



*The Brook Hill Lower School  
Parent Handbook  
Better known as the  
“Parent Survival Guide”*

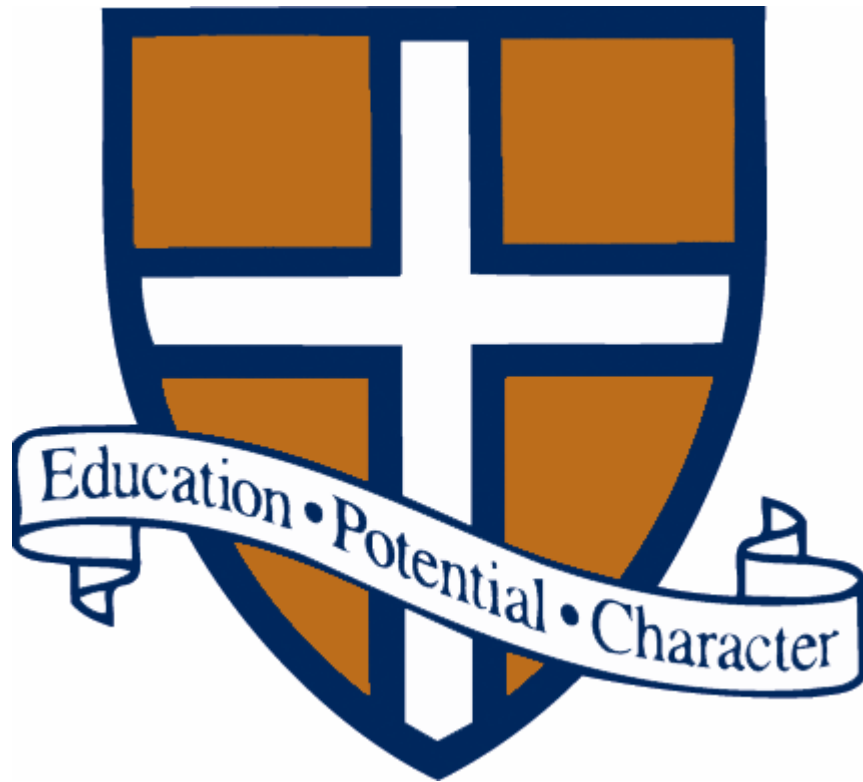
Dear Parent of a Lower School Scholar,

Coming to school is a scary proposition for any lower school child. It's a new experience. For parents, like you, who want your child to be successful and comfortable at the same time it's an even scarier proposition. This “survival guide” is for you. There are a multitude of things that we do that may seem a little strange to you. You may even ask, “Why do they do that?” In answer to that let me say a couple of things. First, trust me (how many time have you heard someone say that?)! There's a reason for every procedure that helps us all meet the goals of our program. Most procedures are in place for communication, efficiency, and safety. Second, don't worry. These procedures are not the Law of the Medes and Persians, nor are they ranked with the Ten Commandments. We can and will remain flexible but we do ask you to familiarize yourself with the procedures so your experience at The Brook Hill Lower School will be smooth.

This “Survival Guide” will be full of answers to questions you didn't even think to ask--you know, great lower school information you can share with friends at a party. Also, it will contain ways of doing things to get results, maintain order, and secure safety of our scholars. Enjoy reading through this manual, and when you awaken you will have survived the Lower School Parent Handbook and will be qualified to receive a T-shirt with the phrase “I Survived the Handbook” emblazoned across the back. (Not that you will really get one but you will be qualified.)

Have fun this year,

**Bill Seronello**  
Lower School Principal



**THE BROOK HILL  
LOWER SCHOOL**

**“PARENT SURVIVAL  
GUIDE”**

**2009-2010**

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# ***General Information***

## **AARDVARKS AND THE CADET GUARD**

This section has absolutely nothing to do with aardvarks. It's just my way to get it to come first in the handbook, which is organized alphabetically. A quick look around our campus, on our busses and on our literature will reveal that the mascot for The Brook Hill School is, "The Guard" represented by a cannon which is manned and fired by a crew made up of select seniors. The resounding "boom" of the cannon represents our school spirit and traditions. The cannon is fired on special occasions. The "Guard" was chosen as a mascot to remind our students and each member of the Brook Hill family that we are guardians of our school and its traditions and spirit, our country and its freedoms and sacrifices, and our faith along with its Author and Finisher, Jesus Christ.

In keeping with the traditions and spirit of the Guard, the Lower School will be known as the "Cadet Guard." The Cadet Guard will also be dedicated to guard our school, our country, and our faith. Every time we hear the resounding "boom" from the cannon we will be reminded of our rich heritage planted by those who have gone before and our responsibility to carry it on to the next generation.

In order to relieve some of your minds, let me say that even though we have chosen the mascot, Cadet Guard, we will not be marching in military formation, eating at right angles, or be involved in war games. It might be tempting, though, to use the cannon for disciplinary processes like launching misbehaving students into the next county. *I'm really kidding, mom!*

## **ACHIEVEMENT TESTING**

Achievement tests provide another source of information that is helpful in determining individual as well as group needs. The Brook Hill School utilizes the nationally-normed Stanford Achievement Test 10<sup>th</sup> edition for grades K-6. The test is taken over 4-5 days in the spring, usually in April; consult the Web Calendar for specifics. Please be sure your child is present and gets plenty of rest during the testing period.

## **ATTENDANCE**

The day just doesn't go well when all of our students are not here on time. We understand that illness and other events happen in life and your scholar can't make it to school. We will truly miss him or her. Please call the office if they are going to be gone for the day or longer, or, even if they are going to be late because of an appointment. We want to know that your child is safely with you if he or she is not safely with us at the time we expect them. If it is going to be an extended absence let us know so your scholar's teacher can prepare some work.

Vacations or family travel are sometimes unavoidable and important in the midst of the school year. Try to avoid them if at all possible because extended absences tend to disturb the flow for both the scholar and the class. If unavoidable, please let your scholar's teacher know two weeks in advance so he or she can help minimize the impact.

## ***Tardiness***

Some times traffic, alarm clock failure, and small home accidents can cause your child to be tardy. When tardy, drop into the office and get a late pass and tell your tale of frustration to the administrative assistant. She will commiserate with you and all will be well. Also remind your scholar to enter the classroom with as little disturbance as possible. Regular tardiness is another story. Punctuality is an important character quality to develop. When students walk into class any time after the bell the following happens:

1. The teacher needs to repeat instructions to tardy students as they trickle in.
2. The tardy student starts and continues the day playing “catch up.”
3. The morning administrative “stuff” takes up much more time than it should, taking away from the instructional day.
4. The life lessons of punctuality are lost, especially, if lateness is a pattern.

Just a few guidelines to help:

1. A student is tardy if he/she is not in their seat or assigned place when the tardy bell finishes sounding.
  - a. We recommend you arrive well in advance of the beginning bell.
  - b. Even though we have folks on the sidewalk to assist students out of the car, students do not need to wait for them to exit the car.
2. A punctuality grade will be recorded as part of the Social Studies grade.
3. A grace of 3 unexcused tardies will be allowed each quarter.
4. After 3 allowed unexcused tardies that quarter the grade for the week or any week the rest of that quarter will be recorded as a zero for any tardy that week.
5. Should a student continue to be tardy in the same 9 weeks, recess privileges will be taken away.

