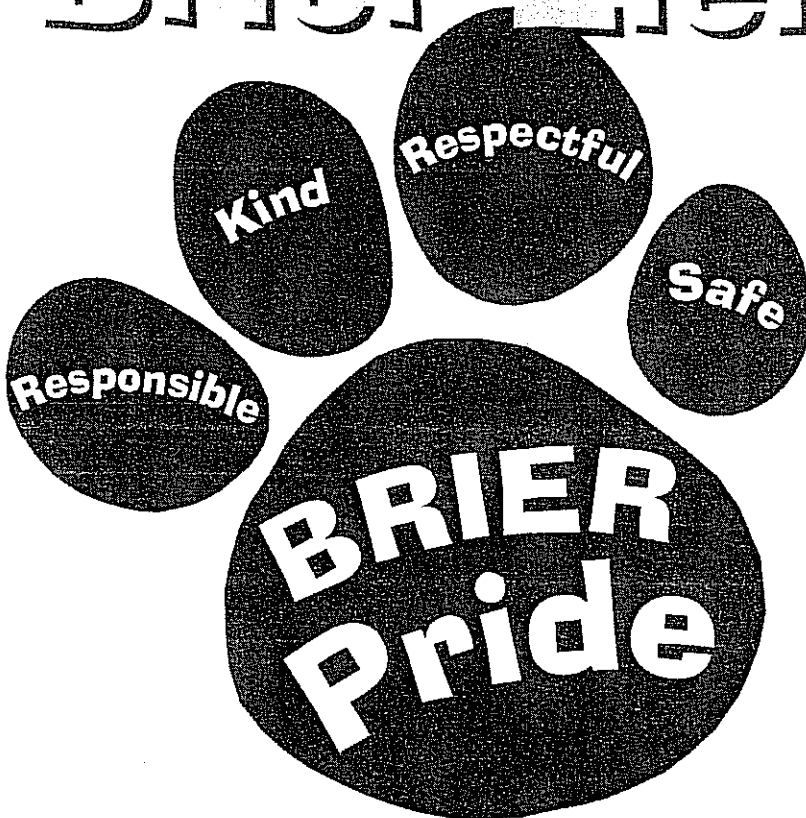


Brier Elementary



Brier Pride Pledge...
At Brier, we are Responsible,
Kind, Respectful and Safe.
I am ready to learn and
will encourage others
to be successful because
learning comes first!



Responsible is... meeting the Brier expectations and being ready to learn.



Kind is... when my words and actions help and encourage others.



Respectful is... honoring the needs, ideas, and opinions of others, even when they are different from my own.



Safe is... keeping myself and others free from possible harm and danger inside and out.



Together our goal at Brier is to assure that each child achieves success. We believe that you, as parents, play an important role in helping your child achieve the Brier student goals.

We believe parents play several important roles in school discipline:

- ☐ Support the school's policies and procedures as it maintains proper discipline and behavior.
- ☐ Acknowledge and understand our school expectations.
- ☐ Work with the school to maintain an effective learning environment for all students.
- ☐ Attending conferences and communicating with school staff

We want your child to meet the four expectations that we have set at Brier Elementary. They are: Be Safe, Be Kind, Be Responsible, Be Respectful. YOU play a key role in your child's success. Please review and discuss the four student expectations and school policies with your child. Post them in a place where your child will see them often.

We believe in a fair and consistent code of discipline and effective classroom management. Our goal is an environment where respect and safety prevail, and where there is tolerance for differences, customs, and cultures. We will treat all children with kindness and respect. When problems arise, we will work positively and productively to find solutions as well as hold all students accountable.

If your child should exhibit unacceptable behavior at school, we expect that you will work with us to help your child take responsibility for his/her actions and find positive solutions to the behavior. We believe that through a partnership we will provide our students an opportunity to learn through difficult situations.

We request that parents read through each of the discipline policies with their child(ren), sign the attached form and return it to school by Tuesday, October 14, 2008.

If you want more information on our philosophy of discipline, or information on student rights and responsibilities, please contact the principal, Tori Thomas.

Sincerely,
The Brier Staff

PHILOSOPHY

It is the commitment of the staff and parents of Brier Elementary to provide its students with a positive, safe, and productive learning environment that fosters positive self-esteem, concern for others, responsibility and accountability, a broad knowledge base, proficiency in basic skills in higher order thinking skills, and self-directed learning. It is our expectation at Brier that our learning community is courteous, cooperative, caring, uses common sense, and demonstrates a commitment to learning.

