

Joe Michell School
Middle Years Programme (MYP)

Community Project (CP)

Student Guide

2024-2025



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.

Student's Name: _____

Supervisor's Name: _____

CP Coordinator: Ms. Sherry McGowan, D-24D smcgowan@lvjUSD.org

Right now, at IB schools around the world,
MYP students like you are working to complete
their Community Projects
and show that they understand how to
take action
in order to make
a better and more peaceful world.

You're a part of something bigger than yourself.



Phases of the Community Project

A Checklist

Introduction to the Community Project (October–November)

- ☐ Carefully read pages 3, 4, and 5.
- ☐ Answer the questions on page 6.
- ☐ Choose your partner or team. Or, you may choose to work alone.
- ☐ Complete the partner form on Schoology to let Ms. McGowan who you will be working with.

Phase 1: Investigating

- ☐ Start your process journal
- ☐ Research to identify a need in a community that you care about.
- ☐ Do extensive research to learn all about this need; make notes in your journal.
- ☐ As you research, keep a list of all your resources! (Books! Websites! People! News articles!)
- ☐ Brainstorm ideas for a service action to help the community.
- ☐ Complete the **Proposal Form** (on pages 7-8).
- ☐ Ms. McGowan will have a meeting with you to get your proposal approved. **Bring this guide and your journals to the meeting.**
- ☐ Read about the supervisor on page 9.
- ☐ Record information and developments in your process journal.

Phase 2: Planning

- ☐ Email your supervisor or visit their classroom to set up your first meeting with them.
- ☐ Meet with your supervisor to explain your **proposal** and start the **Academic Honesty Form**.
Bring your journals and this guide to every meeting with your supervisor.
- ☐ Write up a detailed plan with the exact steps to get the service action done.
- ☐ Email your supervisor or visit their classroom to set up a second meeting with them.
- ☐ Meet with supervisor to get your detailed plan approved; also add on to the **Academic Honesty Form**. **Bring your journals and this guide to every meeting with your supervisor.**
- ☐ Record information and developments in your process journal.

Phase 3: Taking Action

- ☐ Carry out the service action.
- ☐ Take photos or video to document your action.
- ☐ Record information and developments in your process journal.
- ☐ Read the **Reflection Questions** on page 13 and write the answers in your journal.

Phase 4: Reflection and Presentation

- ☐ Read pages 16-19, and then create your presentation.
- ☐ Email your supervisor or visit their classroom to set up your third meeting with them.
- ☐ Meet with your supervisor to share your presentation, journal, and **ATL Checklist** on page 12, and then you and your supervisor sign and date the **Academic Honesty Form**. **Bring your journals and this guide to every meeting with your supervisor.**
- ☐ In May, you'll give your presentation to a panel of judges who will score it on the rubric.
- ☐ At Open House, you'll share a part of your project with the younger students and parents.

Aims and Objectives of the MYP Community Project (CP)

The **aims** of this project are to:

- Participate in a sustained, self-directed inquiry within a global context, and then create a presentation about what you learned and accomplished.
- Generate creative new insights and develop deeper understanding through in-depth investigation.
- Demonstrate the skills, attitudes, and knowledge required to plan and complete a project over an extended period of time, and to give a high-quality presentation about your learning.
- Communicate effectively in a variety of situations.
- Demonstrate responsible action through, or as a result of, learning.
- Appreciate and reflect upon the process of learning in a process journal, and take pride in your accomplishments.

The **objectives** are:

A) Investigating:

Defining a goal to address a need within a community, based on personal interests.

Identifying prior learning and subject-specific knowledge relevant to the project.

Demonstrating research skills.

B) Planning:

Developing a proposal for action to serve a need in the community.

Planning and recording your planning process in a journal.

Demonstrating self-management skills.

C) Taking action:

Demonstrating service as action.

Demonstrating thinking skills.

Demonstrating communication and social skills.

D) Reflecting:

Evaluating the service as action against your proposal within your journal and presentation.

Reflecting on your knowledge and understanding of service in your journal and presentation.

Reflecting on your development using the IB Approaches to Learning and ATLs in your journal and presentation.

