

HIGHLAND SCHOOL



LOWER SCHOOL HANDBOOK 2019 – 2020

HEAD OF SCHOOL – HANK BERG

LOWER SCHOOL DIRECTOR – LISE HICKLIN

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The Mission of Highland School

Highland School prepares students to thrive, lead and serve in a diverse and dynamic world, developing essential skills and character by challenging them with a demanding academic and co-curricular program.

Inclusivity Statement

Highland School is committed to a culture of inclusion that affirms the innate dignity and worth of every individual as an essential aspect of our educational mission. The most enduring learning takes place in an environment where every member of the community feels safe, respected, known, trusted, and valued. We are deeply enriched by sharing different perspectives, traditions, and backgrounds. It is by including everyone in conversations and all areas of school life that we fully prepare students for engaged citizenship and compassionate leadership.

ADMISSION AND EMPLOYMENT POLICY

Highland School does not discriminate on the basis of race, color, gender, sexual orientation, religion, nationality, or ethnic origin in the administration of its educational, employment, or admission policies, and its scholarship, athletic, and other school-administered programs.

The information presented in this Handbook is intended for the sole use and benefit of the Highland School faculty, staff, students, and parents. Any other use is strictly prohibited.

PHILOSOPHY

The philosophy is informed by the Mission and rooted in four core beliefs.

1. A WELL-ROUNDED EDUCATION DELIVERED IN A NURTURING ENVIRONMENT IS THE BEST PREPARATION FOR COLLEGE AND LIFE BEYOND.

A program comprised of challenging academics, exposure to fine and performing arts, and the opportunity to participate in team sports and lifetime fitness activities allows students to develop in a balanced way. Educational experiences emphasize cooperation and problem-solving while developing essential skills of literacy, creative thinking and critical inquiry. A variety of experiences including competitive athletics and non-competitive activities challenges students to extend their physical limits and develops self-discipline. A nurturing learning environment is achieved by measures that provide physical, emotional and intellectual safety. Physical safety is maintained by properly designed facilities, policies and community standards. Time devoted to small and large group assembly and interaction helps build an emotionally safe environment. The encouragement of intellectual risk-taking and differentiated instruction designed to meet the needs of a diverse group of learners, creates a safe intellectual environment.

2. THE SCHOOL STRIVES TO DISCOVER THE PROMISE AND POTENTIAL IN EACH STUDENT.

The School enrolls students who demonstrate the potential to benefit from the Highland program and provides an environment that fosters intellectual and personal growth. Each student is recognized as having unique gifts, and is appreciated as a valued member of the School community. A fundamental expectation is that all students have the potential to be successful and will be meaningful contributors to school life. To that end, Highland offers a wide range of opportunities where students may discover and develop their potential.

3. THE STUDENT-TEACHER RELATIONSHIP AND COMMUNITY RESPONSIBILITY ARE AT THE CENTER OF THE LEARNING EXPERIENCE.

The Highland experience is based on small class size and a caring community that provides attention to the individual. Faculty value working closely with the individual student and utilize a variety of methods to empower all kinds of learners. The relationship that begins in the classroom is developed into a broader connection to other adults and students across divisions. Students are taught that the quality of school life depends upon the unselfish contributions of every community member. Parents are an important part of our learning community and are expected to work in partnership with the School. Highland believes in the power of community service to remind students they also have a commitment to people outside our immediate community.

4. CHARACTER DEVELOPMENT IS EQUAL IN IMPORTANCE TO ACADEMIC DEVELOPMENT.

At the heart of character is self-knowledge. As a community of learners, Highland believes in reflective practice and the importance of knowing oneself, as this becomes the basis for growth. One of the most important ways our students come to know themselves is through the interaction with students of diverse views, abilities, interests, and life stories. A sense of personal responsibility and the appreciation for the dignity of hard work are key tenets of a Highland education. By providing leadership and character-building activities, Highland ensures that each student receives the instruction and experience necessary to become a responsible citizen. We define leadership broadly so all students can see potential in themselves as a leader. The honor code and the school-wide character themes are the covenants necessary for students to participate in the Highland community where trust and integrity are essential.

