apply for this prestigious service organization. NEHS students tutor younger students, help out with many schoolwide projects, and organize community service activities throughout the year. NEHS meets monthly before school.

STUDENT COUNCIL

In September of each year, students in grades 1-5 are encouraged to complete an application to run for Student Council Representative for their class. Classes will vote on their representative and then our vice president and president will be elected from our 4th and 5th grade representatives. Student council spearheads many school improvement and service projects throughout the year. Student council meets 2 mornings per month before school.

MORNING SHOW CREW

In the spring of each year, applications open for our morning show crew. This before school crew consists of students from 4th and 5th grade who conduct interviews, photograph and video events, write, edit and present our school morning news show.



TECH DETECTIVES

In the spring of each year, applications open for Tech Detectives. These students are trained to troubleshoot tech issues at our school, set up hardware, install software, and help with inventory. This opportunity is open to 4th and 5th grade students.

SAFETY PATROLS

Safety patrols help to provide a safe environment for all of our students. Patrols may apply during the spring of their 4th grade year. Training starts at the end of 4th grade and students serve as a patrol during the entirety of their 5th grade year. Duties include hallway monitoring, recycling program management, breakfast monitoring, car line duty, and any other tasks that arises regarding safety. Patrols begin duty at 8:00am.



EXTRACURRICULAR ACTIVITIES

SMALL GROUP STRINGS

Our intermediate students who are interested in further developing their violin skills may apply to participate in Small Group Strings. This group of talented students perform at many of our school assemblies as well as in community settings.

CHORUS

We offer both primary and intermediate level chorus programs. Chorus practices one a week before school and performs at least twice per year at our music concerts, school assemblies, and other schoolwide events and activities.

MUSIC ENSEMBLES

Opportunities to learn a variety of musical instruments are afforded to our intermediate students. Music ensemble groups traditionally have included instruments such as bells, drums, and guitar. Practices are one time per week before school. Students perform at many of our school assemblies and whole school events throughout the year.

COMMUNITY CONTESTS AND COMPETITIONS

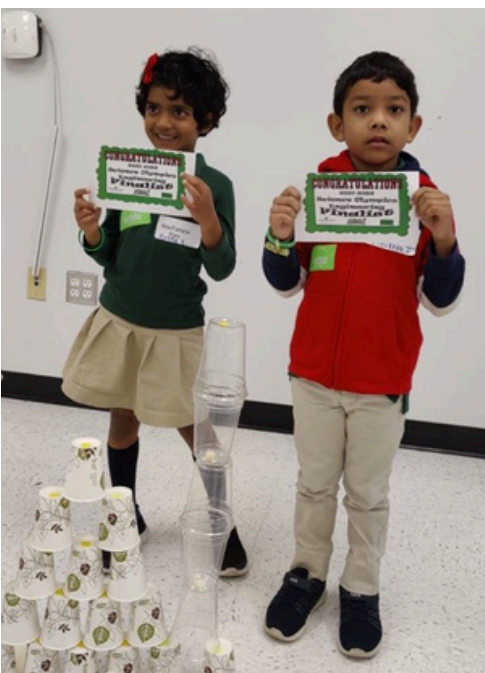
As students inquire into the various topics and concepts explored in our IB Program of Inquiry, many opportunities will arise for them to extend their learning beyond the school curriculum. Activities such as the Tampa Bay Storytelling Festival, local invention contests, Hillsborough County Fine Arts Festival, and the Governor's Hispanic Heritage Essay/Art Contest are examples of ways to authentically apply their learning.

ECONOMICS BOWL

In the spring of each year, intermediate students may tryout in class to join our Economics Bowl Team. Once our team is selected, they will practice weekly with a staff member and participate in the district competition.

JUNIOR LIBRARIANS

Intermediate students may apply in the spring to help our librarian during their 4th and/or fifth grade year. These school leaders will learn about everything library including shelving books, the check-out and check-in process, and helping with library lessons.