The Community Project is "Service as Action"

Service = The action of helping or doing work for an individual or a community

These are the different **types of Service as Action**:

- **Direct service** = This means having direct interactions with people or the environment. Examples include teaching the elderly to use technology, cleaning up an empty plot and creating a peace garden, mowing lawns or running errands for those who are ill or disabled.
- **Indirect service** = This means you don't directly interact with people or the environment, but your actions will benefit the community. Examples include redesigning an organization's website, writing original picture books to teach a language, raising fish to restore a stream, beautifying a space with artwork or positive messages.
- **Advocacy** = This is when you speak or write or create art on behalf of a cause to promote action on an issue of public interest. Examples include an awareness campaign on ways to save water, performing a play on ways to respond to bullying, or creating a video or flyers or signs to educate others about the UN's Global Goals.
- **Research** = This involves collecting information through varied sources, analyzing the data, and reporting on a topic that can influence policy or practice. Examples include compiling the most effective means to reduce litter in public spaces, studying the best ways to engage all students in play during recess, or conducting surveys about areas in the community that need beautification followed by a plan to beautify an area of need. Your research is then reported somehow out to the public.

Some examples of Service as Action project **goals**:

- To raise awareness
- To participate actively
- To research
- To inform others
- To create/innovate
- To change behaviors
- To advocate

Your Process Journal

Each student, whether working alone or in a group, must keep their own process journal as evidence of their work on the project. Your Process Journal may take any form that suits your needs, such as:

- Traditional journal or sketchbook
- Online, digital notebook, blog, shared Google folder, etc.
- Kept in a folder or binder with this student guide

Your Process Journal is not a daily diary, but a place to **record your progress, struggles, and plans, and reflect upon your project from start to finish, as your Community Project evolves.**

At the end of the project, you'll select excerpts from your process journal to include your presentation, so that the audience can see some of the thinking that you have done.

Anything and everything can go into your Process Journal:

doodles and brainstorm	reflections, wonderings
thoughts and ideas	frustrations, road-blocks
artifacts from inspirational visits (museum, performances, galleries, etc.)	inspiring quotations
bulleted lists, to-do lists	feedback from your supervisor
handwritten or typed entries	surveys
timelines and action plans	visual thinking maps
ideas you get from others	images, photographs
drawn diagrams, charts or tables	screenshot of blogs or websites
annotated research	recordings or notes from interviews
struggles, ideas and solutions	drawings, illustrations
	etc.!

Your Thoughts as You Get Ready to Begin

1. What do you love to do? What are some things you are good at?
2. What communities or issues do you really care about?
3. Where might you get more information about the communities or issues that you care about?

Community Project Proposal

(This form is for proposing your idea to Ms. McGowan. Submit no later than 11/20/24.)

Project Title:			
Your Name:		Your Group Members:	

Identify the community, need, and goal of your proposed project.
Which specific community will your project serve?
What specific need will you address within the community?
What is your goal for addressing this need? (See bottom of page 4.)
<p>What type of action will this project involve? (Circle all that apply.) See page 4 for definitions of these:</p> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <i>Direct Service</i> <i>Indirect Service</i> <i>Advocacy</i> <i>Research</i> </div>
<p>Circle the Global Context that best describes your Community Project. See pages 14-15 for definitions of these:</p> <div style="display: flex; flex-wrap: wrap; justify-content: space-around; margin-top: 10px;"> <div style="width: 45%; text-align: center;"><i>Identities and Relationships</i></div> <div style="width: 45%; text-align: center;"><i>Personal and Cultural Expression</i></div> <div style="width: 45%; text-align: center;"><i>Globalization and Sustainability</i></div> <div style="width: 45%; text-align: center;"><i>Orientation in Time and Space</i></div> <div style="width: 45%; text-align: center;"><i>Scientific and Technical Innovation</i></div> <div style="width: 45%; text-align: center;"><i>Fairness and Development</i></div> </div>
<p>Circle the Learner Profile Traits you think you'll develop as you work on this project:</p> <div style="display: flex; flex-wrap: wrap; justify-content: space-around; margin-top: 10px;"> <div style="width: 20%; text-align: center;">Inquirer</div> <div style="width: 20%; text-align: center;">Risk-Taker</div> <div style="width: 20%; text-align: center;">Thinker</div> <div style="width: 20%; text-align: center;">Communicator</div> <div style="width: 20%; text-align: center;">Principled</div> <div style="width: 20%; text-align: center;">Open-Minded</div> <div style="width: 20%; text-align: center;">Caring</div> <div style="width: 20%; text-align: center;">Reflective</div> <div style="width: 20%; text-align: center;">Balanced</div> <div style="width: 20%; text-align: center;">Knowledgeable</div> </div>

Target the research.

