



Central Park Elementary

a STEM exploration school

1400 Rodd Street, Midland MI 48640
Telephone: (989)923-6836 Fax: (989)923-6876

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

Central Park Elementary School

develops compassionate, inquisitive and action-minded students in partnership with community and home. We embrace the cultural diversity and global perspectives within society. Students strive to take action in hopes to create a better and more peaceful world.



Midland Public Schools
Inspiring Excellence

To Parents and Students,

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

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

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

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

Cordially,

Shannon Blasy
Bridget Hockemeyer
Principals



The school day at Central Park Elementary begins at 8:40 a.m. and dismissal is at 3:40. For the safety of your child, please make sure that he/she does not arrive to school prior to 8:20 whether walking from home or being dropped off by an adult. A bell will ring at that time indicating to students that they may enter the building.

DAILY SCHEDULE – The School Office is open Monday-Friday from 8:00 until 4:00.

| | |
|------|---------------------------------|
| 8:35 | Students may enter the building |
| 8:40 | Morning session begins |
| 3:40 | School dismisses |

Students may enter the building at 8:35 a.m. Students are not to arrive at school before 8:20 a.m. There is NO SUPERVISION for students before these times. All students are to leave the building and school grounds by 3:55 p.m.

ABSENCES FROM SCHOOL

If your child is absent, or will be tardy, please call the school office 923-6836 prior to 9 a.m., or send a note with a brother, sister, or neighbor to be delivered to the absent child's teacher. A voice mail system is in place to record information regarding your child's absence when the office is not open, therefore, you may call the school at anytime.

If a child is absent, and the school has not been notified, we will initiate a phone call to:

1. Home
2. Place of work
3. Other contact name listed on registration form

When calls are made to a parent, we use the information provided at time of registration. Please update the school with new contact information when a change is made. We believe the call-in system increases the safety of our students.

If a student needs to be absent from school for a medical, dental or other personal appointment, or for unusual family needs, the school will honor a request from a parent for up to a MAXIMUM OF FOUR DAYS of pre-excused absence per school year. Pre-excused absences should be arranged through the school office at least one day prior to the anticipated absence. Arrangements for make-up work, 1-4 days, should be made prior to the absence. Pre-excuses should be used judiciously. Pre-excused

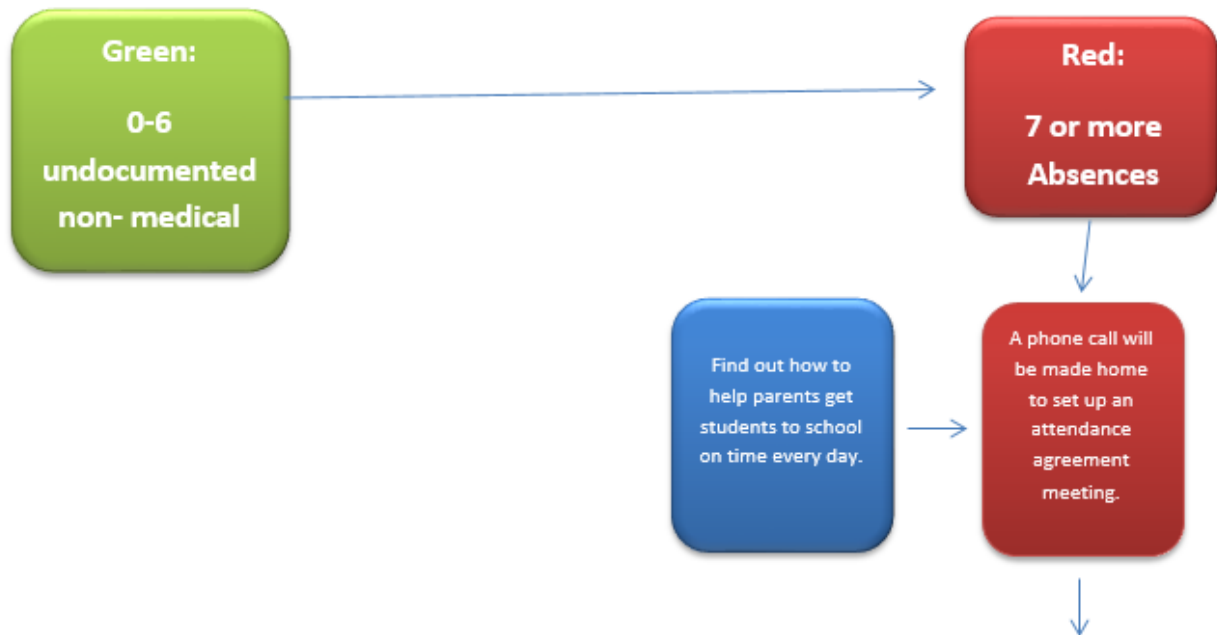
absences will not be given during exam/testing periods, except with special permission from the principal, and only in cases of extreme emergency.

Occasionally a situation might arise and you may find it necessary to have your child excused during school hours. If this should occur, please use the following procedure:

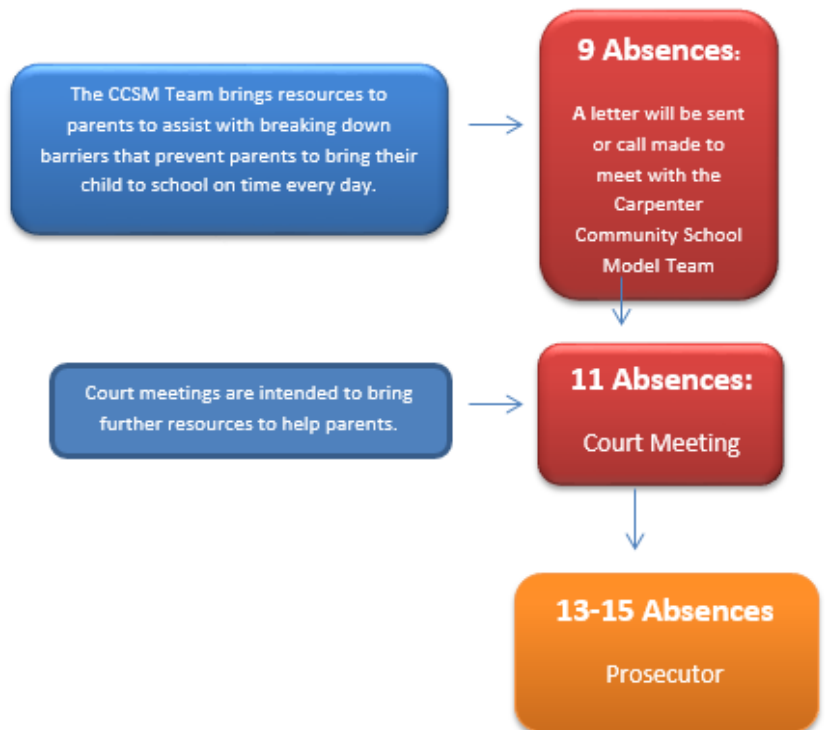
1) Please send a note with your child stating the time he/she is to be released. 2) He/she will be excused by the principal or administrative assistant. 3) Parents are to check in at the office when entering the building to sign their child out of school. 4) Students will be sent to the office for release. A student returning from an illness and has a written request from home will be permitted to remain in the lunchroom at noon rather than participate in outdoor recess. Such permission is granted for only one day following an illness. Additional days may only be granted with a physician's note.

Excessive absences and/or tardies will be addressed by the principal. Please see the following information for our attendance protocol:

Central Park Elementary School Attendance Steps



5 Tardies or Leave Earlys = 1 Absence



State of Michigan
MIDLAND COUNTY PROBATE COURT
FORTY-SECOND CIRCUIT COURT - FAMILY DIVISION

Dorene S. Allen
Presiding Probate & Juvenile Judge

(989) 832-6880 Probate Court
(989) 832-6890 Family Division
(989) 832-6807 Fax



Midland County Courthouse
301 W. Main Street
Midland, Michigan 48640-5183

Juvenile Care Center
3712 E. Ashman St.
Midland, Michigan 48642

(989) 837-6080 Telephone
(989) 837-6094 Fax

A MESSAGE FROM THE MIDLAND COUNTY PROBATE & FAMILY COURT

Re: School Absences & Truancy

Dear Parent:

It has been the goal of the Midland County Probate and Family Court since I took the bench in 2000, to ensure that all children attend school on a consistent basis. Education is the great equalizer and provides opportunities for all of our young people. With that in mind, this will serve as a reminder of the attendance policy per the Court's Truancy Protocol that all schools must follow.

The law states that "every parent, guardian, or other person in this state having control and charge of a child from the age of six to the child's eighteenth birthday, shall send that child to the public schools during the entire school year." To that end, the Midland County Truancy Protocol is a development of a collaborative effort between the Midland County Circuit Court – Family Division, the 75th District Court, the Midland County Prosecuting Attorney's Office, Community Mental Health for Central Michigan, and Midland County public schools.

