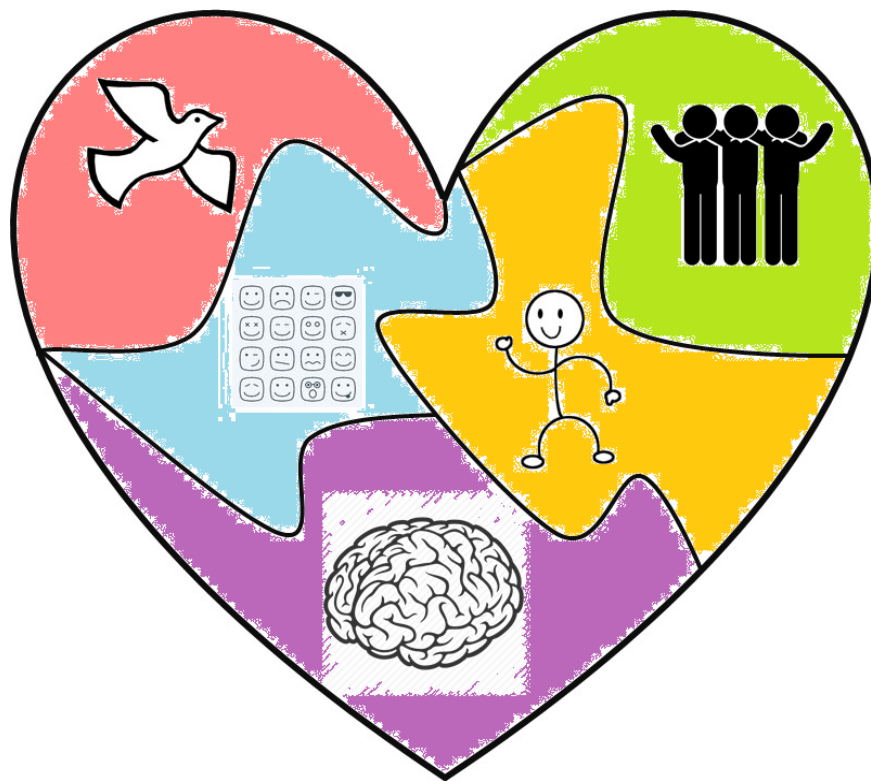




Metro Delhi International School

Building A Solid Foundation
Since 2002

Elementary School (PreK-5)



Curriculum Guide 2026-2027



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Introduction to Elementary

The elementary school curriculum acknowledges the importance of hands-on experiences, active exploration, and social interaction in children's cognitive development based on Piaget's Cognitive Development Theory. The curriculum uses activities and lessons that allow children to explore and manipulate objects, engage in imaginative play, and collaborate with their peers. Teachers can provide hands-on materials, encourage open-ended questioning, and create opportunities for problem-solving and critical thinking.

At MDIS, we aim to support children's cognitive development, foster their understanding of the world, and promote their ability to think and reason in increasingly complex ways. Our Elementary School curriculum is based on American school standards. Each elementary grade studies the following subjects:

English Language Arts, Mathematics, Science, Social Studies, Discovering Life, Physical Education, Drama, Art, Music, and Hindi. Students also receive e-learning instruction as a part of the Language Arts curriculum.

MDIS Elementary School seeks to grow students holistically through creative and active learning in a safe learning environment and aims to meet each student's individual needs.

1. MDIS Vision and Values

VISION: Our vision is to see students and graduates as servant-leaders who will purposefully and positively influence the world.

CORE VALUES: MDIS in its entirety seeks to provide an educational environment that demonstrates the following core values in every aspect:

- C** Christian value-centered
- A** Academically-focused
- R** Relationship-oriented
- E** Excellence-driven
- S** Service-minded

Therefore, MDIS is a school that **CARES**.

MDIS LEARNER PROFILE | Expected Schoolwide Learning Results (ESLRs)

Confident	Secure in their identity, relationships, and learning, and able to communicate their beliefs, values, and knowledge with clarity and respect.
Holistic	Broad-based in order to be spiritually, intellectually, physically, emotionally, and socially healthy.
Leaders	Active participation as team players and servant-leaders.
Original	Creative and critical thinkers who learn to provide ideas and solutions to problems.
Respectful	Compassionate, honest, responsible, and respectful of individuals, groups, and the environment.
Inquirers	Life-long learners who continue to develop their curiosity, individual talents, and passion for the truth.
Diligent	Industrious, exemplary, and working to meet high expectations and achieve their potential.
Equipped	Acquiring the knowledge and skills to make a difference both locally and globally.