### **APPOINTMENTS**

The biggest question a parent may have is, “How do I get my child out of that place (school) when we have an appointment that requires me to pick them up before school ends?” The simple answer is, “You can’t!” (*Just kidding!*) The key to early dismissal is to communicate with the office or your scholar’s teacher in advance by phone call or note. Please note the time they need to be ready. You will need to come to the office and sign them out. It will also help if you come a little earlier to pick up your scholar. They may prefer to stay at school than to get probed, drilled, and poked by their doctor or dentist. That preference may cause them to move just a little slower than when they are going to Six Flags or for ice cream.

### **CHAPEL**

On Wednesdays, for the most part, student chapels for all students will take place in the Kimrey Gymnasium from 9:45-10:30. There will also be assemblies for various purposes throughout the year. Parents are welcome to attend. Feel free to worship with us, we’ll leave the light on and save you a spot. The spot may require you to stand along the edge, but we will save it for you just the same. If you are just attending chapel you will not need to stop in the office to secure a pass. Go straight to chapel. If you have to for any reason go anywhere besides chapel down the main hall, you will need to sign in the office and secure a pass.

### **CONFERENCE WITH YOUR SCHOLAR’S TEACHERS**

Our teachers welcome contact with you, so feel free to call, e-mail, write or just drop in before or after school. Your meeting with her or him may be a little more productive (especially if you have some important issues to talk about) if you schedule an appointment. You, your scholar, and the issue(s) will be the focus of your conversation. At a scheduled conference there won’t be the distractions that occur during a drop-in conversation or an impromptu conference.

There are conferences scheduled for every parent after the first grading period. This will be your opportunity to see first hand your scholar’s work, progress, and accomplishments and to work together with your scholar’s teacher. There will also be optional conferences in the spring.

### **CONFLICT RESOLUTION**

If a student has a concern or complaint regarding a specific teacher, coach, and/or administrator it is essential that initial communication be with that teacher, coach, and/or administrator. When a student brings a complaint home, parents are advised to take the

time to advise him/her as to how to approach the teacher and/or administrator and begin the resolution of this conflict. This training or advice will give the student a wonderful opportunity to learn the skills of conflict resolution. The key is giving young people the skills needed to work through these daily concerns and the positive experience of seeing them solved in a Biblical/relational way (Matthew 18).

We will reap great rewards as a community by following this pattern of taking the complaint to the person(s) involved at the lowest level. First and most importantly, our young people begin to take responsibility for resolving conflict in a Biblical and mature way. This training and experience is one of the most valuable tools we can give them as they prepare to enter the adult world. We need to be very careful that we do not attempt to "solve their problems" for them at this age, but simply advise and counsel them in learning how they can best solve their own conflicts. As they face these situations and see resolution, it will give them a confidence and independence which truly builds self-esteem and responsibility. It is critical stage in their development, which calls for restraint, prayer, and counseling from parents and sensitivity in listening and problem solving on the part of teachers. Secondly, faculty members learn how they can improve as teachers, strengthening our faculty and helping us to better meet the needs of students.

In summary, as a Christian community, we are committed to handling concerns, complaints, and conflicts as Biblically as possible. In doing this, we will be affording ourselves the opportunity to allow God to work to resolve the concern and to help us overcome the awkwardness and fear inherent to the resolution of differences. Certainly this can be a valuable educational and spiritual lesson for our young people, giving them the confidence to be responsible and sensitive problem-solvers in their world.

### ***Purpose***

It is inevitable that conflict will arise between people; even good, well-meaning people. That is why God gave us principles in the Bible for conflict resolution. The Brook Hill School is a strong proponent of civility and respect for others. We resolve to approach every contentious situation with a commitment to preserve the dignity of all the parties involved. It is the intention of The Brook Hill School to help our students learn this process as we "train them up in the way they should go."

### **Procedure**

If a student has a concern, complaint or conflict with a faculty member or school employee:

1. Parents should ask their child if he or she has talked with or would like to talk with the faculty member with whom they have the conflict.
2. Parents should ask their child if he or she would like to be accompanied by them at the meeting with the faculty member.
3. Parents should ask their child if he or she would like for one of them to address the faculty member alone.

If a parent has a conflict, concern or complaint with a faculty member or school employee:

1. Go to the faculty member or school employee to attempt to resolve the problem.
2. If this does not solve the problem, set an appointment with the faculty member's immediate supervisor (i.e. Athletic Director, Principal, or Department Chair) for a meeting between you and the faculty member and their supervisor.
3. If this does not solve the problem, set an appointment with the headmaster for a meeting between you and the faculty member or school employee and their supervisor.
4. If this does not solve the problem, a written appeal may be submitted to the Board of Trustees regarding the problem, you believe, is still unresolved. Any request for the

Board of Trustees to review an action by the faculty, staff or administration must be approved by the affirmative vote of a majority of the Executive Committee before Board review is made.

If a parent has a conflict with a Director or Administrator:

1. Ask for an appointment with the Director or Administrator to discuss your concerns.
2. If this does not solve the problem, set an appointment with the headmaster for a meeting with you and the Director or Administrator.
3. If this does not solve the problem, a written appeal may be submitted to the Board of Trustees regarding the problem, you believe, is still unresolved. Any request for the Board of Trustees to review an action by the faculty, staff or administration must be approved by the affirmative vote of a majority of the Executive Committee before Board review is made.

If a parent has a conflict with the Headmaster:

1. Ask for an appointment with the headmaster to discuss your concerns.
2. If this does not solve the problem, a written appeal may be submitted to the Board of Trustees regarding the problem, you believe, is still unresolved. Any request for the Board of Trustees to review an action by the faculty, staff or administration must be approved by the affirmative vote of a majority of the Executive Committee before Board review is made.

If a parent has a conflict with the Board or a member of the Board:

1. Write an appeal that addresses the policy, guideline, procedure, or problem to the Board of Trustees. The Board of Trustees will hear your appeal, make a decision and will respond to your request.

### ***Remember***

1. Resolve to speak with respect, courtesy, and in brotherly love.
2. Don't gossip or involve others in your issues or conflicts.
3. Treat others as you would like to be treated.
4. Anonymous communication will not be addressed.

### **DRESS GUIDELINES - UNIFORMS**

Ever since those fig leaves in the Garden of Eden, one's dress and appearance have been personal and important issues. One assumes a certain amount of independence in the choice of clothing, and rightly so. Clothing has been a vehicle for self-expression and a way to establish individual distinctiveness. Appearance is also important in a community context, and therefore deserves to be addressed in a learning environment such as a college-preparatory school. The following assumptions govern our thinking:

- Your appearance reflects your values. In many ways, you become what you look like. Your values are shaped by your choice of appearance, and your choice of appearance represents to others what you consider important. Naturally, we don't want your appearance to conflict with the values associated with our school.
- Your appearance affects your behavior and that of your peers. If your appearance is excessive or draws attention to itself in some way, then you are a distraction to the tasks at hand, which are education and maturity. There are two extremes of clothing: being overly concerned and having no concern. Both extremes will distract from, and interfere with the learning process.
- Your appearance sets the tone in our environment. That which is visible often represents and establishes that which is not visible. In this case, since clothing

influences mentality and appearances affect group living, our standards of dress aid in shaping the overall climate of the place in which we operate. We want to be proud of our learning environments, no matter what the current standards and tastes of our society.

