

# Highcroft Ridge Parent and Student Handbook



Highcroft Ridge Elementary  
15380 Highcroft Drive  
Chesterfield, MO 63017  
314-415-6400  
[www.pkwy.k12.mo.us/highcroft](http://www.pkwy.k12.mo.us/highcroft)

## **NON-DISCRIMINATORY/ACCOMMODATION NOTICE**

The Parkway School District does not discriminate on the basis of race, color, religion, nation origin, sex, age, or disability in admission or access to, or treatment or employment in, its programs or activities. If anyone with a disability needs accommodations to attend or participate in a school or District activity, please contact the staff member responsible for that event at least four (4) business days in advance. Questions, concerns, or request for information/assistance can also be directed to the designated District coordinator for each applicable federal law.

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Dear Highcroft Ridge Families,

Welcome to the new school year. At Highcroft we believe the partnership between home and school is paramount in a child's educational success. This handbook is just one measure used to promote communication.

Please use the following information as a reference to guidelines and procedures that are currently in place at Highcroft Ridge. The staff works collaboratively to provide the needed instruction and supervision to maximize your child's education.

If you have any questions, concerns or need clarification for any procedure, please feel free to contact the school. The staff at Highcroft Ridge looks forward to a successful year for our students and families.

Sincerely,

K. Simone Wilson  
Principal

# The Parkway School District's Mission, Vision and Learning Principles

## **MISSION:**

The mission of the Parkway School District is to ensure all students are capable, curious and confident learners who understand and respond to the challenges of an ever-changing world.

## **VISION:**

We succeed when all our students and graduates are:

- able to transfer their prior learning to new demands, in and out of school
- fully prepared for their next educational challenges
- creative, thoughtful and effective problem solvers
- increasingly self-directed, skilled and persistent as learners
- literate and critical consumers of information and ideas
- articulate speakers and effective listeners
- acting out of a strong sense of personal, social and civic responsibility
- always seeking to understand the views, values and cultures of others
- working skillfully with others to achieve common goals
- pursuing a personal direction based on an understanding of their talents and interests

## **LEARNING PRINCIPLES:**

The conditions under which optimal learning takes place are observable in our classrooms and confirmed by educational research. Therefore, as a learning institution, we commit to ensuring learners:

- understand the purpose and outcomes of their learning as well as the standards required for success
- transfer their learning to new situations beyond the classroom and school
- make meaning of content within helpful conceptual frameworks and multiple contexts

- use feedback to improve products, performances, key skills, and transfer of learning
- self-assess and self-adjust their learning through reflection against rigorous goals
- construct new knowledge by building on prior knowledge and activating earlier ideas
- test ideas, take intellectual risks, and learn from mistakes in pursuit of understanding
- experience learning challenges that match their abilities, needs, and interests
- realize that the capacity to learn is not fixed; ability and understanding can always improve

# **I. GENERAL INFORMATION**

## **SCHOOL HOURS**

Grades Kindergarten – Fifth Grade  
Supervision Begins at 8:40 A.M.

8:55 A.M. - 3:55 P.M.

## **ATTENDANCE**

Regular attendance is essential for student success. Punctuality and regular attendance are factors linked with a student's sense of belonging and his/her overall achievement. It is important that parents phone the school's Dial Safe line at 314-415-6426 and leave a message clearly stating their child's name, teacher, and reason for absence prior to 8:55 A.M. if they know their child is going to be absent or late that day. This number is to an answering machine, so you may call before school begins.

## **ARRIVAL AND DISMISSAL**

Supervision for students begins at 8:40 A.M. Teachers are not on duty to supervise children prior to this time. Supervision for students arriving before the start of school is available to all children through the YMCA's Kids Connect Program. To enroll in that program, please contact Debbie Wolfe, the director of the Kids Connect program offered at Highcroft Ridge at 636.532.6515, ext.261.

Children who arrive late to school should be escorted into the building and signed in at the office by an adult. **Please do not send your children into the building unsupervised.**

### **Car Riders**

Parents need to drive around the school to the back to the back and release children at Door #7. The same procedure is to be followed at dismissal.

### **Picking Up and Dropping Off Children**

When picking up or dropping off children during the school day, please park in a parking space or on Highcroft Drive. Do not block the bus lane. Come into the office and sign your child in/out. Never go to the classroom. Please allow yourself enough time so your child can be called to the office for dismissal after you arrive.

### **School Bus and Day Care Vans**

Children who ride day care vans and buses will enter the building through the front door and will exit at Door #4 during afternoon dismissal.

### **Walkers**

Students who walk a short distance, with parent's permission, should stay on sidewalks or paths. Students should follow the instructions of the adult crossing guard and the members of the school safety patrol and enter Door #1. Those who walk from the back area of the school can enter at Door #7. Students will exit either Door #1 or #7 at dismissal.

### **EARLY DISMISSAL**

If it becomes necessary for a child to be dismissed early to go to the doctor, dentist etc., the parent should send a note to the office via the child's homeroom teacher. As to not disrupt your child's learning, it is suggested that such appointments be made before or after school hours.

Scout leaders should not expect to pick up members of their troop (including their own children) until all buses have been called - no earlier than 3:55 p.m. (unless they are leaving the building in which case they should be immediately moved from the building and out of the way of the student patrols.) **If the method in which your child will go home changes, please let the school know in writing.**

### **District Safety Rules in Riding the School Bus**

- Wait for the bus in a safe place
- Enter the bus in an orderly manner and be seated - three to a seat if necessary to accommodate the load
- Follow instructions of the driver so he/she can devote time to safe driving
- Help keep the bus clean
- Stay seated at all times
- Do not yell, call names, or throw things out of the bus window
- When crossing a road or street, walk in front of the bus, be alert for traffic, and observe instructions of the driver
- Learn emergency drill procedures and observe them if an emergency occurs

## **CLASSROOM ORGANIZATION**

Grades K-5 are essentially self-contained classrooms. The homeroom teacher is responsible for the planning, the teaching, and the care of the students

## **EMERGENCY INFORMATION AND PROCEDURES**

From time to time during the school year, it may become necessary to contact parents for an emergency situation such as illness or injury to a child. It is important that we have up-to-date phone numbers for each parent and the number of two neighbors who can act for you, as well as the name and phone number of your child's doctor and dentist.

## **CENSUS VERIFICATION FORM**

The Census Verification Form (CVF) is an essential link between home and school. It is vital for the information on this form to be current. Contact information provided on the CVF allows your child's teacher to maintain communication with parents and the school can reach you in case of an emergency. Phone numbers and email addresses are used by the district's automated service in the event there is a school closing. If at any time your address, any phone number, and/or email address changes, please contact Highcroft Ridge's Registrar, at 415.6406.