*The acronym spells **CHLORIDE**. Sodium Chloride is a salt and is also a major mineral that your body needs to keep body fluids balanced. MDIS seeks to develop students whose character, learning, and service have a positive influence on the communities around them.*

The school vision, values, and ESLRs influence the direction of our program, the curricular and extra-curricular components, as well as the environment and the culture that we want to create at our school. MDIS teachers directly teach students the school values and ESLRs. They also intentionally embed the ESLRs in learning activities done in class, for example, through projects that require students to be creative, students are being *Original*, through research projects they are being *Inquirers*, through working in groups or through team activities they are developing *Leadership* skills.

2. Accreditation

MDIS is accredited by both the Association of Christian Schools International (ACSI) and the Western Association of Schools and Colleges (WASC). Our curriculum supports diplomas of a high international standard. It is expected that graduates will be readily accepted by both American universities and colleges and a number of other international institutions for undergraduate /university work. The MDIS Diploma has also been recognized as equivalent to the 10+2 system in Indian Schools by the Association of Indian Universities. This means that graduates of Metro Delhi International School seeking admission to Indian universities present only their diploma and their academic transcript of internal grades when they apply, in addition to presenting an equivalence certificate from the Association of Indian Universities.

3. MDIS Educational Philosophy

1. We believe in operating an educational program that is open to students irrespective of race, color, or creed.
2. We believe that Metro Delhi International School exists to provide academically excellent learning opportunities within a college preparatory course of study. We recognize the diversity of all students, and we respect the fact that not all students will be best served by the academic program offered by MDIS. All decisions will be based on our capacity to best serve our current students and applying students.
3. Our courses of study are intended to equip students for living in contemporary human society.
4. We believe that education is a shared responsibility between parents and the school. The school seeks to support families in helping their children develop a secure sense of their own worth, identity, and purpose. In keeping with the Christian foundation of MDIS, we believe that every person has inherent dignity and should be supported as they grow intellectually, physically, emotionally, spiritually, and socially toward their fullest potential.
5. Since every experience is a part of the educational process, our responsibility is to provide the opportunity for intellectual, physical, emotional, spiritual, and social growth. Our goal is to help students develop moral judgement, personal responsibility, care for others, and respect for the world around them.
6. We believe that moral education is the essential base for students. Teachers help students consider the ethical, relational, and practical dimensions of what they study and how their knowledge and decisions affect other people and the wider world.
7. The goal is to prepare the student to progress to the next higher level of educational endeavor. Included in this is the development of higher-level thinking skills, awareness of occupational opportunities, and a growing sense of wonder, gratitude, responsibility, and care for the world.
8. We believe that education should be broad-based, providing students opportunities in basic core subject areas and as many supplementary enrichment areas as feasible.

4. Approach

At MDIS, we believe that every student is created uniquely and therefore, learns differently. Our definition is based on the heart of a child-centered approach to teaching; it is the opposite of the “one size fits all” philosophy.

In elementary school, we endeavor to use differentiation in our teaching to cater to the needs of the individual child in our classroom, for example, providing students access to books based on their reading level and their interest, and grouping students of similar ability in word work. Learning progressions are used to determine the student’s learning needs and decide the next steps, be it to work towards meeting standards or extend a student towards the next learning progression. Differentiation is about providing learning experiences that suit the needs and learning styles of each individual student within an environment that accepts diversity.

5. A Brief about Standards

MDIS offers an American curriculum. The Common Core State Standards are used in English Language Arts and Mathematics throughout Elementary. Some Social Studies and Science standards are also embedded within the Common Core Language Arts standards. The Social Studies program is based on an inquiry model with units from the Engage NY curriculum. The Science curriculum is based on the Next Generation Science Standards (NGSS) using the OpenSciEd Curriculum, and the Discovering Life is an internally developed Elementary School programme within the wider curriculum area of Life and Human Flourishing.

For further information about the Common Core State Standards, please see www.corestandards.org

6. Literacy

The English Language Arts program in elementary school at MDIS uses a balanced literacy approach that builds through a logical scope and sequence as students progress through grades. It includes an integrated model of literacy with cross-curricular connections where students will develop a holistic understanding of the language and its universal relevance in the world. Through high-quality literature, students are introduced to quality writing styles, characters, and role models that will help them develop character. As teachers model an attitude of (thinking and) speaking, listening, and writing, students are given opportunities to learn skills needed to effectively communicate with those around them.

The English Language Arts program in elementary school focuses on building literacy through the development of reading, writing, listening, and speaking skills using the Common Core State Standards (<http://www.corestandards.org/>). A Balanced Literacy Program which includes reading and writing workshops, word study, read-aloud with accountable talk, small groups, shared reading and writing, and interactive writing is used. Our English reading and writing curriculums are from the Oakland School curriculum which are based on the workshop model for teaching reading and writing. These are taught during a 90-minute block. Children's literature and informational texts with a wide range of complexity are used to teach grade-level comprehension and writing skills.

