

# ***Parent-Student Handbook: Brook Forest Elementary***

The information contained in this section is specific to Brook Forest Elementary School. If you have any questions regarding the procedures addressed below, please direct any questions to the Brook Forest School office.

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## *Instruction*

### **Daily Academic Class Schedule**

#### *Brook Forest Elementary*

8:00 A.M.	Indoor Supervision
8:20 A.M.	Outdoor, supervised physical activities
8:30 A. M.	Bell rings: students enter building
8:40 A.M.	Bell rings: academic classes begin
11:45 A.M. - 12:30 P.M.	Lunch period and teacher directed PE
3:20 P.M.	Children dismissed from school

### **Curriculum and Related Programs**

In accordance with the educational philosophy of District 53 and the requirements of the State of Illinois, Brook Forest School has developed a comprehensive program of instruction designed to achieve the highest quality of education possible. It is a shared desire to help our students think and communicate clearly and make sound decisions, as well as develop quality study habits and the ability to work independently, valuing learning for its own sake. The development of the whole child includes the social, emotional, physical and mental aspect of education.

Brook Forest School employs a systematic evaluation of all instructional material on a periodic cycle. Only the most effective and current programs are implemented.

In addition to the basic curriculum the following related programs are offered:

Gifted/Flexible Enrichment	Science Specialist
Computers	Learning Center
Guidance	Special Education
Music	D.A.R.E. Drug Program
Art	Social Worker
Physical Education	Speech and Language Therapy
Reading Specialist	PBIS (Positive Behavior Intervention System)
eLearning	

### **Gifted Education**

Children who meet designated criteria may be considered for the gifted program. This program is for children identified as having outstanding abilities, capable of high performance, and

requiring special services to realize their contributions to self and society. The purpose of the program is to ensure that children with special talents receive opportunities beyond what a regular education program can provide; and to develop those talents through accelerated academic programs, enriched curriculum offerings, integrated thinking skills, and related creative activities.

In order to qualify for screening, a student must meet three of the following criteria:

1. Cognitive Abilities Test score of 130 or higher
2. Achievement test national percentile of 95 or higher in the given subject area
3. A score in the top quartile per grade level on the Torrence Test of Creative Thinking
4. Teacher recommendation

Final placement is contingent upon an overall analysis of test scores, academic achievement and daily classroom performance.

## **Learning Center**

The learning center is an integral part of the total school curriculum. It provides opportunities for all children to pursue individualized and group learning activities in order to become lifelong learners. Development of library and research skills is encouraged through an approach emphasizing multiple intelligences and the use of multimedia. Complete computer lab and computer research areas provide excellent opportunities for supplementing the curriculum and encouraging word processing and keyboarding skills.

## **Mathematics Groupings**

Students in third, fourth and fifth grade are grouped for mathematics instruction. There are three levels of instruction:

1. Level I- Working in a textbook that is one grade level advanced.
2. Level II- Working at an accelerated pace using grade level materials.
3. Level III- Working at a traditional pace using grade level materials.

Students are assigned to the appropriate group after their current teachers review past achievement scores, cognitive ability scores, ISAT scores, teacher recommendations, and the latest assessment instrument administered during the first week of school.

Parents will be notified regarding the level of instruction their child will receive. Any concerns regarding the placement of your child should be addressed with your child's teacher. Progress will be monitored closely and adjustments made, if necessary.

## **Procedures**

### **Student Arrival Time**

Parents are requested to send their children to school **no earlier than ten minutes** before the 8:30 a.m. morning bell. Supervision will not be provided before that time. **Students arriving after 8:40 a.m. are marked tardy.**

### **Student Drop-Off and Pick-Up Procedures**

Students should be dropped off or picked up in the circle drive at a point perpendicular to the main entrance sidewalk. For safety purposes, students are not allowed to walk down the driveway to enter or exit cars further down the line. Please maintain a single lane in the circle drive at all times. Autos may not pass any other auto in the circle.

If picking up your child in the parking lot, please park along the sidewalk. When no sidewalk area is available, you may park in any available parking spaces and walk to meet your child. Do not double park or park along the light pole islands. Students are not allowed to walk across the blacktop without an adult escort.

### **Lost and Found**

Many items go missing from their owners and are subsequently turned in to the school office. Parents and students should check the Lost and Found periodically to recover any missing materials.

### **School Parties**

Two room parties are held for students in kindergarten through grade five. Teachers and room mothers plan these parties cooperatively.