At 5-7 invalid absences, the school will hold a parent conference and the parent/student will sign an attendance agreement. Interventions and resources are offered. At 7-9 invalid absences, the school contacts the Court and schedules a truancy conference. Interventions and resources are offered as well as an explanation of the Court process. At 9-12 invalid absences, a petition is filed by the school with the Court.

An invalid absence is any absence other than a medical note from a physician, therapist or dentist. This would include vacations and family excused absences.

The goal is to keep kids in school as much as possible to achieve educational success. As a parent, guardian or caretaker of your child, we know that this is your goal, too. We look forward to working together to make school a priority for our children.

Very truly yours,


Dorene S. Allen
Presiding Probate & Family Court Judge

Thank you!

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

BAND/ORCHESTRA

Students in grade 5 meet 2-3 times a week for instruction. Classes may meet before school, during lunch, or after school. Students/parents will be notified by their teachers in September about each program.

BICYCLE USAGE

Parents should determine if a student is responsible enough to ride a bicycle to school. For safety reasons, we ask that parents not allow children in grades K-2 to ride bicycles to school. Students who do ride their bicycles are expected to: 1. Walk their bicycles on the school grounds. 2. Park in an orderly manner at the bike rack. 3. Observe safety rules en route to and from school.

Please supply your child with a helmet and good safety chain and lock. The school is not responsible for lost or damaged bicycles.

BREAKFAST PROGRAM

Central Park Elementary School is eligible for a state-funded Universal Breakfast program that allows all students to be offered a breakfast meal free of charge regardless of meal status. Students eat breakfast together as a start to their school day. Eating breakfast in the classroom has been encouraged and approved by the Michigan Dept. of Education. Breakfast will include pre packaged items such as power bars, goldfish crackers, or string cheese. Each meal includes juice and milk.

BULLYING POLICY (Bullying and Other Aggressive Behavior Toward Students)

It is the policy of the District to provide a safe and nurturing educational environment for all of its students.

This policy protects all students from bullying/aggressive behavior regardless of the subject matter or motivation for such impermissible behavior.

Bullying or other aggressive behavior toward a student, whether by other students, staff, or third parties, including Board members, parents, guests, contractors, vendors, and volunteers, is strictly prohibited. This prohibition includes written, physical, verbal, and psychological abuse, including hazing, gestures, comments, threats, or actions to a student, which cause or threaten to cause bodily harm, reasonable fear for personal safety or personal degradation.

Demonstration of appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment or bullying is expected of administrators, faculty, staff, and volunteers to provide positive examples for student behavior.

This policy applies to all "at school" activities in the District, including activities on school property, in a school vehicle, and those occurring off school property if the student or employee is at any school-sponsored, school-approved or school-related activity or function, such as field trips or athletic events where students are under the school's control, or where an employee is engaged in school business. Misconduct occurring outside of school may also be disciplined if it interferes with the school environment.

NOTIFICATION

Notice of this policy will be **annually** circulated to and posted in conspicuous locations in all school

buildings and departments within the District and discussed with students, as well as incorporated into the teacher, student and parent/guardian handbooks. State and Federal rights posters on discrimination and harassment shall also be posted at each building. All new hires will be required to review and sign off on this policy and the related complaint procedure.

Parents or legal guardians of the alleged victim(s), as well as of the alleged aggressor(s), shall be promptly notified of any complaint or investigation as well as the results of the investigation to the extent consistent with student confidentiality requirements. A record of the time and form of notice or attempts at notice shall be kept in the investigation file.

To the extent appropriate and/or legally permitted, **confidentiality** will be maintained during the investigation process. However, a proper investigation will, in some circumstances, require the disclosure of names and allegations. Further, the appropriate authorities may be notified, depending on the nature of the complaint and/or the results of the investigation.

Implementation

The Superintendent is responsible to implement this policy, and may develop further guidelines, not inconsistent with this policy.

This policy is not intended to and should not be interpreted to interfere with legitimate free speech rights of any individual. However, the District reserves the right and responsibility to maintain a safe environment for students, conducive to learning and other legitimate objectives of the school program.

PROCEDURE

Any student who believes s/he has been or is the victim of bullying, hazing, or other aggressive behavior should immediately report the situation to the Principal or assistant principal. The student may also report concerns to a teacher or counselor who will be responsible for notifying the appropriate administrator or Board official. Complaints against the building principal should be filed with the Superintendent. Complaints against the superintendent should be filed with the Board President.

Every student is encouraged, and every staff member is required, to report any situation that they believe to be aggressive behavior directed toward a student. Reports shall be made to those identified above. Reports may be made anonymously, but formal disciplinary action may not be taken solely on the basis of an anonymous report.

The Principal (or other administrator as designated) shall promptly investigate and document all complaints about bullying, aggressive or other behavior that may violate this policy. The investigation must be completed as promptly as the circumstances permit after a report or complaint is made.

If the investigation finds an instance of bullying or aggressive behavior has occurred, it will result in prompt and appropriate remedial action. This may include up to expulsion for students, up to discharge for employees, exclusion for parents, guests, volunteers and contractors, and removal from any official position and/or a request to resign for Board members. Individuals may also be referred to law enforcement or other appropriate officials.

The individual responsible for conducting the investigation shall document all reported incidents and report all verified incidents of bullying, aggressive or other prohibited behavior, as well as any remedial action taken, including disciplinary actions and referrals, to the Superintendent. The Superintendent shall submit a compiled report to the Board on an annual basis.

Non-Retaliation/False Reports

Retaliation or false allegations against any person who reports, is thought to have reported, files a complaint, participates in an investigation or inquiry concerning allegations of bullying or aggressive behavior (as a witness or otherwise), or is the target of the bullying or aggressive behavior being investigated, is prohibited and will not be tolerated. Such retaliation shall be considered a serious violation of Board policy, independent of whether a complaint of bullying is substantiated. Suspected retaliation should be reported in the same manner as bullying/aggressive behavior.

Making intentionally false reports about bullying/aggressive behavior for the purpose of getting someone in trouble is similarly prohibited and will not be tolerated. Retaliation and intentionally false reports may result in disciplinary action as indicated above.

CELL PHONES

We ask that parents and students **refrain from using cell phones in the school building**. For additional policy information please refer to the Guidelines for Acceptable Use of Telecommunication and Technology in the Midland Public Schools Policy Handbook at www.midlandps.org.

CODE OF STUDENT CONDUCT

The Midland Public Schools Code of Student Conduct (briefly) “identifies categories of misconduct, defines the conditions under which students may be suspended or expelled, and specifies the procedural due process safeguards which will be utilized.” Some of the forms of misconduct which could result in suspension are health and hygiene, demonstration or disturbance, gang activity, obscenity and indecency, threatening communications, misuse of electronic devices (pagers, etc.), fighting, truancy, forgery, stealing, extortion, smoking, use or possession of drugs, alcohol or tobacco, criminal sexual conduct, sexual harassment, technology misuse, vandalism, arson, bomb threats, possession of weapons, disruptive behavior, gross misbehavior or open defiance. **The Code of Student Conduct applies to all school sponsored events, whenever or wherever they are held.**

COMMUNICATION PROTOCOL WITH SCHOOL

Parents may call the school between the hours of 8:00 AM and 4:00 PM or leave a voicemail during non-office hours. The Central Park Elementary School phone number is 923-6846. Teachers are generally available to answer phone calls from 8:00-8:20 and from 3:45-4:00.

If you wish to visit your child’s classroom, or desire to pick up your child during school hours, please check in at the office before visiting the classroom.

In order to facilitate questions or concerns by staff, students, parents, and community members, the following protocol is recommended:

1. If a question or concern arises regarding a building **personnel matter**, the contact source for each building is the **building principal**.
2. If a question or concern arises regarding a **classroom issue**, the **teacher** in that classroom is first contact source. Any initial discussion on an issue should be with the classroom teacher. If further discussion is needed, contact the building principal.
3. In the event that the issue cannot be resolved at the building level, the building principal will contact Director of Administrative Services for further discussion or action.

The Director of Administrative Services may redirect the issue to another director as appropriate

for resolution. This may include referral to a manager or coordinator in conjunction with the director.

The Director of Administrative Services will also be the contact source for the Superintendent of Schools.

4. If a classroom or building issue from a parent or community member is initiated outside the building level, it should be referred to the **building principal** for resolution or for appropriate referral either within the building or to Central Administration.
5. As a general rule, the **principal is the primary contact source for building issues** and the **Director of Administrative Services is the primary contact source for district issues**. Appropriate referrals to other personnel can be made through these sources.