BEHAVIOR EXPECTATIONS



BRIER ELEMENTARY PLAYGROUND CONDUCT

- 1 Go directly out to the playground at recess unless special permission and a pass is given by your teacher to work/take part in another activity elsewhere.
- 2 Stay on the playground and within the fenced areas on the field. Permission and a pass is needed to leave the playground for any reason including using the bathrooms.
3. Walk to and from the playground. Carry playground equipment when in line and leaving the playground. Line up promptly in areas as directed when bells ring. Teachers will establish procedures for returning to their classrooms.
4. Be polite and follow all directions of playground teachers. Use appropriate language at all times.
5. Show respect for others: take turns, play fair, discuss differences calmly, encourage less experienced players.
6. All games are open to everyone willing to play the game and obey the rules. Follow rules of the games and the safety procedures for playground apparatus.
7. All rocks, sticks, snowballs, or similar objects are to be left on the ground.
8. No toys belong at school. No electronics or trading cards are allowed.

RAINY DAY RECESS

GOAL: Students will engage in quiet, cooperative activities in an atmosphere of respect, responsibility, and safety.

EXPECTATIONS:

STUDENTS:

1. Will remain in their classroom
2. Will walk in the classroom
3. Will wait inside the classroom door for an assistant to obtain pass before leaving class.

CONSEQUENCES (Rainy Day Recess):

1. Verbal Correction
2. Removal from the classroom to the hall
3. Removal to the office



ARRIVAL AND DEPARTURE

GOAL: Students will arrive and leave school in a safe and respectful manner. They will exhibit responsible behavior. Staff and parents will assist in the safety of the students as well as timely arrival and departure.

EXPECTATIONS:

Staff:

1. Will walk all students to bus lines
2. Will remain until all buses have loaded children and assist in maintaining appropriate behavior of students
3. Will help students find their bus if necessary
4. Will dismiss students at 3:50 p.m. Kindergarten will dismiss at 3:45. Intensive Support program will dismiss at scheduled times.

Parents:

1. Will use sidewalks or designated walk area when picking up or dropping off students.
2. Will accompany their child to a safe walkway if dropping off or picking up a child at school
3. Will follow traffic flow procedures
4. Will review safe behavior with their children.
5. Will use the drive through or parking lot accordingly.
6. Will transport their child no earlier than 9:10 for school arrival and 3:50 for departure.

Students:

1. Will walk their bicycles on school grounds or designated areas in grades 3-6
2. Will walk on sidewalks or designated areas
3. Will be responsible while waiting



LUNCHROOM BEHAVIOR

GOALS: Students will eat their lunches and socialize with others showing good manners and respectful behaviors.

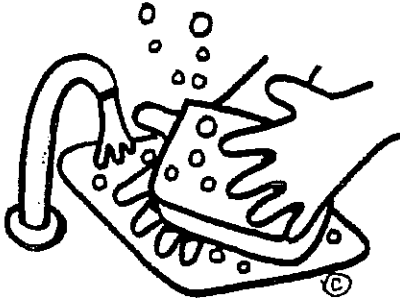
EXPECTATIONS:

Staff:

Will escort students to the lunchroom and assist them in lining up in the "hot lunch" line or finding their class table.

Students:

1. Will enter the cafeteria quietly, get their lunch, and find their class table
2. Will remain seated until their lunch is finished and they have permission to line up for recess
3. Will use appropriate voices so that only close neighbors can hear
4. Will clean their area and take care of their garbage when they are finished eating
5. Will not be wasteful with food



RESTROOM

GOAL: Students will use the restroom in a timely, respectful manner and always with a pass.

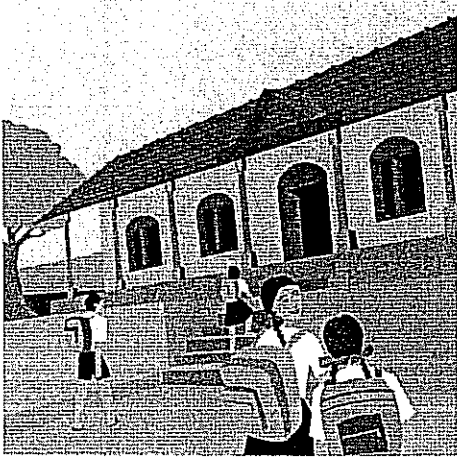
RESTROOM EXPECTATIONS:

Students:

1. Will follow their own classroom policies concerning restroom use
2. Will act appropriately and go about their business in a timely manner. Be quick, quiet and clean
3. Will follow good health practices by washing hands
4. Will report to their teacher any problems with supplies or restroom cleanliness
5. Will use a pass provided by the playground assistants during recess

Consequences:

1. Verbal warning
2. Restroom clean up of problems they have caused, with custodian supervision
3. Monitored use of restroom



HALLS AND WALKWAYS – Inside and Outside

GOALS: The halls and walkways will be a safe environment where people interact responsibly and respectfully.