- Community interests take precedence over personal preferences. Personal sacrifices are inevitable whenever a group of people function in a close setting. Unless a rule or expectation is a violation of an individual's integrity, personal life-style choice like dress and conduct are acceptable when expressed within the confines imposed by the community as a whole. In some ways, we would rather leave this issue up to you. But we believe we have the right to expect appearances and demeanor, which both truly reflect the distinctive mission of our school and encourage the personal growth of each student.

### ***Standard of Dress***

1. Students are required to dress in appropriate Brook Hill uniform clothing for all trips off campus, when guest speakers are on campus, and for other specified events on campus. There are exceptions. Going to a farm to pick pumpkins, for instance, may require more "get dirty" kinds of dress.
2. We encourage all students to appear neat and well groomed. Shirrtails are to remain tucked in during the school day. Pants or shorts with belt loops must have belts.
3. We ask that no jewelry or make-up be worn that would distract from a proper learning environment. This includes tattoos, body piercing, and boys' earrings. Girls' pierced earrings may be the size of the original studs. Loops or dangling ear rings may be a safety issue during play as well as a distraction from the learning environment. Girls may wear nail polish that is clear or light pink - No bold or dark colors.
4. Caps are only allowed at sporting events, and then at the coaches' discretion.
5. Any extremes in hair length, style, or color will not be acceptable. We will not accept any style that draws attention to the student and away from the learning environment. Boys' hair styles must be neat and clear of the eyes and bottom of the ears.
6. Students in 4<sup>th</sup> and 5<sup>th</sup> grades will wear the designated uniform during the physical education period. Navy sweatpants are allowed only during this time. Appropriate athletic shoes will be required for PE at all grade levels.
7. Administrators will be responsible for making the final decision on what is appropriate. Parents will be contacted if the students are violating any part of the dress code and will be expected to bring the student a change of clothes.
8. After the academic day, casual dress in good taste is permitted. Administration will be responsible in making the decision on what is appropriate.
9. A list of items that are NOT acceptable at the Lower School (these may be different than the MS/US standards:
  - a. Skirts - Because of the physical activity and "on the floor" kinds of learning, skorts are the more modest attire.
  - b. Sandals, open back, or open toed shoes. Athletic shoes are a safe choice.
  - c. Clothing that is not uniform. If you choose to buy at places other than Academy Uniforms, you will need to insure that it is so close in style and color, with Authentic Brook Hill logo, which no one will notice.
  - d. No short skorts or jumpers. 3" Above the knee is the standard.



## BOYS LOWER SCHOOL DRESS (CHAPEL) UNIFORM

***Discernable variations from the Academy Uniform standard will not be acceptable for the items listed below (close enough is not good enough).***

### BOYS

- 1) Trousers
  - a) Khaki or navy color (*See Sample*)
  - b) Dockers prep school style side slash pockets
  - c) Plain flat or pleated front
- 2) Shirts
  - a) White oxford button down collar with official “Brook Hill” logo
- 3) Tie – Brook Hill tie (orange & navy collegiate stripe)(*Available only at Academy uniform*)
- 4) Shoes (allowed in shoes, see below)
  - a) Plain solid color leather in black, brown or tan, smooth or suede finish
  - b) Style is not an issue – should not be an athletic shoe
  - c) For safety reasons, boots or sandals are not acceptable.
  - d) Enforcement Note: If there is any question about your son’s shoes please discuss this with the school principal. If the shoe is solid color (black, brown or tan) and leather, it will be allowed as a dress shoe, style notwithstanding.
- 5) Socks – Navy (small logo ok) – Dress length (to calf or above)
- 6) Options
  - a) Warmth guidelines
    - i) Sweater-Cardigan with crest (*Navy - See Academy Uniform*)
    - ii) Sweater-V-neck with crest sleeveless or full length sleeve (*Navy - See Academy Uniform*)
    - iii) Polar fleece jacket with logo either full zip or half zip (*no zip sweatshirts*) (*Navy - See Academy Uniform*)
    - iv) Nylon jacket with fleece lining with collar or hood and logo (*Navy - See Academy Uniform*)
    - v) Exemption-any heavy winter jacket may be worn in 40° weather or below to and from school.
    - vi) Sweat Shirts **are not** acceptable as dress uniform wear.
  - b) Undershirt – Plain white – no writing should show through the white dress shirt
  - c) Belts – Plain or woven, black, brown or navy leather belt shall be worn with trousers.



## BOYS LOWER SCHOOL DAILY UNIFORM

***Discernable variations from the Academy Uniform standard will not be acceptable for the items listed below (close enough is not good enough).***

### BOYS

- 1) Trousers or shorts
  - a) Khaki or navy color (*See Sample*)
  - b) Dockers prep style with side slash pockets
  - c) Plain flat or pleated front
- 2) Shirts
  - a) Navy or white polo with official “Brook Hill” logo
- 3) Options
  - a) Warmth guidelines
    - i) Sweater-Cardigan with crest (*Navy - See Academy Uniform*)
    - ii) Sweater-V-neck with crest sleeveless or full length sleeve (*Navy - See Academy Uniform*)
    - iii) Polar fleece jacket with logo either full zip or half zip (*no zip sweatshirts*) (*Navy - See Academy Uniform*)
    - iv) Nylon jacket with fleece lining with collar or hood and logo (*Navy - See Academy Uniform*)
    - v) Sweatshirt, navy, with “Brook Hill” embroidered  
**(Sweatshirts are not acceptable as dress uniform wear.)**
    - vi) Exemption-any heavy winter jacket may be worn in 40° weather or below to and from school and outdoor recess only.
  - b) Shoes – any color athletic shoe lace up or Velcro suitable for playground play and P.E. For safety reasons, boots or sandals are not acceptable.
  - c) Socks – predominately white length is not an issue
  - d) Undershirt – Navy or white to match or contrast polo shirt color. Turtlenecks with small logos are acceptable.
  - e) Belts -black, brown or navy-plain leather or cloth web with no decorations. Trousers/shorts with belt loops should have belts.

### 4<sup>th</sup> & 5<sup>th</sup> GRADE P.E. – Boys and Girls

- 1) Shorts – Navy blue nylon mesh shorts – available only in LS office
- 2) Shirts – Orange PE shirts available only in LS Office
- 3) Gym Bag – Navy blue with Brook Hill Logo – available only in LS office
- 4) Shoes – Must be athletic shoes suitable for athletic activity-tennis shoe, court shoe, etc... Fashion shoes made out of tennis shoe design or materials are not necessarily acceptable. Color is not an issue.
- 5) In cool weather the navy Brook Hill sweatshirt can be worn along with a solid navy sweat pant. No logos or stripes on the sweat pant.