COMPUTER USE

Central Park Elementary provides 1 to 1 technology for each student at the school. The devices will be use for individualized learning, collaborative work with classmates, adaptive learning Dreambox mathematic lessons and teacher directed lessons.

COMMUNICABLE DISEASE

Parents must notify the school and the Midland County Health Department (832-6665) when a child has a contagious disease. Immediate warning permits the school to promptly notify parents whose children may have been exposed so that preventive measures can be taken.

Head Lice:

A parent will be contacted if any student is found to have live lice (or nits within one quarter inch of the scalp). Immediate treatment at home is advised. The student will be readmitted to school after treatment and examination. If, upon examination, the school-designated personnel find no live lice on the child, the child may re enter the school. A parent must accompany the student when returning to school and remain at school while the student is examined by office personnel.

CRIME-FREE SCHOOLS POLICY

As Amended by the 1999 Safe Schools Legislation and the 2000 Revised School Code

The Midland Public Schools complies with all state and federal legislation regarding the maintenance of a safe environment at school, specifically involving K-12 students who possess firearms or other dangerous weapons, who commit criminal sexual conduct, arson, physical or verbal assault, or who make bomb threats or similar threats.

Definitions:

- A dangerous weapon is defined as a firearm, dagger, dirk, stiletto, knife with a blade over three inches in length, a pocket knife opened by a mechanical device, iron bar, brass knuckles or any other instrument tending to cause great bodily harm when used in its intended manner.

- A firearm means any weapon (including a starter gun) which will expel a projectile by the action of an explosive; the frame or receiver of any such weapon; any firearm muffler or silencer; or any destructive device. It does not include an antique firearm.

- A destructive device means any explosive, incendiary, poison gas, bomb, grenade, rocket having a propellant charge of more than one-quarter ounce, mine, or similar device; which will expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than one-half inch in diameter; and any combination of parts either designed or intended for use in converting any

device into any destructive device described above and from which a destructive device may be readily assembled. It does not include any device that is intended to be used solely for sporting, recreational, or cultural purposes. Class C common fireworks are also not included.

- Arson is defined as used in the penal code, MCL§750.71 through 750.80. It includes burning dwellings, real property, personal property, insured property, woods, grounds, or mines. Burn means not only setting fire to any of the above, but also doing any act which results in the starting of a fire or aiding, counseling, inducing, persuading, or procuring another to do such acts.

- Criminal Sexual Conduct is defined as used in the penal code, MCL§750.520 b-e and g. It includes first through fourth degree criminal sexual conduct and assault with intent to commit criminal sexual conduct.

- Physical assault means intentionally causing or attempting to cause physical harm to another through force or violence.

- Verbal assault means an oral or written threat of an immediate harmful or offensive touching, coupled with an apparent immediate ability to commit same, and which puts a person in a reasonable apprehension of such a touching; or, the use of offensive language directed at a person, where such language is likely to provoke a reasonable person to physical violence.

- At school means in a classroom, elsewhere on school premises, on a school bus or other school-related vehicle, or at a school-sponsored activity or event whether or not it is held on school premises.

- School property includes school buildings, school grounds, and school buses or similar vehicles.

Mandatory Expulsions:

A student who possesses a firearm or other dangerous weapon on school property may be permanently expelled from Midland Public Schools, subject to reinstatement according to the procedures as set forth below, unless the student can establish one of the following in a clear and convincing manner:

- The object or instrument possessed by the pupil was neither possessed for use as a weapon, nor for delivery to another person for use as a weapon.

- The weapon was not knowingly possessed by the pupil.

- The pupil did not know or have reason to know that the object or instrument possessed by the pupil constituted a dangerous weapon.

- The weapon was possessed by the pupil at the suggestion, direction, request or with the permission of school or police authorities.

- A student who possesses a dangerous weapon on school property as defined by the Revised School Code of the State of Michigan (2000) and/or as amended by the 1999 Safe Schools Legislation will be permanently expelled from all public schools in Michigan, subject to reinstatement according to the same procedures as listed above.

A student who commits criminal sexual conduct or arson on school property must be permanently expelled from all public schools in Michigan, subject to reinstatement according to the procedures set forth below.

A pupil in grade 6 and above who commits a physical assault at school against a person employed by the school or engaged as a volunteer shall be permanently expelled from all public schools in Michigan, subject to reinstatement according to the procedures set forth below.

A pupil in grade 6 and above who commits a physical assault against another student, shall be suspended or expelled for up to 180 school days. A pupil in grade 6 or above who commits a verbal assault against a person employed by the school or engaged as a volunteer or who makes a bomb threat or similar threat directed at a school building, other school property, or a school-related event shall be suspended or expelled for a period of time as determined at the discretion of the Board of Education or superintendent. A student suspended or expelled under this provision has a right to reinstatement following the period of expulsion. The parent or legal guardian does not have to apply for the student's reinstatement. Other school districts in Michigan may accept a student suspended or expelled under this provision during the period of expulsion, but they are not required to do so.

All procedures detailed in the district Code of Student Conduct regarding expulsion and suspension will be followed. Only the Board of Education can permanently expel a student or can reinstate a student

who has been permanently expelled. The superintendent may suspend or expel a student for up to 180 days without Board action or approval. If a student is expelled or suspended pursuant to this policy, that fact shall be entered on the student's permanent education record.

In compliance with the statewide school safety information policy, the school district will report all offenses of these kinds to the appropriate law enforcement agency. In addition, within three (3) days of the date of expulsion, the district will make a referral to the appropriate county department of social services or county community mental health agency, and notify the student's parents or, if the student is age 18 or older or is an emancipated minor, notify the student of the referral.

The school district is not required to but may operate or participate cooperatively to operate an alternative education program or strict discipline academy for individual students who are expelled. Such a program will ensure that expelled students are physically separated at all times during the school day from the general pupil population. The district is not required to but may provide appropriate instructional services to an expelled student at the student's home. This would be similar to the services provided to homebound or hospitalized students.

It is the responsibility of the parent or legal guardian of a student who has been expelled to locate a suitable alternative educational program and to enroll the student in such a program during the expulsion.

Reinstatement Procedures:

The parent or legal guardian of a student who was enrolled in grade 5 and below at the time of an expulsion for possessing a firearm or threatening another person with a dangerous weapon may initiate a petition for reinstatement at any time after the expiration of sixty (60) school days after the date of expulsion. The student cannot be reinstated before the expiration of ninety (90) school days after the date of expulsion.

The parent or legal guardian of a student who was enrolled in grade 5 and below at the time of an expulsion for a reason other than possessing a firearm or threatening another person with a dangerous weapon may initiate a petition for reinstatement at any time. The student shall not be reinstated before the expiration of ten (10) school days after the date of expulsion.

The parent or legal guardian of a student who was enrolled in grade 6 and above at the time of expulsion for possession of a firearm or dangerous weapon, arson, criminal sexual conduct, or physical assault against an employee or volunteer may initiate a petition for reinstatement at any time after the expiration of one hundred fifty (150) school days after the date of expulsion. A student in grade 6 and above cannot be reinstated before the expiration of one hundred eighty (180) school days after the date of expulsion.

A student in grade 6 and above who was expelled for physical assault against another student, verbal assault against an employee or volunteer, or bomb threat or similar threat is automatically reinstated at the end of his or her period of expulsion. It is not necessary for the student and parent or guardian to petition for reinstatement. The district may request a conference with the student and parent or guardian before the student is readmitted to school so that plans can be made for a smooth transition back into the school setting.

It is the responsibility of the parent or legal guardian or, if the individual is at least age 18 or is an emancipated minor, of the individual to prepare and submit a petition for reinstatement. The State Department of Education is required by law to develop and distribute to all school districts a form for petitions for reinstatement. The school district is required to make this form available, but the school board is not required to provide any assistance in preparing the petition. Upon request by a parent or legal guardian or, if the individual is at least age 18 or is an emancipated minor, by the individual, the school board shall make available the form for the petition.

No later than ten school days after a petition for reinstatement is filed, the Board of Education will appoint

a committee to review the petition and any additional information supplied by both the petitioner and school personnel. The committee will consist of two school board members, one school administrator, one teacher, and one parent of a pupil in the school district. The district superintendent may prepare and submit information concerning the circumstances of the expulsion and any factors mitigating for or against reinstatement.

No later than ten school days after the committee is appointed, it will meet, review all information, and submit a recommendation to the board. In all reinstatement situations other than those that are automatic as dictated by statute, the recommendation shall be for unconditional reinstatement, for conditional reinstatement, or against reinstatement, and shall be accompanied by an explanation of the reasons for the recommendation and of any recommended conditions for reinstatement. The recommendation shall be based on consideration of all of the following factors:

- The extent to which reinstatement of the individual would create a risk of harm to pupils or school personnel.
- The extent to which reinstatement of the individual would create a risk of school district or individual liability for the school board or school district personnel.
- The age and maturity of the individual.
- The individual's school record before the incident that caused the expulsion.
- The individual's attitude concerning the incident that caused the expulsion.
- The individual's behavior since the expulsion and the prospects for remediation of the individual.
- If the petition was filed by a parent or legal guardian, the degree of cooperation and support that has been provided by the parent or legal guardian and that can be expected if the individual is reinstated, including, but not limited to, receptiveness toward possible conditions placed on the reinstatement.