## **SCHOOL CLOSINGS**

The following radio stations will carry announcements of school closings when school has been canceled due to weather: KMOX 1120 AM, KLOU 103.3, THE BEAT 100.3, ; Channel 2, Channel 4, Channel 5 and Channel 30 TV. You may access the PARKWAY WEB SITE- <http://www.pkwy.k12.mo.us> and click on the red light. You may also call 314-415-SNOW for closing information.

### During the School Day

At times during the school year it may become necessary to dismiss school early due to dangerous weather conditions or an emergency at school. If this should occur these guidelines will be followed:

1. Parkway schools will be dismissed in the following order - Middle Schools, High Schools then Elementary Schools.
2. Radio stations will be asked to carry announcements of the early dismissal.

3. Students who ordinarily ride the bus will not be permitted to walk home and all bus riders will be expected to remain at school until their bus arrives (unless parents pickup).
4. The principal, together with sufficient teachers and other staff members, will remain on duty until ALL children are safely dispatched home.

PLEASE NOTE. The district will send automated telephone calls informing parents of school closings. Calls will be made using phone numbers provided on Census Verification forms and will only be launched if the decision is made to close school or let students out early. Please remember that this is not fool proof, so if your phone number has changed, you have moved, or if the number has been incorrectly recorded in our database, you may not receive an automated call. For that reason, parents should always double-check using the traditional sources of closing information as follows:

**Parkway's Web Site**  
[www.pkwy.k12.mo.us](http://www.pkwy.k12.mo.us)

**Parkway's Snow Line**  
(314) 415-SNOW

**Television**  
KTVI Channel 2  
KMOV Channel 4  
KSDK Channel 5

**Radio**  
KMOX 1120 AM  
Gospel 1600 AM  
The Beat 100.3 FM  
MAJIC104.9 FM

Please note that children may not arrive home early even though school has been dismissed early, as traffic tie-ups may delay the buses. Everything possible will be done to ensure the safety and well-being of the students.

Every family should develop its own emergency plan to be followed in case children arrive home either ahead of schedule or very late. Please make sure that your children know exactly what to do when normal schedules are disrupted and dress them warmly for inclement weather.

## **FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA) ANNUAL NOTIFICATION**

### **I. Rights of Parents**

1. **RIGHT TO INSPECT:** You have the right to review and inspect substantially all of your education records maintained by or at the District.
2. **RIGHT TO PREVENT DISCLOSURES:** You have the right to prevent disclosure of education records to third parties with certain limited expectations. It is the intent of the District to limit the disclosure of information contained in your education records to those instances where prior written consent has been given to the disclosure, as an item of directory information of which you have not refused to permit disclosure, or under the provisions of *Family Educational Rights and Privacy Act* (FERPA) which allow disclosure without prior written consent.
3. **RIGHT TO REQUEST AMENDMENT:** You have the right to seek to have corrected any parts of an education record which you believe to be inaccurate, misleading or otherwise in violation of your rights. This right includes the right to a hearing to present evidence that the record should be changed if the District decides not to alter the education records according to your request.
4. **RIGHT TO COMPLAINT:** You have the right to file a complaint with the FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OFFICE, Department of Education, 400 Maryland avenue, SW, Washington, D.C. 20202, concerning the District's alleged failure to comply with *Family Educational Rights and Family Act*.
5. **RIGHT TO OBTAIN POLICY:** You have the right to obtain a copy of the written policy adopted by the Board of Education of the Parkway School District in compliance with *Family Educational Rights and Privacy Act*. A copy may be obtained in person or by mail from: Custodian of Records, Parkway School District, 455 North Woods Mill Road, Chesterfield, Missouri 63017.

## II. Sharing of Information

1. The district has determined that the Voluntary Inter-district Choice Corporation (VICC) and its officers, employees and agents are school officials with legitimate educational interests because they act for and on behalf of the District with respect to transfer students and the transfer program, and because they seek to advance the interests of both. A transfer student's attendance records and other educational records relevant to the student's participation in the program or to the program itself may accordingly be disclosed to VICC without obtaining written consent from the parent/guardian or eligible student.
2. The district will disclose information from a student's education and/or health records to officials of another public school, school district or post-secondary school in which a student seeks or intends to enroll. Parkway staff shares education/health records of students, both disabled and non-disabled, with Special School District staff at various times during a child's enrollment at Parkway. The Parkway School District will not further notify parents or eligible students prior to such transfer of records.
3. The District will disclose information from a student's education and/or health records to law enforcement and juvenile justice authorities, if the disclosure concerns either law enforcement's or juvenile justice authorities' ability to serve the student prior to adjudication. The entity receiving such information must comply with applicable federal confidentiality restrictions.

## III. Directory Information

1. The Parkway School District has designated certain information contained in the education records of its students as director information for purposes of the *Family Education Rights and Privacy Act* (FERPA).

The following information regarding students is considered directory information:

Student's Name

Parent's Name

Electronic mail address of parent or eligible student

Address

Telephone Number

Date of Birth

Major Field of Study

Participation in Activities and Sports

Weight and Height of Members of Athletic Teams

Dates of Attendance

Degrees and Awards Received

Most Recent School Attended by Student

According to law, directory information may be disclosed by the Parkway School District without the consent of the parent of a student, or an eligible student. Such information is normally disclosed through distribution of yearbooks, handbooks, and similar school publications. Parents of students and eligible students have the right, however, to refuse to permit the designation of any or all of the above information as directory information. In that case, this information will not be disclosed except with the consent of a parent or student, or as otherwise allowed by *Family Education Rights and Privacy Act* (FERPA).

Any parent or student refusing to have any or all of the designated directory information disclosed must check specified box on the Census Verification Form indicating that directory information shall not be released. This notification must be filed with the principal of the school that the student attends within thirty (30) calendar days of the publication of this notice.

In the event a notification of refusal is not filed, the Parkway School District assumes that neither a parent of a student nor an eligible student objects to the release of the directory information designated. Upon request, the Parkway School District will release the names, addresses, and phone numbers of secondary students to military recruiters and representatives from institutions of higher education unless a parent or eligible student contacts the district and requests otherwise.

## **FOOD SERVICES**

Nutritionally balanced hot meals are provided daily. Students may pay for their lunch before classes begin in the morning. Lunches may be purchased for one day, one week, or as many as the student wishes to purchase. Milk may be purchased by students who bring their lunch, either chocolate or plain. Juice may also be purchased for the same price. A computerized Point of Sale (POS) system has been implemented to increase efficiency, add convenience and expedite service to Parkway's students. Each student is assigned a Personal Identification Number (PIN). The PIN number will access a computerized "bank account". Students receiving financial aid will also use a PIN number and no one will know a student's meal status. Students should memorize their PIN number because they will need to enter it in a PIN pad at the cashier's station when making a purchase. Prepayment

into your child account may be made by cash or check using an envelope marked with the child's name, PIN number, and the amount of money to be credited to each child's account. **MAKE CHECKS PAYABLE TO PARKWAY FOOD SERVICES**, seal the envelope and have your child place it in the deposit box inside the school at the front or rear entrances. All deposits will be collected daily. You can make deposits directly by going to the [myschoolbucks.com](http://myschoolbucks.com) website.