6.1 Words Their Way

Words Their Way (WTW) is a developmental word study program used to teach spelling and word knowledge. Students benefit from differentiated instruction in phonics, spelling and vocabulary. They are taught how to examine words to learn the regularities that exist in the English language. They are also taught some irregularities ie., oddballs. As students demonstrate mastery, they move through the following developmental stages: Emergent Spellers, Letter Name Spellers, Within Word Patterns, Suffixes and Affixes, and Derivational Relation Spellers.

6.2 Reading Benchmark Assessments

Assessment is a necessary component of instruction. Reading assessment tools are used to

determine what students have learned and what should be taught. Reading A-Z provides a collection of easy-to-use assessment tools in several key areas of reading--alphabet, phonological awareness, phonics, fluency, and comprehension. Aside from ongoing assessments done in the reading workshop model, these tools help diagnose a student's understanding and application of the concepts and strategies taught. Individual students' reading levels are assessed a minimum of five times a year using the Reading A-Z benchmark assessments.

6.3 RazKids/Book in a Bag

Once a student's reading level is determined, a login for the student is created and a corresponding reading level is assigned to them on RazKids, the online Reading A-Z program. Reading on RazKids and/or a Book in a Bag is an important part of daily reading homework. The online program allows students access to hundreds of books that they can read and listen to and also answer comprehension questions. The program also delivers a skills report to teachers on comprehension skills a student has mastered and skills with which a student is having difficulty. This data is subsequently used to identify individual student's instructional needs.

Students are expected to read for up to 20 minutes each night as a part of homework and can alternate reading between the "Book in a Bag" (BIAB) or Raz-Kids. It is advised that students read daily at home with a proficient reader.

Please note: Although students progress through the levels on the Raz-Kids program at their own pace, teachers will adjust reading levels based on reading assessments conducted in class.

6.4 Classroom Libraries and the Elementary School Library

Each elementary school classroom has a level-appropriate library of fiction and nonfiction books. Additionally, the full school Library has over 6,000 resources and is utilized by each grade once a week, with the assistance of a librarian.

6.4a Birthday Book Program

The elementary school Birthday Book Program is a way to make your child feel extra special on their birthday while helping our school library grow in size and quality. This is a Library-run program where parents can order a book from a list provided by the Librarian. The book is then presented to the school Library in the child's honor at an elementary chapel.

6.5 Literacy across the Curriculum

Literacy instruction in reading, writing, speaking, listening, and language is a shared responsibility within the school. Competency in literacy in English is critical as students engage with increasingly complex texts and tasks. Through being literate, they are able to manage and influence the social, emotional, physical, and economic contexts that shape their lives, and the lives of others.

Literacy instruction will strengthen our students' capacity to participate in the world right now, rather than just prepare them to participate in the world at some time in the future.

7. Numeracy

Mathematics helps students notice patterns, order, precision, and relationships in the world. It equips them to reason carefully, solve problems, explain their thinking, and use quantitative knowledge responsibly in everyday life. In keeping with the Christian foundation of MDIS, we see mathematical learning as one way of paying close attention to the world and using knowledge in service of others.

The elementary school mathematics program at MDIS focuses on developing an understanding of mathematical concepts of numbers, geometry, spatial relations, measurement, and data. The units of study are primarily based on the following domains from Common Core State Standards (<http://www.corestandards.org/>) using the Engage NY curriculum. Students build numeracy skills by developing an understanding of numbers, place value, fractions, measurement, data, and geometry. An equal focus is given to building computational skills and problem-solving through the application of concepts to real-life situations. Students are taught multiple strategies to solve a problem and are expected to explain and justify their thinking while doing so.

The domains covered are:

- Counting and Cardinality
- Operations and Algebraic Thinking
- Numbers and Operations
- Measurement and Data
- Geometry

Math Focus by Grade

PreKindergarten	PreKindergarten mathematics is about: • Developing an understanding of whole numbers using concrete materials, including concepts of correspondence, counting, cardinality, and comparison • Describing shapes in their environment More learning time in Pre-Kindergarten is devoted to developing the concept of numbers than to other topics.
Kindergarten	Kindergarten mathematics is about: • Representing, relating, and operating on whole numbers, initially with sets of objects • Describing shapes and space More learning time in Kindergarten is devoted to numbers than to other topics.
Grade 1	First Grade mathematics is about: • Developing an understanding of addition, subtraction, and strategies for addition and subtraction within 20 • Developing an understanding of whole number relationships and place value, including grouping in tens and ones • Developing an understanding of linear measurement and measuring lengths as iterating length units