At the next regularly-scheduled board meeting after receiving the committee's recommendation, the board will make a decision to unconditionally reinstate the individual, conditionally reinstate the individual, or deny reinstatement of the individual. The decision of the board shall be final.

The board may require the student and his or her parent or legal guardian to agree in writing to specific conditions before reinstating the individual in a conditional reinstatement. The conditions may include, but are not limited to, the agreement to a behavior contract, which may involve the individual, parent or legal guardian, and an outside agency; participation in or completion of an anger management program or other appropriate counseling; periodic progress reviews; and specified immediate consequences for failure to abide by a condition. The petitioner also may include proposed conditions in a petition for reinstatement.

If the board denies a petition for reinstatement, the parent or legal guardian or, if the student is at least age 18 or is an emancipated minor, the student may petition another school board for enrollment in the other school district.

The board or school administrator who complies with the state law regarding expulsions is not liable for damages for expelling a student.

Adopted for inclusion in How Midland Schools Work by the Midland Board of Education on November 14, 1994, for implementation January 1, 1995. **REVISED and ADOPTED by the Board of Education on September 25, 2000.**

NOTHING IN THIS POLICY SHALL DIMINISH THE DUE PROCESS RIGHTS UNDER FEDERAL LAW OF A PUPIL WHO HAS BEEN DETERMINED TO BE ELIGIBLE FOR SPECIAL EDUCATION PROGRAMS AND SERVICES. SPECIAL EDUCATION STUDENTS ARE ONLY SUBJECT TO AND THE REGULATIONS PROMULGATED THEREUNDER. DISCIPLINE CONSISTENT WITH THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA) AND THE REGULATIONS PROMULGATED THEREUNDER.

CRISIS COMMUNICATION PLAN

The Midland Public Schools has a written "Crisis Communication Plan" that each building uses for a number of emergencies. Our building has a crisis management team that meets throughout the year to review our plan.

CURRICULUM

The curriculum at Central Park Elementary School consists of reading, writing, mathematics, language arts, social studies, science, spelling and technology. In addition, there are auxiliary classes in music, Spanish, physical education, art, and library.

DRESS CODE

Students are expected to use good judgment in the selection of their clothing. Proper attire is expected at all times. Tops including halter and spaghetti strap styles, or with midriff showing and clothing that endorses drugs, alcohol, tobacco, violence, offensive language, etc. are unacceptable. Shorts and skirts should be an appropriate length and hats are to be removed in the building unless there is a special day designated by the school staff. Students should refrain from wearing make-up (eye shadow, mascara, etc.)

EMERGENCY CONTACT INFORMATION

Parents should update emergency contact information at the beginning of each year. Information for each family consisting of address, parent's name(s), place of employment, home and work telephone numbers, and another emergency contact is requested. This information enables us to contact the parent(s) in case of illness or injury. This information is kept confidential. We ask parents to keep us informed of any changes so that our information will always be current.

EMERGENCY WEATHER CLOSING

The decision to dismiss school for severe storm conditions rests with the Superintendent of Schools. Parents are asked to listen closely to the local radio station (WMPX -1490 AM) or MPS channel 98 (Charter Communications) for special announcements. Midland Public Schools also has a school closing hotline that you may call at any time (923-7669) or use the website: midlandps.org. Advise your child about where to go and what to do in the event you are not at home.

EXTRA CURRICULAR ACTIVITIES

All students, depending on their grade level, may participate in the following activities:

- Annual City-Wide Track Meet (4th & 5th grade)
- Battle of the Books through the Grace A. Dow Library (4th & 5th grade)
- Instrumental Music (5th grade)
- Safety Patrol (4th & 5th grade)
- School Choir (5th grade)

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

The Family Educational Rights and Privacy Act ("FERPA") affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records.

These rights are outlined below:

1. The right to inspect and review the student's education records within 45 days of the day that Midland Public Schools receives a request for access. Parents or eligible students should submit to the school principal a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading. Parents or eligible students may ask Midland Public Schools to amend a record that they believe is inaccurate or misleading. They should write the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If Midland Public Schools decides not to amend the record as requested by the parent or eligible student, Midland Public Schools will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by Midland Public Schools as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom Midland Public Schools has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, Midland Public Schools discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.
4. The right to refuse to permit Midland Public Schools to designate certain personally identifiable information about the student as directory information which is not subject to the above restrictions on disclosure. Midland Public Schools may within its discretion release some or all directory information as it determines is appropriate. Midland Public Schools has designated the following information about a student as directory information: name, address, telephone listing, e-mail address, date and place of birth, major field of study, year in school, class schedules, class rosters, participation in officially recognized activities and athletics, weight and height of members of athletic teams, photographs, dates of attendance, diplomas received, awards received, and the name of the last previous school attended by the student, and other similar information which would not generally be considered harmful to a student, or an invasion of privacy if disclosed. If a parent or eligible student does not wish to have the student's information designated as directory information and disclosed, the parent or eligible student must request and complete a Request to Prevent Disclosure of Directory Information form from the school principal and submit the completed form to the school principal no later than the 15th day of a school year. Please note that a request to block the designation of information as directory information will apply to all categories listed above and to all requests for directory information from within and outside the Midland Public Schools community. This notification will remain in effect until the parent or eligible student informs the school principal in writing to remove the block to designation and disclosure.
5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Midland Public Schools to comply with the requirements of FERPA. To contact the Office that administers FERPA: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-4605

FIELD TRIP PERMISSION

Part of our work with the children consists of acquainting them with their own community. They need to make nature observations and visit places of historical interest and community services. To be able to furnish these various experiences for our students, it is necessary to take them away from the school premises.

You will be asked to fill out a permission form at registration time granting permission for your child to take part in these experiences.

You will be notified in advance by a note from your child's teacher when and where a specific field trip will be taken by the class. Teachers will have access to student information with them on each field trip.

GUIDELINES FOR USE OF THE INTERNET

I. Safety - Children's Internet Protection Act (CIPA)

- A. All Midland Public Schools students will access the internet through an appropriate filter that blocks objectionable (inappropriate and harmful) material. Objectionable material is defined as any visual depiction of obscenity, pornography, or other depictions not appropriate for viewing by elementary school students. The filter is set to automatically block these kinds of web pages. Sites that advocate antisocial behavior will also be blocked to the extent possible. An appeal process is provided for staff and students who believe specific sites are inappropriately filtered or not filtered. The appeal process is outlined below. Midland Public Schools staff members have the option of using the filter or turning it off for greater research flexibility. Neither staff members nor students will access pornographic material regardless of whether or not the filter is used.
- B. The safety and security of Midland Public School students is of utmost importance. It is expected that students will never give personal information to a stranger by way of email, chat rooms, or other forms of electronic communications. Electronic mail accounts will be given to students only when a parent or guardian signs the Acceptable Use Guidelines form indicating they have read, understand, and are willing to abide by these provisions. Chat rooms and message boards will be blocked to the extent possible through the district's filtering hardware and software. Teachers may request appropriate chat areas to be unblocked for educational purposes a minimum of one week before students are to use this resource.
- C. Unauthorized access to the Midland Public Schools network is strictly prohibited. Any use of the network for hacking or unlawful activities is strictly prohibited.
- D. Disclosure, use, and dissemination of personal identification information regarding minors is strictly prohibited by any student or Midland Public Schools staff member without prior permission by the Director of Human Resources.

II. Content

- A. Ultimate responsibility for a school website's content lies with the building principal or designee. He or she will be identified on the home page of the website with the title of "Webmaster" or "Web Advisor" and an email link will be provided for comments, questions, or feedback.
- B. A "Media Release Form" will be distributed upon a student's initial entry to a Midland Public School. Parents or guardians will have the opportunity to prohibit the publishing of a student's name and photograph. If student information is

used on a website, ONLY the name, grade level and photograph may be published. (No addresses, phone numbers or other personal information may be published.)