AFTER SCHOOL ACTIVITIES



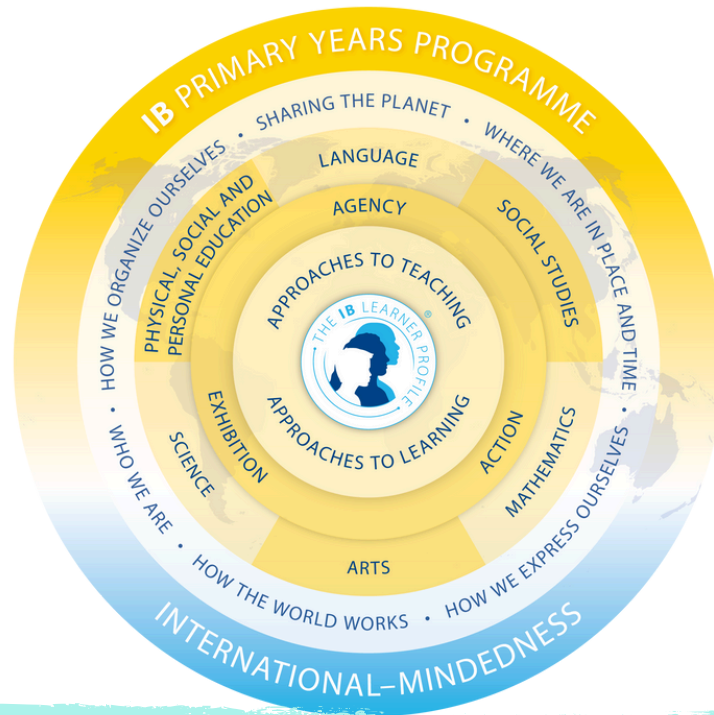
PTA ENRICHMENT PROGRAMS

The PTA MacFarlane Park Enrichment Programs take place immediately following the school day (Mondays 2:00-3:00 pm Tuesday-Friday 3:00-4:00 pm.) Registration and payment can be completed online at the PTA website. Each program has limited openings. Each 60 minute program is held one day per week for 9 weeks; Choose from Tennis, Robotics, Chess, Cooking, Gardening, Service, Soccer Shots, Art, Dance, Drama, Coding and much more! Visit macfarlaneparkpta.org for more information and enrichment program registration.

HOST BEFORE AND AFTER SCHOOL PROGRAM

Beginning at 7:00am before school & ending at 6:00pm after school, the HOST program is a safe, supervised environment on school grounds for children before and 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 afternoon 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 online at <https://www.hillsboroughschools.org/HOST>.

02 LEARNING AND TEACHING



Transdisciplinary Learning

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.

**Visit our website for our PYP Schoolwide Program of Inquiry*

Inspiring Inquiry and Wonder

IB TRANSDISCIPLINARY THEMES



Who we are

An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; rights and responsibilities; what it means to be human.

Where we are in place and time

An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between, and the interconnectedness of, individuals and civilizations from local and global perspectives.

How we express ourselves

An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.

How the world works

An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.

How we organize ourselves

An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.

Sharing the planet

An inquiry into 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.

PYP IN ACTION



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
- designing their own inquiries
- research, experimentation, observation and analysis

WHAT IS INQUIRY-BASED LEARNING?

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:

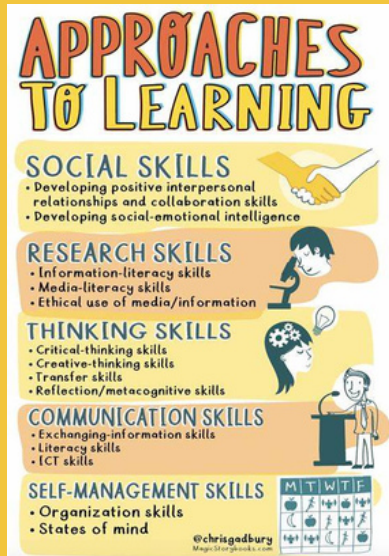
- Exploring, wondering and questioning
- Researching Experimenting and playing with possibilities
- Making connections between previous learning and current learning
- Making predictions and acting purposefully to see what happens
- Clarifying existing ideas and reappraising perceptions of events
- Deepening understanding through the application of a concept
- Making and testing theories
- Taking and defending a position
- Solving problems in a variety of ways

ESSENTIAL ELEMENTS OF THE PYP



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: We teach and are tested on the Florida State Standards <https://www.cpalms.org/Public/>



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.