What kind of research have you already done to learn about this community?

What further research do you need to do? (circle)

- Books, newspapers, magazines that relate to the community
- Internet searches
- Surveys you might conduct
- People you might interview
- Field trips you might take
- Other ideas:

Process Journal: Decide what format you will use to record the significant findings from beginning to end, to show the development of your community project. (Binder? Notebook? Digital?)

Format you will use:

What action will you take? Is it a one-day event? Will it take a few weeks? Where will it take place? Do you need to “get the word out?” How will you do that?

(Just a basic explanation in this box, please. Detailed plans will be explained in your journal later, and must be approved by your supervisor at your second supervisor meeting.)

What subject-specific knowledge might help you complete this project?

Think of things you’ve learned in your MYP subjects: Design, Visual and Performing Arts, Science, Math, PE, Core, Spanish

IB Coordinator Approval: _____ Date _____

Supervisor: _____ Room _____ Email _____

Your supervisor

Your supervisor will be a member of the Joe Mitchell teaching staff. They will:

- Meet with you at least three times during the project.
- Look at your process journal and give you feedback.
- Advise you about how to be successful all along the way.
- Help you when your group gets stuck or is having trouble.

If you cannot find a staff member independently, Ms. McGowan or one of your teachers will help find a supervisor to help you be successful.

Your Responsibilities to your supervisor

- Always show respect by **speaking politely and formally**.
- Arrange meetings with **respect and gratitude for the time** they give to help you.
- Bring this student **guide and your process journal** to each supervisor meeting.
- Send your supervisor a **formal thank you note** when your project is completed.

Communicating with your supervisor

- This is a formal relationship, not friendly or casual, so use formal language in all emails and meetings with your supervisor.
- Keep in mind, your supervisor is a busy, working professional. If you drop by their classroom, be respectful and always ask if it's a good time to talk. It's best to ask them when would be a convenient time for them to meet with you.

Sample conversation with an supervisor

- Hi Mr. McPherson, how are you today? Do you have a moment to talk?
- We've just learned that you will be our supervisor for the 8th Grade Community Project. Thank you for being willing to work with us.
- What would be a good time to have a meeting with you?
- Great, we'll see you then. Thank you so much for your time.

Academic Honesty Form

(Fill this out at your supervisor meetings)

Student Name	
Grade	
Supervisor's Name	
<p>Student: This document records your progress and the nature of your discussions with your supervisor. You should aim to see your supervisor at least three times: at the start of the process to discuss your initial ideas, then once you have completed a significant amount of your project, and finally once your completed report/presentation has been submitted.</p> <p>Supervisor: You are asked to have at least three advisor sessions with students, one at the start of the process, an interim meeting and then the final meeting. Other sessions are permitted but do not need to be recorded on this sheet. After each session, students should make a summary of what was discussed and you should sign and date these comments.</p>	

Meeting	Date	Main Points Discussed	Signature
Meeting 1 * Share process journal and Proposal Form * Discuss how group is getting along * Discuss academic honesty and keeping list of references * Discuss next steps * Other topics as needed			

<p>Meeting 2</p> <ul style="list-style-type: none"> * Share process journal and detailed plan * supervisor approves plan or makes suggestions * Discuss how group is getting along * Discuss next steps 	Date:	Main Points Discussed:	Signature:
<p>Meeting 3</p> <ul style="list-style-type: none"> * Share process journal and ATL checklist * Share the presentation and get supervisor feedback * Sign and date the bottom of this form 	Date:	Main points discussed:	Signature:
<p>Supervisor Comment :</p>			
<p>Student Declaration :</p> <p>I confirm that this work is my own and this is the final version. I have acknowledged, in the body of my work, each use of the words, work or ideas of another person, whether written, oral or visual (hard copy and/or electronic materials).</p>			
<p>Supervisor Declaration :</p> <p>I confirm that, to the best of my knowledge, the material submitted is the authentic work of the student.</p>			
Student's Signature			Date
Supervisor's Signature			Date

Approaches to Learning (ATL) Checklist

The Community Project has been a great time to grow as a learner. Although some of the ATL skills will be more apparent than others, take time to reflect on how you have developed each of these skills over the past months.