## **HEALTH POLICIES AND PROCEDURES**

Recognizing that health and learning go hand in hand, the Highcroft Health Room is staffed by a registered professional nurse who promotes optimal health for all students in our effort to address barriers to learning and to ensure optimal learning for each child. The school nurse assesses injuries and illnesses and provides treatment or referral to the child's health care provider or community resources. In case of serious injury or illness, emergency care is provided and the parent, guardian or designated emergency contact is notified. Current health records, including immunization records are maintained on each student, vision and hearing screenings are conducted and medications administered by the school nurse. In addition, the school nurse serves as a resource for classroom teachers and provides health related presentations in the class rooms.

**Administration of Medicine:** It is the policy of the school district that the giving of medicine to children during school hours be discouraged and restricted to necessary medication that cannot be given on an alternative dose schedule. When medicine is to be administered by the school, the medicine must be accompanied by a label affixed by a pharmacy or physician showing the name of the child, the dosage, and the schedule of administration, what the prescription contains, the date purchased and the physician's name. In addition a written request from one of the child's parents asking that the medicine be administered must be presented in each case. All medicine is kept in a locked cabinet in the nurse's office.

Any Over-The-Counter (OTC) medications (Tylenol, Ibuprofen, cough drops, topical ointments, cough syrups, etc.) must also be accompanied by a note from the child's health care provider stating the name of the child, name of the medicine, amount to be taken and when it is to be given. This request may be faxed to the school (314-415-6419).

### **Contagious Diseases or Chronic Conditions:**

In addition to informing Dial Safe of the reason for your child's absence, please notify the school nurse if your child has any contagious condition. If your child has a chronic health condition of any kind (for example, asthma, diabetes, seizure disorder, etc.), please notify the school nurse so that an appropriate plan for care in the school setting can be made.

Immunizations:--The state of Missouri requires specific immunizations for all students before the student is allowed to attend school (MO State Rule, 19 C.S.R.20-28.010). Please see the school nurse for current immunization requirements. Documentation from your child's health care provider that your child's immunizations are in compliance with all required immunizations must be on file in the Health Room before your child is allowed to attend school.

Medical or religious exceptions to the requirements shall be permitted upon receipt of written notification of exemption submitted on Missouri State Department of Health Form Imm. P.11A or Imm. P.12. Copies of these forms may be obtained from the school nurse.

## **KINDERGARTEN REGISTRATION**

To enter kindergarten in August, children must be five years old before August 1<sup>st</sup>. Registration is held annually the first of the year. Additionally, parents will sign their child up for a basic screening to be held sometime prior to the commencement of the coming school year.

## **STUDENT ACADEMIC PROGRESS**

The Parkway School District uses the trimester system to report student progress. Each trimester lasts twelve weeks. There are three established opportunities throughout the year to share your child's progress.

Conferences-There are two parent/teacher conferences during the year following the end of the first and second trimesters. Student report cards are shared with parents during these conferences. Parent attendance at these conferences is expected.

Progress Reports-

- This report comes at the end of each trimester
- Progress reports in grades K-2 share student progress in a checklist format
- Grades for individual subjects are given grades in 3-5

- A written progress report will be provided for those students who have been enrolled in the Parkway School District for 20 or more days

## **VISITS TO HIGHCROFT RIDGE SCHOOL OR CLASSROOM PROCEDURES**

The welcome mat is always out at Highcroft Ridge for visits. We ask all visitors to first report to the office and sign in for security reasons and for the safety of children. A visitor's badge will be provided. Visits to a child's classroom are welcomed and should be arranged in advance with the teacher. If a parent would like to talk in person with a teacher, a request for an appointment can be arranged by contacting the teacher.

## **VOLUNTEER PROGRAMS**

Our school has a volunteer program for parents and other adults who are interested in helping at school. Volunteer aides serve the children and staff in many ways.

The Library Aides help in the library, checking books in and out, shelving books, and various other tasks assigned by the library staff.

The Instructional Aides work with children on a one-to-one or small group basis. They are an invaluable "extra pair of hands" for the teachers and students.

The Help Team supports the school in a myriad of ways. Each staff member has a tub to place items for parents to assemble.

Wednesday Note volunteers helps with the assembling of Wednesday Notes each week and the monthly Hotline. These are important forms of communication with our families.

The Room Mothers assist with room parties, field trips, class projects, musicals and plays.

Special Event Helpers provide help whenever extra hands are needed for things such as making birthday buttons, paper marbling, or buzz book assembling.

The OASIS, older adults, work with children on a one-to-one basis. They provide tender loving care along with instructional help.

Many people help in many ways. The list is endless, but more detailed descriptions can be obtained from the “Helping Hands Pamphlet” designed by parent volunteers. All parents receive a copy of this each year with the opportunity to help in some area of the school. An effort is made to place volunteers with their skills and talents. We ask that Instructional Aide volunteers do not work in the same grade level as their child.

Volunteers make a difference!

### **WITHDRAWALS/TRANSFERS**

Parents who plan to move from the community or transfer their child to another Parkway school should notify the Registrar (314-415-6406) as soon as plans are definite. This allows for the school to prepare transfer information, check to see that all books and materials have been returned to the school, and notify the teachers of the student’s departure. When changing school districts, a parent must sign a release of records form before information can be mailed to the new school.

## **II. The Elementary School Day**

### **DINING ROOM STANDARDS AND PROCEDURES**

All staff members help children enter the serving room in a quiet, orderly manner and pick up his/her lunch and/or milk.

#### Lunch Rules

Children are expected to:

- Come into the cafe quietly
- Anyone is allowed to sit at an open seat
- Use inside voices and practice good manners
- Pick up around table, empty trays in the proper trash cans
- Wait to be dismissed for recess

### **DISCIPLINE/BEHAVIOR GUIDELINES**

In the Parkway School District, misconduct is judged by “standards”. In our rules, a standard is the line that divides right and wrong. That line may be not respecting the rights, property and safety of others at school.

If any of the following happens, that line has been crossed. As with any rules, we expect good conduct, good behavior and making a good effort to learn. Some of the standards are addressed in Highcroft's policy below:

### **Expectations:**

We hold behavior standards at a high level and expect:

- Each child to be where he/she belongs, when he/she is supposed to be there, with what he/she is supposed to have
- Each child to be courteous and to use good judgment with hands, feet and mouth
- Each child to behave on the bus and at the bus stop
- Each child to do what he/she is supposed to do, when he/she is supposed to do it, whether he/she want to or not

### **Building Behavior Standards and Procedures**

All staff members help children behave in a safe, considerate, courteous respectful manner. Several expected standards are listed below:

- Children should walk quietly to and from wherever they are going.
- Children should never mark on the school building and other school property.
- Children should flush toilets and urinal after using these facilities.
- Children should avoid getting excess water on the floor around sinks and water fountains.
- Children should leave chewing gum at home.
- Children who are at school for Scout meetings or other activities should stay in their assigned areas until the meeting is over. They should then leave the building quietly and promptly.
- Children are not to handle balls inside the building.
- Children who are waiting for friends or siblings should wait in the lobby area or by the office.
- Children should not be playing on school equipment or playing musical equipment unless given permission by a teacher.