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 constantly explore in order to develop a coherent, in-depth understanding.



Action – *how do we want students to act?*

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

**Visit our website for our PYP Schoolwide Program of Inquiry*

HOMEWORK



Homework is a general expectation of students in the school. Our teachers strive to assign homework that extends learning beyond the classroom and is authentic. 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. As a school that values development of the whole 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're 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 as long as it is:

- away from noise and distraction
- has comfortable seating
- good lighting
- offers enough room to spread out
- 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.

SERVICE LEARNING

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. 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, service logs can be completed either on paper or online. 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.



Some things to know about our library program:

- Our goal is to provide the best in children's literature to promote a love of reading and empower students to investigate, create, collaborate, and communicate as a world citizen.
- Our students will experience lessons aligned to Common Core and ALA Standards, and I will collaborate with teachers to align literature and lessons with IB concepts and units of inquiry.
- Technology is integrated into our programs, rather than an added "skill". Our students will use technology to communicate and exchange information with a variety of audiences, using a range of media and formats. We have high expectations for digital citizenship so students know and understand the importance of online safety and intellectual property.
- Our students will experience a vibrant Maker Space where we develop our Approaches to Learning (ATL). They apply thinking, social, and self-management skills to create robotic, artistic, and personal feats of their imaginations.

The SLAM (Student Literacy and Media) Program is a fan-favorite every year! All students will have a library visit to explain each step to enter SLAM. Information and updates Will be posted on the Macfarlane Park website at each stage of the contest. Our school SLAM showcase will be during the Multicultural Festival in January.



MEDIA CENTER

Our media center houses many resources and hosts fun activities throughout the school year. We encourage you to stop by often and visit our website for information and literacy activities.

Throughout the school year, we have library reading incentives for ALL students. Our Reading Bingo Program is a voluntary program in which students may choose to participate. Students may complete as many Bingo patterns as they would like each quarter and will receive prizes and recognition for each card completed. After the student finishes the Bingo card, it is signed by the parent and his teacher and brought to the library for a prize.

Our book checkout at our school is very flexible. Students will come to the library on a regular basis, scheduled by their teachers. In addition, there will be open library times before and during school for check out, as well as during lunch periods. Students in Kindergarten will begin checkout with the guidance of their teacher and will be able to take one book home each week. Students in 1st-3rd grade may check out 2 books at a time, and students in 4th and 5th grade may check out 3 books at a time. Books are checked out for a two week period, but may be returned sooner if they are finished. Overdue notices will be sent to the teachers at progress and report card times.

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 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 behavior directed at me. I will protect passwords and accounts.
3. **Respect Others.** I will not use electronic mediums to flame, bully, harass or stalk other people. I will not visit sites that are 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 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.



TECHNOLOGY

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*

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 essential elements of learning:

- the acquisition of knowledge
- the understanding of concepts
- the mastering of skills
- the decision 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 aim of assessment at MacFarlane Park is to provide feedback on the learning process and the development of the 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 focused activities– 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, projects

Examples of tools used to gather information are:

Rubrics – teacher and student generated criteria to determine what is needed on 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

ASSESSMENT

Note: Standardized 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.

