

PARENT AND STUDENT HANDBOOK 2019-2020



Brockman Elementary

A Public Montessori School of Choice
and
Arts in Basic Curriculum (ABC) Site

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School Philosophy

Brockman Elementary, a public Montessori School of Choice, is proud to provide your children an opportunity for an outstanding Montessori education in a safe, nurturing environment. Children at Brockman interact within the prepared classroom environment, working at their own developmental learning pace, while adhering to the principles of grace, courtesy, and respect for each other and the learning materials. Both individual and group learning experiences are emphasized within each classroom using Montessori materials. Layered strands of the curriculum build progressively as a student advances through the Montessori educational levels. Our goal is to help each child attain his/her highest potential. The qualities of independence, self-motivation, creativity, leadership and cooperation are foundational to our program.

The self-esteem, self-confidence, and inner direction of children who receive an early childhood Montessori education build a foundation for learning in elementary school. It is the intent of Brockman Montessori to build a solid personal and academic foundation for each child that propels them into a bright future full of personal satisfaction, feelings of self-fulfillment, success in social encounters, and confidence when facing a challenge.

Maria Montessori said, "*Play is a child's work.*" This Montessori principle states that children learn by doing "works," which promotes respect for self, respect for others and for the classroom environment. Classrooms become small communities. At Brockman Montessori, each classroom has Montessori materials designed to fit the individual child's needs, creating meaningful learning experiences maximizing each child's achievement. Teachers follow a daily routine of active learning so that children learn important concepts and skills that are vital to their academic and social-emotional growth. Montessori classrooms are meticulously prepared environments that are designed to invite interaction between children, capture a child's inner curiosity while the child moves naturally through stages of development and levels of learning at an individual pace. At Brockman, traditional educational methods are integrated along with Montessori methods to provide structure and assessment to ensure that children master the skills and concepts identified in the South Carolina Academic Content Standards.

Distinctions between Montessori and Traditional Education

Philosophy of...	Montessori	Non-Montessori
Education	Education is a life process beginning at birth. Child is active in their learning.	Education focuses on academic skills.
Teacher's Role	The teacher is a guide and follows the interest of the child.	The teacher selects and leads instruction and learning activities.
Instruction	Individualized, instruction is at a level consistent with the child's development	Instruction is typically oriented to the whole class at a pace identified by the teacher.
Order in Learning	Learning follows a psychological order. New material is presented when the learner is ready and shows interest. Curiosity and exploration direct the learning activities of the child.	Learning sequences are identified through a textbook.
Child's Experience	Children learn in a concrete manner, using a wide variety of materials. Learning is active. Concepts are taught from whole to part.	Children use workbooks and paper pencil tasks. Concepts are taught in the sequence presented in a published curriculum.
Control of Error	Montessori materials are created so that the child recognizes and corrects an error independently. Self-confidence develops from successful accomplishment of the task.	The teacher corrects the child's error. Children are recognized by the teacher and peers for the quality and accuracy of the work.
Motivation	Children are motivated to complete works by the beauty of the materials and stimulation from the environment.	Children are motivated to please the teacher and may receive extrinsic rewards, such as stickers.
Discipline	Discipline emerges from within the child himself. The child develops self-respect and, in turn, respect for others in the community.	Rules are externally imposed. Children comply in order to avoid disciplinary consequences.

The Montessori Curriculum and Methodology

The Montessori Methodology is founded on the principle of respect: respect for self, respect for others and respect for our environment. The Montessori classroom is designed to create an environment that is calm, ordered and realistic for the child. The materials and furniture are child-size to support learning and exploration. The Montessori teacher acts as a facilitator of activities within this environment, as well as a role model of respectful behavior. The Montessori teacher is unobtrusive and observant of children during the learning process. Children follow their interests and select lessons to complete during uninterrupted work time. The teacher relies on his or her observations of the children to determine which new activities and materials he/she may introduce to an individual, small or large group. Both individual and group instruction vary based on the child's learning style.

