

# FAMILY GUIDE

ELMORE PARK MIDDLE SCHOOL

## PARK FAMILIES,

Welcome to the 2021-2022 school year! Here at the Park we want nothing more than to foster an educational environment that promotes both emotional and physical safety as well as academic growth. To achieve that goal we focus on three R's: Relationships, Responsibility, and Results.

Around the Park, a traffic stoplight is used as a metaphor to help gauge readiness to learn and interacting in a positive manner. The red, yellow, and green colors represent one's motivation for moving forward just as a driver navigates the roadway. All of us move in and out of the colors throughout each day. When we are at our best, we recognize where we are and make the necessary adjustments for continued progress. The Park faculty believes that we are responsible for recognizing where our students are functioning and then working with them to become more self-aware so that they can get back to green.

The following sections provide Park families with greater insights into our guiding beliefs while also sharing some key procedures for making the school year successful. Please take a few moments to familiarize yourself with our school as we move forward in a partnership focused on your child's future success.

**DR. ETHAN RANDALL**

# RELATIONSHIPS

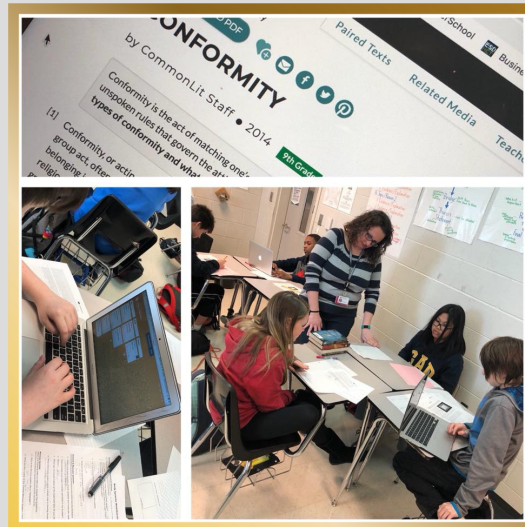
We prioritize relationships thinking about the well-being of the child. We strive to provide a safe learning environment for students, so they can develop useful social and emotional skills. Our teachers, counselors, and administration assist students to acquire the knowledge, attitudes, and skills they need to recognize and manage their emotions, feel and show empathy to others, establish positive relationships, and make responsible decisions. We think about the whole child and believe it is our responsibility to meet our students' needs.



# RESPONSIBILITY



Executive functions are a set of processes that have to do with managing oneself and one's resources in order to achieve a goal. It is a set of mental skills that include working memory, flexible thinking, and self-control. We use these skills every day to learn, work, and manage daily life. For example, it lets you organize a trip, write a paper for school, or stay focused to complete a task. Executive Functioning skills usually develop quickly in early childhood and into the teen years and continues to develop into the mid 20's.



Students who perform well in class exhibit the following skillset:

- Organization
- Prioritizing and Planning
- Understand different points of view
- Regulate emotions
- Self-monitoring (keeping track of what you're doing)

## Attendance

Regular attendance is important because students are more likely to succeed in academics when they attend school consistently. It's difficult for students to build their skills and progress if students are frequently absent. To provide support for our busy families, you can easily submit an absence through The Park App, email the homeroom teacher, or send a hand-written note to the school. Students after 9:08 a.m. are considered tardy.

## Academic Exploration

Students enrolled in AE classes receive instruction on organization, prioritizing, and planning. In addition, they engage in project-based learning and novel studies.

## Lockers

To assist students in developing organizational skills, lockers are available upon request for students who have uniforms or equipment for extra-curricular activities.



## Conduct

Students who grow their Executive Functioning skills tend to maintain adequate conduct in the classroom. Students conduct grades range from E-U. If necessary, teachers will communicate with parents to seek assistance with behavioral interventions.

## Communication

We highly recommend that families download The Park App to stay informed.

Additionally, we regularly post information on the following platforms: The Elmore Park PTO Facebook page, The Elmore Park School Webpage, Twitter, and Instagram.