Standardized assessments are specifically used for the following reasons:

- As a part of the reporting process, shows growth over time
- The collection of standardized 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

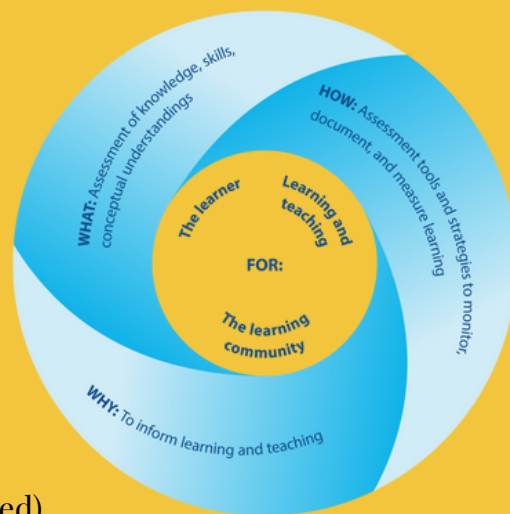
- Parent-teacher (November and March)
- Student-led (November, May) – students lead the conference to reflect on and share their learning.

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 predominantly selected by students however, teachers and peers will also have input.
- Used as a focal point when Student-led conferences take place in fall and spring.



**Visit our website for our schoolwide IB Assessment Policy*

ACADEMIC INTEGRITY



Macfarlane Park Elementary Beliefs about Academic Integrity:

- Learning is more important than grades
- There are times to work together or ask for help, and there are times to work independently.
- My work should show what I know and can do.

Academic Integrity Pledge

I pledge to be fair to my classmates and teachers by demonstrating the IB Lerner Profile Trait of Principled when completing all my tests, assignments, projects, and homework. This means:

I will respect the expectations of my school, teachers, and parents.

I will be responsible for the consequences of my choices.

I will honestly demonstrate what I know and what I can do.

I will be a community member that others can trust to do the right thing, even when no one is watching.

**Visit our website for our schoolwide IB Academic Integrity Policy*

03 THE LEARNING COMMUNITY



A Community of Learners

Education is a social or collective endeavor and a benefit to the community as a whole, as well as to the individuals within it. Everyone in the learning community has agency; they see themselves as contributors to its ongoing strength and success, and take action to bring about change.

To foster international-mindedness, the learning community extends to the whole IB community and views the world as the broadest context for learning. It is inclusive of everyone involved in the life of the school: students and their families, all school staff members and other important adults in the students' lives. By situating learning within local and global communities, outcomes are considered from individual and collective perspectives, highlighting the interdependence of everyone and everything.

Living Peacefully Together

THE ROLE OF THE IB PARENT



The following list of characteristics is taken from the IB Learner Profile, which is part of our Expected School-wide Learning Results. Ideally, an IB parent will model the IB Learner Profile Traits for their students. Here are some ways you can visibly demonstrate these traits to your child:

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.

THE ROLE OF THE IB PARENT



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. Good 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.

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.

THE ROLE OF THE IB PARENT



Principled

What it means: Principled people show honesty and responsibility. They value 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 intellectual pursuits and in building friendships. They are also well-balanced in their own lives, with interests outside the lives of their children.

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?"

Caring

What it means: Caring individuals are concerned about other people's feelings and ideas. They want to make friends and build good relationships.

What it looks like: Caring parents 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. We also hope that they will be caring in their relationships with our staff. Approaching a teacher as a potential friend and ally makes a world of difference!

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FAMILY INVOLVEMENT

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 sent home in the First Day Packet and can also be picked up in the front office. Be on the lookout for emails from the 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 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 different 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 classroom teachers. 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. Ensure your email and phone number are accurate in the front office so you will receive automated ParentLink communications about upcoming events, changes in dismissal procedures, and security updates as needed. Polite and respectful conversations about your child will help all parties meet that goal more successfully.