## GIRLS LOWER SCHOOL DRESS (CHAPEL) UNIFORM

***Discernable variations from the Academy Uniform standard will not be acceptable for the items listed below (close enough is not good enough).***

### **GIRLS**

- 1) Outfit A
  - a) Jumper – Navy, A-line, with logo (*available only at Academy Uniform*)
  - b) Blouse – White Peter Pan short sleeve blouse with navy piping (*available only at Academy Uniform*) (*do not wear the white oxford button down with jumper*)
  - c) Crisscross Tie – in Brook Hill plaid (*available only at Academy Uniform*)
- 2) Outfit B
  - a) Full wrap skort – Khaki or navy – (*available only at Academy Uniform*) Two styles #3980 and #3944
  - b) Blouse – White oxford button down collar with “Brook Hill” logo over pocket – May wear Peter Pan short sleeve blouse with skorts.
  - c) Crisscross Tie – in Brook Hill plaid (*available only at Academy Uniform*)
- 3) Options
  - a) Warmth guidelines
    - i) Sweater-Cardigan with crest (*Navy - See Academy Uniform*)
    - ii) Sweater-V-neck with crest sleeveless or full length sleeve (*Navy - See Academy Uniform*)
    - iii) Polar fleece jacket with logo either full zip or half zip (*no zip sweatshirts*) (*Navy - See Academy Uniform*)
    - iv) Nylon jacket with fleece lining with collar or hood and logo (*Navy - See Academy Uniform*)
    - v) Exemption-any heavy winter jacket may be worn in 40° weather or below to and from school.
    - vi) Sweat Shirts **are not** acceptable as dress uniform wear.
  - b) Shoes – Plain solid color leather in black, brown, or tan, smooth or suede finish. For safety reasons, boots or open toed, back strapped or backless shoes are not acceptable. **Enforcement Note:** If there is any question about your daughter’s shoes please discuss this with the school principal. If the shoe is solid color (black, brown or tan) and leather, it should be allowed as a dress shoe, style notwithstanding.
  - c) Socks – predominately white dress length (ankle and above)
  - d) Tights – In cool weather, navy or white tights can be worn



## GIRLS LOWER SCHOOL DAILY UNIFORM

***Discernable variations from the Academy Uniform standard will not be acceptable for the items listed below (close enough is not good enough).***

### GIRLS

- 1) Skorts – Full wrap, khaki or navy in either style (*available only from Academy Uniform*)  
two styles: #3980 and #3944
- 2) Pants or shorts – khaki or navy pants or shorts
  - a) Khaki or navy color (*see sample*)
  - b) Dockers prep school style side slash pockets (*See Academy Uniform*)
  - c) Plain flat front or pleated front
- 3) Shirts – Navy or white polo with logo “Brook Hill” embroidered
- 4) Options –
  - a) Warmth guidelines
    - i) Sweater-Cardigan with crest (*Navy - Academy Uniform*)
    - ii) Sweater-V-neck with crest sleeveless or full length sleeve (*Navy - Academy Uniform*)
    - iii) Polar fleece jacket with logo either full zip or half zip (*no zip sweatshirts*) (*Navy - Academy Uniform*)
    - iv) Nylon jacket with fleece lining with collar or hood and logo (*Navy - Academy Uniform*)
    - v) Sweatshirt, navy, with “Brook Hill” embroidered  
**(Sweatshirts are not acceptable as dress uniform wear.)**
    - vi) Exemption-any heavy winter jacket may be worn in 40° weather or below to and from school.
  - b) Shoes – Any athletic shoe, any color with laces or Velcro. Suitable for playground play and P.E. For safety reasons boots, open toed, back strapped, or backless shoes are not acceptable.
  - c) Socks – Predominately white – length is not an issue
  - d) Tights – In cool weather, navy or white tights can be worn
  - e) Belts – If pants/shorts have belt loops, a plain black, brown or blue leather or woven belt needs to be worn.

### 4<sup>th</sup> & 5<sup>th</sup> GRADE P.E. – Boys and Girls

1. Shorts – Navy blue nylon mesh shorts – available only in LS office
2. Shirts – Orange PE shirts available only in LS Office
3. Gym Bag – Navy blue with Brook Hill Logo – available only in LS office
4. Shoes – Must be athletic shoes suitable for athletic activity-tennis shoe, court shoe, etc... Fashion shoes made out of tennis shoe design or materials are not necessarily acceptable. Color is not an issue.
5. In cool weather the navy Brook Hill sweatshirt can be worn along with a solid navy sweat pant. No logos or stripes on the sweat pant.

#### ACADEMY UNIFORMS

Uniforms can be ordered on-line  
or you can visit their store at:

5021 Granbury Road

Forth Worth, TX 76133

1-888-297-5243

[www.academyuniforms.com](http://www.academyuniforms.com)

## Other Important Uniform Guidelines

### Consequences:

- 1) If those articles of clothing (namely tops and bottoms) are not in compliance the students will lose their Friday casual dress privileges. A dress code violation notice will be sent home.
- 2) For missing belts and ties, students will lose recess time or given a work project.
- 3) Un-tucked shirts will trigger a reminder for students to “tuck them in”.
- 4) Not having the correct jacket may keep student from playing outside at recess in cold weather. In the building they may be asked to remove the outerwear and put in back pack.

### Athletic Wear

Athletic wear purchased from the booster club sales at ball games are not part of the daily or dress uniform. This includes T-shirts, sweat shirts and hoodies. They for the most part can be worn on Friday casual dress days.

### Friday Casual Dress

Friday casual dress is a privilege and opportunity for student to wear more relaxed, self-selected attire. It can be revoked at any time for individuals or groups of students. Basically, students can wear what they choose within the following guidelines.

#### Girls and Boys Options:

- Pants, trousers, or shorts of any color or design without holes, tears, patches, or frays.
- Shorts must be of Bermuda length somewhere near the knee (no short shorts). No PE or athletic shorts or sweat pants.
- Only Official Brook Hill T-shirts. You may wear Brook Hill Hoodies.
- No tank tops, bare midriff shirts, or sleeveless t-shirts.
- No sandals, open toe, open back shoes, or boots.
- The belt rule is suspended unless pants or trousers won't stay up revealing underwear as is the current style.
- The shirt tucked in rule is suspended.

### Other Dress Guidelines

- 1) Trousers with belt loops must have a belt (see above).
- 2) Students should appear neat and well groomed.
- 3) Boy's hair lengths should not be touching the collar and should be above the bottom of the ear and above the eyes.
- 4) Girls ear piercing should be with the original studs. Loops or dangling ear rings should not be worn for safety reasons.
- 5) No caps or hats should be worn at school.
- 6) Girl's hair accessories should be in Navy, Orange and/or white.
- 7) For Lower School girls, makeup should not be worn. Exception: clear or light pink nail polish.
- 8) Some misunderstanding exists about purchasing uniform clothing items purchase from places other than Academy Uniform. As indicated above, Academy Uniform clothing items are the standard. Those who choose to purchase uniform clothing items at retailers do so at their own risk and need to be careful that the items look “**exactly**” alike in every detail: color, style, design, and construction. The same is true for logos and crests – Logos and crests must be the official ones in size, color, and design.

## **FIELD TRIPS**

The educational program will include student class excursions such as, trips to museums, art galleries, and other places of interest. Teachers will supervise and give instruction in order to enhance the educational experience. These trips, in the opinion of the Principal, will serve to enhance the educational experience for Lower School scholars. The principal approves all trips and methods of transportation. A parental consent form is required at the beginning of each school year as part of the application process and is kept on file in the office.

A field trip information sheet containing all necessary information should be sent home with students one week prior to the field trip. It will not be necessary to sign another permission slip. It is just information. If private vehicles are being used to transport students for a field trip, a volunteer driver form must be signed and on file in the school office. No student is to ride with anyone other than his or her parent or guardian unless prior written consent, with a parent or guardian's signature, has been submitted and approved by the office.