- C. The web developer and/or a Midland Public Schools staff member may determine that a link to an external website or web page may be beneficial for curriculum purposes or other appropriate situation. Any Midland Public School website containing a link or links to external pages or sites will include this disclaimer on the site's home page: *"A link to an external site does not in any way constitute a district endorsement of its content."*D. Appeals:
1. In case of a disagreement regarding web content between the principal and the party requesting a posting, the principal may elect to appoint a review panel of three staff members to provide advice on the following topics:
 - relevancy and appropriateness of posting content
 - size/space requirements of the proposed material
 - other issues regarding a proposed posting
 2. Parties who are dissatisfied with the final decision of the principal and/or the building review panel may appeal to the Technology Steering Committee. Technology Steering Committee members will make a recommendation regarding the appeal to the superintendent or designee, who will then make a final ruling.
 3. If a staff member or student believes a website to be inappropriately filtered or not filtered, he or she should send an email or hard copy note to the Coordinator of Instructional Media and Technology with the internet address (URL) of the site and the rationale for blocking or unblocking the site for students. If the Coordinator of Instructional Media and Technology concurs with the staff member or student that a website is clearly appropriate or clearly inappropriate for students, then a change will be made in the filter to allow or disallow viewing of the site. If it is not readily apparent whether a site is or is not appropriate for elementary school students, a committee will decide whether or not to block the site. The committee will be composed of the Director of Curriculum and Staff Development, the Coordinator of Instructional Media and Technology, a principal, a media specialist, and a classroom teacher.
 4. Internet guidelines will be reviewed periodically by the Technology Steering Committee. Changes and improvements will be made as required.

III. Development

- A. All websites representing the Midland Public Schools will be hosted on the Midland Public Schools' web server and will be part of the Midland Public Schools' internet domain (mps.k12.mi.us)
- B. A school or staff website may be developed by a Midland Public Schools staff member (principal, teacher, paraprofessional, BTIL, media specialist, etc.) or a volunteer (student, parent, or community member).
If the webmaster is a volunteer, the principal or a designee will be assigned to serve as a contact person between the school and the volunteer. Midland Public Schools' Guidelines for Technology Volunteers must be observed.
- C. The webmaster will develop and build the website privately, whether in a "test" folder on the Midland Public Schools server or on another site with a private URL. After approval is received from the building principal or designee, the site may be uploaded to the district server at the district designated URL.
- D. All MPS websites should be monitored and updated regularly.

HOMEWORK

The primary grades do not require any regular homework. The teacher will encourage and expect additional math and reading practice. All students who receive a homework assignment are expected to complete that assignment with a high level of accuracy and neatness. All homework assignments are expected to be turned in by the appointed deadline.

ILLNESS AND INJURY AT SCHOOL

When a child becomes ill during school, the parents will be contacted. If parents cannot be reached, we will telephone the person indicated as an emergency contact. For your child's protection and the protection of others, please keep your child home if there is a fever (100 degrees or higher), sore throat/chronic cough, rash, upset stomach, diarrhea, nausea or vomiting, bad cold, earache, or parasites (ringworm, lice, nits, mites). Please do not allow your child to return to school until he has been fever free for 24 hours.

If a serious injury occurs at school, the parents will be contacted. When an accident report is relevant it will be filed and sent to parents within 48 hours.

IMMUNIZATION

Michigan law does require these immunizations: THREE oral polio; FOUR diphtheria, pertussis, tetanus (DPT); THREE hepatitis B; TWO varicella (chicken pox); and TWO measles, mumps, and rubella (MMR). If your child has not had these immunizations, you are urged to contact your private physician or the Midland County Health Department.

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

In addition, the parent or guardian of each enrolling child shall submit one of the three following statements:

- A. A statement signed by a district, county, or city health department director stating that the child has received the department of public health preschool vision and hearing tests.
- B. A statement by a licensed medical or osteopathic physician, a licensed optometrist indicating that the child has been screened for vision and hearing problems during the preschool years after age 3 and prior to initial entrance.
- C. A statement signed by the parent or guardian to the effect that the child cannot be submitted to such tests because of religious convictions.

Questions regarding this policy should be directed to the Midland County Health Department.

INTEGRATED PEST MANAGEMENT PROGRAM

Integrated Pest Management (IPM) is an environmentally sensitive approach to pest management that incorporates many common-sense practices. It is designed to manage pest problems using the most economical means with the least possible hazard to people, property and the environment. An effective IPM program takes advantage of all pest management options possible including the judicious use of pesticides.

The Midland Public Schools will conduct monthly inspections of all of its facilities in cooperation with Orkin

Commercial Services. IPM procedures will determine when to control pests and whether to use mechanical, chemical, or biological means. Records will be kept on site documenting pest sightings and the applications of any necessary pesticides. The decision to use a pesticide will be based on a review of all other available options and a determination that these options are not acceptable or are not feasible. Any pesticide application will be conducted by licensed technicians following all federal and state safety guidelines.

A copy of the Pest Management Plan and service schedule is available for inspection by the public along with a copy of the current Material Safety Data Sheet for each pesticide product which may be used on school property. Any parent who would like to be notified prior to a pesticide application for their child's school may submit their request in writing to the Director of Human Resources and Operations at the address listed below. Questions regarding the Midland Public Schools IPM program are welcomed and may be directed to the following:

Mr. Mike Moeggenberg, Director of Facilities and Operations
Midland Public Schools
600 E. Carpenter St.
Midland, MI 48640
(989)923-5035

INTRODUCTION TO THE PRIMARY YEARS PROGRAMME (PYP)

Introduction to the Primary Years Programme (PYP)

As an authorized International Baccalaureate (IB) World School, Central Park is part of a growing global community of schools offering the Primary Years Programme (PYP). This status provides us with access to the support and resources provided by the IB. It also connects Central Park to the IB community of schools around the world. We are committed to a transdisciplinary approach to learning with inquiry as the vehicle. Six transdisciplinary themes provide the framework for exploration and construction of knowledge. Teachers and students are guided by these transdisciplinary themes as they design units of inquiry for exploration and study. Through this process, students develop an understanding of important concepts, acquire essential skills and knowledge, develop particular attitudes and learn to take socially responsible action. At Central Park, the curriculum consists of a concept-based Programme of Inquiry as well as subject-specific learning outcomes. The PYP written curriculum is planned and used in a developmentally appropriate manner; it takes into account what students should learn and be able to do on the basis of what is best for their development in the long term, rather than simply on the basis of what works in the short term. Students' needs, interests, and competencies are considered throughout the planning of each Unit of Inquiry. Through careful planning, observation and assessment by teachers, the learning environment is structured to nurture and support the development of each student. Time is given to think, discuss, reflect, revise, and assimilate information gained through each unit. Our role as educators is to challenge and extend the students; to take them to places they might not have gone themselves, helping them to develop their skills and deepen their knowledge along the way.

Mission

The International Baccalaureate® (IB) is more than its educational programmes and certificates. At its heart it is motivated by a mission to create a better world through education. IB values its hard earned reputation for quality, for high standards and for pedagogical leadership. IB achieves its goals by working with partners and by actively involving stakeholders, particularly teachers. IB promotes intercultural understanding and respect, not as an alternative to a sense of cultural and national identity, but as an essential part of life in the 21st century.

The IB mission statement:

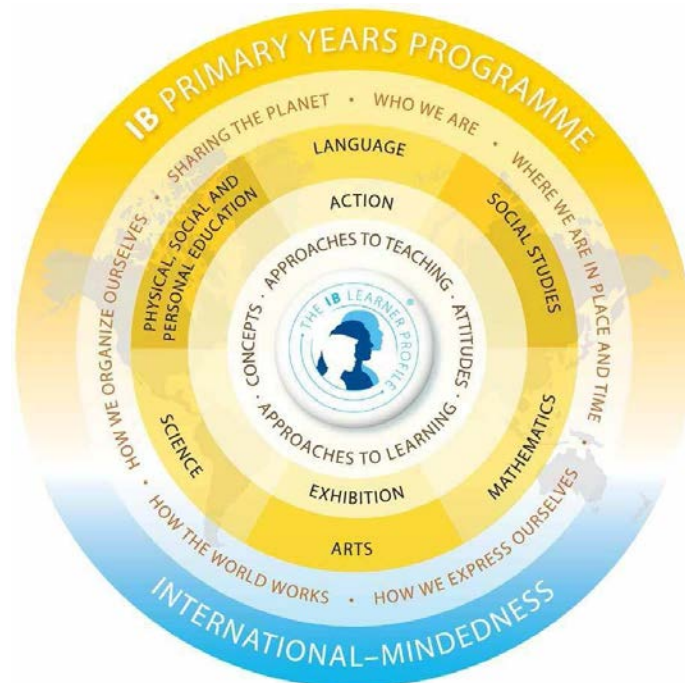
The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people

who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right. ©International Baccalaureate Organization

The International Baccalaureate Primary Years Programme

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

The Programme Model ©International Baccalaureate Organization



The International Baccalaureate Philosophy

The International Baccalaureate Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. At the heart of the PYP is the Learner Profile. It consists of a set of attributes determined to be essential in creating positive, productive, and internationally minded citizens of the world.