PARENT ORGANIZATIONS



MACFARLANE PARK PTA

PARENT TEACHER ASSOCIATION (PTA)

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 provides many 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, new media center, community garden, landscaping and beautification.
- **Funding for academic support** including upgrades to the science classroom and materials, and instructional supplies.
- **Funding of literacy programs** including classroom libraries, student awards, and professional books.
- **Coordination and support of community building events** such as Fall Festival, Student Service initiatives, International Celebration, Evening of Science, Kindness Campaign, Fifth Grade Exhibition, Box Tops for Education, Grandparents Day, Spirit Wear, New Family Mentor Program, Uniforms, Teacher Appreciation.
- **Coordination of enrichment programs** including After school clubs, Robotics, Chess Club, Math Bowl, Stem Fair, Violin, Chorus.

For more information, please visit our PTA website using this QR code:



SCHOOL OF
EXCELLENCE



PARENT ORGANIZATIONS



SCHOOL ADVISORY COUNCIL (SAC)

The primary role of SAC is to share in the responsibility and accountability for developing, implementing and monitoring focus areas 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 school initiatives.

SAC meetings are held once per month and 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 SAC chair.

MACDADDIES DADS CLUB

The MacDaddies Club is dedicated to providing time, energy, effort, and support to build strong relationships with children and the school community. Their goal is to be **positive role models** in our children's education.

MacDaddies is a group of committed dad figures (dads, granddads, uncles, and guardians) who help with many tasks at our school including set up and take-down of events, grilling food, and school beautification projects. Our Macdaddies also sponsor our monthly I See IB character cookout and Donuts with Dad.

In order to provide a safe and secure campus for all students and staff, each person entering or leaving must sign in and out and provide government-issued 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
- Becoming involved with fund-raising and support activities
- Providing food or time for events (picnic, field day, Multi-Cultural Celebration etc.)
- Serving on special committees
- Translating
- Assisting with school-wide projects
- Serving on the School Advisory Committee
- Joining MacDaddies

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.



APPLY HERE

All volunteers must complete a new volunteer application each calendar year to visit classrooms and/or chaperone field trips.

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 great way to get to know the school and other parents.

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 out 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.



GUIDELINES FOR CHAPERONING SCHOOL FIELD TRIPS

KEEPING IT FUN AND SAFE FOR EVERYONE

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 commits to chaperoning it is expected that the chaperone will follow district guidelines in order to keep our children safe.

Cancellation of this commitment requires 48 hours to allow staff to find a replacement chaperone.

- Chaperones must be 21 years of age.
- Chaperones may not bring siblings on field trips
- Chaperones assist teachers with supervising ALL children or a designated group of children
- Chaperones should expect to be asked to complete tasks necessary for the success of the trip
- Chaperones must have a volunteer application on file at least 2 weeks prior to the trip
- 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

Scan code for
HCPS Volunteer
Application



STAYING CONNECTED

Schoolwide Class Dojo

Each classroom teacher will have a class dojo account that will be used as the primary form of communication between themselves and parents. Each parent who downloads the app will also have access to all schoolwide announcements and posted information.

ParentLink

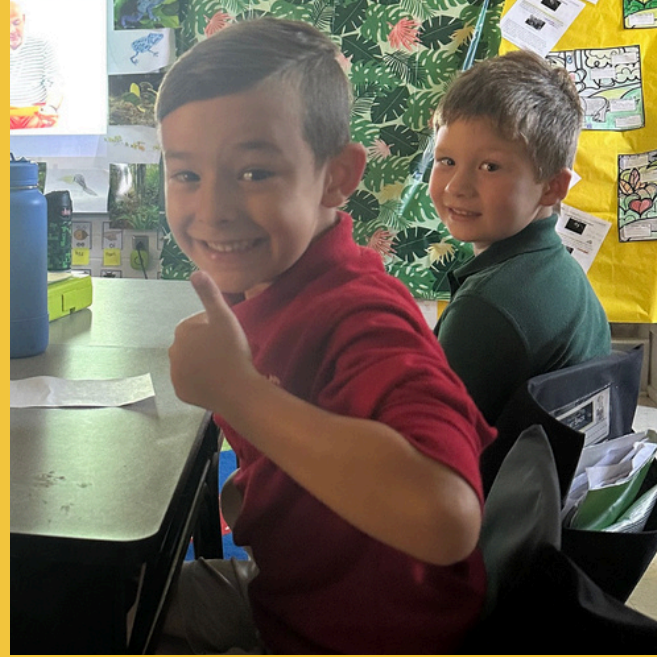
Be sure to keep your phone number and email up to date in the front office. Our administration will use this automated system to send out timely emails and phone calls regarding special events, changes in dismissal routines, and safety issues.