Hallways and Walkways

EXPECTATIONS:

Teachers:

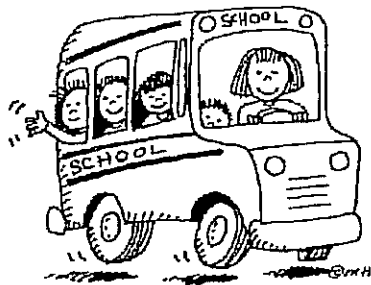
Will accompany all large groups and classrooms of students to and from destinations
Will enforce all expectations for all students

Students:

1. Will walk in a quiet, calm and respectful manner
2. Will walk to one side of the hallways so that others may pass easily
3. Will yield to other classes when necessary
4. Will wait quietly in designated area before school each morning
5. Will have permission to be in the halls and walkways and use passes from staff

Consequences (Hallways and Walkways):

1. Verbal correction
2. Redirection - i.e., have the student go back and walk
3. Referral to the classroom teacher
4. Referral to the Solution Room for repeated behaviors



BUS

GOALS: For students to be standing in an orderly and safe fashion until seated on the bus
If riding the bus, students will stay seated until bus comes to a complete stop

EXPECTATIONS:

Staff:

1. Will adhere to dismissal time for bus policy to work
2. Dismissal time is 3:50 p.m., kindergarten at 3:45, Intensive Support at designated times
3. Will walk students outside to bus
4. Will be present when on bus duty or make arrangements if unable to be on duty

Students:

1. Will report to their bus only
2. Will not save spaces or cut in line
3. Bus lines are to form a safe distance back from the bus door
4. Any student who must leave the line will reenter at the end of the line
5. Will keep hands and feet to self
6. Will wait until the bus has come to a complete stop, the door has been opened and the bus driver has given permission for students to begin loading
7. Any student who misses the bus must report to the office.
8. Students who create problems while waiting for the bus or on the bus may lose bus privileges at the discretion of the principal.
9. Students who miss the bus and need to use the phone to call home must ask a staff member for permission first. They need to use the phone on the counter in the office.
10. Students will exhibit respect and follow the directions of the student patrols when walking

Consequences: Follow Brier Elementary Discipline Policy

1. Verbal Correction
2. Have student review and restate the expectation.
3. Send to end of line
4. Solution Room referral for repeated behaviors

BRIER ELEMENTARY DISCIPLINARY PROCEDURES

STAFF ROLES:

Each staff member is responsible to teach and enforce our school expectations. When problems occur, teachers and staff members will take the appropriate steps or corrective actions to resolve difficult situations. Actions which may be taken include, but are not restricted to verbal correction, redirection (have the child do it the right way), classroom timeout, or use of a buddy classroom. Parents will be contacted if the initial interventions are not successful in changing behavior.

If a student is a chronic or severe disruption to the learning process, the teacher may remove the student from his/her classroom.

SOLUTION ROOM:

The Solution Room is a room in the office where children go to talk to an adult when the student needs extra time and guidance to solve an on-going problem.

When a student's behavior becomes disruptive, inappropriate or unsafe, we take appropriate actions. We view this as an opportunity for learning natural and logical consequences. The teacher or other staff member is to submit a written referral to the solution room teacher indicating the problem behavior and a summary of any previous corrective steps taken

Our intent is not to punish a child for disobedience, but to gain an understanding of the problem and provide assistance and/or consequences for the child. Our efforts are designed to help children understand their behavior, take responsibility for actions and learn new ways to manage behavior. Students will be helped to develop a plan to resolve the problem or conflict. We staff a "Solution Room" with a trained educational assistant who helps students with this process. Parents are asked to sign and return Solution Room forms. Classroom teachers are kept informed about student behavior through this process.

PRINCIPAL RESPONSIBILITIES:

While most student behavior problems are expected to be resolved at an early stage (classroom or solution room), when a problem persists or is of a serious nature the student will be referred to the principal for disciplinary action.

The teacher or other staff member is to submit a written referral to the principal indicating the problem behavior and a summary of any previous corrective steps taken if the principal's assistance is requested.

The principal will review the student's discipline history and previous corrective actions to determine the appropriate level of disciplinary action to be taken. Each step may be repeated as many times as necessary. When appropriate, a phone call home will be made regarding the situation.