	Reasoning about attributes of, and composing and decomposing geometric shapes
Grade 2	Second Grade mathematics is about: - Extending understanding of base-ten notation - Building fluency with addition and subtraction - Using standard units of measure - Describing and analyzing shapes
Grade 3	Third Grade mathematics is about: - Developing an understanding of multiplication and division and strategies for multiplication and division within 100 - Developing an understanding of fractions, especially unit fractions (fractions with numerator 1) - Developing an understanding of the structure of rectangular arrays and area - Describing and analyzing two-dimensional shapes
Grade 4	Fourth Grade mathematics is about: - Developing understanding and fluency with multi-digit multiplication, and developing an understanding of dividing to find quotients involving multi-digit dividends - Developing an understanding of fraction equivalence, addition, and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers - Understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry
Grade 5	Fifth Grade mathematics is about: - Developing fluency with addition and subtraction of fractions, and developing an understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions) - Extending division to two-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations - Developing understanding of volume

8. Values Education: Discovering Life

Discovering Life is the Elementary School program within the wider curriculum area of Life and Human Flourishing. Rooted in the Christian foundation of MDIS, it invites children to discover life as a gift from a loving Creator. Through stories, play, observation, inquiry, and creativity, students develop wonder, gratitude, self-understanding, empathy, responsibility, and care for the world around

them.

Each quarter is organized around one overarching theme that is explored across the entire Elementary School. While all grade levels engage with the same big idea, each class explores it through developmentally appropriate experiences, questions, and activities. As students grow, they revisit the same theme with increasing depth, helping them build understanding progressively throughout their elementary years.

PreK Overview

Quarter	PreK Theme	Essential Question	Examples of Play-Based Experiences
Q1	I Wonder About My World	What can I discover?	Nature walks, sensory bins, exploring colors and shapes, observing insects, "All About Me," five senses, loose parts play, creation walks
Q2	We Learn and Play Together	How can I be a kind friend?	Cooperative games, dramatic play, sharing, taking turns, emotions, family, classroom jobs, friendship activities
Q3	I Can Try New Things	What happens when I keep trying?	Building challenges, obstacle courses, STEM exploration, problem-solving, perseverance stories, trying unfamiliar materials, growth mindset activities
Q4	I Can Help Others	How can I show kindness?	Classroom helper roles, caring for plants, simple service projects, making gifts/cards, gratitude activities, caring for God's creation

KG - Grade 5 Overview

Quarter	Student Theme	Focus
Quarter 1	Life is a Gift to Discover	Students explore the wonder and beauty of life as they discover themselves, other living things, and the world around them. Through curiosity and exploration, they begin recognizing that life is wonderfully created, full of meaning, and worth caring for.
Quarter 2	Life is Meant to Be Lived Together	Students discover that we are created for relationships. As they learn about themselves, their families, friendships, communities, and the wider world, they explore how love, belonging, kindness, forgiveness, and responsibility help people flourish together.

Quarter 3	Life is an Adventure to Embrace	Students discover that every season of life has purpose. Through joyful moments, challenges, mistakes, change, waiting, and hope, they learn that each experience can help them grow in wisdom, resilience, gratitude, and courage.
Quarter 4	Life is a Gift to Share	Students discover the many ways they have been blessed and learn that life becomes richer when what they receive is shared with others. As they grow in gratitude, generosity, and service, they experience the joy of contributing to the flourishing of the people and communities around them.

9. Social Studies

Through our Social Studies program we want our national and international students to come to realize their part in the world and their responsibility to others and the systems and communities that presently exist so that they will be equipped to “purposefully and positively impact the world” (MDIS vision statement). In their Social Studies classes, elementary students (PreK-Grade 5) should develop an understanding of their place in the world and their context; the similarities between people across time and place; and the balance between their rights and responsibilities in society.

The Social Studies program is organized into five strands of study which are taught through units based on year-long themes:

- Individual Development and Cultural Identity
- Civic Ideals and Practices
- Geography, Humans, and the Environment
- Time, Continuity, and Change
- Economic Systems

PreKindergarten	Welcome to My World
Kindergarten	Self and Others
Grade 1	The Family and Others, Now and Long Ago
Grade 2	My Community and Other Communities
Grade 3	Communities Around the World
Grade 4	A Call to Change
Grade 5	The Western Hemisphere

10. Science

Through the Science program in elementary, students develop curiosity, wonder, and disciplined inquiry as they investigate the natural world. They learn to observe carefully, ask testable questions, use evidence, and appreciate the complexity and interdependence of life and physical systems. In keeping with the Christian foundation of MDIS, the program also encourages gratitude and responsible care for the world we share.

The units of study taught are based on the following Science Content Areas:

- Physical Science
- Life Science
- Earth & Space Science
- Engineering, Technology & Applications of Sciences (integrated throughout the curriculum)

The units of study from KG - Grade 5 are based on the OpenSciEd Curriculum.