### **Unacceptable Behavior and Consequences**

Examples of unacceptable behavior include: tardiness, absenteeism, cheating, fighting, vandalism, theft, forgery, littering, inappropriate language, verbal abuse, class disruption, possession of a weapon, or the use of any object as a weapon, carrying and/or using a toy or look alike weapon, even on a key chain. Cellular phones will be kept in the office until the end of the day. Threatening school employees or students, making false alarms

or bomb threats, being insubordinate (not minding) to teachers and principals, and repeatedly violating school rules will not be tolerated. Misbehavior on the bus or at the bus stop, disrespect shown to adults or peers, and refusal to follow directions of staff members will all carry consequences.

Children who behave in an unacceptable manner are subject to one or more of the following consequences:

- Verbal reprimand
- Loss of class or school privileges
- Temporary separation from peers
- Parents notified by phone or letter of misbehavior
- In-school time-out
- Conference with parents
- Out of school suspensions

### **Unacceptable Behaviors Which May Result in the Use of Time Out**

Examples of unacceptable behavior include: cheating, fighting, vandalism, theft, forgery, littering, inappropriate language, verbal abuse, class disruption, disrespect to peers and adults, refusal to follow directions of staff members, and failure of behavior modification plan in the classroom.

## **HIGHCROFT HOTLINE (MONTHLY NEWSLETTER) and WEDNESDAY NOTES**

In order to keep Highcroft Ridge parents informed about school and district functions and events, the Highcroft Hotline, is sent home on the first Wednesday of every month. This newsletter will be sent home with the youngest child in the family at Highcroft Ridge. Information about Highcroft Ridge can also be accessed on the Highcroft Ridge web site: [www.pkwy.k12.mo.us/highcroft](http://www.pkwy.k12.mo.us/highcroft). You will be given the opportunity to request the manner in which you would prefer to receive it.

### **Wednesday Notes**

Important information will be sent as well as reminders on Wednesdays only. These are important to keep the lines of communication open between the school and the home.

## **Classroom Newsletters**

While not required, many of our classroom teachers distribute newsletters on a regular basis. This tool assist parents in understanding what curricular goals are established for each grade level, keeps parents informed of the routines of the classroom, and encourages parents to talk with their child about what is happening during the school day. This may include curricular units of study, information about special events, or highlighting school successes. Additionally, procedural information, requests for assistance, changes in routines can be included.

## **PLAYGROUND RULES**

Playground accidents are a reality at the elementary level. There is no way to eliminate accidents entirely, but accidents can be kept to a minimum and we try to avoid some of them by considering the following:

1. Is the number of children in an area or on a piece of equipment appropriate? If not, the supervising staff member is responsible for seeing to the elimination of overcrowding.
2. Are activities spread out enough so that there is not overlapping?
3. Is the playground equipment being used properly? Most equipment was built to be used in a specific manner. The supervisor makes sure each child knows exactly what is allowed or not allowed on all equipment.
4. Children who are new to the school after the opening of school are given specific time and exposed to all safety rules that govern his class.
5. The supervising teacher is stationed in a position where he/she can see everything that is happening on the playground.
6. The supervisor checks the equipment periodically to make sure each child knows exactly what is supposed to be done or not done on all equipment.
7. The supervisor is responsible for keeping the children away from mowers, maintenance trucks, etc.
8. Children should not bother others that are climbing.
9. Climbing or sitting on fences is not allowed.
10. No footballs, tennis balls, baseballs, super balls outside for recess.

Playground supervision is provided at all times. All members of the staff contribute to a safe and enjoyable outdoor period by working with the children to help them observe the safety rules of the playground.

- WALK down ramp to lower playground
- No walking or standing on the slide
- No kicking or throwing rocks, wood chips, sand or dust
- NO chasing games or running in the equipment area
- No balls in the equipment area
- No leaving the playground or going back into the schoolhouse without permission from the adult supervisor
- All four square, wall ball and kick ball games will be played by the school rules; no exceptions
- Balls should be kicked on the lower blacktop only
- Always share, take turns and play safely.

#### WALL BALL SCHOOL RULES

1. No locked games.
2. To start game: Server must hit one hand (open or closed fist) overhand so that the ball hits the ground once before hitting the wall.
3. All serves must be playable by one's opponent. After the serve, each player must try to hit the ball so that their opponent cannot return the shot. If the serve is not playable or is hit illegally, the server is out.
4. Hits should be alternated so that each shot hits the ground before it hits the wall. On returning a shot, one may allow the ball to hit the ground once before the shot is returned or may hit the ball out of the air (castling) as one's return.
5. A player is out when:
  - a. A return shot or serve hits the upper white collar of the building
  - b. A returned shot or serve, does not hit the asphalt
  - c. A returned shot or serve hits the curb
  - d. A returned shot or serve lands on the grass area behind the curb
  - e. The ball is held or caught while returning a shot
  - f. A shot is unable to be returned in a legal manner
  - g. A shot hits the same person who made the shot
  - h. A returned shot or serve hits any door
6. When a player becomes out, he/she must go to the end of the waiting line.
7. A take over is played when:

- a. Interference (hinder) occurs. Interference is called by the hindered player.
- b. The ball hits any light or basketball backboard (any pole is considered out)
- c. A cinder occurs (a returned shot that hits exactly where the base of the wall and the asphalt playground meet, resulting in a shot that cannot be determined as good or bad)

#### 4 SQUARE RULES

The ball is dropped by the server. As the ball bounces, it is volleyed with a two hand under hand stroke (palms open) into any of the other three squares. When a miss occurs, the person responsible leaves his square and goes to the end of the line.

Definition of a foul or miss:

1. Failure to return a ball coming into your square
2. Failure to let the ball bounce once before returning it
3. Allowing the ball to bounce more than once before returning it
4. Hitting a ball so it lands on one of the inner lines - balls falling on the outer lines are good and in play
5. Stepping out of the serving area before the ball has been served
6. Allowing the ball the touch one's body before it touches the ground
7. No holding, no juggling, no gum drops, and no around the world (babies are allowed)
8. Hitting the ball back and forth between two people continuously
9. Slammers are allowed as long as one strikes the ball with an open hand
10. Setups are not allowed

### III. CURRICULUM

The Board approved curriculum for the Parkway School District is designed using the Understanding by Design format.

Understanding by Design is based on the following key tenets:

- A primary goal of education is the development and deepening of student understanding.
- Evidence of student understanding is revealed when students apply knowledge and skills within authentic contexts.
- Effective curriculum development reflects a three-stage design process called “backward design”. This process helps to avoid the twin problems of

“textbook coverage” and “activity oriented” teaching in which no clear priorities and purposes are apparent.