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ATHLETICS AND PHYSICAL EDUCATION

Highland School considers the development of physical and athletic skills to be an integral part of a student's education. Sportsmanship, participation, and learning the basic skills of various sports are points of emphasis. Both team and individual sports make up the school's athletic program.

Pre-Kindergarten (Pre-K2)

Pre-K2 students have 30 minutes of outdoor play or indoor activity, depending on weather.

Pre-Kindergarten (Pre-K3 and Pre-K4)

Classes meet two times per week for 20 - 30 minutes per class. The focus is on developing skills in movement and coordination. Students also learn the elementary skills of individual and team sports. There are no athletic clothing requirements. Students wear their school clothes and must wear sneakers.

Kindergarten – Grade 2

Classes meet three times per week for 45 minutes per class. The focus is on developing skills in movement and coordination. Students also learn the elementary skills of individual and team sports. There are no athletic clothing requirements. Students wear their school clothes and must wear sneakers.

Grades 3 – 4

Grades 3 – 4 meet four times per week for 45 minutes per class. The focus is on developing skills in movement and coordination. Students also learn the skills of individual and team sports. Students must wear standard Highland shorts and shirts. They should be clearly labeled with the student's name. Clothing may be purchased from the online store, "The Hawk's Nest." Students also must wear suitable sports gear (e.g., shin guards, mouth guards and cleats) as appropriate. Most sports gear is not available at the Hawk's Nest.

Students in grades 3 and 4 need a small Sports Bag.

Blue-Gold Competition

All Highland students in Grades 3 - 8 are divided into two teams, which participate in the traditional Blue-Gold competition. Blue and Gold captains are Grade 8 students who exhibit team spirit, are academically sound, and demonstrate good sportsmanship. The captains lead their teams in intramural competition in soccer, field hockey, basketball, lacrosse, and Field Day throughout the school year. A trophy is presented to the winning team at the end of the school year.

ATTENDANCE

Students in Kindergarten – Grade 4 must be in their homerooms by 8 a.m. Students in Pre-K must be in class by 9 a.m. Students will be marked Tardy if they arrive at class after the designated start time. In case of an absence, please note the following:

1. Send a note with your child at least one week in advance if you know ahead of time that he/she will be absent. Makeup work can be planned accordingly.
2. For absences due to illness, call the Lower School office by 9 a.m. and report the absence.

3. Parents of students in Grades 1 – 4 may pick up homework assignments for an absent student between 3:00 and 4:00 p.m. at the Lower School Office, or request that it be sent home with another student. Parents should call the school or email the teacher by 9 a.m. to arrange for homework assignments.

Medical appointments for students should be made after school hours. When it is necessary to schedule an appointment during school hours, send a note to the homeroom teacher one day in advance of the scheduled absence from class.

COMMUNICATION

A weekly update from Homeroom teachers is sent electronically every Thursday. These updates give insight to parents about daily/weekly academics and upcoming events. In addition, the Division Director emails a monthly newsletter to parents on the first Thursday of the month.

If parents need to contact the Homeroom teacher regarding changes in their children’s arrival, dismissal or other daily schedule plans, they should email the teacher and copy Sara Cooper, Assistant to the Lower School Director at scooper@highlandschool.org, as well. Parents may also call the Lower School Office at 540-878-2711 with schedule changes.

COMMUNITY SERVICE

All Lower School students participate in community service activities throughout the year. Under the initiative of the third and fourth grades Director’s Council members, students assist with the FCAC Thanksgiving Food Drive, the Mitten and Sock Tree for Head Start, the Holiday Book Collection, the Fauquier Family Shelter and the SPCA to name a few.

DAILY SCHOOL SCHEDULE

Students in Grades K – 4 must be in their homerooms/advisories by 8 a.m. Pre-K students must be in their classrooms by 9 a.m. Students should arrive at school 15 minutes early to allow for an orderly start of the school day. Students may not arrive at school earlier than 7:30 a.m.

Dismissal times are as follows:

Pre-K 2/3 and 3/4	12 noon
Pre-K 4/5	1 or 3 p.m.
Kindergarten	1 or 3 p.m.
Grades 1-2	3 p.m.
Grades 3-4	3:30 p.m.