Tenets of Montessori

- Children are unique, capable individuals who are to be respected as different from adults and different from each other
- Children are extremely perceptive, “absorbing their world between the ages of birth and six years”
- Children should have freedom of choice coupled with responsibility for their choices
- Children learn best when they follow what interests them
- Teachers should model and reinforce positive behaviors
- Children should lead and direct their own learning. Teachers should follow and enhance those learning experiences.

Montessori Areas of Study

Cultural: The cultural area includes studies in science and social studies. This area is foundational to all other areas of study in the Montessori classroom. Rooted in what Dr. Montessori called, “The Great Lessons”, many areas of science and social studies are interwoven and help the child link all learning together. Children in the lower elementary classrooms are in a stage of development in which they are developing a reasoning mind, and use their imagination and intelligence to fuel their great mental growth. The Great Lessons are five big and bold stories that present the whole or ‘cosmic’ view of the world. They stir the imagination, fueling exploration and discovery into different subject areas about the world around them.

COSMIC EDUCATION

'Cosmic' is the term we use to describe the foundation of the 6-12 year curriculum. Cosmic in this sense means comprehensive, holistic, and purposeful. "Cosmic Education" goes far beyond just the acquisition of knowledge and developmental growth, to encompass the development of the whole person.

"..let us give him a vision of the whole universe. The universe is an imposing reality, and an answer to all questions.... All things are part of the universe, and are connected with each other to form one whole unity. The idea helps the mind of the child to become focused, to stop wandering in an aimless quest for knowledge. He is satisfied having found the universal centre of himself with all things."- Maria Montessori, To Educate the Human Potential.

THE FIVE GREAT LESSONS

The Five Great Lessons provide structure across the curriculum. Each lesson is designed to give the child an inspiring big picture view of the world and life. These lessons are bold, exciting, and aim to awaken a child's imagination and curiosity. It is through the telling and re-telling of the Great Lessons that the child is motivated to do further research. The lessons initiate exploration and discovery in topics such as geography, math, science, language and history.

The Five Great Lessons are presented every year to the children.

- First Great Lesson - Coming of the Universe and the Earth
- Second Great Lesson - Coming of Life
- Third Great Lesson - Coming of Human Beings
- Fourth Great Lesson – Communication and Signs
- Fifth Great Lesson - The Story of Numbers

Montessori lessons develop a foundation of global awareness. In addition, geography lessons explore different world cultures. Through exposure to cultural traditions and lifestyles, geography lessons allow the child to become aware of and develop a respect for all cultures, which is critical in today's global community.

Language: Montessori children typically do not remember learning to read, as the environment is designed so that all experiences feed naturally toward the development of skills required for reading. It was not only Dr. Montessori's trust in the child's power that led her to approach reading in this natural way, but also her concept of the child as an active, rather than receptive being. She considered it the job of education not to fill the child with the techniques for reading, but to free the child for self-expression and communication. Therefore, although reading, writing, spelling, and grammar are introduced to the child in an organized phonetic method, the presentation allows the child to acquire reading skills without realizing the effort.

Mathematics: Math is the study of numbers, quantities, shapes, and measurements with a focus on how they relate to one another. In Montessori math, the children are introduced to the concrete sensorial impressions of numbers, the decimal system and its functions, addition, multiplication, subtraction, and division. Using manipulative materials, the child explores these concepts physically, creating a basis for more abstract operations.

Practical Life: The purpose of practical life exercises is to encourage conscious, orderly, controlled and functional knowledge out of the mass happenings in the real world. The practical life exercises help a child break down jobs at hand into easily manageable components. Practical life lessons require real tools: silverware, wood, glass, etc., all items that reflect and typify an actual home environment. In this way, these lessons provide the child an opportunity to learn and manage the tasks of practical living. The main areas in the practical life lessons involve Grace and Courtesy, Care of Person, Care of the Indoor Environment, and Art.

Grace and Courtesy: Grace and courtesy are integral to Montessori methodology and are taught intentionally in Brockman classrooms. Lessons in the language of respect and lessons in control and coordination of movement are taught and practiced throughout the school day. Here are a few grace and courtesy lesson examples that are implemented very strongly at the beginning of each school year and extended throughout the school year.