Parent Seminars

Parent seminars are held during our Open House in the fall and at other times throughout the school year. The presentations will cover topics such as the role of an PYP IB parent, supporting gifted and talented students, technology, developing social skills, and much more. They are designed to provide an overview of the learning experiences at school and will offer specific advice for supporting children's learning at home.

Parent Social Groups

Our parents enjoy socializing digitally via PTA Facebook pages, and in person by participating in activities such as playgroups at the park and attending community sporting events together. Don't miss these opportunities to meet other parents and become a part of our school family.





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.

STEAM NIGHT

Science Fair projects are historically due in late Fall. Macfarlane's STEAM Night is held following the school judging to announce the winners moving on to the district finals. This night is a fun night for all as it often includes science presentations and activities for all ages.

OPEN HOUSE

Don't miss this evening opportunity to attend parent seminars, meet your child's teacher, hear PTA updates, and gather important information for your child's school year. Important 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. Open House is only for Parents.

GRANDPARENTS DAY

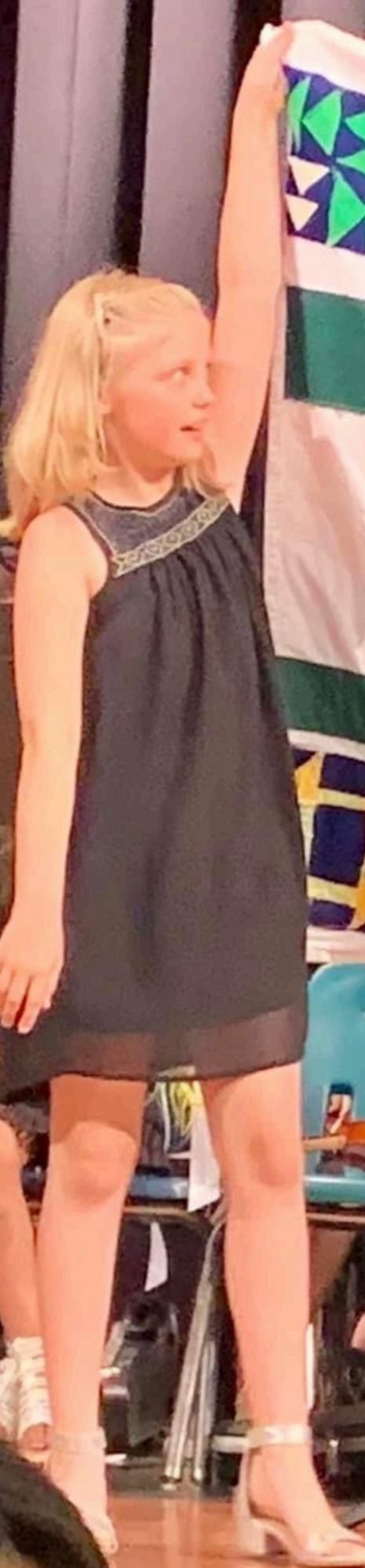
This is a great morning opportunity for grandparents to spend some exclusive time with their grandchildren. Special activities are planned to help provide precious time for grandparents and grandchildren to create memories to be cherished for lifetime. During this event, grandparents are also invited to shop at our Book Fair and attend our International Day of Peace Celebration.

INTERNATIONAL DAY OF PEACE

This celebration is a way to connect students of all ages with people and events globally. It is an 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. Held on our covered courts, parents and guests are encouraged to attend this morning celebration of peace.