- Regular reviews of curriculum and assessment designs, based on design standards, are needed for quality control, to avoid the most common design mistakes and disappointing results. A key part of a teacher’s job is ongoing action research for continuous improvement. Student and school performance gains are achieved through regular reviews of results (achievement data and student work) followed by targeted adjustments to curriculum and instruction.

- Teachers provide opportunities for students to explain, interpret, apply, shift perspective, empathize, and self-assess. These “six facets” provide conceptual lenses through which students reveal their understanding.

- Teachers, schools, and districts benefit by “working smarter” – using technology and other approaches to collaboratively design, share, and critique units of study.

McTighe/Seif 4/30/03, *A Summary of Underlying Theory and Research Base for Understanding by Design*

Worksheets are kept to a minimum and the use of student journals in most academic areas have been increased. This affords students to record the processes in which they follow, reflect on their learning and have quality materials for which to review and study.

Whenever possible students are provided trade books rather than anthologies or textbooks. By doing so, teachers are able to provide resources that contain current information. Technology is also utilized in order to enhance the learning process and not as a source of pure entertainment.

## **COMMUNICATION ARTS**

The communication arts--reading, writing, listening, speaking and thinking--are essential skills for a student’s success, not only in school, but also in life. Students learn, use and communicate knowledge in many environments.

What and how students know and express have to be applied with validation coming from different sources--home, community, work and school. All students must be provided multiple pathways of learning through a variety of communicative and visual arts with a strong support system, which includes the use of technology. With the ability to apply these language arts skills

well, opportunities for personal fulfillment and job success are great. Our society demands a literate population if democracy is to function properly, technology to prosper and future demand to be met.

Through their experience in Parkway, students gain knowledge about the English language and its literature. As they gain knowledge about such topics, however, they are also learning the skills of written and oral language, and they are learning to think critically. Reading, writing, listening and speaking are essential to success in all areas of the curriculum. The language processes rely on the integration of knowledge possessed by the student, the information read or heard and the student's ability to apply the reading and writing skills.

The development of communication arts processes and the acquisition of knowledge are two interwoven goals that cannot be separated. Another very important goal for students in this program is the development of appreciation for reading and writing through literature. The Parkway Communication Arts Program provides experience with models of the best use of language and exposure to the most persistent ideas and themes of human thought.

Every child comes to the learning environment possessing a unique background. Students in Parkway have educational opportunities that partner teaching and learning in environments with high expectations of performance and accountability. The high expectations center in the skills and competencies that enable students to become speakers and listeners, readers and writers who bring their critical and intellectual abilities as they participate in society.

## **COUNSELING SERVICES**

The school counselor is professionally trained to be a student advocate and is in partnership with educators, parents, and the community to facilitate a support system that ensures all students in the school meet their potential academically and socially.

### **Guidance Curriculum**

The counselors teach classroom lessons in the following areas:

- knowledge of self and others
- career planning and exploration
- educational and vocational development

### **Individual Planning**

- planning intervention to help with student success
- assisting with transitions
- facilitating the Intervention Team process
- coordinating the Special School District referral process
- IEP team member
- facilitating or attending parent and/or teacher meetings regarding a student

### **Responsive Services**

- Small group counseling (i.e. friendship, social skills, changing families, anger, grief, etc.)
- Short - term individual counseling
- Referral to community resources when necessary

### **Systems Support**

- Planning and participating in staff development activities
- Implementing and/or supporting school-wide programs
- Assist in coordinating state and district-wide testing in the school building

## **ENGLISH FOR SPEAKERS OF OTHER LANGUAGES PROGRAM**

The ESOL program offers intensive instruction to students whose first language is not English who have limited English proficiency. Students learn to understand, speak, read and write English and are helped to adjust to a new culture. This intensive instruction in a supportive and non-threatening environment helps students learn English quickly and allows ESOL (English Speakers of Other Languages) students to make necessary academic and social adjustments. Current federal guidelines require that English Language

Learners receive academic support. The ESOL program is designed in such a way that ESOL students receive help with learning English immediately upon arrival in Parkway.

The English for Speakers of Other Languages program strives to:

- Provide a caring, non-threatening learning environment where students can be
- Supported in a small group setting at their level of proficiency.
- Develop students' linguistic knowledge and skills in English and bring these skills to functional use for academic and social purposes in listening, speaking, reading and writing.
- Develop students' understanding of the American culture and help them to function in that culture.
- Assist ESOL students with learning in content areas where they need support.
- Provide a special English class that newly arrived ESOL students can enter at any time during the school year.
- Mainstream ESOL students gradually, by reducing the support services of ESL over a period of time.
- Maintain and promote ESOL students' native languages and cultures in school and community contexts.

## **MOSAICS**

In keeping with state guidelines, the program's goal is to provide experiences that service the needs of formally identified students, and other members of the school community as the gifted education teacher's time allows. The students are exposed to the arts, sciences, mathematics, and various forms of communication. At each school, a certified gifted education specialist works with formally identified students.

The goal of Parkway's gifted program is to strengthen the students' higher order thinking skills while nurturing their creative abilities. Additionally, the gifted education teacher serves as a resource for classroom teachers as they modify curriculum to meet the individual needs of gifted children within the

setting of the regular classroom via compacting, acceleration and enrichment.

## **INSTRUCTIONAL TECHNOLOGY PROGRAM**

Computing is used throughout the elementary curriculum. It is not a separate subject but rather another tool or resource to enhance learning. Activities using computing are then a natural extension or part of the classroom lesson.

Each grade level classroom is equipped with technology of the 21st century. This includes a SMARTBoard, document camera and eight N-Computing machines. There is also a mobile laptop cart for every two classrooms. All other classrooms have a SMARTBoard, document camera and access to laptops for student use.

Technology is a key element to facilitate educational success and is included in Highcroft's school goals. Our technology plan and the District's technology plan follow guidelines set by the Missouri Department of Elementary and Secondary Education (DESE). The State's guidelines are published on their website: <http://www.dese.state.mo.us>. Goals and objectives for computing skills as well as learning with technology will determine the direction of future technologies.

## **HOMEWORK/EXTENDED LEARNING OPPORTUNITY**

The Parkway Board of Education believes that learning is a lifelong process and that learning takes place not only in the classrooms, but also in the home and community. Therefore, homework is important as an integral part of the educational process.

For purposes of school board policy, homework is defined as an assignment that students complete outside of regular classroom time. Properly designed homework helps students develop responsibility, independence, and time management skills. It creates interest on the part of the student in continuing the learning process after class hours and indeed, throughout life. It provides an important channel of communication between the home and the school.

It is the intent of the Policy that appropriate homework be assigned at all grade levels and that such assignments reflect increasing responsibility and skill development on the part of students. It is further the intent that

homework guidelines be coordinated and articulated between grade levels, especially within each K-12 attendance area.