- Saying “please” and “thank you”
- Saying “excuse me”
- Politely blowing one’s nose
- Politely covering one’s mouth in a yawn or cough using the forearm
- Apologizing when appropriate

Sensorial: This area, typically emphasized at the primary level, deals with size, shape, and color. The sensorial materials are designed to aid the child in training and refining his/her five senses. Children are exposed to concepts of size, shape, and color and challenged to make judgments about them. By using the sensorial materials, the child learns to recognize similarities and differences; to discriminate between similar objects; and to grade similar objects based on specific qualities. Each set of materials is used as carefully and precisely as possible. Precision at this stage prepares for later work in geometry.

**Brockman Daily Schedule
(Full-day students, 4K & up)**

7:00 a.m.	Safety Patrol students arrive. No other students may be dropped off at this time.
7:05—7:25 a.m.	Doors open for student arrival Free breakfast available in the cafeteria
7:25 a.m.	Breakfast service ends.
7:30 a.m.	Tardy bell rings. Homeroom begins. Students arriving at or after 7:30 a.m. are tardy and must be signed in by an adult in the office; students will receive a late pass to enter class.
7:30 a.m.	Instruction begins
10:30 a.m.	Cubs (3K) are dismissed for pick up.
2:27 p.m.	Afternoon announcements
2:30 p.m.	Dismissal begins

Note: NOON dismissal during the 2019-2020 school year is scheduled on June 5th, the last day of school.

GENERAL POLICIES AND PROCEDURES

Arrival:

The school day is from 7:30 a.m. - 2:30 p.m. Students may not enter the building before 7:05 a.m, unless they are serving as safety patrol. The school cannot provide supervision or accept responsibility for students arriving earlier than 7:05 a.m. Therefore, please do not drop off children at the front door before 7:05 a.m., when staff members begin duty. The school day begins at 7:30 a.m.

Children who are not in class at 7:30 a.m. will be marked tardy and must report to the main office with their parent or another adult for a pass to class. Please do not drop off students who are late at the front door of the school. When staff is no longer on car duty, your child's safety dictates that you park your car in the parking area and bring your child into the office.

It is extremely important that everyone follows the traffic procedures during arrival. Parents are strongly encouraged to drop off students using the carpool line. Younger students will be supervised by staff members until they reach their classrooms. If it is necessary for you to come in with your child during arrival time, please park your car and use the sidewalk or pedestrian crosswalk to enter school grounds. **DO NOT WALK ACROSS THE PARKING LOT.** This is for the safety and welfare of everyone as we work to keep arrival as orderly and efficient as possible.

Promptness in a child's life is very important. Children who arrive late often feel awkward and uncomfortable, and they miss valuable lessons and beginning work time. While it is understandable that certain occasions arise that cause lateness, persistent lateness will be addressed with the parent. Because tardiness to school results in a loss of instructional time, a parent conference is required when students are repeatedly tardy.

Students eating breakfast should arrive no later than 7:05 a.m. Breakfast serving closes at 7:25 a.m. All students will have at least 10 minutes from the time the last student is seated to eat breakfast.

Attendance:

On-time and consistent attendance at school is closely linked to student performance and achievement. When a student returns to school after an absence, he/she must provide a note (within two days after returning) signed by the parent/guardian giving the date(s) and reason(s) for the absence.

State law and district policy set specific rules for lawful and unlawful absences. Parent conferences will be initiated after three consecutive or five cumulative unexcused absences. Truancy petitions will be filed with Family Court in accordance with state law when unexcused absences exceed five days of school.

Excused Absences:

1. Illness of the student
2. Serious illness or death in the student's immediate family
3. Observance of a religious holiday
4. Court appearance
5. Doctor appointments (Whenever possible, medical, dental or other appointments should be made during non-school hours.)

Please note that family trips or vacations during the school year are recorded as **unexcused** absences unless excused by the principal at least two weeks in advance. The principal can excuse up to three days in a school year for a family trip. Please schedule trips during school holiday breaks. Attendance procedures are outlined in the parent resources tab on the Brockman website and can be accessed at this link:

<https://www.richlandone.org/cms/lib/SC02209149/Centricity/Domain/354/Brockman%20Attendance%20Memorandum.pdf>

REMEMBER... A written note explaining any absence must be received within 2 days after the student returns or the absence is recorded as unexcused, regardless of the reason for the absence.