ACADEMIC GAMES

This is the first school wide fund raiser 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.



SPECIAL EVENTS AND TRADITIONS

WINTER CARNIVAL

A traditional school carnival sponsored by our PTA where families can enjoy music, food and games. This is an annual evening event where students have the opportunity to show pride in their school and bring family, friends and neighbors for an evening of fall fun. The covered courts and school parking lot are packed with MacFarlane families, teachers, and former students. The Fall Festival is one of the students' favorite!

VETERANS DAY CELEBRATION

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. Parents and guests are welcome to join in our school wide morning program on the covered courts.

PARENT - TEACHER CONFERENCE NIGHTS

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 have ideas or concerns regarding your child.

STUDENT-LED CONFERENCES

Formal conferences, led by the students, where the children are involved in discussing their work and progress with their parents. 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 share 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. Parents are strongly encouraged to attend.

GREAT AMERICAN TEACH-IN

In early November, parents, grandparents and community members are invited to visit our school for an hour or an entire school day to share with students information about their career or hobby. It's a good way to show students where education can take you. If you would like to participate, please contact our school guidance counselor.

HEALTH AND WELLNESS WEEK

This is a great 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!



SPECIAL EVENTS AND TRADITIONS

FIELD DAY

Traditionally held the day before Spring Break, this event is a time when students can let loose and have fun with all their friends at MacFarlane Park across the street. The day consists of each class rotating through various stations run by Coach Roberts, our PTA, and parent volunteers, and is aligned with a service theme that helps others in the community.

TEACHER APPRECIATION WEEK

National PTA has designated the first week in May as a special time to honor the men and women 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.

5TH GRADE PYP EXHIBITION

This 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 a year-long 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.

LITERACY WEEK

Students participate in a different literacy activity each day from Put a Poem in your Pocket to character dress up days. The grand finale is a family Literacy Night that includes activities and workshops centered around our favorite books!

STRINGS/CHORUS CONCERTS

Chorus students bring their best singing voices to school once in the fall and once in the spring for their own mini concerts on the covered courts during these morning assemblies. The chorus students get to show off their singing skills and selected strings students perform the instrumentals. Parents are encouraged to attend. Strings concerts are held in the evening at Jefferson High School in both the fall and spring. Parents are encouraged to attend.

DAY OF EXPRESSION

Our day starts with an art show and a musical concert where students demonstrate what they've been learning in our fine arts program. Parents are welcome to attend these events and then the students participate in a day of expression workshops centered around music, art, language, and movement.



SPECIAL EVENTS AND TRADITIONS

MULTICULTURAL CELEBRATION

This evening event 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 artifacts. Each classroom will feature food, artifacts and student projects relating to a different country. Families are also encouraged to set up booths representing their culture and students will have the opportunity to participate in performances representing their culture.

SPIRIT NIGHTS

This 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.

HISPANIC HERITAGE MONTH CELEBRATION

Organized by many of our Hispanic families and held on our covered courts, this daytime event is a hands-on festival of Hispanic dance, crafts, food tasting, and learning about the Hispanic culture.

DIWALI CELEBRATION

Organized by many of our Indian families and held on our covered courts, this daytime event is a hands-on festival that teaches about this special holiday. All students are welcome to dress in traditional dress for the day as participate in cultural dance, crafts, food tasting and lessons surrounding Diwali.

5TH GRADE CLAP OUT

Held at the end of the last day of school, our entire school community gathers to clap out our 5th grade students as they parade the halls of Macfarlane park one last time. We celebrate their accomplishments during their time at Macfarlane and wish them the best with their transition to middle school.

GRADUATING SENIORS CLAP OUT

Held during the last week of school, this very special tradition at Macfarlane Park invites graduating seniors who attend our school to come back and be celebrated! Similar to the 5th grade clap-out they experienced 7 years before, the school community gathers to celebrate the students as they parade the halls in the cap and gown and march into their future as young adults.



MACFARLANE PARK SCHOOL



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