In order to implement the Homework/Extended Learning School Board Policy for Highcroft Ridge persons, the following guidelines have been developed:

**The five basic categories of homework are:**

- Practice and review assignments which help students master specific skills
- Preparation assignments which enable students to gain maximum benefit from subsequent lessons
- Extension assignments which determine a student's ability to transfer a new skill or concept to a new situation and which require a degree of abstract thinking
- Creative assignments which require students to integrate many skills and concepts in the process of producing a result
- Parent-child assignments which encourage family type activities

**Homework assignments at Highcroft Ridge will:**

- Be appropriate to the ages, skill levels and abilities of the students
- Enhance and extend the classroom learning which has been previously explained
- Be sensitive to the holidays

**Homework: (illness)**

Homework may be requested for a child on the third day of absence. Please request the homework the morning of the third day to allow teachers to get ready and in the office by 2:30 p.m. Books may be picked up from the office anytime with prior notice. Please do not go to your child's classroom and interrupt the instructional program.

**Vacation and Holiday Homework:**

If you wish to take your child out of school on an extended vacation at various holiday times or other occasions during the school year, we do accept your values. We recognize that much can be gained from the education received during such an absence, but there is no effective way for a child to make up what happens at school during the absence. Therefore, please do not ask a teacher to make up assignment packets for your child.

## **LIBRARY/MEDIA SERVICES**

Many people, even educators, hold a mental model of the library as the “place where the books are stored.” The librarian is usually pictured with her finger to her lips, shushing anyone who speaks aloud. The librarian is not seen as a “real teacher,” held responsible for student achievement, but is considered only a “helper” who pitches in on request.

Parkway librarians have a new vision. This vision is about *more* than the place and the books and other resources— although these are still important. This vision also features a *teaching professional* -- a librarian who is actively engaged with students as they struggle to make sense of ideas and information. This librarian is implementing a guaranteed and viable district library curriculum, and is making sure that students are learning it.

Parkway librarians endeavor to accomplish this vision by:

- Collaborating with other educators to design and teach engaging learning experiences that meet individual needs and enable students to transfer their learning to new challenges, tasks and situations in and out of school
- Instructing students and assisting educators in finding, evaluating, using, producing and sharing information and ideas through active use of a broad range of appropriate tools, resources, and information technologies
- Providing access to materials in all formats, including up-to-date, high-quality and varied literature to develop and strengthen a love of reading
- Teaching students a problem-solving process as part of library and content-area/classroom instruction

## **HEALTH AND PHYSICAL EDUCATION STANDARDS**

- Health and Physical Education play a valued and vital role in providing a quality, balanced education for all Parkway students. The development of fitness and health skills are essential to the health, productivity, and success of our students.
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- Foundational Objectives (K12):
  - 1 – The learner will demonstrate competency in a variety of motor skills and movement patterns needed to enjoy participation in a physically active lifestyle (NASPE Standard 1).
  - 2 – The learner will demonstrate an understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities (NASPE Standard 2).
  - 3 – The learner will exhibit a physically active lifestyle and show evidence of an acceptable level of health related fitness (NASPE Standard 3 & 4).
  - 4 – The learner will exhibit responsible personal and social behavior that respects self and others at the same time as value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction (NASPE Standard 5 & 6).
  - 5 – The learner will demonstrate understanding of the human body, how it functions, and health guidelines which can influence their growth, development, and overall health.
  - 6 – The learner will exhibit health skills and attitudes which help them to act on their knowledge to maintain and improve their health. The learner will demonstrate the ability to practice health enhancing behaviors and avoid or reduce health risks (HE Standard 7).
  - 7 – The learner will demonstrate understanding of the interdependence of personal health and community/global health, and the influences of society/culture on health decisions and practices.

## **MATHEMATICS**

In order to be effective citizens in the 21st century, students need to understand mathematics. Students must encounter problem situations that require reasoning, computation, and communication. We regularly study the most efficient methods for reaching solutions, but also realize that examining different solution methods helps develop more flexible problem

solving skills. Our instruction and assessment is focused on instilling students with enduring understandings in mathematics. We seek to help students become efficient users of algorithms who can articulate their thinking and understand how to apply mathematics in different contexts.

Parkway's mathematics curricula at each grade level are aligned with state standards according to five content strands: Number and Operations, Algebraic Relationships, Geometric and Spatial Relationships, Measurement, and Data and Probability. The organization of content by these strands does not convey a sequence of chapters to be taught throughout the year; rather we seek to help students understand the relationships that exist between these strands. Lessons have a primary emphasis; however, students will be engaged in activities connected to other strands. For example, lessons on computation may involve students in measuring or collecting data as a context for operating on the numbers.

Parkway's K-12 Mathematics Program is dedicated the success of all students by:

- Establishing curricular goals that are aligned with state, national, and international standards
- Preparing students who are able to transfer their knowledge to new problem situations by being flexible, resourceful, efficient, and accurate
- Promoting deep conceptual understanding
- Engaging students in meaningful and rigorous problem solving
- Facilitating communication and discussion of mathematical ideas
- Developing strong number sense
- Striving to instill confidence and an enjoyment of mathematics in students
- Promoting the use of efficient computation strategies, with an emphasis on mental strategies
- Providing appropriate resources for families

## **ORCHESTRA GRADES 3-5**

The Suzuki violin method is introduced in all Parkway Schools in the 3rd grade. The major emphasis is on listening, developing good posture and playing techniques. Students learn by the rote method in the 3rd grade while gaining beginning instrumental technique. All instruments are provided by the Parkway School District for this grade level, with no cost to parents. Instruments remain at school. In 4th grade, the curriculum remains Suzuki inspired, but note reading is introduced. Students at this level may choose to play violin, viola cello, or bass, but rent or buy their own instruments. Some basses and cellos are available at school. Continued emphasis is placed upon posture, tone production, ensemble performance and increased technique. Instruments are taken home for additional practice. In 5th grade, string students advance in ability and technique and play an expanded repertoire from unison melodies and simple duets to string arrangements with multiple parts. Classes are taught by string specialists and meet twice a week for thirty minute periods during the school day. All fourth graders participate in Fourth Grade String Day and fifth graders participate in the annual All-District Orchestra Concert. A Parkway Summer String Camp is available for one week during the summer. Additional performance experience is provided in individual schools throughout the year.

## **READING SUPPORT SERVICES**

Our reading interventionists, provide literacy support for students in all grades. The reading interventionists work with small groups and individual children in a pullout model of instruction. Additionally, they provide instructional and curriculum support to classroom teachers throughout the school. They collaborate with other teachers, parents, and administrators to support literacy development for all students.

## **SCIENCE**

Early science experiences capitalize on children's natural curiosity and sense of wonder. The foundation of science understanding occurs in the elementary classroom where students are encouraged to pose questions, conduct simple investigations, record data, support explanations and communicate reasonable explanations.