Note: Parents of 3K and 4K Students – Even though compulsory attendance laws do not apply until 5K, excessive absences or tardiness for 3K and 4K students may jeopardize the child's slot at Brockman.

Contact Information:

Parents must provide the school office with a current home and work telephone number. Richland One uses PowerSchool to maintain an accurate database of each child's demographic information. Parents can access and update this information using this link: <https://powerschool.richlandone.org/public/>. The school database specialist, Mrs. Arleita Hufstetler can help with questions or concerns. The school also requires the names and phone numbers of two additional contacts who can be contacted in case parents cannot be reached. This is essential in the event that a child becomes ill or injured during the school day.

Dismissal:

All 3K students are dismissed at 10:30 a.m. They are picked up at the main entrance to the school. Afternoon dismissal begins at 2:30 p.m. Children are dismissed in the following order: bus riders, daycare van riders, car riders and Bears Aftercare students. All students should be picked up by 2:45 p.m.

All Brockman families are assigned a number tag to be displayed from the rearview mirror of your vehicle. Students must be picked up promptly and will only be released to a vehicle with the car tag identified for the child's family. In the event of an emergency that results in late arrival for pickup, parents must notify the school. Students who are not picked up by 2:45 p.m. will be moved to the after-school program for supervision. Parents will be charged for this service.

A quality after-school program is provided on site by our school for students 4K and older. Contact the school at 790-6743 to receive information regarding registration and fees.

Dropping Off Items in the Office:

When a child neglects to bring his or her folder, bag, lunch box, homework, instrument, or other material, this presents an opportunity for a life lesson in *resilience*. Through this experience, children learn that they can cope with a change in their routine. The natural consequence of missing the material also helps to develop a sense of personal responsibility. Parents are requested to refrain from bringing in forgotten items and instead help children to develop a plan to help them remember for the next day!

Additionally, when parents drop off items in the office, the phone call into the classroom disrupts the important work of children. Brockman has a focus on respect for the learning time. Again, we ask that parents respect this uninterrupted work time and refrain from bringing forgotten items to school after the school day begins.

Early Dismissal:

Early dismissal from school should be limited to illness or emergency situations. If a student must be dismissed early (i.e., any time before 2:30 p.m.), the parent must send a note that morning to the teacher, indicating the time for early dismissal and the name of the person who will be coming to pick up the child. The parent or other authorized person must come to the office to sign out the child. At that time, the child will be removed from class. Parents should keep this in mind and allow sufficient time if they have a scheduled appointment. Students will not be released to parents directly from the classroom and can only be released from the school office to adults authorized on the student registration form and in Power School.

The time between 2:15 p.m. and 2:30 p.m. is a busy time in the office. It is a transition time for students and the office is making important announcements regarding after school activities and the next school day. Unless it is an emergency, parents are requested not to enter the office at this time so that office staff can focus on the safe and efficient dismissal of all students.

Illnesses/Medication:

Children who are ill with fever greater than 100, should not be in school. A child should be free of fever (without fever reducing medication) for a **24-hour period** before returning to school. If a child becomes sick at school, parents will be called.

When possible, medications should be given to students before or after school by the parent or guardian. If it is necessary for the school nurse to administer medication during the school day, medications must be provided in the original container accompanied by the "Medication Form" signed by the physician. These forms are available from our school nurse or on the Richland One website at this link: <https://www.richlandone.org/Domain/193>

Children are not allowed to keep medication in their book bags. Students may not take any form of prescription or non-prescription medication on their own. All medication must be kept in the health room and administered under the supervision of the school nurse.

Parents must complete a health room information sheet at the beginning of the year. Parents must notify the school nurse about any special health needs that occur during the year.

Lost and Found:

When items that a student misplaces are found, they are placed on the shelves on the rack located in the hallway near the cafeteria. Please label all items such as coats, jackets, lunch boxes, book bags, etc. so that they can be identified. Unclaimed items are given to a charitable organization at the end of the school year.