## **Brook Forest Dolphin Expectations**

There are three expectations or rules by which everyone at Brook Forest School lives and supports. They are:

1. **Be Respectful**
2. **Be Responsible**
3. **Be Ready**

Every adult at Brook Forest School shares the common goal of making sure all of our children understand our three behavioral expectations. In a positive manner, students are taught *how* to be respectful, *how* to be responsible, and *how* to be ready.

The three expectations are taught directly. Our children participate in all-school “lessons,” where they learn about appropriate behaviors in the classroom, in the hallway, in the lunchroom, during assemblies, on the bus, on field trips, and during emergency situations. Please take the time to ask your son or daughter what they have already learned about our expectations.

In order to teach our expectations of behavior, students are given *Cool Tools* each week. *Cool Tools* are very important ingredients of the 3Rs system. Behavioral skills are taught to students, making it clear what is expected in our school. Each week, a new lesson, or *Cool Tool*, is taught to all students. Applications of the *Cool Tool* lessons are taught throughout the year.

Please refer to our monthly newsletter for our updated *Cool Tools*!

### **Brook Forest Dolphin Reinforcement System**

Another important component of the 3Rs is the use of consistent, positive reinforcements (rewards) to celebrate students’ success. Children are rewarded when they choose to follow our three expectations:

1. **Be Respectful**
2. **Be Responsible**
3. **Be Ready**

Three type of reinforcements are utilized. One type of reward, “Dolphin Pride Tickets,” are given frequently by any staff member to any individual student. These ticket rewards are posted on our “Dolphin Pride” wall. The tickets may also be redeemed for school supplies, “no homework passes,” open gym time, extra computer time, board game time during recess, and so on.

The second and third type of positive reinforcements are called “boosters,” and “all-school celebrations.” These reinforcers are used as classroom and all-school group rewards. Our goal is to celebrate our children’s successes in following our behavioral expectations.

We want all of our children to be involved with our positive reward program. At home, you can help your son or daughter to follow our school rules by insisting that he or she be on time to school and complete their homework. At times, children need their parents for guidance in these areas, and your efforts are appreciated.

### **Office Discipline Referral Form (ODR)**

As you know, children might choose not to follow our expectations, even though appropriate behavior will be taught directly and positive reinforcers will be used.

The Brook Forest staff has designed the ODR (Office Discipline Referral). The ODR form is used when students choose to disregard our expectations for behavior. For the children, we call the ODR forms “blue slips,” since they are printed on blue paper.

The form divides infractions into two categories - MAJORS and MINORS. Before an ODR is used, our teachers will try to manage the situation through regular classroom management, including reminders of our three expectations:

1. **Be Respectful**
2. **Be Responsible**
3. **Be Ready**

If a student received three MINORS offense reports, the ODR becomes a MAJOR. At that point, the issue is sent to the principal’s office.

Although parents are notified of all offenses (including MINORS) by mail, a parent may be asked to participate in a meeting at school for a MAJOR offense. At that time, the parents, principal, teacher, student, and social worker would discuss “replacement behaviors,” or what the student needs to change in order to reach our school’s behavioral expectations.

The goal of the 3Rs is to provide an environment that is safe, enjoyable, free from distraction, and allows all children to reach their maximum learning potential.

### **Bus Expectations**

Bus safety is of the utmost importance to everyone concerned and in order to ensure this safety, everyone’s cooperation is needed. Parents, especially, are vitally concerned and are in a strong position to help the school carry out a good safety program. Please see the District section titled ‘Bus Rules and Behavior’ for specific information.

## **Student Dress**

Individual differences in dress and grooming preference shall be respected as a personal freedom as long as the clothing, grooming, etc., do not cause disruption to the learning atmosphere of the school. Such dress that disrupts the learning environment shall not be permitted. Some examples of disruptive dress and grooming during school are:

1. Wearing hats, hair rollers, overcoats or out-of-door coats
2. Bare midriffs, see-through garments, bare chests and shorts
3. Obscene signs, profane language or provocative pictures on clothing or jewelry

## **Playground Expectations**

Children must dress appropriately for the weather. They will be outside except in very cold or inclement weather. During the winter season, students should wear boots and snow pants. Staff supervises students during outdoor play periods.

Students:

- must always play safely
- must not exclude other children from participating in activities
- must stay within the defined area on school grounds
- must request permission to enter the building
- must always speak appropriately to supervisors and other students