PreKindergarten	Similarities and differences in relation to places, objects, materials, and living things, their environment, and how environments might vary from one another, animals, and plants.
Kindergarten	Energy: Sunlight, Weather, Forces & Motion, Plants, Animals, & Environments
Grade 1	Waves: Light, Waves: Sound, Space: Sky Patterns, Animal & Plant Traits
Grade 2	Earth: Land Changing Shape, Structure & Properties of Matter, Habitats & Biodiversity, Plants
Grade 3	Forces & Interactions, Weather & Hazards, Trait Variations, Ecosystem Change & Survival
Grade 4	Energy Transfer: Collisions, Energy Transfer: Electricity, Earth Processes, Structure & Function
Grade 5	Ecosystems & Matter Cycling, Matter Properties, Earth Systems, Sun, Moon, & Star Patterns

11. Specials

11.1 Arts: Art, Music, and Drama

Exploring music, drama, and art should give students a chance to learn about themselves and discover some of the gifts they have. The Arts are a chance for the school to be more than a place where knowledge is developed, instead, it becomes a place where students struggle in the realms of the

creative - of color, form, sound, space, and motion - and emerge with a greater understanding of these dimensions of life - even if their endeavors are not entirely successful!

Music: Through our Music program, we aim to help students enjoy the beauty of music and build their skill levels while encouraging self-confidence. Students in elementary school learn to: *sing alone and with others to a varied repertoire of music; perform on instruments, alone and with others to a varied repertoire of music; improvise melodies, variations, and accompaniments; compose and arrange music within specified guidelines; read and notate music; know and apply appropriate criteria to music and music performances; and understand the relationship between music and history and culture.* Music is a yearlong program with classes once a week for all elementary grades.

Art: In elementary school, the Art program is a semester-long program that aims to give students the foundation to develop self-expression and creativity while developing technical skills through practice. We introduce students to the theoretical and practical aspects of visual expression including ideas and components like color, form, balance, harmony, etc., thus developing their appreciation of visual expression and understanding of the role of visual art in the world around them. In PreK, art skills are integrated into ongoing class activities.

Drama: Drama in education is important to build creativity in students. It challenges students' perceptions about the world around them and about themselves. It involves them in finding creative solutions to problems. It helps students to communicate with and understand others and to be more confident in speaking in public. Students in drama are encouraged to cooperate and contribute as integral members of a team. Drama helps students discover and express abilities that may not be visible in other areas of school life, while recognizing the unique contribution of each person. In elementary, drama is a semester-long program (two quarters) where students learn and use acting skills, demonstrate competence in writing scripts, and design and produce informal productions. In PreK, dramatic (pretend) play is integrated into the daily schedule.

11.2 Hindi:

Language plays a significant role in helping us learn more about other people and their cultures. Proficiency in language can build independence and confidence in day-to-day interactions or activities. We teach Hindi language skills so that our students living in India are able to communicate with those in their community, develop an understanding of the local culture, build respectful relationships with local people and contribute positively through their interactions.

Hindi classes are scheduled once a week for all elementary grades. Vocabulary, pronunciation, and grammar are taught in Hindi classes through stories, songs, videos, games, puppets, and manipulatives. Students learn to work together to practice their language in a role-play setting. In upper elementary, students will be able to put letters and sounds together to read simple signs and understand or give simple instructions. A mixed approach to teaching is used depending on the topic and individual students' needs and interests.

11.3 Physical Education (P.E.):

Physical fitness is an ongoing process and a lifestyle choice that requires commitment and care. The Physical Education program helps elementary students gain the knowledge and skills to live physically active and fit lives, thus growing in self-confidence and endurance.

Physical Education helps students understand, care for, and develop their bodies through movement, skill, teamwork, endurance, and healthy habits. In keeping with the Christian foundation of MDIS, we treat the body as worthy of care and respect and encourage students to use their growing strength and abilities responsibly.

All elementary grades have P.E. once a week. The activities may vary according to the weather. P.E. includes basketball, soccer, volleyball, and other outdoor activities. In Quarters 1 and 4, due to the high afternoon temperatures, P.E. is scheduled in the mornings. In these quarters, students can come to school dressed in their P.E. clothes ie., a pair of shorts, a T-shirt, and sports shoes. They must, however, carry their uniforms to change into after their P.E. class. In Quarters 2 and 3, during the Delhi winter months, P.E. is held later in the day when pollution levels are lower. In these quarters, students should bring a pair of sports shorts and a T-shirt to change into. Sports shoes must be worn for these activities. Students are regularly asked to rehydrate during P.E., therefore they must carry their water bottles with them when going out for P.E. The teacher may exclude a student from a class if the student is not wearing appropriate gear.

12. Assessment - Reports - Grading

12.1: Assessment:

Formative and summative assessments are both used regularly to assess student progress. Student progress is communicated to individual students and parents through Mid-quarter Check-ups and Quarter-end Report Cards.

The objectives of assessment at MDIS are to:

- enable students to demonstrate what they know and understand
- help students to identify what they need to do in order to improve
- provide feedback about the effectiveness of teaching and learning
- help staff to improve and focus their teaching through ongoing inquiry
- provide regular feedback to students and parents

Grading and Grading Scale (ES)

In Elementary school at MDIS, teachers give standards-based assessment scores (4, 3, 2, 1) on student work throughout a quarter and on student report cards using the following scale.