Meals:

Richland One offers meals at no cost to all students, regardless of family income. This is funded through a federal program called Community Eligibility Provision (CEP), and all 24,000 Richland One students eat breakfast and lunch for free. The CEP program is part of the U.S. Department of Agriculture's National School Lunch Program. The federal reimbursement only covers the full meal and not portions/parts of the meal. For example, if a child brings a lunch and needs a milk, there is a cost for the milk. This applies to any single item.

All district meals follow federal guidelines for healthy school meals. Breakfast is served from 7:05-7:25 a.m. Lunch is served between the hours of approximately 10:45 a.m.-1:00 p.m. All students have at least 20 minutes from the time the last student is seated to eat lunch.

Time	Cafeteria	Family Style
10:45-11:10 a.m.		Mrs. Moore Mrs. Ferrell Mrs. Sawyer
10:55-11:20 a.m.	Mrs. Turbeville	Mrs. Fortner
11:05-11:30 a.m.	Mrs. Tison Mrs. Geiger	
11:35-12:00 p.m.	Mrs. Phillips	Mrs. Wentzky
11:45-12:10 p.m.	Ms. Williams Ms. Johnson	
12:00-12:25 p.m.	Mrs. Anderson Mr. Stoner	
12:10-12:35 p.m.	Ms. A. Brown Mrs. B. Brown	

Lunch with Your Child and Lunch in the Peace Garden:

It is always a treat for a student to have a parent to join them for lunch. We have round tables in the cafeteria and the tables in the Peace Garden (weather permitting) that provide a comfortable setting for children to host their parent. It is always appropriate for a child to invite a friend to join them and their parent. Proper behavior is always an expectation for students, regardless of where they sit. When the child's class has finished the scheduled lunch, children with guests must say "good bye" and rejoin their class.

When enjoying the Peace Garden, please observe the following guidelines:

1. The Labyrinth is not a playground. It is a peaceful, quiet area for reflection. All students have been trained in the use of and respect for the labyrinth.
2. There should be no running or yelling while in the Peace Garden.
3. Students should remain with the adult present while enjoying lunch in the Peace Garden. Parents are asked to speak with children upon entering the Peace Garden and remind them of the expected behavior while using this special outside area.

Traffic Procedures:

Traffic flows in one direction as cars enter the parking lot in front of the school. **Cars may not be parked and left unattended at any time** along the curbside in front of the school. This is a fire lane and must be kept clear at all times. Cars must be parked in a designated parking space.

During arrival and dismissal of students, cars are to line up single-file. The car line extends from the front of the school and out along Montclair Drive. In the morning, students must be dropped off along the front curbside of the school at the yellow line. The car line is the procedure for both drop-off and pick-up. In the event that a parent needs to come into the building, they must park and use the sidewalk or pedestrian crosswalk to the front entrance of the school. For the safety of everyone, all pedestrian traffic must use the designated crosswalk. At dismissal, students who are car riders are picked up in front of the school. Staff and upper elementary students are on duty to welcome and dismiss students in a friendly and safe manner. Parent cooperation in following procedures expedites the arrival and dismissal of students in a safe and orderly manner.

Cars should not to enter the parking lot behind the school during arrival and dismissal times. This area is designated parking for staff, school buses, and day-care vans.

Transportation Home – Change in Method of Going Home:

Parents must notify the school of a change in the way their child is to go home by a **written note to the teacher on the day of the change. This includes if your child is to ride home with another parent.** Please do not send email communication to change your child's transportation plan. This could result in an oversight that may lead to your child being dismissed in a way that is not in accordance with your needs.

If an emergency occurs and a change in the usual transportation method is needed, parents should **call the office prior to 2:00 p.m.** at 803-790-6743. Unless a note is received that day, or an emergency occurs and is communicated to the school office, children will be sent home according to the direction indicated on the enrollment form.