### ***Field Trip Guidelines for Parents***

In order to accomplish the above purposes the following guidelines need to be adhered to:

- 1. If you've been asked to accompany and drive for your child's class's field trip, you will have the following responsibilities:**
  - a. As chaperone you will be put in charge of a small group of children for which you will be responsible. Their safety, comfort, and enjoyment will be in your hands
  - b. Have a clear background check completed.
  - c. Turn into the office a copy of your license and proof of insurance before the field trip.
  - d. Carry with you the Emergency Medical Forms for each child in your group.
  - e. Understand that you are coming as a chaperone and as such you are under the directions of the lead teacher(s).
  - f. Additionally, you will insure that the objectives for the trip will be met for each child in your group. Often the teacher will have assignments to accomplish while on this experience.
  - g. Adhere to the seating arrangements in each vehicle. The teacher(s) will have some purpose for putting students together.
  - h. You will need to leave siblings who are not members of the class at home or with another care giver. You need to be undistracted to care for your group as a chaperone and this is a great opportunity to focus on your child as he/she interacts with his/her classmates.
  
- 2. While in your vehicle the following will apply:**
  - a. All children will be in a seat of their own with their own seatbelt.
  - b. You will insure that whenever your car is moving, your passengers are in a properly adjusted seatbelt and sitting on their bottom with their back against the seat back.
  - c. You will follow the prescribed route to and from the field trip destination. No side trips.
  - d. No electronic games or personal listening equipment (MP3, Cassette, or CD players or iPods).
  - e. There will be no DVD or movie watching during the trip. Not all parents will want their children to watch movies or shows which may be perfectly acceptable to you.
  - f. You will observe all traffic safety laws especially speed limits.

## **ILLNESS AND SCHOOL ABSENCES**

Students are expected to remain at home when they exhibit the following conditions:

1. A temperature of 100° or more. The temperature should be normal for **24 hours before** the student returns to school.
2. General conditions such as a discharge from the nose or eyes, cough, sore throat, nausea or vomiting, earache, headache, diarrhea, undetermined rash or scaly patches over any part of the body, intense itching, or open draining lesions. The student must remain home when there is a possibility of infecting others.
3. Presence of any communicable disease, until treatment or remission, such as chicken pox, pink eye, strep throat, head lice, or ringworm. This list is not exhaustive, but these are the more common diseases, which require medical treatment. Students may return only after clearance by the school nurse.
4. If, in the judgment of the school administration, a student should be sent home because of illness or injury, parents are expected to pick up the student as soon as possible.

## **LOST AND FOUND**

Occasionally somebody's child (I know- not yours, but somebody's) misplaces personal items. Since all uniforms look the same (I think that is why they are called uniforms) please mark your scholar's belongings with their full name. We will try to return them to your child if they are tagged with their name. Otherwise you may search the lost and found items in the Lower School office and just try to figure out if that Youth Medium jacket is your child's or someone else's,-- a process made easier if you recognize the pizza sauce stain on the left sleeve where he wiped his face. We may also have "lost and found on the sidewalk" days where we will display all the unlabelled lost and found to be claimed before we send it off to a charitable organization.

## **MEAL TICKET PROGRAM**

The Brook Hill lower School Meal Ticket program is an alternative to "bringing your lunch". The program provides students with a hot lunch prepared by the school. Lunches consist of a well-balanced entrée and a drink (milk/juice). At the end of each month a Meal Calendar is sent home to help with the next month's meal planning.

### **Where do I get a Meal Ticket?**

Tickets can be purchased through the Lower School Office

### **How much does a meal Ticket cost?**

A Meal Ticket cost \$65.00 for 20 lunches

### **When can the ticket be used?**

The ticket can be used at the student's discretion. **Note:** *Students guest cannot use the ticket. A guest lunch cost \$4.00. Please notify the Lower School office at 903-894-4164 by 9:00 a.m. the morning you wish to have lunch with your child.*

### **Can I buy (1/2) a Meal Ticket?**

No. Meal Tickets can only be purchased as a "whole" (\$65.00 for 20 lunches). *Concessions will be made the last month of school.*

### **What if my child wants more than one drink with their meal?**

You can purchase a Beverage Ticket.

### **How much does a Beverage Ticket Cost?**

A Beverage Ticket cost \$16.00 for 40 beverages.

**What beverages are available?**

White milk, chocolate milk, and orange juice

**Will the Meal Ticket/Beverage Ticket expire?**

Yes, all unused tickets will expire the day AFTER school is dismissed for the summer.

**Will I be notified if my child runs out of lunch/beverage tickets?**

Yes. A notice will be sent home making parents aware that only five (5) vouchers remain.

***For more information about the Meal Ticket Program, please contact The Brook Hill School Office at (903) 894-4164.***

**MILK/JUICE**

If you choose to send liverwurst and onion sandwiches and don't want to send warm or soured milk in a thermos, you may purchase a milk/juice ticket from the office. We will keep the ticket at the school (so you won't have to remember to send it each day). We will let you know when it is about to run out. Any days left on the milk/juice ticket at the end of the school year will not be carried over to the upcoming school years milk/juice ticket.

**NUTRITION BREAK**

We will have a mid-morning nutrition break. We ask that you send, each day, a nutritious snack for your child to eat. Fruit, vegetable or cheese (string cheese is fun) is acceptable. Cookies, chips, crackers or things that are predominately carbohydrates are **not** acceptable.

**MEDICATIONS – PRESCRIPTION AND OVER-THE-COUNTER**

From time to time, students will need to be given oral/topical medications. In the event that your student requires medication to be given, the proper guidelines must be followed:

1. An "Application for Administration to Administer Medication" must be thoroughly completed with dosage, time needed to be given, etc... If it is for prescription medication, the physician prescribing the medication **must** sign the form before any meds can be given. Over the counter medication does not require a physician's signature, but the applicable form must be completed.
2. If a student needs to use an inhaler, the "Application for Student to Administer Medication" must be completed before medications can be taken.
3. The medication **MUST** be in its original container. If pills need to be split, it must be done at home as Brook Hill employees will not be able to split the pills.
4. Medications must be within their expiration period.
5. All medication must be labeled with the student's name.
6. At the end of each school year, any medications not picked up will be properly discarded.

The Lower School does not administer any medications without the above policy being followed. The Lower School does not keep any over-the-counter medications available for general use.

**PARENT VOLUNTEERS**

Yes! Please do! In fact, if you hang around the office too long, you may get a project or two to do. Then you will be trapped forever as the perpetual volunteer. Volunteering is good for everybody. Kids love it and, as research shows, perform better in school and in life. Teachers love it. Since I'm writing this, Principals love it! There are several ways you can get involved:

1. In the office – See the school's Administrative Assistant
2. In the classroom – See your scholar's teacher
3. Around the school – See the school's Administrative Assistant
4. Special Projects – See the school's Administrative Assistant

5. With the Brook Hill Parent Association (BPHA) – see the appropriate officers  
When you are around the school, drop in the office, sign in, get your visitor's pass, have some coffee, lounge around some – drop in and see Mr. Seronello, and see what you can get involved in or just sit and visit a while.