DISCIPLINE POLICY

Classroom teachers will handle initial and/or minor discipline issues through the tenants of the Responsive Classroom approach to teaching. The foundational ideas of this program are based on the knowledge of how children learn, the importance of knowing students developmentally, individually and culturally, the understanding that social and academic learning go hand in hand and, finally, the fact that all children want to

learn and can learn. The use of logical consequences allows teachers to respond to misbehavior in ways that encourage children to fix and learn from their mistakes. This practice supports the Responsive Classroom philosophy that students learn best when their classrooms are places where they feel safe, challenged and joyful and a place where they feel free to learn.

The Division Director will support the classroom teachers in handling major issues and students whose behavior requires continued attention.

DRESS CODE

It is important for students to be neat and well groomed. All items of clothing should be clean, in good repair, and clearly marked with the student's name. The dress code is in effect throughout the day and when students are representing the school. Parents are expected to take an active role in helping their children conform to the dress code.

- Hair for both boys and girls must be maintained in a conservative style, length and color. For example, Mohawks and artificially colored hair are not allowed. Hair for boys must be worn above the collar. Hats, caps and scarves are not permitted.
- Jewelry for boys and girls must be conservative and appropriate for the school setting. Nose rings, eyebrow rings or any other facial rings are not permitted.
- Tails on shirts/blouses/turtlenecks must be long enough to be tucked in.
- Items with the School logo, purchased at the Hawk's Nest are considered dress code. These items include: polo shirts, fleece jackets and vests, ¼ zip fleece pullovers, ¼ zip sweatshirts and crew and hooded sweatshirts.
- **The Lower School Director is the final authority on all matters of “appropriateness” as it pertains to the dress code for the division.**

Pre-Kindergarten

Pants, dresses (no spaghetti straps) and skirts/skorts/shorts may be worn. Leggings and bike shorts may be worn under a skirt or dress. Shoes must be appropriate for active play. Sneakers are permitted.

Not Permitted: Tank tops, sweatshirts (except Highland School), or athletic shirts. Blue jeans, athletic shorts and pants, bike shorts, track shorts, or pajama pants may not be worn as well as clothing made of camouflage material. Heelys, clogs, platform shoes, boots, flip flops or heels higher than ½ inch are not permitted.

Girls (Grades Kindergarten – 4)

Skirts without slits, skorts, jumpers, or slacks in navy or khaki are permitted. Slacks with belt loops should be worn with a belt. Length of skirts, jumpers, and skorts must be no higher than 3 inches above the top of the knee and no longer than mid-calf. These may be made of cotton, cotton blend fabrics or corduroy.

Not Permitted: Denim, stretch knit, velour, velour-like fabric, satin or other shiny fabric, and pants with oversized cargo-type outside pockets.

Button-down shirts, tailored and collared blouses, polo shirts, turtlenecks and mock turtlenecks in solid colored light blue, white, yellow or navy are permitted. Shirts and blouses must be made of cotton or cotton blend fabrics.

Not Permitted: Satin or other shiny fabrics, denim, T-shirts, and sleeveless shirts and blouses.

Solid colored sweaters in blue, white or yellow or Highland School sweatshirts are permitted.

Socks or tights must be worn at all times. Shoes such as flats, loafers, or oxfords in brown, black or navy are permitted. Heels may not be higher than one (1) inch. **Sneakers are permitted.**

Not Permitted: Heelys, boots, sandals and clogs.

Boys (Grades Kindergarten – 4)

Dress-type pants in cotton, cotton blend, and corduroy fabrics in navy or khaki are permitted. Pants with belt loops should be worn with a belt and pants must be sized to fit.

Not Permitted: Denim and pants with oversized cargo-type outside pockets.

Oxford dress shirts, polo shirts and turtlenecks/mock turtlenecks in solid colored light blue, white, yellow or navy are permitted. Shirts must be made of cotton or cotton blend fabrics.

Not Permitted: Satin or other shiny fabrics and denim.

Solid colored sweaters in blue, white or yellow or Highland School sweatshirts are permitted.

Socks must be worn. Shoes such as loafers or oxfords in brown, black or navy are permitted. **Sneakers are permitted.**

Not Permitted: Heelys, boots, sandals and clogs.

