

# PARKWAY CENTRAL MIDDLE SCHOOL

## SCHEDULE PLANNING GUIDELINES

The Parkway School District secondary schools offer a balanced program of required and elective subjects designed to prepare students to satisfy their personal and social needs as well as to meet the economic, civic and social demands of the complex world of today.

Some subjects are required of all pupils in secondary schools. These subjects provide basic understanding, knowledge, skills, and attitudes of the foundations of our social, civic and economic life. These constitute the base of the broad education program essential for all pupils.

The elective subjects provide opportunities for the exploration and development of new fields of interest and for the further development of special interests and abilities already discovered in the elementary school. The elective program, like the required program, contributes to the general education of pupils, enriching their educational achievement. Students and parents should look at the progression of elective choices during the three year time span spent in middle school. With each year, the opportunity for selective choice in elective areas broadens and the student may develop in specific areas of interest. Students and parents should be aware that if an insufficient number of students request a specific course, it will not be offered and an alternative elective choice will be scheduled. Likewise, if more students request a specific course than can be scheduled, a second elective choice will be scheduled for that student.

Sound guidance in planning your program of studies is essential in both the middle and high schools. Among the elective subjects, select those that will contribute most to the satisfaction of your personal goals.

The secondary schools provide special sections of some classes for the purpose of adjusting the program to the ability and interest of pupils. Pupils are assigned to these classes on the basis of examination, previous records and staff recommendations. Teachers and counselors are available to help pupils plan their programs. Parents are always welcome to contact the school and discuss questions or problems of program planning.

In planning a program, it is important to consider your non-academic workload when selecting your subjects. Music lessons, club activities, part time employment and heavy home responsibilities are all important factors to consider when planning your schedule.

## PHILOSOPHY OF MIDDLE LEVEL EDUCATION

The Parkway Board of Education believes the middle level schools in Parkway should address the uniqueness of the early adolescent by providing research-based, planned, articulated and evaluated programs and services to meet individual and collective student needs in areas of intellectual, physical, personal and social development.

## THE MIDDLE LEVEL STUDENT IN PARKWAY

The middle level student is best characterized by the nature of the transition and changes experienced during early adolescence. Intellectual, physical, social, emotional, attitudinal, and moral changes are highlighted by their rapidity, frequency, and overlap. Physical growth spurts, variations in cognitive development and increasing social expectations characterize a few of the changes adolescents face.

During this transitional period, the early adolescent is stepping into an expanded social, intellectual, and geographic universe that presents new concepts, knowledge, and academic expectations, new role models and friendships, and multiple social interactions and expectations.

The early adolescents' perceptions of the facts and people of his/her world and of the future are changed from the stable, secure, defined universe of pre-adolescents. Concurrently, the student's opinions, perceptions, and expectations of his/her self-worth and abilities, of school and society, of his/her decisions and responsibilities, and of others are in a constant state of change and questioning.

To this end, the Board of Education directs the superintendent to develop, implement, and evaluate programs, services and procedures which foster each student's:

- a) competence, achievement, and enrichment on established academic goals and objectives;
- b) self-exploration, self-definition, self-discipline and personal social development;
- c) knowledge and application of citizenship and responsibility in a democratic society;
- d) opportunities for positive interactions with peers and adults, the school and the community;
- e) understanding and acceptance of structure and clearly defined limits and expectations;
- f) diversity in academic and co-curricular activities and opportunities to explore ideas, concepts, and areas of relevant academic interest; and
- g) physical activities, physical growth, and development.

Given these beliefs, the Board of Education furthermore directs the superintendent to utilize the principles of effective middle level education in categories of students, family, school personnel, school organization, community, and transitions to develop, implement, and evaluate programs, services, and procedures respective to the middle school in Parkway.

SUPERSEDES: IAB, 11/01/200, 10/04/90, INN

POLICY ADOPTED ON: AUGUST 15, 2007

### NON-DISCRIMINATION/ACCOMMODATION NOTICE

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

PSD NOVEMBER 2008

### CARE TEAM/"PROBLEM SOLVING"

All Parkway schools utilize a Care Team and "problem solving" model for addressing concerns of any type that arise at school about a student. A Care Team is a group of professional staff representing a variety of disciplines. These may include general education, guidance and counseling, administration, school health/nursing, special education, speech/language pathology, school social work, and school psychology.