Let me also suggest some helpful guidelines when you are willing to volunteer:

1. Please know that we are extremely grateful for anything you can do.
2. You can say No, I'm not able to do that right now we will figure it out. Don't feel pressured or guilty either the direct or subtle kind. We just get so excited that someone is willing to help us, we may seem like we are taking advantage.
3. Consider your time, ask the question, "How much time will this take?" or say "I can only give you \_\_\_ hours this week."
4. If there is dollar costs involved make sure you have a clear understanding that the school will reimburse you *before* launching into the project. *You are not expected to pay.*

## **PARTIES**

If you wish to celebrate birthdays in the classroom, be sure to check with the teacher. She will have a plan to minimize the disruption parties bring to the day.

If you plan to invite students in the class to a party outside the school be sure to include every one in the class. It can really hurt when you are the only one left out. If you cannot invite every one, please arrange for invitations to be distributed some way other than at school.

Parties sanctioned at the school will be planned by the staff or the BHPA to include:

- Class parties
- End of school parties
- Start of school or summer parties
- My birthday

Remember, as a parent, it is still important to check out the details of each party. Don't assume that parties given by school families will be consistent with what you allow in your family. For instance, some families have no problem with showing PG rated movies when, in your family, only G rated movies are allowed.

## **PICK UP AND DROP OFF**

### ***Morning Drop- Off***

After you enter the gate from Rather Street make an immediate right. This road will lead you right to the covered arches (No, they are not golden nor do they serve hamburgers). Let your scholar off along the curb. They will enter the rotunda area and head to class.

Exit the Rather street gate by going around the Flag Island to the right. Because of the traffic, cones may be placed to direct you around the parking lot before you exit. Think of it as a traffic circle.

For the safety of our boarding students, boarding parents, and their small children, **DO NOT** use the road in front of the boarding houses at any time. If you are on the MS/US campus, exit the main gate and enter the Lower School through the Rather Street gate. If you wish to drop your MS/US scholar off in front of the Lower School, they will be allowed to walk to their campus.

Please observe the following:

1. **Do not** use cell phones while driving on campus.
2. **Do not** block the flow of traffic along the curb.
3. **Do** drive slowly, less than 5 mph.
4. When loading or unloading make sure your car is in “Park.”
5. **Do not** block egress on Rather Street-Bullard police will ticket you.

### ***Afternoon Pick-Up***

A little preparation is necessary to make our pick up experience successful. (I love giving homework) You need to create a 9X12 “pick-up sign” with the following information printed boldly and neatly on it:

<u><b>LAST NAME</b></u>
<u><b>FIRST NAME #1 GRADE</b></u>
<u><b>FIRST NAME #2 GRADE</b></u>

Please be sure the lettering is large and dark enough to read through the front windshield. Make several copies to carry in any of the cars of people authorized to pick up your child. Do not remove the sign until your child is safely tucked in and belted inside your vehicle. Some parents use men’s trousers hangers with the clips on them to clip on the sign and then hang on the inside rear view mirror. Some attach it to the passenger side visor and flip it down when in the pick up line.

Now that your homework is completed, successfully, you are ready to pick up your child. (The process is exactly the same as the morning drop-off except you will have to wait until your child’s name is called and they are loaded into your vehicle before exiting.) Enter the Rather Street gate, turn immediately right and wait in line along the right or left curb or edge, forming two lines. The carpool staff will call your child’s name and load them from the sidewalk. Students will not be loaded along the grassy areas. While waiting for your child to be loaded, please put your vehicle in “PARK” so we won’t have any accidents pinning children or staff between your car and the car in front of you. When you are loaded you will be directed to follow the car in front of you (do not move until directed to do so) around the flag poles and out the Rather Street gate.

Remember:

1. No cell phones while your car is in motion or in pick up zone.
2. Do not use the Boarding House road.
3. Do not block the flow of the car pool lane by parking and exiting your car.
4. Drive slowly; little ones at risk.
5. When loading or unloading make sure your car is in “Park.”
6. Do not block egress on Rather Street – Bullard Police will ticket you.

We also ask the following:

Because of the number of students we need to get safely into the correct automobile, we ask that you **NOT** come in the building to pick up your child or converse with staff during car pool time. Wait until car pool is finished before coming to visit.

### **Pedestrian Pick Up Procedures**

1. Park your car in the grass lot and cross to the end of the sidewalk (do not cross diagonally)
2. Walk up to outside the Rotunda under the pedestrian pick up sign
3. Sign up on the clipboard

4. We will call your students(s). The first ten on the walk-up list will be the first called and then we will start calling the first wave in the car pool lanes. While we are loading those ten cars we will call the next ten names from the pedestrian pick up list.
5. When your student(s) meets you outside the Rotunda walk them to your car. Please go to the end of the sidewalk before crossing to the grass lot. (do not cross diagonally)
6. When you exit the grass lot turn right on Rather you will find that more efficient even if it sends you a couple of blocks out of your way.

## **VISITORS**

The razor wire and guard dogs should tell you much about our attitude towards visitors. Really, we welcome visitors but for security reasons we ask all visitors to check in with the office and get a visitor's pass. If you, a relative, or a stranger is on campus we will direct them to the office. In order to minimize the impact that visitors can have on the classroom it is helpful that we have advanced knowledge. People interested in the school can arrange tours through the Admissions Office. Students who would like to visit can arrange to shadow a student of their same grade level for a short time. Shadow visits can also be arranged through the Admissions Office.

During a variety of events that occur on our campus you will need to receive your visitor pass following these guidelines:

1. Chapel – You may enter the Gymnasium to attend a weekly chapel without stopping at the office. Visitor's seats will be available at the back. You are welcome to worship with us. If you wish to venture down the hallways to the classrooms you will need to sign in at the office.
2. Classroom events, parties, or teas. You should receive an event pass from the teacher for you and any family members. That pass will only be good for that event and for the rooms designated for that event.

Friends or relatives who are visiting from out of town and wish to accompany your child to school may do so providing:

1. They visit the grade level they are currently in.
2. Advanced notice and permission are given to the Administrator and the teacher.

## **SUPPLIES**

Of course, we have to have the fun and enjoyment of going out every summer and finding the sales and shop for our school supplies. A list has been provided of the generic items you will need. You will find them on the web at [www.brookhill.org](http://www.brookhill.org) under the Parent Link. Since those things are consumable (children eat pencils – I think it's a carbon deficiency), you may have to replace these items throughout the year. In addition to these items, the teacher may require some unique items for use in his/her classroom.

## **TELEPHONES AND MESSAGES**

We ask that students gain permission from their teacher and the office before using the telephone. If you have to get a message to your child, please call the office, and we'll be sure he or she gets it. Basically, we won't give permission for "I forgot my homework" calls or "Can my friend come over our house this afternoon" calls. We encourage students to take care of that in advance. It gives you an opportunity to talk to other parents.

Cell phones- (I just can't believe I have to write this at the Lower School level; what is happening to our world?) We recommend that cell phones not be brought to school, but, if they must be brought, they are not to be seen or heard until after school hours and then only with staff permission. They are not to be used during the school day even at lunch or break times. They are not to be used for games or "text messaging". Any violation of the

above and the cell phone will be treated as a toy and will be confiscated, necessitating retrieval by a parent.

### **TOYS**

Toys were purchased, designed, and manufactured for use at home. I think it says so right on the label in very small print, but trust me, it was there! If the toy in question would help illustrate a particular project being pursued in the classroom then its presence outside the home and in the school would be appropriate. Otherwise, it becomes part of Mr. Seronello's toy collection (and he loves toys), which can be claimed by parents, of course, unless it's one of those annoying toys whose absence brings peace and quiet to the household, you may conveniently fail to collect it.