Summer Dress Code

During the months of September, October, April, May and June, Bermuda-length shorts in dress-code colors may be substituted for slacks, pants and skirts/skorts. **All shirts must be long enough to be tucked in.**

Not Permitted: Denim, stretch knit, velour, velour-like fabric, satin or other shiny fabrics.

Dress Down Days

Students may wear clothing of their choice on dress down days, but all items must be conservative, clean, without tears or holes and must be in good taste.

Dress Code Violations

A violation of the dress code will result in reviewing the dress code with the student, if appropriate, and calling the parents to address the issue. Repeated violations will result in parents bringing the correct dress code clothes to school.

ELECTRONICS

Students and bus riders may not bring electronic devices of any kind **on the bus or to school**. This would include **cell phones**, Ipods, computer games, or other forms of electronics. Students in Grades 3 and 4 may bring Electronic Reading Devices if proper permission forms are signed by parents and students.

ENRICHMENT PROGRAMS

Enrichment Clubs are offered to all students in grades K-8 as an after school option. Each club guarantees to be educational and fun. This is a great way to expose your child to many fun opportunities and help him/her discover hidden talents. Notices for club sign-ups are emailed to parents each session.

EXTENDED DAY PROGRAM

Highland's Extended Day Program provides an environment that fosters academic and personal growth. "The Extended Day Care Handbook" is posted on the Highland website. The extended day program for students in Pre-K 2/3 and 3/4 operates from 7:30 – 9:00 a.m. and 12 noon to 6:00 p.m. daily. The program for Pre-K 4/5 operates from 7:30 – 9:00 a.m. and from 1:00 to 6:00 p.m. daily. Students must bring their own snacks. Drop-ins are allowed.

Students in K – Grade 4 may attend the 3:30 to 6:00 p.m. program. The emphasis for students in Kindergarten – Grade 2 is to provide time to complete light homework and organized indoor and outside playtime. The emphasis for students in Grades 3 – 4 is to provide a quiet environment for study in addition to free time outside.

Any student who is not picked up within 15 minutes of the normal dismissal time, and is not participating in an organized Highland School activity, must go to the Extended Day Program.

Unsupervised students will not be allowed anywhere on campus at any time. Do not instruct your children to go to the Administration Office, the Upper School, the library or to wait outside if you are late. The School requires that they go to the Extended Day Program.

FOOD/LUNCH/SNACKS

Students may bring their own lunches from home or they may purchase meals through the Parents Association Campus Cuisine lunch program. In an emergency situation, when a student forgets to bring his/her lunch and parents cannot be reached, we will offer lunch items which will be charged to the parents' school account. If parents are contacted and need to deliver a lunch, they should drop off the lunch at the office. This will keep things running smoothly in the classroom and will help prevent students from worrying about what they will be eating.

Because of food allergies, sharing of lunches and snacks is not permitted. Students should bring only healthy snacks and drinks for morning recess. Parents are urged to send healthy food with a minimum amount of refined sugar. Sodas and candy are not permitted.

Homeroom parents will be instructed by grade level teachers about food items for classroom parties throughout the year. Guidelines for the parties will be shared with the homeroom parents at a meeting at the beginning of the year. **Parents should check with the homeroom teacher before sending special snacks, such as birthday treats, to school. In an effort to provide healthier choices for our students for parties and birthdays, we are asking all parents to refrain from bringing in cakes, cupcakes, doughnuts etc. for those events.**

Suggested alternatives for those foods might be Italian ice cups, small cookies, fruits, veggies or mini-muffins. If your child has food allergies, it is a good idea to send in “safe” snacks labeled with your child’s name that can be frozen and used for birthday or holiday treats.

GRADES AND REPORTS

Students in Pre-K - Grade 3 are issued a narrative report at mid-semester and at the end of each semester. These written materials indicate specific skills mastered and specific improvements needed for each student.

Students in Grade 3 receive the following indicators for all academic and special area classes:

- ✓+ = Exceeds Expectations
- ✓ = Meets Expectations
- ✓- = Is Below Expectations

Students in Grade 4 receive a narrative report and letter grades (see below) for academic subjects at the mid-semester point and at the end of each semester. The above check system is used for special area classes.