Approach to Learning (ATL) Skills	Examples of Skills in Action
Organization: Time Management Self-Management	I prioritized and planned. I was focused on my project. I asked for clarification or help. I kept a journal for project organization.
How you used or improved your organizational skills: 	
Collaboration: Working in groups Accepting others' strengths and weaknesses Overcoming challenges together	I was able to lead, and to follow. I respected the opinions of all. I negotiated to reach an agreement. I accepted that challenges would come with my group. I motivated myself. I encouraged others.
How you used or improved your collaborative skills: 	
Communication: Reading, writing, speaking Being informed Informing others	I used reading strategies while researching. I used appropriate forms of writing. I prepared the project by following the objectives in the rubric.
How you used or improved your communication skills: 	

Information Literacy: Selecting information Organizing information Keeping track of resources Citing, referencing resources Creating a bibliography	I used a variety of resources. I used effective research skills. I identified primary and secondary sources. I identified bias and different points of view. I acknowledged (cited) sources in my presentation.
How you used or improved your informational literacy skills:	
Reflection: Self-awareness Self-evaluation Mindfulness Perseverance	I reflected on how all feedback, both compliments and criticism, helped me improve. I used my process journal to record reflections.
How you used or improved your reflection skills:	
Problem-solving and Thinking: Inquiring Applying knowledge Identifying problems Creating novel solutions	I brainstormed different ideas for my project. I used logical reasoning. I considered different perspectives, not just my own. I tried to think of novel solutions.
How you used or improved your problem-solving/thinking skills:	
Inquiring in Different Contexts:	I used knowledge and skills from MYP subject areas.
How you inquired within different contexts:	

Reflection Questions

Please record thoughtful, reflective answers to these questions in your journal..

1. How has completing this project extended your understanding of Service as Action? (See page 4.)
2. As a result of investigating, planning, completing, and reflecting on this project, how have you grown in your ability to use the IB Approaches to Learning skills? (See page 13.)
3. How did this project strengthen any of the IB Traits within you? Which one(s)? (See bottom of page 7.)
4. Choose **one** more question to respond to, from the options below:

What suggestions would you give to next year's 8th graders?

What did you learn about others?

What did you learn about yourself?

Gentle reminder: Write a short thank you note and give it to your supervisor.

Also give one to anyone else who really helped you with your project.

A thank you note is an important thing.

The MYP Global Contexts

Circle the Global Context that best relates to your project

<p style="text-align: center;"><u>Identities and Relationships</u> Who am I? Who are we?</p> <p>Students will explore: identity; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; what it means to be human.</p>	<p style="text-align: center;"><u>Scientific and Technical Innovation</u> How do we understand the world ?</p> <p>Students will explore: the natural world and its laws; the interaction between people and the natural world; how humans use their understanding of scientific principles; the impact of scientific and technological advances on communities and environments; the impact of environments on human activity; how humans adapt environments to their needs.</p>
<p style="text-align: center;"><u>Orientation in Space and Time</u> What is the meaning of “where” and “when”?</p> <p>Students will explore: personal histories; homes and journeys; turning points in humankind; discoveries; explorations and migrations of humankind; the interconnectedness of individuals and civilizations, from personal, local and global perspectives.</p>	<p style="text-align: center;"><u>Globalization and Sustainability</u> How is everything connected?</p> <p>Students will explore: the interconnectedness of human-made systems and communities; the relationship between local and global processes; how local experiences mediate the global; the opportunities and tensions provided by world-interconnectedness; the impact of decision-making on humankind and the environment.</p>
<p style="text-align: center;"><u>Personal and Cultural Expression</u> What is the nature and purpose of creative expression?</p> <p>Students will explore: the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</p>	<p style="text-align: center;"><u>Fairness and Development</u> What are the consequences of our common humanity?</p> <p>Students will explore: rights and responsibilities; the relationship between communities; sharing finite resources with other people and with other living things; access to equal opportunities; peace and conflict resolution.</p>

Your Works Cited Page

A Works Cited page is where you cite all the sources that you have used to research a topic (sometimes called a bibliography).