Parents are integral to the safety of children at dismissal. Sometimes, children tell report to teachers at the end of the day that they are supposed to play at a friend's house after school and want to ride home with that friend. On other occasions, a child scheduled to ride the bus might say that their parent said that they should not to ride the bus home, because the parent will be picking up in the car line that day. Teachers must follow the parent's written direction and cannot change the transportation plan upon hearing the child's report. Children can become very upset over situations such as these. To avoid this, we ask that parents always remember to **write a note to alert the teacher to a change in transportation!**

Visitors:

Parents are welcome to come to school to observe in the classroom, volunteer or join students for lunch. For the safety of students, ALL visitors must enter the building through the main entrance in the front of the school (pair of blue doors next to the name of the school) and report to the office to sign-in and receive a visitor's pass. This policy must be followed even if the visitor will only be in the building for a few minutes. This policy will be strictly enforced for the safety of children. All visitors must bring a driver's license to the office on the first visit to the school. Richland One School District uses the RAPTOR/V-Soft visitor registration system to enhance school security by reading visitor drivers' licenses, comparing information to a sex offender database, and when approved for entry, this system prints a visitor badge that includes a photo.

HOME-SCHOOL COMMUNICATION

Office Hours:

Brockman's school office is open daily from 7:00 a.m. to 3:30 p.m. on all regular school days. Before or after these times, you may leave a message on the school's voice mail/answering system. The main phone number of the school is **790-6743**. Your call is important to us. Every effort will be made to return calls as soon as possible.

Parent Communication Folders: (white & blue with Brockman Bear)

These are sent home every Thursday and should be signed and returned no later than the following Monday.

Parent-Teacher Communication:

Your child's teacher will establish a frequent method of communication with you, keeping you informed of curriculum study, projects, class news and needs. This regular communication may be in the form of notes, phone calls, newsletters, e-mail or other appropriate means. Please note that often teachers do not check their voice mail or e-mail until the end of the school day. If you need a message delivered sooner, call the office and indicate that the message needs to reach the teacher ASAP.

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The teacher will explain to you early in the year how you should expect to see evidence of your child's progress. The work of the Montessori classroom is more process than product oriented. As a result your child may not bring home products daily. Your teacher will explain to you what to look for on a daily or weekly basis.

Parent-Teacher Conferences:

Two parent conferences are scheduled for the 2019-202 school year on October 31st and February 28th. Additional conferences may be needed and are always an option. Such conferences will be held before or after school hours or during a teacher's planning period. Please schedule with the teacher in advance in order that the conference does not conflict with meetings that have already been scheduled.

Please understand that teachers cannot effectively conduct conferences during instructional time. Arrival and dismissal are also not the time to conference with your child's teacher because he teacher is responsible to supervise all of the children under his/her care.

You may schedule a conference by contacting your child's teacher or the school office. Regular, ongoing communication between home and school is vital to a child's academic success.

Progress Reports:

Written progress reports are issued at the end of each nine weeks. Performance and progress, not letter grades, will be the focus of these reports. You will receive a sample of the progress report at Open House. Students in 3K-5K will receive their first written report at the end of the second quarter.

School Newsletter:

The *Bear Tracks* newsletter reports about upcoming events and highlights student learning. It is published bi-weekly and is available both in paper format and on the school website at this link: <https://www.richlandone.org/domain/1457>. Parents are encouraged to take time to read and stay up-to-date on school news.

School Website and Twitter feed:

The Brockman website can be found at <http://brockman.richlandone.org>. Updated events and teacher emails are available for further communication. Our school also communicates regularly using Twitter [@Brockmanprin](https://twitter.com/Brockmanprin)

ACADEMIC ASPECTS OF THE SCHOOL PROGRAM

Assessment:

Observation and assessment of your child's work is an hourly, daily and weekly appraisal of student progress in the Montessori classroom. Students are taught, and materials are designed, to foster self-assessment and self-correction, which are important life-long learning skills into adulthood. Students learn from their earliest years that learning is a partnership with their teachers. Daily, weekly and monthly goals are established and agreed upon. Classroom teachers maintain written records of work presented and mastered. With frequent one-on-one work and on-going individual assessment, your child's teacher can address any issues or concerns quickly with you. Please do not hesitate to call if you have any questions or concerns about your child's work/progress. Written progress reports are issued each nine weeks. Standardized assessments in reading and math occurs for grade 3 and up. These testing reports are discussed with parents at conferences.

Preschool - Individual Growth & Development Indicators (IGDIs) are a set of preschool assessments given in the fall, winter and spring to monitor the growth and development of children on the pathway to kindergarten.