- A – Outstanding
- B – Above Average
- C – Average
- D – Below Average
- F – Failing

Numerical equivalents are as follows:

A+	97-100	C+	77-79
A	94-96	C	74-76
A-	90-93	C-	70-73
B+	87-89	D+	67-69
B	84-86	D	65-66
B-	80-83	F	0-64

A parent-teacher conference for students in Grades Pre-K – 4 is held at mid-semester in the fall and spring.

HOMEROOM TEACHERS

Students in Pre-K – 4 have homeroom teachers. The homeroom teacher should be the parents’ first point of contact for all issues involving their child.

HOMEWORK

Homework is an integral part of each student's work at Highland. Students in Grades 1 - 4 are assigned homework on Monday – Thursday. The purpose of homework is to reinforce skills learned in the classroom and to establish independent work habits. Homework requires a consistent home-study schedule with a regular time and place to satisfactorily complete the work.

While it is difficult to determine how long each student will spend on homework, the following guidelines are recommended:

Grade 1	10 - 15 minutes/day
Grade 2	20 - 25 minutes/day
Grade 3	30 - 35 minutes/day
Grade 4	40 - 50 minutes/day

If your child is spending significantly more or less time on homework than these guidelines suggest, the homeroom teacher should be informed.

PARKING AND PICK-UP/DROP-OFF

Parents of all Pre-K students must park their vehicles and walk their children to the classrooms through the Chilton Commons access. Doors are open from 7:30 – 8:00 a.m. Ring the doorbell for entry from 8:45 – 9:05 a.m.

For the 8:00 a.m. drop off, all Kindergarten – Grade 2 students should be dropped off at the Chilton Commons area via the Oak Springs Drive access. Students in 3rd and 4th grades who don't have older siblings in the Middle School should also be dropped off at this location. Students in the 3rd or 4th grades who have siblings in the Middle School should be dropped off at the Middle School circle via the Broadview Avenue access.

During the morning drop-off, “greeters” will help keep traffic moving at the drop-off area. Once your child/children is/are safely on the sidewalk, please depart so that the lanes continue to move. If you need extra time to drop off your child, please park your vehicle in the parking lot. **Do not park in the driveway.**

For the afternoon pick-up, Pre-K 2/3 and Pre-K 3/4 students who are dismissed at 12 noon should be picked up in the classroom/Chilton Commons respectively. Ring the doorbell for entry between 11:45 a.m. – 12:05 p.m.

Students who are dismissed at 1:00 should also be picked up in the Chilton Commons. Ring the doorbell for entry between 12:45 a.m. – 1:05 p.m.

Students leaving at 3:00 p.m. should be picked up at the access drive via Oak Springs Drive. Drivers should form a single line and pull forward in order to allow more vehicles to line up. **Parents must remain in their cars, so students may be brought safely to the car.**

All students to be picked up at 3:30 p.m. will be taken to the Middle School circle dismissal. Bus riders will be escorted to the buses.

STANDARDIZED TESTING

The Educational Records Bureau (ERB) Comprehensive Testing Program is given to students in Grades 3 - 4 in the February each year. These tests measure the students' verbal and quantitative aptitudes and achievement in

vocabulary, mechanics of writing, English expression, reading comprehension, and math concepts and computation.

STUDENT REPRESENTATIVES

The purpose of the Lower School Director's Council is to offer leadership opportunities, to address student issues, to provide an opportunity for character building through community service, and to allow students to participate in making decisions that affect school and community life. All students in Grades 3 and 4 will be asked to serve on the Council for one grading period.

APPENDIX A
EARLY CHILDHOOD PROGRAM
PRE-KINDERGARTEN 2/3, 3/4 AND 4/5

Highland's Pre-Kindergarten is licensed by the Commonwealth of Virginia's Department of Social Services as a child day program. The following information is specific to this program and is required by Social Services.

LICENSING INFORMATION

The Commonwealth of Virginia helps assure parents that child day programs that assume responsibility for the supervision, protection, and well-being of a child for any part of a 24-hour day are safe. Title 63.1, Chapter 10 of the Code of Virginia gives the Department of Social Services authority to license these programs. While there are some legislative exemptions to licensure, licensed programs include child day centers, family day homes, child day center systems, and family day systems. The state may also voluntarily register family day homes not required to be licensed.