4	3	2	1
Exceeds standard required	Consistently meets the standard	Approaching the standard	Standard not acquired

At every grade level, our units of study cover a set of standards (refer to the ES Curriculum Guide for the standards followed). These are also listed in the quarterly overviews sent home at the beginning of every quarter. The standards covered vary throughout the year, however, some standards are year-long. *The report card grades reflect whether a student has attained mastery over the standards that have been covered that quarter only.* Some standards may be introduced in one quarter but not assessed fully until a subsequent quarter.

Mastery = consistently meeting the criteria to attain the standard (3 in the table above).

12.2: Reports:

The PreK assessment process is to gather and provide educators, parents, and families with critical information about a child’s development and progress according to the PreK Age Appropriate Developmental Learning Standard. Narrative Report cards are issued at the end of each semester and quarterly achievement and progress checks are delivered by highlighting the PreK Age Appropriate Developmental Learning Standard document at the beginning of Quarters 2 and 4.

KG-Grade 5: ‘Mid-Quarter Check-Ups’ are issued mid-quarter and are an informal way of informing students and parents of a student’s ongoing progress. Quarter-end Report Cards are the results for the whole quarter. Parent-Teacher Conferences occur twice a year, the latter being a Student-led Parent-Teacher Conference. The Student-led Parent-Teacher Conference is designed to provide students the opportunity to share their portfolios and reflections of their learning with their parents.

12.3 PreK-Grading

The PreK Age Appropriate Developmental Learning Standard document is used as an ongoing measure of the holistic progress and development of each student in the PreK program. Observing and documenting a child’s work and performance over the course of a year allows educators to accumulate a record of a student’s needs and establish the goals for their next steps.

12.4 K-5 Grading scale

The elementary school uses a standards-based assessment to communicate progress through the report cards, using the scale shown below

4	3	2	1
Exceeds standard required (more complex content)	Reaches the standard (this is the target learning goal)	Approaching the standard (simpler content)	Standard not acquired (partial or with help or no success)

How does this work?

At every grade level, our units of study cover a set of standards. These are also listed in the quarterly overviews sent home at the beginning of the quarter. The standards covered vary throughout the course of the year; however, some standards are taught all year long. *The report card grades reflect whether a student has attained mastery over the standards that have been covered that quarter only.* Some

standards may be introduced in one quarter but not assessed fully until a subsequent quarter. Mastery = consistently meeting the criteria to attain the standard (3 in the table above).

Is 3 a good grade?

Yes, this means that the student consistently meets the grade-level target learning goals.

How can my child get a 4?

A 4 is given if your child has exceeded the learning expectations for their grade level, and is meeting or partially meeting the learning goals for the next grade. *(The goal is for students to attain a 3.)*

"I don't understand why my child is still on a 2 after two quarters. Is s/he making no improvement?"

The standards taught in one quarter may be different from those taught in the next. If your child has had a 2 in a subject area, it does not necessarily mean that they did not make progress; it only means that the content and skills taught may be different from what was taught in the previous quarter.

"Why are there N/As in a quarter for some of the strands?"

It means that standards in this area have not been assessed in the quarter.

13. Standardized Testing - Measures of Academic Progress (MAP)

In 2015, MDIS adopted the Northwest Evaluation Association's Measures of Academic Progress assessment program. MAP is standards-based and measures student growth in Math (K-5), and Reading (KG-5). However, at MDIS, MAP assessments begin at Grade 1.

MAP is now a widely used assessment tool across international schools and provides easy reporting when families experience the need to move between school communities. MDIS administers the MAP Tests twice a year, from Grade 1 through Grade 12, in Quarter 1 and in Quarter 4.

14. ELL/ Learning Support

To cater to the various learning needs of our diverse student population, pull-out class support may be provided to elementary students in the following two ways:

14.1 ELL Instruction

ELL pull-out instruction is considered necessary when a student does not have sufficient English language skills to work in the mainstream Language Arts class and fully access the Language Arts curriculum. In this case, the ESL student is pulled out from the daily Language Arts class and is provided with language instruction to build the proficiency required for independence at a grade level. The ELL students may also receive this support during WIN Time and, if necessary, in lieu of the Hindi class (once a week) with parent approval.

Parents of ELL students are strongly encouraged to heed all recommendations from our ELL

Teachers, homeroom teachers, and ES Head, to ensure timely promotions and progress of your student.

14.2 Learning Support

Learning support in the form of small-group or individualized instruction is available for students who are a year or more behind their grade level in a core subject (ELA or Math). A student who is struggling in areas of reading, writing, or math may receive pull-out support during WIN Time and, if necessary, in lieu of the Hindi class (once a week) with parent approval. Parents may be contacted to provide additional support at home with the help of a tutor if the gap is too wide to be addressed at school.