The elementary science curriculum's core competencies are expressed as *I can* statements. They are written in student-friendly language so that our

students can learn and retain their knowledge. These competencies also serve as an accountability piece for students, as they allow teachers and parents to know exactly what students are expected to remember from year to year. These clearly articulated standards empower students to take responsibility for their learning.

## **SOCIAL STUDIES**

The Parkway School District K – 12 social studies program provides yearly instruction in the social studies disciplines of history, geography, economics, and government/civics. Cultural traditions, multi-cultural perspectives, diversity and equity are embedded throughout the K – 12 program. Students will participate in service learning projects related to the curriculum at each grade level encouraging active participants in civic life rather than passive bystanders. All students will have the opportunity to participate in Kids Voting, Constitution Day activities and honoring veterans on Veterans’ Day as part of Parkway’s commitment to educating students for their role as citizen. In addition to the core social studies disciplines (history, geography, economics and government/civics) the Parkway Social Studies curriculum offers students the opportunity to study sociology, psychology and other topics in social studies at the high school level.

Social studies, K-12, in Parkway is designed to support three major purposes:

1. To develop citizenship, knowledge, abilities, and commitment.
2. To use rational inquiry to acquire knowledge drawn from history, the social sciences and related fields.
3. To remember, understand, and use social studies knowledge and processes to benefit self, others, and the republic.

## **SPECIAL EDUCATION**

The Special School District of St. Louis County provides free special education programs and services to Parkway residents (3-21 years of age) with disabilities, when it is determined that the disability(ies) significantly interferes with his/her learning or school performance/functioning. The Special School District is an independent public school system that was

constituted in 1957 through state legislation and voter approval. It also provides vocational education, Early Childhood Special Education, Home Teaching (for home/hospital-bound students), and both routine and in-depth hearing and speech/language screening. Parkway has specific responsibilities with respect to the provision of special education to its students (under P.L. 101-476-Individuals with Disabilities Education Act of 1973); the General Assurance Document and Parkway Policy IGBA address these responsibilities.

Referrals/evaluations of children suspected of having qualifying disabilities may be initiated by anyone, including parents, who have knowledge of and concerns about a child; requests for referrals should be made to a student school counselor. Students may be diagnosed as: speech and/or language impaired, learning disabled, behaviorally disordered, mentally retarded, deaf or hard of hearing, blind or partially seeing, deaf/blind, physically impaired, other health impaired, autistic, and/or multi-handicapped. A wide variety of programs and services, most of them available in Parkway Schools is available to students diagnosed as such. Every student eligible for special education services is entitled to a free appropriate public education, which is determined by his/her Individualized Education Program (IEP). Children with disabilities and their parents have substantial rights and protections throughout the entire special education process.

Request for information, assistance, or services should be directed to the counselors or the principal at Highcroft Ridge (314-415-6400), or Parkway's coordinator for Special Education at the Administrative Center (314-415-8067) or the Special School District Office (314-989-8100).

### **Resource Room Services**

After diagnostic testing, qualifying by state definition and the development of an individual education plan (I.E.P.), Special School District teachers may provide:

1. Consultation to staff on academic techniques or behavioral approaches
2. Small group instruction based on each child's I.E.P.; Alternative methods and materials which may include modification of assigned work parent consultation and support
3. Arrange for other supportive services or testing which a student may require

This program is for children who continue to experience learning or behavioral difficulties after Parkway remedial services and alternative intervention strategies indicate a greater need for additional support.

### **Speech, Language and Hearing**

The goal of speech and language therapy is to provide remediation for every child who has a Communication Disability, as defined by the St. Louis County Special School District Speech Department, and who has potential for improvement in communicative skills. A Communication Disability may be a disorder of voice, difficulty in making sounds, a stuttering, and difficulty in understanding and expressing language affecting academic areas, a combination of these problems or a hearing loss which has educational ramifications.

Children are tested upon referral by a teacher or parent after an information packet and pre-referral interventions are completed and permission is obtained. Children who have previously demonstrated incorrect use of sounds that may be outgrown are rechecked as needed. Remediation is provided on a one-to-one basis or in small groups two or more times a week, and periodic conferences are held with teachers and parents throughout the year.

### **Students with Disabilities/Special Education Programs**

Students with disabilities are protected by the Individuals with Disabilities Education Act (IDEA), the Americans with Disabilities Act (ADA), and/or Section 504 of the Rehabilitation Act of 1973. Students with disabilities are entitled to a “free appropriate public education,” which is defined by the student’s Individualized Education Program (IEP) or Individualized Accommodation Plan (IAP). The rights of students with disabilities and the responsibilities of Parkway and the Special School District of St. Louis County are described in a variety of documents, which are available at the Parkway Administrative Center. Copies of the Missouri Department of Elementary and Secondary Education Procedural Safeguards for Children and Parents brochure are also available from the schools. Under the Family Education Rights and Privacy Act (FERPA), parents have the right to inspect, review, request amendment of, and file complaints concerning the content or maintenance of personally identifiable information about their children.

All individuals from 3-21 years of age residing in St. Louis County, as well as St. Louis city residents attending Parkway school, are eligible for special education services offered by the Special School District, if they are diagnosed with education disabilities. The Special School District also provides audiological and special education evaluation, hearing and speech/language screening services. Special Non-Public After School Program (SNAP) is a special education service for students with educational disabilities attending private/parochial schools, and Home Teaching for home or hospital-bound students (both with and without disabilities). The Special School District also offers a variety of adult education and “transitional” programs, while applied technology/vocational programs are provided by both the Special School District and the Career Education District.

Staff, parents, or anyone else who has significant educational concerns about a student or believes an individual may have a disability can initiate the special education and/or Section 504 “identification” process. Appeals of disability related decisions should be submitted in writing to the Parkway and/or Special School District superintendents of schools. If you have any questions or requests for assistance/information, please contact at Highcroft Ridge School and we will put you in contact with one of the school’s current PACCD representatives. You may also contact Parkway’s Director of Special Services @ 314-415-8071 located at the Administrative Center if you want more information or to become involved.

## **VISUAL ARTS K-5**

Students in the Parkway School District are offered a comprehensive and rigorous fine arts education from kindergarten through grade twelve. Vocal, band, orchestra, dance, visual arts, and drama/theatre classes are available for all students. The fine arts curriculum is standards based and progresses from a basic foundation to more complex skill and knowledge levels.

Students develop the ability to combine content, perspective, and technique which results in specific artistic and analytical competencies. Our program fosters growth in creative self-expression, innovative thinking, aesthetic awareness, and literacy in the arts.