Kindergarten –Fountas & Pinnell Benchmark Assessment System (BAS) *is used to* determine students' independent and instructional reading levels and support teachers as they observe and quantify student reading behaviors, engage students in comprehension conversations that go beyond retelling and make informed decisions that connect assessment to responsive teaching.

Kindergarten –myLexia- real-time, data-driven action plans that help teachers maximize their time by focusing attention where it is needed most by identifying and grouping students for instruction based on risk of reading failure and tracking the effectiveness of intervention with real-time diagnostic reports and trend lines in order to prescribe instructional intensity needed to improve performance on grade-level assessments.

Grades 1-5 – Reading and Math Inventory (RI/MI) is given in fall and spring to provide teachers with the data they need to create, implement, and adjust personalized instruction. *The* software is adaptive and gives teachers a research-based growth assessment to support instructional planning and personalization recommendations for children.

Grade 2 - The Cognitive Abilities Test (CogAT) is a multiple-choice K-12 assessment given to all students in 2nd grade as a first screening measure for admission into gifted and talented programs. It measures reasoning skills with different types of verbal, quantitative, and nonverbal questions. The second screening measure is a performance task assessment given in the spring of each school year.

Grade 3-5 – Students in grades 3,4 and 5 take the **SC Ready Math and English Language Arts** tests. These tests are statewide assessments in English language arts (ELA) and mathematics. All students in grades 3–8, including students with disabilities and English learners (ELs), must be administered SC READY, except those students who qualify for the alternate test, as determined by their IEP team.

Grade 4 – Students in grade 4 take the **SC Pass test** of science content. This is a statewide assessment to measure students’ mastery of content and skills as identified in the South Carolina Academic Content Standards.

Grade 5 – Students in grade 5 take the **SC Pass test** of social studies content. This is a statewide assessment to measure students’ mastery of content and skills as identified in the South Carolina Academic Content Standards.

Classroom Observations:

Parents are encouraged to observe their child in the classroom. In fact, every parent is asked to observe for at least one hour during Uninterrupted Work Time (UWT) each school year. Uninterrupted work time is usually the first two hours of the school day. This is certainly a challenge for many parents to fit into their busy schedule. Yet, this time is valuable and a gift to understanding children. It fosters positive relationships, provides a path for greater independence and growth both at home and school. During a classroom observation, parents will be sitting quietly and observing. They will be asked to notice all the things that children are doing and how they physically interact with the environment. Following an observation, parents often report that they marvel at their child’s focused attention and careful interaction with the materials and other children.

Because it is best to wait until the first few weeks of school have passed to allow for student adjustment to the program and establishing of routines, classroom observations are welcomed **after mid-September**. Observers must sign in at the main office, at which time they receive the brochure *Tips for Observing in a Montessori Classroom*. Questions about observing in the classroom, can be directed to the teacher, Dr. Stark or Mrs. Giles. Teachers will maintain a list of parents who have completed a classroom observation. If a parent has not observed by November 15th, teachers will contact parents to set up a date for the parent to observe. Observations can be made throughout the school year, but observations done mid-September through October/November are the most beneficial.

Field Trips:

Students participate in various field trips throughout the year. Field trips are planned in conjunction with units of study. Parent permission is required for each field trip. Parent chaperones are needed for many field trips. However, parents must be an approved volunteer. The application to volunteer can be found on the Richland One website or at this link: <https://www.richlandone.org/domain/164> Students are transported to field trips on school buses. While many field trips are offered free to students, some trips may require parents to pay a fee. This depends on the type of trip.

Homework:

Brockman students do not have traditional homework of worksheets to complete. The Montessori methodology moves from concrete learning experiences to abstract and includes intricate materials to learn these concepts. While these materials cannot be sent home, Brockman students do have homework- it's just a different format than at a traditional school.

Throughout elementary school, parents are encouraged to set aside time each day for children to read, both independently and with an adult. Daily writing is also essential and is best accomplished with authentic purposes, such as writing to a grandparent, teacher or friend.