# ***Academics***

Since all of our students are geniuses and our program encourages them to enjoy the learning process while working hard and developing a passion for new discoveries and explorations, there will be some procedures and processes in place to support the skill levels necessary for success.

## **CADET HONORS**

All students in Brook Hill Lower School are gifted and in the process of developing those gifts. They will, at some time during the year, be recognized for their hard work, character development, and exemplary behavior by receiving a Cadet Honor. Cadet Honors are given for academic achievement, Godly character, leadership quality, great behavior, or some accomplishment that reflects the spirit and mission of The Brook Hill School. Students will be honored at Cadet Honors Assemblies held once a quarter for the first three quarters. In addition, the Year End honors will go to a few students who have done exceptionally well in scholarly excellence, Godly character, leadership excellence and a Servant's heart.

## **COMMUNITY SERVICE**

Following the tradition of The Brook Hill School, which encourages its students to put others ahead of self, the Lower School will be involved in Community Service projects. The Middle and Upper Schools require each student participate in some Community Service individually. The Lower School program for Community Service will be done by classroom. Each class will determine a class project that will put others ahead of self by benefiting some group of people in meaningful and authentic ways.

## **FACULTY AND STAFF, LOWER SCHOOL**

### **Administration**

Principal	Bill Seronello
Administrative Assistant	Tammy Stephenson

### **Grade Level Staff**

Pre-Kindergarten	PK-1	Laurie Carter
	PK-2	Jennifer Haugh
Kindergarten	K-1	Joe Picarella
	K-2	Sara Gunnels
First Grade	1-A	Karessa Baird
	1-B	Claire Page
Second Grade	2-A	Kathy Allen
	2-B	Jill McKenzie
Third Grade	3-A	Paula Bickerstaff
	3-B	Erica Timmons
Fourth Grade	4-A	Jeanette Ponce
	4-B	Laurie Dawkins
Fifth Grade	5-A	Sandra Fritcher
	5-B	Judy Gibson

Art	Carrie Davis
Music	Heidi Faulk
PE Teacher	Amanda Reed
Spanish	Susan Partida
Librarian	Tarra Denman

## **GRADING**

Assessments are the measure of a student's work. We ask students to do some amazingly complicated things that require multiple skills. A single grade for each subject tells you some things but often leaves you with more questions than answers of what went into making up that grade. Do you really know where your scholar is achieving success and where he or she can use some fine-tuning? Does a B- mean he is working as hard as can be expected, understands the material at that level, or is he not working up his potential and would have gotten an A- if he worked harder? Our assessment program (grading) will help you know a little more keenly the answers to those questions. The report card which comes out quarterly (every 9 weeks) will have two grades per subject to clarify if your scholar is getting the concepts or just not getting the work in. The anecdotal record, accompanying the grades, should also clarify how your child is succeeding, where he or she needs some work, and how he or she compares with other students in that grade level. The report card will include two-part grades, which will give you information about progress in content and process. The following elements will go into a complete assessment of your child: portfolios, projects, reports, observations, tests and quizzes, essays, creative writings, and other work. These items will help give you as total a picture as possible.

This process of grading will impact what you see on a daily basis. Although your scholar will experience the traditional tests, quizzes and writing assignments, they will also be aware of assessment rubrics giving them a better handle on their own progress and short-comings. They should be able to talk intelligently about both their successes and their needs because they are not hindered by broadly defined grades where one single grade stands for a broad continuum of work accomplished well or not.

The grading rubric will benefit you as a parent because you will know what struggles your scholar is having as they develop and you will be able to provide appropriate intervention when and where necessary.

Report Cards will come out quarterly. In between time you are welcome to keep close contact with your scholar's teacher to examine progress. Teachers are also committed to contacting you when your scholar needs some academic or behavior adjustments. See the section on Parent conferences.

## **HOMework**

You can expect that your scholar will have homework each evening. You know that it doesn't take too many missed assignments before you are drowning in make-up work. Then the "more hurried you go the more behind you get." In the older grades students will be taught some time management principles using their student planner. On the other side of the coin, we have a commitment to the family and do not want schoolwork to interrupt family life where you all spend some great memory and character building times together. If you have any difficulties with homework, work together with your scholar's teacher.

## **PHYSICAL EDUCATION**

The Lower School Physical Education program consists of motor skills development, health, and physical fitness. Although there will be games and sports, the emphasis will be on developing lifetime habits of health and fitness. It's an anti-couch potato, video game junky program. Generally speaking, if a child is well enough to come to school he or she is well enough to participate in PE. We will attempt to do what you think is best. After all Dr. Mom knows best. Or, is it, "Father Knows Best." I'm confused.

There will be a PE uniform *for 4<sup>th</sup> and 5<sup>th</sup> graders only* consisting of uniform shorts, Brook Hill T-shirt, white crew length socks, tennis shoes and a Brook Hill gym bag. Uniforms (except tennis shoes, & white socks) and gym bags will be available in the Lower School office. The gym bag will help keep their PE clothes and uniforms together when dressing.

## **TEXTBOOKS**

Generally speaking the textbooks and workbooks will be provided by the school and will be loaned to scholars, although some of them will be consumable (materials designed to work for one year only). Students will be responsible to care for the books assigned to them. You will be charged for damage other than reasonable and normal wear and tear.

In grades 2-5 students will be given paperback versions of the novels under study so they can have their own cherished copy and can write notes in it. The costs are covered by fees paid at the beginning of the year.

# ***Behavior Management***

Compliance is such an easy thing to achieve at the Lower School level. These little guys are still scared of us and are such pleasers. They are willing to do anything we want. Our goal is not compliance alone. Just because a child behaves compliantly doesn't mean he is compliant. My favorite quote from a small boy who was made to sit down in a corner is "I may be sittin' down outside but I'm standin' up inside." Our behavior management program at the Lower School concentrates on developing the internal Godly values and character. Although children are ready to please and do what is right, it's in their nature to experiment with behavior impulses without thinking of the consequences for themselves and others. Our goal is to help them develop those character qualities and behavior choices that make for lives that are sensitive to God's desires for them. In short, we want them to develop self-control based on the moral compass of Biblical directives.

The school environment is not the ideal one for that process. First, it is a social environment unlike the smaller more controllable family environment. In lots of ways the wisdom to make some of his/her decision without intimate adult control. Secondly, we ask children to do things that are somewhat unnatural to their propensities. It is unnatural for them to sit for long periods of time using their mind. They would much rather be climbing, running, jumping and chasing small round items through space.

## **BEHAVIORS UNIQUE TO THE SCHOOL SETTING**

In the school setting we have to define those unnatural expectations to achieve success, maintain order and safety and facilitate clear communication and community sharing. So, we say "No running in the hallway", "Raise your hand", "Sit still" or some other behavior contraire to the childish impulses of activity and noise.

Compliance is relatively easy since I, the principal, am so much bigger and have threat "big boy voice" (secretly, I'm hoping their dad isn't bigger than me). Instead of using our obvious advantage, we've created a system that encourages them to control themselves; to be self managers. We base that on two assumptions:

1. Children who are here want to do what is right and pleases adults they care about.
2. If they don't always do that - we'll assume they forgot.

