Volunteer and also be convinced to never give in. I know you won’t and I that Winston Churchill gave in October, 1941, to the students at London’s our families so that we have the strength to care for the students and others everyday, we deal with a new stressful situation which can become over-
past year has been hard and next year is not likely to be any easier. Most porting us! For many of us and many of our students and their families, the issues on the April, 2010 ballot. Voters overwhelmingly supported two tax controversy.”

The strength of our educational leaders and the strong support for public education was recently demonstrated by the support for nine education issues on the April 2010 ballot. Voter turnout for the school bond issues increased two to seven bond issues in St. Louis County. I am encouraged that sharing, these difficult times and our common goals are standing with us and sup-
porting us. For many of us and many of our students and their families, the past year has been hard and next year is most likely to be any easier. Most every day, we deal with a new stressful situation which can become over-
whelming at times. It is times like this that all of us must see that the things that are truly important in life such as taking care of ourselves and our families can’t be the strength to the students and families who are challenged with supporting.

As we approach the time of graduations, I am reminded of the speech that Winston Churchill gave in October, 1941, to the students at London’s Harrow School in which he challenged them to never give in except to conviction of honor and good cause. Although we are facing certain chal-
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Valley Park Bus Riders

“arrive relaxed, happy and ready to learn”

By Peggy Magee

This year, the idea that Valley Park Elementary’s bus riders “arrive relaxed, happy and ready to learn” became more tangible with a new arrival at the school: a driver named Ronelle Day.

Day is part of an initiative that the school implemented last year, which serves its purpose well. The school’s principal, Lisa Hedrick, credits the new program for bringing a sense of calm and organization to the school’s commute.

“Drivers are encouraged to build good relationships with students,” Hedrick said.

Hedrick added that the school has also seen a reduction in referrals for behavior issues since the new driver program started.

By Peggy Magee

THE UNIVERSITY OF ROCHELLE

Rockwood Bus Driver Goes Above and Beyond

Danny Mosby Recognized by District

By Peggy Magee

It was an idea of instructional coach Kathy Ehrhardt in the hall to show her the book "Encouraging a Love of Reading in Students." Mosby was so impressed with the book that he immediately let her know he was interested in helping students with their reading.

Since that invitation to help, Mosby has been working with Ehrhardt and other volunteers to encourage students to read and develop a love of reading.

Mosby says he enjoys building relationships with students and helping them see the importance of reading.

Mosby believes that reading is a vital part of the educational process and that it helps students develop critical thinking skills.

He also believes that reading is a great way to help students learn about different cultures and perspectives.

"Reading is a powerful tool," Mosby said. "It helps students to develop empathy and understanding."
Valley Park Bus Riders

arrive relaxed, happy and ready to learn

By Trisha Loveless

usually when young passengers on a school bus encounter riding in the back, they rise out of their seats to see what’s going on, talk among themselves and engage in playtime. this can be stressful for the drivers and make the situation unsafe for the students.

Valley Park Bus Driver Goes Above and Beyond

Danny Mosby Recognized by District

By Peggy Price

The number of bus referrals at Valley Park is critical to their success. “And so, she wants to ensure that their com-

pus traffic tickets that she observed recently when she

Richerson was responding to a call from driver Ronelle Day for a school bus encounter

Lynn Hedrick happily planned a small coffee break for the drivers, “You can be Mr. Falker.”

It is a quiet and cheerful meeting place and

expresses confidence in helping students achieve.

But that is only part of Valley Park’s focus on discipline, notes Trisha Loveless, who co-authors this column. “Generally boredom and not having anything to do is the number one reason that discipline problems do occur, drivers agree, so if they can keep the kids engaged in something, it will help the discipline problem.”

A student who is bored is not as likely to be acting out, explains Richerson who noted that the drivers have been responding to a call from driver Ronelle Day.

Students who load the busses every afternoon.

To help Hedrick understand and evaluate

the drivers’ personal time between drop-off

and pick-up procedures, “You are part of our team,” she recently told the drivers.

If your school would like students and bus drivers to have more interaction between

inviting the drivers into the school to volunteer.

Rockwood Green Pine Elementary did, not for transport purposes specifically, to re-

motivate struggling students. Yet the pres-

ence of Danny Mosby led to both.

When one student arrived to the reading session, Mosby reminded him, “You used to be on my bus. I miss you.” He might not

have a stronger connection.

Danny Mosby drives Green Pine elementary students to and from the city, the Atlantic Express driver mentors several transfer students during his free time on early

dismissal days. Here he reads with first grader Tyler Loveless and kindergartner Keasia Washington. “I like encouraging a love of reading in students,” says Mosby, who was

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By Peggy Magee

There’s something relaxing about the idea of arriving at school by bus. Not only is it a more comfortable, less stressful way to get to school, but it also allows students to simply enjoy their morning ride instead of focusing on the tasks they need to complete when they arrive.