15. Homework

The purpose of homework is to review, practice, and enhance what has been already learned in the classroom. Because reviewing is an important part of the instructional process, homework continues to be a high priority at MDIS. Other objectives of homework include helping students develop a sense of responsibility and involving parents with their child's work and progress. With these purposes in mind, the following are guidelines that the elementary teachers at MDIS follow when assigning homework:

PreK:	10 minutes per day MOSTLY READING
KG:	20 minutes per day MOSTLY READING and Math
Grades 1-2:	30 minutes per day MOSTLY READING and Math
Grades 3-4:	40 minutes per day MOSTLY READING and Math
Grades 5:	60 minutes per day MOSTLY READING, Math, Social Studies/Science

Note: Students may take varying amounts of time to complete homework based on their English language level and other individual abilities/work habits (i.e. some students may take 15 minutes and others, 1 hour to complete the same homework assignment). If parents see their child has worked beyond a reasonable time on any piece of homework they should write a note on their child's work to this effect. The teacher then will not mark that student's homework as incomplete*. If this situation occurs regularly please contact the teacher and discuss the matter. Students who do not complete their homework may be expected to stay back during recess to complete it.

Parent involvement in homework: It is a great opportunity for parents to see what their child is learning at school by engaging in their homework. However, we do ask that parents give their children the opportunity to be independent in answering the homework assignment as much as possible. It is important that they let the teacher know when their child has received help (especially in grades 3 and up) so the teacher knows if a concept is difficult for the child or needs to be retaught.

16. Discipline

At MDIS, through the Love and Logic approach to student discipline, we focus on helping students make responsible choices by understanding the consequences of their actions. This philosophy includes several key components:

1. **Sharing Control and Decision-Making:** By giving students choices and involving them in decision-making, teachers can help students feel a sense of control over their actions. This helps them take ownership of their behavior.
2. **Using Empathy with Consequences:** Instead of reacting with anger or harsh demands, teachers use empathy when addressing students' mistakes. This ensures that students feel understood and respected, which can lead to more positive outcomes.
3. **Enhancing Self-Concept:** We aim to build students' self-esteem by treating them with respect and dignity at all times. We recognize that building positive relationships with our students will help them perform well when they feel valued and supported.
4. **Providing Limits in a Caring Way:** Setting boundaries is essential, but it should be done in a manner that shows care and respect for the students. This balance helps maintain a positive learning environment.
5. **Fostering Personal Connections:** Getting to know students on a personal level helps students feel understood and valued as individuals, and they are more likely to respond positively to guidance and discipline.
6. **Encouraging Problem-Solving:** By asking questions and giving students choices, teachers encourage them to think critically and solve problems on their own. This continuous learning process helps students develop responsibility and independence.

The overarching goal of the Love and Logic approach is to place the responsibility for discipline on the students, helping them "own" their behavior. This method promotes an environment where students are constantly learning and growing, both academically and personally, through the natural consequences of their actions.

17. Attendance

It is expected that students are on time and in class every school day. **We strongly discourage excessive leave except for sickness during the regular sessions of school.** If, for some reason, a student needs to have leave time in addition to the regularly scheduled school holidays, it is necessary to receive permission from the Principal or Head of Elementary (Ms. Carrillo) before taking the leave and to arrange with the classroom teachers to make up the school work that would be missed. Failing to get prior permission for leave from school will be considered an unexcused absence.

In elementary school, it is important to keep your child's homeroom teachers and helpdesk@mdis.net informed of any planned or emergency absences through email.

18. Other

18.1 ASSEMBLIES

Separate Elementary School (ES) and Middle High School (MHS) assemblies are held weekly, on Fridays. All students are required to attend and participate in this weekly practice. Parents are welcome to join us by contacting the reception or the child's homeroom teacher in advance. We welcome and appreciate your attendance and involvement.

18.2 SERVICE LEARNING

We strive to meet our goal of being intentionally consistent with the Christian foundation of MDIS in external contexts through genuine interactions with neighboring communities. Service Learning can take on many avenues, which are collectively determined each year by the elementary school teachers. We encourage projects that provide unique opportunities for students to apply their responsibility to be good stewards while providing hands-on learning experiences and/or positive interactions with parts of a community where a need is identified. Our commitment to service learning is a practical way for students to put theory into practice and bridge the gap between learning and real-life experience.