Our discipline program is based on assumption number 2. (they forgot). Even if the assumption isn't totally true being that it may be deliberate or stubbornness, it is effective in terms of the behaviors unique to the school setting that we treat them like they "forgot". In every room we have an acrostic to help students with their off track behavior.

## **H-O-W - I - A-C-T**

- H** - Hullabaloo - Unnecessary noise is unnecessary. **Yellow**
- O** - Out of Order - Keep the order set up by the teacher. **Orange**
- W** - Work not In - Stay on task in a timely manner. **Green**
- I** - Insensitive to Others - Be sensitive to others by what you say and do. **Red**
- A** - Attitude Lacking - Maintain a positive attitude. **Blue**
- C** - Courtesy Lacking - Be courteous to all. **Purple**
- T** - Talking without permission - Talk only at the appropriate time. **Pink**

Using this chart is relatively simple. Each teacher creates a chart displayed in some non-central place in the classroom. Besides the above acrostic the chart includes each students name with some color noting device next to or near the student's name. Some teachers use library pocket envelopes and cut strips of colored papers in the colors noted above on the

chart. Some use bent paper clips or straight pins on which students hang colored construction paper circles with a hole punched in them. One teacher uses cloth she found with the above colors on it in stripes and has students put pins in the color of their infraction. All put on some creative saying at the top of the chart to indicate some goal about behavior, like "The Road to Great Behavior" or "Great Choices for Great Kids." Some use a scripture reference or motivational saying appropriate to their grade level.

After the chart is up it is used throughout the day. It may go something like this: Miss Jones, our fictional teacher, is talking to her students and Clem (I apologize to all the Clems) decides to talk to his neighbor, Artie (again, apologies) without permission. Miss Jones notices Clem's behavior (it may or may not be disturbing others), takes a pause in her teaching, and says to Clem, "Clem, please post a talking tally "(pink). Then she returns immediately to teaching. (She may keep her peripheral eye on Clem to be sure he understood, but she leaves the struggle of this reminder to him). Clem, in turn, gets out of his seat, goes to his name on the board, posts a pink tally by his name, and returns to his seat. Nothing more needs to be said unless Clem decides to get argumentative, "But Miss Jones, I didn't ...." Miss Jones replies with, "Please post an attitude lacking tally as well" and attempts to return to teaching.

Another scenario might go like this: Miss Jones is talking with Mr. Smith, the principal, when Clem (poor Clem), in a hurry to get to recess, slips between Miss. Jones and Mr. Smith. Mr. Smith, as only principals can do, stops Clem in his tracks and says, "Clem, you need to post a courtesy lacking tally" (purple). He may further say, "I'm going to trust you to do that when you get back from recess. Can I trust you to post that tally?" He may or may not check up on him later. This puts the choice of behavior on the student.

Yet, another scenario: The teacher, Miss Jones, steps just outside her classroom door to speak privately to a student but says to her class before leaving, "work on the essay I gave you. Boys and girls I don't want any one talking while I'm just outside the door in the hallway." While she is out there a little murmuring conversation among some students occurs. She cannot make out who it is, nor does she have to. When she steps back inside she says, "Boys and girls, I heard some talking while I was outside and I didn't recognize who it was. Will those of you who were talking, please post a talking tally (pink)?" She continues or goes on with the activity she intended to accomplish. This again, helps the student struggle with their integrity.

This program is done school wide. Any teacher or staff member anywhere can issue a reminder (tally). The Tally Program has some underlying assumptions without which it just becomes a demerit program with a goal of catching perpetrators. Some of those assumptions are:

1. All children want to do well and want to please their teachers.
2. Students can be trusted to choose correct behaviors and only need gentle and visual reminders.
3. This program is for the benefit of the student to adjust their own behaviors as reminded and not the teacher or the parent to "come down on them for this behavior" (it is not a secret but not essentially for them).
4. The program makes it easy for the teacher to help students' behaviors without interrupting the classroom flow.
5. The program gives students opportunity to adjust their behaviors according to the assumptions made about them.

Further guidelines defined for this program are:

1. Students are treated as individuals.
2. The program can be as tough or as lenient as the teacher makes it.

3. Tallies are given fairly and consistently without letting the behavior go until it gets annoying or urgent.
4. Each day is a new day. All tallies are wiped off at the end of each day. The next day is a new beginning.
5. Recording tallies remind the teacher of patterns of behavior that will help at grading time.
6. Work on high expectations – if you soft peddle or expect more of this program than it is intended to accomplish, you will be disappointed.
7. Parents are encouraged not to overreact to tallies expecting their student not to ever get any. Please understand that it may be normal to get one or two during the course of the day and it wasn't because of direct disobedience or other moral decline if they do. Further punishment may not be necessary.
8. Don't set limits like "If you get 5 tallies in the day you will be strung up by your thumbs – 5 minutes for every tally." It is appropriate the teacher say, "because of the way I give tallies when you get to 5 for the day, you and I will have a private conversation." The teacher and the scholar will work through strategies to help reduce the number and type of distractions and consequences if called for.
9. Avoid the frustration trap – "If you do that again I'm going to give you two tallies! Or, "Post three for that, I've told you a hundred times not to do that." That is treating tallies like a club or like demerits. They are only reminders for the student to adjust their own behavior.

### **MORAL/ETHICAL EXPECTATIONS**

There is another category of behavior that will be addressed without the benefit of the "HOW I ACT" program. Occasionally, students like to explore making more questionable moral choices, which we take more serious. For these, we do expect that parents will be involved in helping their child understand the consequences of their choices and the potential scarring that the choice brings to development of a Godly character. Our goal in managing these behaviors is to assist the continued development of the inner character that parents and students desire and have been working on.

Students who have made choices in this category of behaviors will be dealt with in a gracious but firm and swift manner. The same spirit of helping a student manage his own behavior from the context of Godly values and truth will be in place, but direct intervention from the parents and some consequences from the school in concert with parents will be used. These behaviors include such things as:

1. Inappropriate language
2. Direct disobedience
3. Disrespect of others
4. Lying
5. Bullying
6. Harassment
7. Stealing
8. Plagiarism
9. Any illegal activities
10. Weapons on the school grounds

The consequences can include, depending on the severity or frequency:

- a. Phone call – Student will be asked to call their parent in the teacher's or administrator's presence and explain what they have done (this is worse than death itself to a student).

- b. Work projects – Picking up trash or some other job keeping them from a more desired activity.
- c. In-house suspensions – May mean loss of recess or having to spend a day or two exclusively accomplishing class work under the supervision of the administrator outside the classroom.
- d. Out of school suspension – Staying under the supervision of parents or their designees for a specific time.

### **AN ABUNDANCE OF PRAISE**

Each scholar will also notice an abundance of praise and encouragement. Authentic praise is (or should be) the goal of each teacher as they discover and notice exceptional behavior and positive attempts to behave in ways reflecting positive Godly character and appropriate work ethic. Students will be rewarded with “plus tallies” to remind them of the good choices they are making. Care is taken to not use praise or plus tallies as a manipulative technique -- a tendency that reduces its value and effectiveness. Genuine and specific behaviors will be quietly noticed and rewarded. Character expressions and development will be celebrated to encourage each scholar on their personal journey. Scholars may not hear a lot of general “atta boys ”or “atta girls” but will hear, often in a private conference “I am really impressed with the way you performed in this situation by...”