**Download for Free Today!**



@EPMS Eagles  
@theparkpto



@EPMS\_Eagles



@EPMS\_Eagles

## PowerSchool

Research shows that students who perform well in school are good at self-monitoring. At the beginning of the school year, students and parents are given a copy of their Powerschool login. Students and parents are encouraged to check Powerschool on a weekly basis for grades, assignments, and conduct. Regularly checking Powerschool allows both students and parents to see positive and negative trends. Also, this practice will help to eliminate missing assignments.

Interims are posted in Powerschool halfway through each Quarter for families to download and access at their convenience. Also, report cards are posted in Powerschool at the end of each Quarter for families to download and access at their convenience. We will communicate the last day for assignments to be turned in, as teachers have a due date for their gradebooks to be completed.

## Discipline

The Park follows the BCS  
Disciplinary policy (Policy #6038).



Progressive interventions are used when a child's behavior disrupts the learning environment. Disciplinary interventions are provided for students who have internalizing or externalizing behaviors that impact success in student learning, including participation as a student of the school learning environment. Our staff looks at the whole picture to determine if the student needs extra support.

Teachers may assign before school detention once classroom interventions are not effective.

Disruptions that are either continuous or of a high magnitude are referred to administrators for support. In-school suspension (ISS) communicates to students that their behavior was unacceptable.

Providing students with the resources they need is our ultimate goal, and in-school suspension is just one part of that support. Our school guidance counselors meet with all students who enters ISS. The goal of this process is to allow the student to reflect on their behavior while also providing resources and strategies, so the student can make the necessary shifts to be successful. OSS may be assigned should an administrator deem it in accordance with policy.

Family support will always be sought throughout the intervention process.



## Dress Code

The Park follows BCS Dress Code  
policy (Policy #6040).



## Exceptions

During the course of the school day, students are provided freedom to listen to Air Pods during transition times or lunch time. However, when students enter the classroom, we ask that they put these items away, as they should refocus their attention on learning and the classroom environment. Allowing students this privilege strengthens their Executive Function skills of prioritizing and self-monitoring. Students who struggle with these skills may receive alternative directives to help the student successfully grow these skills.

In an effort to best welcome our sixth grade students, wearing hats/hoodies/earbuds during transitions will not begin until the start of the 2nd Quarter. The initial focus for these students is acclimating to a new environment which includes: learning to read a schedule, learning their way around the school, getting accustomed to multiple teachers, and organization.

# RESULTS

One of our goals at The Park is to connect our students to some form of extra-curricular activity, whether it be before, during, or after school.

Social connection is critical to the physical and mental well-being. While it was once thought to have been incidental to learning and cognition, it is increasingly evident from neuroscientific research that a sense of belonging has a profound effect on the knowledge and skills that students can learn, retain, and apply.

## PTO

Help us meet our goal of 100% membership in the PTO. Your membership helps us purchase items that supports our students, teachers, administration, and staff. It is also a forum for parents to obtain knowledge and voice their opinions about what is happening in our school.

## Recognition

To show appreciation for improved student effort and behavior, students are individually rewarded by their teachers with Eagle Bucks. Teacher rewards vary from class to class. Some rewards are: listen to music, buy snacks, computer time, etc...

## Conferences

We use Parent-Teacher conferences as a platform to make a lasting bond with families to increase the likelihood of academic success for their child. Additionally, these conferences help to communicate to families the areas their child is excelling in and to give them specific ideas of how to improve upon their child's performance in school. Additionally, these conferences are for families to inform us about students' strengths, needs, behavior, and learning styles. The Park has Parent-Teacher conferences once per semester. However, families may request a conference during anytime of the school year.

## Ultimate Results

Our ultimate goal is to empower students to believe they can persevere regardless of the challenges they face. Even if progress is in small steps, they are still moving forward.

### Some Goals For Students:

- Impart Curiosity
- Present students with "Real-life" problems
- Become aware of how they are perceived by others
- Practice critical thinking skills