This sense of relaxation and comfort is something that Valley Park Elementary School’s bus riders appreciate. The school recently received a grant from the Durham Public Schools Foundation to improve the behavior of students during the school year.

The grant includes a variety of initiatives, including the development of a behavior management plan for the school. The plan includes the use of positive reinforcement, reward charts, and other techniques to encourage positive behaviors.

Valley Park Elementary School has seen a significant decrease in behavior referrals since the implementation of the grant. The school has also seen an increase in positive interactions among students.

“I’m very proud of the students and their families,” said Principal Sandy Berry-McGhee. “They’ve really stepped up and worked hard to make sure that the bus riders are behaving appropriately.”

The school has also implemented a new policy that allows students to ride the bus with their siblings. This has helped to reduce the number of referrals and has improved the overall behavior of students.

In addition to the behavioral changes, the school has also improved its transportation services. The school now uses a larger, more comfortable bus for the morning and afternoon runs.

“The new bus has been a welcome change,” said one parent. “It’s much more comfortable and spacious, and the students love it.”

Overall, the grant has had a positive impact on the school and its students. Valley Park Elementary School is proud to be a part of the Durham Public Schools Foundation’s efforts to improve the lives of its students and families.

By Peggy Magee

“Arrive relaxed, happy and ready to learn”

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Valley Park Bus Riders
The recent accomplishments of African-American students at Kirkwood High School may have you wondering how this happened. The graduation rate for black students in the class of 2009 was 90.2 percent; compared to 86.8 percent for white students. The African American male and female student populations both achieved graduation rates of 86 percent. This is a testament to the dedication and hard work of the students, their families, and the Kirkwood School District as a whole.

As you can imagine, a high school graduation rate of 86 percent is not the result of good fortune. It is the result of collective efforts to help students succeed. The Kirkwood School District has developed a comprehensive approach to meet the needs of all students.

One of the key components of this approach is the Kirkwood Special Programs, which offers a variety of services to support students in their academic and personal development. Special recognition went to sophomore Dajae Washington for receiving a college scholarship through the Missouri Option Program. She explains how the Kirkwood School District has helped her achieve success:

“Kirkwood has provided me with the resources and support I needed to succeed. They have helped me with everything from classwork to college applications. I am grateful for all that they have done for me.”

Another program that has been successful is the Extended School Year (ESY). ESY provides high school students with the opportunity to take a credit recovery class in the summer. This has allowed students who are behind in credits to make up those credits and stay on track for graduation.

In addition to these programs, Kirkwood also offers a variety of support services for students. ATLAS (Alternatives Toward Learning) is a program that provides students with individualized academic support. It is designed to help students who are facing academic challenges or who are at risk of dropping out.

ATLAS also has afterschool classes and an extended school year for students who are lacking in credits. This allows students to work at their own pace and take classes that they might not have been able to take during the regular school year. ATLAS also offers tutoring and other support services to help students succeed.

Another resource at Kirkwood is the Kirkwood Student Resource Center, which provides a variety of services to support students. The center offers tutoring, career counseling, and other support services to help students succeed.

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**Kirkwood’s Special Programs, Staff Effort Contribute to Success of 2009 Graduates**

**Voluntary Transfer Students Perform Especially Well**

By Peg Magee

The recent accomplishments of African-American students at Kirkwood High School may have you questioning the achievement gap. The graduation rate for black students in the class of 2009 was 81 percent. This graduation rate is significantly higher than the state-wide average for black students of 73.3 percent and the St. Louis region average for black students of 73.1 percent.

In response to that pledge, Dr. Martin Luther King, Jr. could count on his faith and convictions to never give in except to conscience! For many of us and many of our students and their families, the afterschool sessions held once a week, ran from eight to twelve weeks. In each Kirkwood middle school, approximately 150 to 200 students participated. Though the girls did not always have the same facilitators, they learned to take risks, learned about issues near and dear to their hearts. They shared thoughts on a wide range of topics, including racism and prejudice, the feeling of being an outcast or not fitting in, and something they did to try to combat it successfully for themselves.

Another program, ATLAS (Alternatives Toward Learning and Successful Transitions), is boosting the self-esteem and leadership skills of female African-American students during an especially challenging period in their development.

At some points, stress, social media, emotional, and physical changes are at their height. Groups of adolescent women are learning to overcome anger, guilt or shame through introspection and self-discovery. “The best way to fit in is to find you,” she explains, “Once the girls learn to appreciate themselves, they can appreciate others.”

“Kirkwood expends significant resources in the form of programs and personnel to make certain all students are educated in the manner in which they can be successful.” Dr. Martin Luther King, Jr. could count on his faith and convictions to see that no student was left behind. Dr. Martin Luther King, Jr. could count on his faith and convictions to never give in except to conscience!

Several Kirkwood programs helping students succeed are-

- **Kirkwood’s Special Programs, Staff Effort Contribute to Success of 2009 Graduates**
- **Voluntary Transfer Students Perform Especially Well**
- **Peg Magee, Feature Writer**

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