18.3 ELEMENTARY STUDENT GOVERNMENT (MSG)

AIMS: The purpose of this organization shall be:

- To provide understanding: educational as well as firsthand experience in the democratic processes that are practiced in democratic nations across the world
- To provide opportunity and incentive for servant-leadership
- To foster closer relationships between the student body
- To build cohesive and cooperative responsibility for the well-being of others as groups and individuals
- To channel and improve students' interactions with faculty and school administration in projects of wide concern to the MDIS community
- To provide fundraising opportunities to assist in service learning projects
- To learn, grow, and deliver as leaders in various capacities
- To stimulate students' critical thinking and problem-solving skills while working on serving others

One student representative per grade is elected from grades 1-4 every quarter. The Grade 5 representative holds a semester-long post, and in Q4, a KG representative may join the MSG. The elementary school MSG meets together once a week to plan and execute projects to support and improve school life for our students, raise funds for service learning initiatives, and plan special community-focused events.

18.4 RESPECT FOR SCHOOL STAFF & PROPERTY

Our school staff is multinational. We expect all students to show appropriate respect to all the staff, regardless of their nationality or job title. We appreciate the benefits that our children receive because of the duties performed by all the staff and want to communicate our thankfulness to them with an attitude of respect. All students are expected to take good care of MDIS facilities and property. This includes: using equipment and supplies properly and putting them away when finished. Taking good care of physical facilities, including buildings, desks, tables, books, and other items. Being responsible for personal items, including jackets, books, lunch boxes, water bottles, etc. Helping keep the buildings and grounds as neat as possible (picking up trash, putting pencil sharpenings in a trash can, etc.). Keeping one's desk and/or shelf space clean is a sign of respect.

18.5 STUDENT CAMPUS GUIDELINES

1. Respect yourself, others, and all property.
2. No running or making noise in the corridors.
3. Only English-speaking on campus, on vehicles, on field trips, and during school activities.
4. No inside recess or breaks unless a teacher is fully present and supervising you. (Listen for general announcements if it is raining or if pollution levels are high)
5. No individual borrowing of school Chromebooks or iPads (only during class time through your subject teacher)
6. Students are not permitted to use the Photocopier. (Nor should homework be printed on teacher's printers)
7. **Elementary students are not allowed to bring personal devices to school unless asked for by a teacher.** School devices must only be used for educational purposes and with teacher permission.
8. Mobile phones are not allowed at school.
9. Students should not bring personal belongings to school for example, toys, jewellery, pokemon cards (or similar cards).
10. Birthday party invitations or presents (not birthday) to small groups are not permitted at school unless they are for all members of the class. This is to avoid students from being excluded in such activities.

Note: *The school does not accept liability for any personal items mentioned above, if lost.*

18.6 FIELD TRIPS

Trips are usually scheduled when Delhi's weather is nicest. Field trip sites include historical places, museums, and other relevant sites. Permission slips are sent home generally 3-4 days prior to the field trip. Sometimes an additional fee is charged, depending on the fee to visit the site and transportation costs for the trip. Parents are welcome to recommend sites and to volunteer as chaperones for the trip.

18.7 a. SNACK, LUNCH, and RECESS

PreK-Grade 5 has snacks prior to morning recess and afternoon recess each day. Lunch break is from 11:45 a.m. to 12:15 pm daily. Students play outside after they have finished eating their lunch inside. School lunches may be ordered via the school lunch order form which is shared over breaks before school starts. For snack and lunch, we encourage healthy options and ask parents to avoid sending sugary or deep-fried foods.

18.7 b. Pollution, heat, and outdoor activity

Pollution: Students are expected to wear masks (N99) to school when pollution exceeds 200. **This is a compulsory item.** All outdoor activity is suspended if the AQI is above 300. When the AQI is in the 200s, students may have PE and recess outside, but with pollution masks. No masks are required when pollution levels are below 200.

- If the AQI exceeds 200, **wearing masks outdoors is compulsory.**
- If the AQI exceeds 300, outdoor activities, including recess and PE, are suspended. *However, we believe it is important for students to still have short periods of outdoor time, especially during lunchtime. If we find students are having a difficult time indoors, we may take them outside for a short period.*

Temperature: During Quarters 1 and 4, when temperatures are higher, elementary students have PE earlier in the day, typically before morning recess. The timetable is adjusted to accommodate a longer morning recess (shorter lunch recess) during these quarters to allow for more comfortable outdoor play. Outdoor activities are suspended when temperatures reach 38°C or above.

18.8 CLUBS

At MDIS, we recognize and honor the whole child. Our holistic approach to child development, including the intellectual, spiritual, physical, and socio-emotional domains, is emphasized through the extracurricular clubs offered after school, available to all grade divisions from PreK to Grade 5. Our clubs exist to provide academic support, nurture the vast interests of our diverse student body, as well as to incite new ones. With the support of staff and parent volunteers, we are able to offer a comprehensive range of options. Student volunteers are also welcome, as it provides opportunities for teachers to mentor students in developing CHLORIDE, our school's commitment to its learners. Clubs offered vary from quarter to quarter. (examples of clubs offered are cooking, painting, dance, science experiments, crafts, building construction, gardening, etc.).