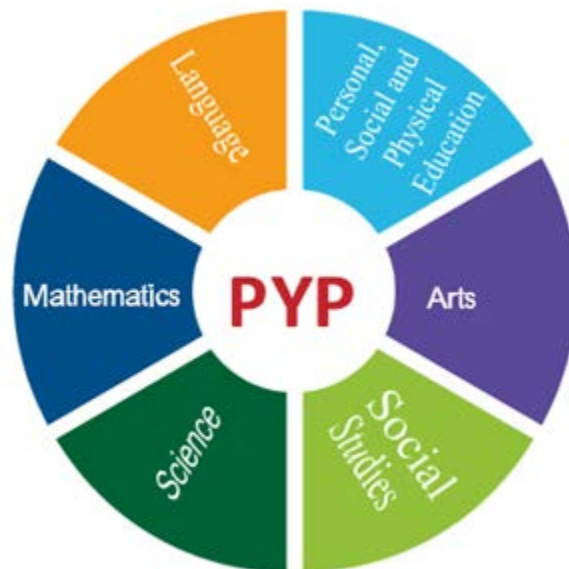
The attributes and descriptors of the Learner Profile define the type of learner we hope to develop through the Primary Years Programme. ©International Baccalaureate Organization.

IB learners are:

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

Essential Elements of the PYP

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



Units of Inquiry

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

| | | | | | |
|------------|--------------------------------------|--------------------------------|------------------------|---------------------------------|-----------------------|
| Who we are | Where we are in place and time | How we express ourselves | How the world works | How we organize ourselves | Sharing the planet |
|------------|--------------------------------------|--------------------------------|------------------------|---------------------------------|-----------------------|

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

At Central Park,

We ask questions through key concepts.

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

- **Form:** What is it like? (Features, categories, structure)
- **Function:** How does it work? (Behavior, operations, system, role)
- **Causation:** Why is it like it is? (Consequences, sequence, impact)
- **Change:** How is it changing? (Adaptation, cycles)
- **Connection:** How is it connected to other things? (Relationships, networks)
- **Perspective:** What are the points of view? (Fact, opinion, bias, empathy)
- **Responsibility:** What is our responsibility? (Rights, duty, citizenship, justice)
- **Reflection:** How do we know? (Reason, thinking about our thinking)

We study central ideas.

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

A central idea must meet the following criteria:

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

We develop positive attitudes.

In addition to teaching important concepts/knowledge/skills, we believe it is important to foster in

students positive attitudes towards people, the environment, and learning. At Central Park, we integrate and promote the following attitudes into our daily instruction:

- **Appreciation** – Seeing and being thankful for the wonder and beauty of our world. Commitment – Being responsible for learning, showing self-discipline, and perseverance. Sticking with a difficult task until it is completed.
- **Confidence** – Knowing I can do it! Having courage to take risks, using what I have learned, and making good choices.
- **Cooperation** – Working with others and being willing to lead or follow as needed.
- **Creativity** – Using my imagination while thinking and doing things.
- **Curiosity** – Being eager to learn and ask questions about our world and its people.
- **Empathy** – Being able to put myself in someone else's place in order to understand her or him.
- **Enthusiasm** – Being excited about learning and life.
- **Independence** – Thinking and acting on my own.
- **Integrity** – Being fair and honest.
- **Respect** – Showing that I care for others, our world, and myself.
- **Tolerance** – Understanding, appreciating, and celebrating differences in each other.

We learn transdisciplinary skills.

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

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

We take ACTION about what we are learning.

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

We have an Assessment Policy.

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

We believe the purpose of an assessment policy is to:

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

Effective assessment components allow:

- students to be an active part of the learning process through reflection and the demonstration of understanding.
- teachers to collaboratively assess what the student can do and to what level of proficiency/expertise.
- measurement of the application of targeted knowledge rather than the mere recall of facts.
- measurement of growth over time through the use of a portfolio system.
- active reflection on the part of the student and teacher, including self and peer evaluation.

- individual needs to be met.
- students, teachers, parents, and administrators access to information for continuous improvement in curriculum, instruction, meaningful work, and assessment tasks.
- goal setting for students, teachers and administrators.
- reflection and assessment of growth of the Learner Profile attributes by both teachers and students.
- students and teachers to utilize and assess understanding of the five essential elements of the PYP (knowledge, skills, concepts, attitudes and action) when engaged in the Units of Inquiry.

For successful citizenship in the 21st Century, Central Park students must develop broad-based knowledge through conceptual understanding, diverse skills, personal attributes and perspective leading to action. Individually, each is an important element of our instructional program and collectively these elements are essential to the IB-PYP curriculum framework, providing students with both a richness and depth of learning. Our assessment beliefs are based upon the understanding that we have a responsibility to assess, evaluate, and provide consistent and continual feedback as students develop and apply these elements through learning experiences and in daily life. Assessment is ongoing, authentic, varied and purposeful. It is a collaborative and informative process that involves students, teachers, parents and the greater learning community. Instructional and curricular decision-making is driven by our assessments.

The entire Assessment Policy is available at <https://new.midlandps.org/pages/district/international-baccalaureate/ib-pyp-policies/>.

We have a Language Policy.

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

The entire Language Policy is available at: <https://new.midlandps.org/pages/district/international-baccalaureate/ib-pyp-policies/>.

We offer Spanish.

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

We use Essential Agreements.

Each teacher, along with their students, create Essential Agreements on acceptable classroom behavior according to what works for the class (dependent on age, developmental appropriateness, etc.). Essential Agreements may also be found in the school's common areas and are created with input from both students and teachers. Additionally students, staff, and teachers use the IB-PYP Learner Profile Attributes and Attitudes to address behavior issues. Teachers and staff talk with students about how these Learner Profile Attributes and Attitudes can be used as problem solving tools. Students have many opportunities to discuss their actions and behaviors.

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

LUNCH ASSISTANCE

The Midland Public Schools provides meals every full day of instruction. Students may be able to get meals free or at a reduced price. If you now get food stamps or Family Independence Agency (FIA) for your child, that child may receive free meals. If your total household income is the same or less than the amounts listed on the Income Chart (available at the school office), you may apply for reduced or free meals. Applications may be completed online at the MPS website or parents may request a copy in the school office. Please note that parents must receive written approval before students can begin receiving free or reduced meals. All meals prior to the written notification are the responsibility of the parent.

LUNCH PROGRAM

Adult supervision is provided in the lunchroom and on the playground. Lunches purchased and eaten will be recorded daily. If you have a question regarding your child's school lunch credit, you are encouraged to call the school office and or Chartwell Food Service at 923-5062.

Children may bring their own lunch; they may bring their lunch and order milk; or they may order a school lunch, which includes milk. When ordering a school lunch they are given two meal choices each day. In order to facilitate the buying of milk and lunches, parents should send milk and lunch money on Monday morning (or the first day of that week) in an envelope which states your child's name, teacher's name, lunches and/or milk ordered, and the total amount enclosed on the cover of the envelope. Checks should be made payable to Central Park Elementary School. The lunch cost is \$2.50 per meal or \$.60 for ala carte milk. Payment may be made directly to the school through a personal check or at the MPS online payment center at:

<http://www.mps.k12.mi.us/online-payments>

Our experience indicates paying online is the best method of payment. Through the online method, you are able to establish email reminders when your child's account reaches a low balance. If a child forgets his/her lunch, we allow them to call home and ask a parent to bring them a sack lunch or money to purchase a school lunch.

Since it is extremely important that the school and parents know where students are at all times, students are not allowed to leave the school grounds at noon if they are eating lunch at school.

When any student is invited to be a luncheon guest at another student's home, prior written permission is necessary from the parents of both students.

Midland Public Schools
Food Service Charge Policy
Board adopted on January 24, 2011

Purpose of policy:

The purpose of this policy is to establish consistent meal account procedures throughout the district. The goals of this policy are:

- To treat all students with dignity in the serving line regarding meal accounts.
- To establish a policy that is age appropriate.
- To encourage our parents/guardians to assume the responsibility of meal payments and to promote self-responsibility of our students.

Free/Reduced Lunch Students:

Any household that has a concern about their ability to pay for their child(ren)'s meals is encouraged to apply for the federal free/reduced price meal program. The program is completely confidential and the child, teacher and fellow students do not know which students receive assistance. If a student is approved for free lunch based on the federal income guidelines, the student will be eligible to eat both breakfast and lunch at no cost from the date they are approved. If a student is approved for a reduced lunch, they will receive breakfast at a cost of \$0.30 and lunch for \$0.40. Any meals eaten before an application is processed and approved are the responsibility of the parent/guardian. Applications are available on the district website, at each school building, or by mail if requested by calling 989-923-5011.