Standards for licensed child day centers address certain health precautions, adequate play space, ratio of children per staff member, equipment, program, and record keeping. Criminal records checks and specific qualifications for staff and most volunteers working directly with children are also required. Standards require the facility to meet applicable fire, health, and building codes.

Compliance with standards is determined by announced and unannounced visits to the program by licensing staff within the Department of Social Services. In addition, parents or other individuals may register a complaint about a program which will be investigated if it violates a standard.

Three types of licenses may be issued to programs. Conditional licenses may be issued to a new program to allow up to six months for the program to demonstrate compliance with the standards. A regular license is issued when the program substantially meets the standards for licensure. A provisional license, which cannot exceed six months, is issued when the program is temporarily unable to comply with the standards. Operating without a license when required constitutes a misdemeanor which, upon conviction, can be punishable by a fine of up to \$100 or imprisonment of up to 12 months or both for each day's violation.

If you would like additional information about the licensing of child day programs or would like to register a complaint, please contact the Department of Social Services.

Department of Social Services
410 Rosedale Court, Suite 270
Warrenton, VA 20186-3037
540-347-6345

REQUIREMENT

Children enrolled in Pre-K 3 and Pre-K 4 must be potty-trained and able to manage independently in the bathroom. Pre-K 2 students do not have to be potty-trained.

PHILOSOPHY

The philosophy of the Pre-K program is to offer an environment that promotes creativity, exploration, decision making, and choice which are essential for individual growth and development. This philosophy is implemented to meet the needs of each student by providing a developmentally appropriate curriculum.

OBJECTIVE

The Pre-K program's main objective is to help prepare children for an easy transition into Highland's Kindergarten program.

The program has been developed to provide a basic introduction to letters, numbers, and various themes which are specifically taught throughout the grades at Highland School.

GOALS

In addition to the academic goals of the Pre-K program, other goals include:

1. Develop a positive self image.
2. Develop a respect for others and respect for necessary rules and limits.
3. Develop good listening skills.
4. Develop social skills that promote cooperation with others in work and play.
5. Develop the ability to express ideas creatively and spontaneously.
6. Develop fine motor skills with scissors, crayons, pasting, lacing, tracing, pegs, etc.
7. Develop gross motor skills through running, climbing skipping, hopping, jumping, etc.

Classroom activities are varied. The children will participate in teacher-directed, as well as self-directed learning activities.

Areas of study include language arts, mathematics, social studies and science. Specific themes are utilized as teaching tools to convey information in many of these areas.

Language Arts

The Pre-K classes will be exposed to a language arts program, which includes language development through phonemic awareness activities, nursery rhymes, dictation, picture drawing, journal writing, Big Books and other books, oral language, exposure to the alphabet and "Handwriting Without Tears."

Mathematics

The Pre-K math program emphasizes the development of basic concepts and skills through the use of manipulatives and classroom activities.

Social Studies

The social studies program has the following objectives: 1) to develop an awareness that each of us is unique, yet we share many things that are alike; 2) to develop an awareness of our family and friends; and 3) introduce basic historical facts through studies of the holidays and special current events. Social studies topics are integrated with the language arts program, and themes studied throughout the year.

Science

The Pre-K program is based on a "hands-on" approach to learning and discovering. Topics explored may include plants, seasons, animals and their habitats, and weather.

ACCIDENT INSURANCE

Accident insurance is provided for each child by the school.

CLOTHING

All Pre-K students must have a complete change of clothing (pants and shirt or dress, socks and underwear) in a zip lock bag marked with the child's name. Please dress your child in comfortable play clothes. The children will be playing outside every day (weather permitting) and participating in "messy" art projects. Smocks are worn for painting but spills and stains sometimes occur. Please make sure your child wears sneakers on PE days. No jeans are allowed.