PARENT RESPONSIBILITIES

Parents will see that their student comes to school every day and on time. They will support the school's policies and procedures as it maintains proper discipline and behavior. They will create communication between the school and home.

LEVELS OF CORRECTIVE ACTION:

INITIAL DISCIPLINE

Possible Consequences may include, but are not limited to:

- Verbal correction
- Buddy classroom (removal from classroom)
- Loss of recess (alternative recess)
- Community service at school
- Loss of privileges
- Behavior contract
- Restitution

PROGRESSIVE DISCIPLINE

Parent Conference & Behavior Consequence: Student Study Team Involvement & Behavior Consequence

Short Term Suspension (1/2 day - 3 days). Parent Conference may be requested

- In-School
- Home

EXTENSIVE DISCIPLINE

Long Term Suspension (3 days or more) and Parent Conference prior to returning to school

- In-School
- Home

Expulsion (Police report required) and Parent Conference prior to returning to school

This table represents beginning levels of discipline only. The principal and appropriate staff shall determine the level of severity of each violation.

VIOLATIONS	LEVELS OF CORRECTIVE ACTION					
	Initial	Progressive			Extensive	
1. Classroom disruption	X					
2. Disrespect or defiance of adults (Verbal abuse)	X					
3. Hurting others (throwing objects, name calling, etc.)	X					
4. Truancy		X				
5. Chronic defiance of a classroom or school expectation or procedure		X				
6. Fighting				X		
7. Stealing		X				
8. Damaging personal or school property		X				
9. Throwing objects	X					
10. Swearing, use of profanity	X					
11. Dangerous violation of a classroom or school rule or procedure	X					
12. Use or possession of tobacco, alcohol and other substance					X	
13. Dangerous weapons (including knife, mace, toy facsimiles)					X	
14. Threatening the safety or well being of others				X		

Brier Elementary Student Problem Solving Plan

At Brier, we are Responsible, Kind, Respectful and Safe. I am ready to learn and will encourage others to be successful because learning comes first!

- Responsible is meeting the Brier expectations and being ready to learn.
- Kind is when my words and actions help and encourage others.
- Respectful is honoring the needs, ideas, and opinions of others, even when they are different from my own.
- Safe is keeping myself and others free from possible harm and danger inside and out.

Name: _____ Date: _____

The expectation(s) that I did not meet is/are:

1. What happened? What did you say and do?

2. How could you have handled the situation so that you were Responsible, Kind, Respectful and Safe?

Information to the parent from school: (if any)

Parent Signature: _____

Student Signature: _____

Staff Signature: _____



Brier Elementary Student Action Plan

At Brier, we are Responsible, Kind, Respectful and Safe. I am ready to learn and will encourage others to be successful because learning comes first!

- Responsible is meeting the Brier expectations and being ready to learn.
- Kind is when my words and actions help and encourage others.
- Respectful is honoring the needs, ideas, and opinions of others, even when they are different from my own.
- Safe is keeping myself and others free from possible harm and danger inside and out.

Name: _____ Date: _____

1. What did you do to get yourself to this point?

2. What were you hoping to achieve by doing this?

3. How did this behavior impact your learning/safety or the learning/safety of others?

Student Signature: _____

Staff Signature: _____

Parent Signature: _____

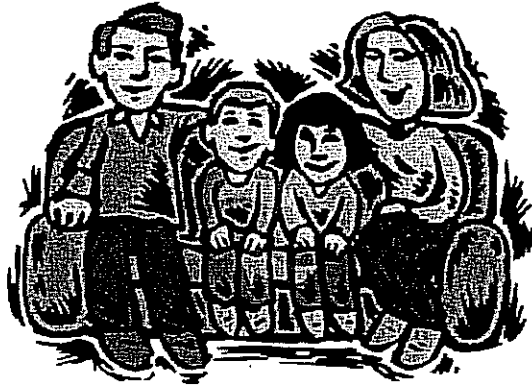


4. What can you do to change your behavior and positively impact your learning/safety or the learning/safety of others?

My Action Plan	My Backup Plan

Working on my action plan will help me to meet the expectations of a Brier Student!





PARENT/GUARDIAN SIGNATURE FORM

I have read and discussed the information in the discipline policies with my child(ren).

_____ Parent/Guardian Signature	_____ Date	
_____ Child Signature	_____ Teacher/Room #	_____ Date
_____ Child Signature	_____ Teacher/Room #	_____ Date
_____ Child Signature	_____ Teacher/Room #	_____ Date
_____ Child Signature	_____ Teacher/Room #	_____ Date

Please return the form to your child's teacher by Tuesday, October 14th. (If you have more than one child, return the form to your youngest child's teacher.)