The elementary visual arts program helps students develop their creative abilities, as well as increase their understanding of the basic concepts of art

production. The curriculum is concept based and lessons are created to increase knowledge and skill in using color, texture, value, form, shape, line, and principles of design. Art room contemporary and historical cultures are introduced and students learn to critically analyze finished pieces using the basic language of art. Growth in creative, intellectual and psychomotor abilities result as the young artist gains experience in many different media, including work in 2-D, 3-D and ceramics. Critical thinking skills are reinforced through the manipulation and refinement of abstract ideas. Creativity is encouraged as elements and interpretations of individual problems are expressed with infinite possibilities. Elementary art students not only acquire production and analytical skills, but also benefit from their successes and accomplishments through increased self-awareness of their talents. Elementary students have art classes weekly for fifty minutes with a visual arts specialist. School, regional and All-District Art Shows provide opportunities for students to display their work.

## **VOCAL MUSIC**

The general music program develops skills and an understanding of musical elements and concepts through a variety of methods. Teachers provide instruction through the Orff-Schuwerk or Kodaly approaches. The basic elements of music including melody, rhythm, form, harmony, timbre and expressive elements are explored through a logical and sequential curriculum that progresses from simple to complex musical objectives. The curriculum reflects cultural diversity and there is an emphasis on participation in creating, listening, and performing. Singing, moving, and playing pitched and unpitched percussion instruments are an integral part of the music curriculum and lessons are often integrated with other elementary subjects. Inherent musicalities are developed, as well as critical thinking and analytical skills. Beginning instrumental ensemble skills are introduced and extra-curricular chorus is often available outside of the school day. Soprano recorder is introduced in 3rd or 4th grade and often continued in 5th grade as note reading becomes more of an emphasis. Many types of music are used in lessons, including folk songs, ethnic, classical or jazz music. Drama and dance experiences are included within elementary music classes and the development of self-expression and the building of positive self-esteem through personal successes often result. Performances are given at the school

and district level, or at various community venues. Music classes are taught by music specialists and classes meet for fifty minutes once a week.

### **III. NON-CURRICULAR**

#### **BIRTHDAYS**

Special days or birthdays may be celebrated in the classroom. Children have the opportunity to bring treats to share with others for their birthdays. Please keep them simple! Do not include hard candy and refer to your child's teacher regarding any food allergies that a student may have. These treats must be commercially prepared and don't forget all supplies needed for the treat-i.e. napkins, cups, plates, etc.

\*Balloons, flowers, etc., if sent to school for a student, will be held until the end of the day and given to the child to take home.

#### **LOST AND FOUND**

Parents are asked to label their child's coats, gloves, boots, lunch boxes, etc. to help the student avoid losing items. The lost and found box is located in the hallway next to the counselor's office just after the health room. Students are encouraged to look through the items in case they may have a lost item. Articles not claimed are given to a charitable organization.

#### **OUTSIDE INTERESTS**

The selling of cookies, candy bars, chances, or other items by outside organizations is not permitted at Highcroft Ridge Elementary. We do not sponsor outside charitable activities, such as "Walk for Mankind". While we feel proceeds go toward worthy organizations, it would be impossible to choose to support one organization over the other.

#### **PARTIES**

The P.S.O. provides for parties on special days. The celebrated parties are Halloween, Winter Holiday and Valentine's Day. Pre-planning of each party with the designated Room Parents is a must as it will help to make the party a success. Due to limited classroom space, we ask only Room Parents be in the classroom during parties.

Parties will be a maximum of 50 minutes in length and must end 30 minutes before the start of bus call. Room parents decide what refreshments will be served at each party. They need to keep in mind the following:

1. When making decorations, activities, and treats, etc., the faiths of ALL children need to be respected and allowances made with consideration for food allergies
2. Tolerance should be the key
3. All refreshments need to be commercially prepared and if to be hand dispersed, plastic gloves must be worn (any questions, please contact the school nurse)

Room Parents are asked not to enter the classroom to set up for parties until ten minutes before party starting time.

For Halloween, the children may dress in costume with no masks and no weapons. There is a parade around the neighborhood before the parties (weather permitting). The Halloween Parade will begin 15 minutes after the end of the last lunch period and parties will begin immediately after the parade.

In case of rain, the decision with regard to the Halloween Parade will be made a half hour before the parade is to start. The parade will begin inside approximately 15 minutes after the close of the last lunch period.

The parade route will be as follows:

K, 1, 2 - across 2nd - 3rd hall, pickup 3rd, 4th and finally 5th, through the front hall to the gym, around the gym and back up the hall dropping off K,1,2, etc. as it goes.

A sign will be posted directing parents to go to the gym to view the parade. Room mothers may be excused to go set up rooms at that time.

The Winter Holiday Party will be held on the day before the last day of school before winter break.

On Valentine's Day, the children have the opportunity to exchange valentines, please include each child in the class.

## **VOTER REGISTRATION INFORMATION**

Citizens may register to vote at Highcroft Ridge School office during school hours. Any new resident of the state may register immediately upon establishing residency. People moving from one place in Missouri to another, must change their old address to the correct new one. Anyone 18 years of age may register. To be eligible to vote a person must present a valid Missouri driver's license or other form of personal identification at the time of registration. A person must be registered to vote 30 days preceding any election. Anyone moving from one part of the county to another must fill out a transfer of address form. It is now necessary for each member of the family to sign the form. If a person is registered in another county or another state he must also fill out a "cancellation card" to cancel his former registration.

## **YMCA KIDS CONNECT CHILD CARE PROGRAM**

Kids Connect is a program at Highcroft Ridge designed to provide students with a safe, well-supervised program before and after school. The program meets Monday through Friday. The morning begins at 6:30 A.M., running until the start of the school day. The afternoon programs begins at dismissal and runs until 6:00 P.M. Registration is required-drop in service is not permitted. Pre-registration for snow days will only be at the designated location. You may call Debbie Wolfe, the director of the YMCA School-Aged Child Care program at 636.532.6515, ext.261, to secure your spot. There will be an additional charge for snow care.

In the event that school closes early for any unscheduled reason, the YMCA Kids Connect Program after school will be cancelled as well. The school will follow the instructions you provided on School Enrollment forms and YMCA Early dismissal forms. Completion of this form is a requirement to continue school-age childcare services. The district's automated phone service will inform you of the early dismissal. Such emergency announcements will also be made on radio and TV broadcasts. Please be sure that your child is aware of these emergency plans.

## **IV. ORGANIZATIONS**

### **CITIZEN'S ADVISORY COUNCIL**

The Citizen's Advisory Council, (CAC) keeps the Board of Education informed of the view of constituents, offering opportunities for lay participation in educational planning and helps the board provide an optimum education with the resources of the District. In addition to providing communication between Board and Public, the CAC makes studies of problems and opportunities in order to advise the Board on decisions which it should make. The CAC meets monthly and is composed of members appointed by the PTA or PSO groups of each Parkway School.

### **PARENT STUDENT ORGANIZATION**

All parents and staff are automatically members of the Highcroft Ridge Parent Student Organization (PSO). There are no monetary dues-support for this organization comes in the form of serving the students by giving of your time. There are many opportunities for parents to become involved in this very active organization. There will be further information on ways to participate in PSO that will be distributed in the first Highcroft Hotline.