Each citation needs to be in MLA format.

Feel free to use this website to help you generate the citations in your Works Cited: www.easybib.com

Alphabetize your Works Cited by the last name of the author, or by the title if no author name is given.

Indent lines two and beyond of citation entry ("[Hanging indent](#)").

Listed below are some of the more common types of sources based on MLA (Modern Language Association) style.

Source	How to List the Source (examples are in bold)
Book with one author	Last Name of Author, First Name. <i>Title of Book</i> . Publisher, Year of Publication. Example: Clancy, Tom. <i>Clear and Present Danger</i> . Berkley Books, 1989.
Book with 2 authors	Last Name of Author, First Name (1 st author), First Name Last Name (2 nd author). <i>Title</i> . Publisher, Year. Example: Crisfield, Deborah W. and Mark Gola. <i>Winning Soccer for Girls</i> . Facts on File, 2002.
Magazine or newspaper article	Last Name of Author, First Name of Author. "Title of Article." <i>Title of Magazine/Newspaper</i> , Day Month Year of publication, page numbers (use p. for one page and pp. for multiple pages). Example: Buchman, Dana. "A Special Education." <i>Good Housekeeping</i> , Mar. 2006, pp. 143-48.
Article on a Website	Last Name, First Name. "Article Title." <i>Website Title</i> , Date Published, URL without http/https. Example: Domonoske, Camila. "Mars is Ready for its Close-Up: Red Planet Easy to Spot This Weekend." <i>NPR</i> , 20 Mar. 2016, www.npr.org/sections/thetwo-way/2016/05/20/478865020/mars-is-ready-for-its-close-up-red-planet-easy-to-spot-this-weekend .
Article in a research database	<i>Use the citation provided by the database.</i>

Presentation – Keys to Success

At the end of the project, you will present your project in front of an audience. You should dress professionally, to reflect the commitment you have made to your project.

- **For an individual student presentation, the time allocated is 6 minutes (max).**
- **For a group presentation, the time allocated is 10 minutes (max).**

Students should detail their entire Community Project. Visual elements are required. The presentation itself may use technology, but it is not required. Requirements:

- The presentation should have these four parts:
Investigating, Planning, Taking Action, Reflecting.
- The presentation should have a very engaging message. What was your goal? Why? Why should anyone care? The audience should be moved by your Community Project.
- Be sure to demonstrate extensive research, including relevant data and statistics to support your cause or issue.
- Be sure to include process journal excerpts. If you worked alone, 6-10 process journal excerpts are required to be in your presentation. If you worked in a group, 10-15 process journal excerpts are required with each member contributing an equal amount of excerpts. These should show evidence of the work done throughout the project.
- As part of the presentation, be sure to show:
 - The Proposal Form
 - A completed Academic Honesty form for each student
 - Reflections from each student
 - The ATL skills you developed
 - The IB Traits you developed
 - The subject-specific knowledges that helped you complete this project
 - Recognition and appreciation of the people who helped you
 - A Works Cited page (bibliography)

Joe Michell School (IB World School Code # 050465)
8th Grade Community Project Presentation Assessment Rubric

Student Name	
Supervisor	

I.B. MYP Achievement Level	Criterion A: Investigating Task-Specific Clarification <i>The student:</i>	Student Achievement Level
0	does not reach the task-specific clarifications below.	
1-2	i. states a goal to address a need within a community, based on personal interests, but this may be limited in depth and accessibility. ii. Identifies prior learning and subject-specific knowledge, but this may be limited in occurrence or relevance. iii. demonstrates limited research skills.	
3-4	i. outlines an adequate goal to address a need within a community, based on personal interests. ii. Identifies basic prior learning and subject-specific knowledge that is relevant to some areas of the project. iii. demonstrates adequate research skills.	
5-6	i. defines a clear and challenging goal to address a need within a community. ii. Identifies prior learning and subject-specific knowledge that is generally relevant to the project . iii. demonstrates substantial research skills.	
7-8	i. defines a clear and highly challenging goal to address a need within a community, based on personal interests. ii. Identifies prior learning and subject-specific knowledge that is consistently highly relevant to the project. iii. demonstrates excellent research skills	
I.B. MYP Achievement Level	Criterion B: Planning Task-Specific Clarification <i>The student:</i>	Student Achievement Level
0	does not reach the task-specific clarifications below.	
1-2	i. develops a limited proposal for action to serve the need in the community. ii. presents a limited or partial plan and record of the development process of the project. iii. demonstrates limited self-management skills and did not meet deadlines .	
3-4	i. develops an adequate proposal for action to serve the need in the community. ii. presents an adequate plan and record of the development process of the project. iii. demonstrates adequate self-management skills and met some deadlines .	
5-6	i. develops a suitable proposal for action to serve the need in the community. ii. presents a substantial plan and record of the development process of the project. iii. demonstrates substantial self-management skills and meets most deadlines .	
7-8	i. develops a detailed, appropriate, and thoughtful proposal for action to serve the need in the community. ii. presents a detailed and accurate plan and record of the development process of the project. iii. demonstrates excellent self-management skills and met all deadlines .	
I.B. MYP Achievement Level	Criterion C: Taking Action Task-Specific Clarification	Student Achievement Level