Elementary Students:

Elementary students will be allowed to charge up to 3 meals. Once a child has charged their third meal, if funds are not added to their account, the student will be given an alternate meal. The alternate meal will be charged to the student's lunch account at the standard lunch rate and parents/guardians are responsible for payment of these meals to the food service program.

Notices of deficit balances will be sent home weekly by the school.

Parents are encouraged to use the on-line payment system found on the district website to not only pay for their student's meals but also to review charges and account balances. Deposits made into a student's account by 10 a.m. will be available for the student to purchase items for lunch that same day. Any questions regarding activity on a student's account can be directed to Chartwell's food service office at 989-923-5011. Any questions regarding using the on-line payment system should be directed to School Payment Network at 1-888-88MYPAY Ext. 105.

Outstanding Charges:

All outstanding charges need to be paid before the end of the school year or they will be carried forward into the next school year. Seniors must pay all charges before receiving their cap and gown.

MATURATION

A program designed to assist parents in guiding their maturing girls and boys is offered at school. At this meeting, girls in 5th grade, who are accompanied by their mothers and/or fathers, are invited to view a video and discuss the maturation process. A qualified teacher assists with this program. A similar program is offered for boys in 5th grade, with their fathers and/or mothers. Notices of time and place will be sent home prior to the program.

MEDICATION IN SCHOOL

Administration of medication to students is only done under the Board of Education policy providing:

- A. Administration of medication by members of the staff is voluntary. Dividing a dose of medication is not the responsibility of school personnel (e.g., pill-splitting). At Central Park medication will be administered at 11:45 a.m. and at 12:45 p.m.
- B. Administration of medication by a school staff member must be done in compliance with a physician's written instructions and the form signed by the physician and a parent/guardian, **for prescription and nonprescription medicine.**
- C. Medication must be kept in the **original** prescription bottle.
- D. Self-medication by students, using prescription or non-prescription medication while not prohibited by

this policy, is generally discouraged by the Board of Education.

Medication brought to school should be taken to the school office and not kept in the student's desk.

PARENTAL INVOLVEMENT (POLICY OF) - HMSW policy

The Midland Board of Education is committed to effective communication between school and parents. The Board supports the active involvement of parents in our schools at both the district and building level.

1. In accordance with the Revised School Code of 2004, Public Act 451, Section 380.1294, the Board of Education establishes a Parent Involvement Plan. It requires buildings (but does not limit buildings) to:

- Establish a welcoming atmosphere that is reflected by flexible scheduling of events and an open-door policy that promotes two-way communication;
- Provide parent teacher conferences;
- Make publicly available volunteer opportunities.

Each building will publish this plan in the Student Handbook that is distributed annually to each family.

2. In accordance with the Revised School Code of 2004, Public Act 451, Section 380.1295, the Board of Education not only encourages, but requires each building to discuss the roles of parents, students, teachers, and administrators in the education of the child.

3. In accordance with federal statute, all Title I buildings shall make an effort to build capacity for parental involvement of at-risk students identified as Title I (Section 1118 of the ESEA Title I Parent Involvement Policy).

AT THE DISTRICT LEVEL

Invite a representative of parents of identified Title I children on the district School Improvement Committee.

USING THE SELF-STUDY REVIEW, THE DISTRICT WILL

- Assist participating buildings in planning and implementing their parent involvement procedures.
- Coordinate and integrate with other programs, including preschool programs and community programs.
- Discuss with each participating building the effectiveness of its parent involvement procedures, ways to enhance participation, and barriers to participation. Assist buildings to design strategies for improvement as needed.
- Reserve at least 1% of the Title I budget for parent involvement activities. Involve parents in defining those activities.

Parent Involvement Policy

Central Park Elementary School will follow the parent involvement policy guidelines in accordance with the **Revised School Code of 2004, Public Act 451, Section 380.1294**. Central Park Elementary School will distribute and make this Parent Involvement Policy readily available to the parents of participating children in the Schoolwide Title I program, and will involve the parents in the joint development of the plan and the periodic update of the policy.

Central Park Elementary School is committed to the goal of providing quality education for every child in this school. To this end, we want to establish partnerships with parents and with the community. Everyone gains if school and home work together to promote high achievement by our children. Neither home nor school can do the job alone. Parents play an extremely important role as children's first teachers. Their support for their children and for the school is critical to their children's success at every step along the way. The goal is school-home partnerships that will help all students in the school succeed.

- A. An annual meeting for parents will be held in the fall of each school year at Central Park Elementary School. Parents will be given information about the Annual Report, which describes the school improvement goal statements and the progress made by our students on the 3rd, 4th and 5th grade MEAPs. Parent input will be taken into account when making decisions.
- B. Schoolwide Title I provisions require that parents have the right to be involved in decisions related to their children's education, and Central Park Elementary is required to seek input from parents in a variety of ways. Central Park Elementary will meet these requirements in the following ways: a). The School Improvement and Data Teams will have parent representatives at meetings where budget, and student assessment data and instructional strategies are discussed, developed or revised, especially expenditures of funds for a variety of programs related to the school improvement goal statements (such as family activity nights, curriculum nights, parent education programs, community outreach efforts, and tutoring programs.) b). Parent Teacher Conferences will be held in November and March, in addition to any conferences scheduled due to parent or teacher request. c). Parent and community surveys to determine satisfaction or dissatisfaction with the academic program, the school climate, leadership, the School Improvement Plan, and other important key issues involving parent-teacher partnerships including homework and communication between home and school.
- C. In order to encourage parents' attendance at meetings and events, Central Park Elementary will offer flexible schedules. School Improvement and Data meetings will be held as rotating before, during and after school.
- D. Through parent surveys and committee work, parents and teachers will work together annually to develop and revise our Parent Involvement Policy, our Parent-School Compact, and our Schoolwide Title I Plan.
- E. Parents will be provided with timely information in the following ways: a). Individual teacher communication with parents through informal chats, phone calls, notes, e-mail, and daily behavior logs, as well as Parent-Teacher Conferences and report cards. b). Schedules and school calendars, newsletters (building and classroom level), marquee and showcases, PTO, bulletin board, school and district websites, local school cable channel, information stations in main office and hallway, and the Elementary Student Handbook.
- F. The Annual Report will inform parents of the academic assessments that are used to measure student progress. Parents will receive copies of student MEAP assessment results with the levels of proficiency defined in parent friendly language.
- G. Parents are given opportunities for decision-making related to the education of their children, as described in Paragraph B.
- H. Parents will be given materials and training on how they can improve their child's achievement. Parent night will be used to explain and answer questions about the curriculum including Language Arts, PLTW, as well as the science, social studies and reading curricula and how they are tied to the essential outcomes at each grade level.
- I. Central Park Elementary School has the following transition programs: *Kindergarten Orientation (Families and Children Transitioning Smoothly)* program, and the *Fifth Grade* program to assist with transitions into new programs / new buildings at the middle school.
- J.. Central Park Elementary School has access translators in the building for parent meetings and activities.
- K. At Central Park Elementary School, our social worker assists parents in locating appropriate governmental, social service, health, and educational programs within the community.

L. Central Park Elementary School has a Parent Compact developed by staff and parents, signed by the parents, students, teachers and principal, and used annually at Parent-Teacher Conferences. The Compact is reviewed yearly and revised as needed to address concerns and suggestions by parents, students, and staff.

M. We will educate teachers to show that there are many ways in which parents can become involved with their children's education: Central Park Elementary School values both the at-home contributions and those that take place at school and in the community. Reading to children at home and talking with them at family meals are as important as volunteering at school. Central Park Elementary School encourages parental involvement in our school by asking for volunteers in the building and classrooms. We ask them to become active members of the school Parent Teacher Organization, participating in the annual Open House/Curriculum Night, Family Activity Nights, Assemblies, Field Day, Career Day, and other special events. Family participation at Central Park Elementary School activities helps to build a strong, rich partnership with parents, students and staff.

PARENT PARTICIPATION

Several studies of parent involvement in their children's education have shown that what the family does by way of active involvement is more important to student success than either family income or parent education. When families are actively involved in their children's education in positive ways, children achieve higher grades and earn better test scores, have better attendance at school, regularly complete more homework, demonstrate more positive attitudes and behavior, graduate at higher rates, and are more likely to enroll in higher education. Although participation is not a requirement, the principal and staff of Central Park Elementary School requests your active involvement in your child's education. A United for Success volunteer application must be completed and approved prior to adults assisting in the classroom.

PARENT-TEACHER ORGANIZATION

Our school PTO Board consists of parents, school principal, and a teacher representative. Officers on the Board are: President, Vice President, Secretary, and Treasurer. The PTO Board meets monthly in our media center. A calendar of meeting dates will be provided at the beginning of each school year. All parents are welcome to attend these meetings.