DISCIPLINE

Classroom teachers will handle initial and/or minor discipline issues through the tenants of the Responsive Classroom approach to teaching. The foundational ideas of this program are based on the knowledge of how children learn, the importance of knowing students developmentally, individually and culturally, the understanding that social and academic learning go hand in hand and, finally, the fact that all children want to learn and can learn. The use of logical consequences allows teachers to respond to misbehavior in ways that encourage children to fix and learn from their mistakes. This practice supports the Responsive Classroom philosophy that students learn best when their classrooms are places where they feel safe, challenged and joyful and a place where they feel free to learn. Good behavior is encouraged through positive reinforcement, reminding and redirection. Children are taught to recognize necessary limits and to understand the reasons for rules. Parents will be notified of severe or repeated behavior problems so that a plan may be implemented. The Division Director will support the classroom teachers in handling major issues and students

whose behavior requires continued attention. In extreme cases, the Head of School reserves the prerogative to suspend or expel a student whose conduct is unacceptable.

FOOD/LUNCH/SNACKS

Students may bring their own lunches from home or they may purchase meals through the Parents Association Campus Cuisine lunch program. In an emergency situation, when a student forgets to bring his/her lunch and parents cannot be reached, we will offer lunch items which will be charged to the parents' school account. If parents are contacted and need to deliver a lunch, they should drop off the lunch at the office. These changes will keep things running smoothly in the classroom and will help prevent students from worrying about what they will be eating.

Because of food allergies, sharing of lunches and snacks is not permitted. Students should bring only healthy snacks and drinks for morning recess. Parents are urged to send healthy food with a minimum amount of refined sugar. Sodas and candy are not permitted.

Homeroom parents will be instructed by grade level teachers about food items for classroom parties throughout the year. Guidelines for the parties will be shared with the homeroom parents at a meeting at the beginning of the year. **Parents should check with the homeroom teacher before sending special snacks, such as birthday treats, to school. In an effort to provide healthier choices for our students for parties and birthdays, we are asking all parents to refrain from bringing in cakes, cupcakes, doughnuts, large cookies etc. for those events. Suggested alternatives for those foods might be Italian ice cups, small cookies, fruits, veggies or mini-muffins. If your child has food allergies, it is a good idea to send in "safe" snacks labeled with your child's name that can be frozen and used for birthday or holiday treats.**

LOCKERS

Each child is assigned an open locker for storage of coats, sweaters, boots, etc. Lunch boxes are to be placed in the top part of the locker.

TOYS IN SCHOOL

Children should not bring toys from home. We have many developmentally appropriate toys to choose from in the Pre-K classrooms. The only exception is on your child's Show and Tell day. These toys will be kept in a special basket until Show and Tell time so that they will not be misplaced or damaged.

APPENDIX B
EXTENDED SCHOOL CLOSURE
ACADEMIC POLICY AND PROCEDURES

In the event the School is closed for an extended period of time, we will move to the virtual classroom policies outlined below (see both the general information section and the section for each division). Each Division Director will alert families of this change via email and text messages, as well as website and portal posts. In most cases, students will have been advised to bring all books and materials home with them in advance, but if that were not possible, arrangements would be made for students to retrieve them.

GENERAL INFORMATION

Teachers will work to design meaningful and appropriate assignments for students, but they will also recognize that in some circumstances students will be unable to complete them (no electricity, etc.). The key will be for teachers and students to communicate effectively with each other and for all parties to remain flexible. The circumstances that would warrant the move to the virtual classroom are not ideal, so teachers will respond to the particular conditions appropriately and work with students to create meaningful learning opportunities.

If students have questions about assignments and/or material being covered, they should email their teachers. Teachers will reply to all emails within 24 hours, except on weekends.

Students who use Learning Center support will have daily email contact with their learning support teacher except on weekends.

Students without electricity or access to the Internet at home should try to make arrangements to get access.

Naturally, if students are sick during this time, the normal procedures for making up work will apply.

LOWER SCHOOL

Lower School students and parents will receive information and assignments via email. The correspondence will be in the same form and method of delivery as the current system for sending and receiving the weekly updates. Assignments may be attached to the updates. Parents and students may email teachers with questions and, unless instructed otherwise, return completed assignments to the teacher's school email address. Teachers will ensure that they have access to Highland email from home and have the ability to utilize their homeroom distribution lists to send information to families.