	<i>The student:</i>	
0	does not reach the task-specific clarifications below.	
1-2	i. demonstrates limited service as action as a result of the project ii. demonstrates limited thinking skills iii. demonstrates limited communication and social skills	
3-4	i. demonstrates adequate service as action as a result of the project ii. demonstrates adequate thinking skills iii. demonstrates adequate communication and social skills	
5-6	i. demonstrates substantial service as action as a result of the project ii. demonstrates substantial thinking skills iii. Demonstrates substantial communication and social skills	
7-8	i. demonstrates excellent service as action as a result of the project ii. demonstrates excellent thinking skills iii. demonstrates excellent communication and social skills	
I.B. MYP Achievement Level	Criterion D: Reflecting Task-Specific Clarification <i>The student:</i>	Student Achievement Level
0	does not reach the task-specific clarifications below.	
1-2	i. provides a limited evaluation of the quality of service as action against the proposal. ii. provides limited reflections on how completing the project has extended their knowledge and understanding of service and of Global Contexts. iii. provides limited reflections on their development of Approaches to Learning skills and one Learner Profile Trait.	
3-4	i. provides an adequate evaluation of the quality of service as action against the proposal. ii. provides adequate reflections on how completing the project has extended their knowledge and understanding of service and of Global Contexts. iii. provides adequate reflections on their development of Approaches to Learning skills and one Learner Profile Trait.	
5-6	i. provides a substantial evaluation of the quality of service as action against the proposal. ii. provides substantial reflections on how completing the project has extended their knowledge and understanding of service and of Global Contexts. iii. provides substantial reflections on their development of Approaches to Learning skills and one Learner Profile Trait.	
7-8	i. provides an excellent evaluation of the quality of service as action against the proposal. ii. provides excellent reflections on how completing the project has extended their knowledge and understanding of service and of Global Contexts. iii. provides detailed and accurate reflections on their development of Approaches to Learning skills and one Learner Profile Trait.	
Comments from the Judging Panel members:		

Joe Michell Community Project Timeline

*If we need to adjust this timeline, a new timeline will be posted in Schoology, and each student will be given a new copy.

Task	Deadline	Check Box
Project and group declaration submitted through Google Form posted on Schoology Community Project (CP) Group page	Wednesday, 11/6/24	
Complete CP proposal (pages 6-8) in this guide.	11/20/24	
Meet with Ms. McGowan to get your project approved.	12/11/24	
First meeting with your supervisor.	1/15/25	
Complete necessary background research.	2/5/25	
Create poster with a QR code for hall display, along with any promotional materials for the community.	2/26/25	
Second meeting with your supervisor.	3/5/25	
Take Action/carry out proposed service.	Complete no later than 4/2/25	
Complete your presentation and gather your process journal notes.	4/7/25	
Third meeting with your supervisor.	4/9/25	
FINAL PROJECTS due: Process journals, notes, completed presentations (including the 4 phases of the community project cycle) due to Ms. McGowan by the end of the day.	4/23/25	
Presentations to the CP Board and project evaluations.	Week of May 5th	
Open House	5/15/25	
Reflect and Celebrate!!	5/21/25	

*"Let us remember:
One book, one pen,
one child,
and one teacher can
change the world."*

-Malala Yousafzai