The PTO sponsors numerous activities during the school year, which include book fairs, school assemblies, family dinner, an annual carnival, and school open houses.

POSTERS AND INFORMATIONAL MATERIAL

All posters or other printed material must be cleared with one of the school officials before being displayed.

PROGRESS REPORTS

All subject areas are listed on the student's progress report. The card is graded every nine weeks, or four times per year (see "Calendar") for grades 3, 4, and 5, and three times per year for grades K-2. However,

Spanish, music, physical education, and art grades are given every 18 weeks (two times per year). The music, physical education, Spanish, and art assessments are assigned by the auxiliary teachers after consultation with the classroom teachers. All other grades are assigned by the classroom teacher. Progress reports are posted to Home Access Center for parent viewing/printing after each marking period.

RELEASE OF STUDENT AND/OR FAMILY NAME LISTS

Lists of student and/or family names, addresses and telephone numbers may be released for use by school personnel or parents for approved school activities such as P.T.O. meetings or school parties.

Parents who prefer all or part of this information not be released as described above should notify the school office in writing regarding at the beginning of each new school year.

RIGHT TO REVIEW TEACHER QUALIFICATIONS

Under the new federal education law No Child Left Behind Act of 2001, parents have the right to know the professional qualifications of the classroom teachers who instruct their children. The federal law allows them to ask for specific information about their child's classroom teacher(s). The law also requires MPS to give the information to them in a timely manner if information is requested. Specifically, parents have the right to ask for the following information about each of their child's classroom teachers:

- Whether the Michigan Department of Education has licensed the teacher for the grades and subjects he/she teaches.
- Whether the Michigan Department of Education has decided that the teacher can teach in a classroom without being licensed under state regulations because of special circumstances.
- The teacher's college major; whether the teacher has any advanced degrees and, if so, the subject of the degrees.
- Whether any teachers' paraprofessionals provide services to your child and, if they do, their qualifications.

If any parent would like to receive any of this information, please send a request to the Director of Human Resources, 600 E. Carpenter Street, Midland, MI 48640 or call at 989/923-5020.

ROOM PARENTS

Room parents are chosen on the basis of availability. Usually two parents per room serve as room parents. At the beginning of the year the volunteers consult with the teacher regarding the three school parties held during the year, and any additional activities that the parents and teacher may wish to initiate. A BRAVO application must be completed and approved prior to the room parent assisting in the classroom.

SAFETY PATROL

The Safety Patrol is comprised of fourth and fifth grade students and a staff advisor. This group serves on posts inside/outside the school. Patrol members help fellow students travel to and from school safely.

SCHOOL OF CHOICE

The Midland Public Schools adopted a policy regarding "Schools of Choice." Applications are available through the MPS website (www.mps.k12.mi.us). Students or parents with questions should see a member of the administrative staff.

SCHOOL/PARENT/STUDENT COMPACT

MIDLAND PUBLIC SCHOOLS / CENTRAL PARK ELEMENTARY SCHOOL TITLE I SCHOOL / PARENT COMPACT

Central Park Elementary School will provide all students with high quality curriculum and instruction. This will provide maximum opportunity for ALL students to successfully meet the state's and Midland Public Schools' performance expectations. Regular and open communication about student progress will be maintained at all times. This will include, but is not limited to:

- Providing challenging and meaningful daily instruction
- Providing a regular building newsletter and classroom communication
- Completing progress reports
 - Four times a year (approximately every nine weeks), grades 3-5
 - Three times a year (November, February and June), grades K-2
- Setting up parent/teacher conferences twice a year
- Sponsoring parent education programs to keep parents informed about curriculum
- Providing reasonable access to staff (daily before and after school and anytime by email or voicemail)
- Responding quickly and openly to parent questions and concerns

Parents of Central Park Elementary students will provide support for their child's learning. This support will include, but is not limited to:

- Establishing a time and place to do homework, checking on homework completion and quality, and then verifying with a signature when requested
- Reading aloud to children as much as possible
- Ensuring that the child comes to school every day on time (8:33 a.m.)
- Attending fall and spring parent/teacher conferences
- Attending parent education programs throughout the year

Students will take responsibility for their own learning. This responsibility will include, but is not limited to:

- Checking and emptying backpacks daily and Friday Folders weekly
- Doing their own homework without being reminded
- Reading for 10-30 minutes each evening
- Being responsible for their own behavior at all times

We will do our best to maintain the responsibilities in this Compact.

SCHOOL SUPPLIES

Textbooks, workbooks, materials and supplies necessary for instruction are furnished by the school. Students are expected to care for them as if they were their own and are liable for loss or damage.

Tennis shoes, required for gym classes, are not furnished. Gym shoes are to remain at school.

SEARCH AND SEIZURE

The school retains joint custody of its lockers, desks, and all other properties assigned to students for storage and other legitimate uses. Lockers, desks and all other school properties are subject to periodic inspections, both announced and unannounced, and without student consent or a search warrant.

Whenever school official have reasonable suspicion to believe that a search will disclose evidence a student has violated or is violating school rules, a search may be conducted. Any/or all items which may be used to disrupt or interfere with the safe, healthful and/or orderly conduct of school programs, discovered as a result of such a search, may be seized. Students themselves, as well as their purses, book bags, all other such personal property, and their vehicles may be searched; and personal items which are potentially dangerous, disruptive, or illegal may be seized.

Students shall not bring electronic games or devices, pagers, cell phones, laser pointers, radios, boom boxes, remote control vehicles, whistles, squirt guns, weapons (real or pretend), pretend cigarettes, matches, rollerblades, skateboards, or scooters, except for some purpose stated by the teacher and approved by the principal. Items added to this list will be made public to students and parents.

SEXUAL HARASSMENT

Midland Public Schools is committed to providing an educational environment which is free of discriminatory intimidation and sexual harassment. Abuse of the dignity of anyone through sexist slurs or through other derogatory or objectionable conduct is offensive behavior which will not be tolerated.

Sexual harassment is a violation of Title VII of the Civil Rights Act of 1964 and the Michigan Elliott-Larson Civil Rights Act. It is also contrary to the policy of the school district for any staff or student member, male or female, to sexually harass a student or staff member.

Individuals who believe that their rights in this area have been violated should report their concerns to building administrators or the Director of Human Resources of the Midland Public Schools. All complaints will be handled in a timely and confidential manner.

STATEMENT OF NONDISCRIMINATION

The following link will provide access to the district's Statement of Nondiscrimination policy:

<https://new.midlandps.org/pages/district/nondiscrimination-and-compliance/>

If you do not have internet access, please stop by the Midland Public Schools administrative office or Central Park Elementary for a copy of the policy.

STAYING AFTER SCHOOL

Teachers wishing to work with a student after school will notify the parents by note or telephone. When a student remains after school, teachers will not keep him/her longer than 45 minutes. Exceptions must have parent and principal approval. Unless students are remaining after school or participating in a group activity at the school, they are expected to go directly home following dismissal. Arrangements to visit a friend's home must be made outside of school.

STUDENT CONDUCT

Each student new to Central Park Elementary School receives a copy of the Midland Public Schools' Code of Student Conduct. This document has been approved by the Board of Education to comply with the Michigan State Board of Education requirements, December 9, 1970. Copies are also available upon request at the school office.

STUDENT COUNCIL

Interested students from each classroom meet with a teacher sponsor to voice student concerns, learn about representative government, and develop ideas to improve Central Park Elementary School. Grades: 1-5. Time Commitment: All year, usually one time per month at lunch time.

STUDENT PICTURES FOR PUBLICATION IN THE MEDIA

During the course of the school year, occasions may arise when photographs of students will be taken for the Midland Daily News or other newspapers, school publications including our yearbook, or other media. Usually the student is identified in these pictures.

If you have objections to your student's picture being published in this fashion, please contact the school office. A form must be completed by the parent/guardian which will be placed in the student's file indicating parent objection to pictures.

STUDENT RECORDS

At registration, each student new to Central Park Elementary receives a copy of the Policy on Student Records. On November 25, 1974 the Board of Education approved the policy in compliance with the Federal Family Education Rights and Privacy Act of 1974. The policy guides the content of records being kept on all students, as well as the access to these records and related procedures for the school, the parent, and the student. An additional copy is available from the school office.

SUPPORT SERVICES FOR STUDENTS

Title I - Title I is a federally funded program focusing on support instruction for students in the areas of math, reading, science, and social studies. Funds are designed to provide greater opportunity for success for students at-risk of not reaching their potential. Central Park Elementary has been designated as a Title I school-wide building.

- Title I Instructional Support staff

Additional student support services include:

- **Resource Room**
- **Behavior Room**
- **Other Services:** School Psychologist, School Social Worker, Speech Therapist, Occupational Therapist, Physical Therapist, Family Interventionists provide services to Central Park Elementary students within their area of expertise.