Homework expectations vary by developmental level and will be discussed by each teacher in the beginning of the year. Parents should pay careful attention to the requirements in order to emphasize the importance of completing assigned work at home and school. In addition to projects and reports that are assigned by the teacher,

Parent Education Program:

The Montessori approach is new to many parents who may have grown up with more traditional schooling. Children derive the most benefit from their experience when families understand and support the Montessori methodology. To help parents understand the Montessori philosophy several Parent Education events are scheduled throughout the year. Parents are encouraged to attend to better understand stages of child development and prepare for transitions from one classroom level to another. Parents will also find many practical applications of Montessori methodology to incorporate at home. Parent education is a collective effort of the school staff and the PTO. Additional information is provided at Open House. The dates for parent education nights can be found on the school calendar on the Brockman Elementary website under the tab 'Parent Resources.'

SCHOOL SERVICES AND PROGRAMS

Aftercare Program:

On-site after-school care is provided by Brockman Elementary School until 6:00 p.m. on regular school days. Students in grades 4K and up are eligible to attend. Registration for this program is offered in the spring. For information on registration and fees, call 790-6743 or communicate with staff using the bears.aftercare@richlandone.org. After school hours, call 738-7918 to speak to a member of the aftercare staff.

Art Experiences:

Brockman students in grades 2-5 can learn to play a string instrument with instruction offered twice a week during the school day. Students can also participate in a chorus that practices once a week. Through funding provided by the school's Fine Arts Boosters, students in kindergarten through grade five will also have an opportunity to learn dance and participate in a drama production during the school year. Additional fee-based arts enrichment classes are offered after school in the second semester of the school year.

Curriculum Reinforcement Program (CRP):

The CRP is an afterschool tutoring program for selected students on Tuesdays, Wednesdays and Thursdays each week. The program begins directly after school and ends at 4:30 p.m. Children receive individual or small group instruction and are fed a hot dinner meal. There is no charge for this program. Teachers recommend children for participation. However, parents are also welcome to request that their child participate in the program. For additional information, contact Mrs. Monica Geiger at monica.geiger@richlandone.org.

Foreign Language Program:

Students begin Spanish instruction when they are four years old. Richland One's foreign language program uses the National Foreign Language Standards and the South Carolina Foreign Language Academic Achievement Standards. These can be viewed on the South Carolina Department of Education website at this link:

https://ed.sc.gov/scdoe/assets/file/agency/ccr/Standards-Learning/documents/2013_SC_Standard_for_WL_Proficiency_08-13-13.pdf

The instruction emphasizes real-life communication, cultural knowledge and understanding. The focus on culture is aimed at enhancing the students' awareness of their role as global citizens and helps children gain insight into their own culture and language.

Guidance:

Elementary schools are staffed with a full-time guidance counselor. The guidance counselor offers a comprehensive guidance program including classroom lessons, small group and individual counseling, and collaboration with outside agencies. Parents are encouraged to call the guidance counselor about any concerns or needs regarding a child’s emotional and social growth.

Children respond to changes or new experiences in the home or family life. The guidance counselor can support children as they learn to understand their feelings and develop healthy strategies to manage the stress that is a natural part of life. Parents are encouraged to contact the teacher and/or the guidance counselor regarding any significant changes in home or family life that may affect a child’s behavior. Confidentiality will be respected.

Media Center:

Brockman’s media center is fully equipped with materials and technology to support learning. The media center includes a mobile computer lab so that every child is assured access to the tools of technology. Every child will check out books on a regular basis. Parents are asked to stress the importance of caring for these materials and returning them promptly. Fines are charged for damaged or lost books.

Related Arts Instruction:

Related arts are opportunities for every child to explore other areas of interest. The related arts classes are an integral part of the Montessori curriculum and promote health, well-being and self-awareness. During related arts instruction students may move to other locations within the school and receive instruction from a certified teacher or specialist. This time also provides classroom teachers with an opportunity to meet collectively, prepare materials and communicate with parents. The instructional assistant remains with the class during related arts and provides a bridge to integrate the arts into classroom learning activities.

Related Arts Experiences 2019-2020

Primary 3 year old	Primary 4, 5 year old	Lower Elementary	Upper Elementary
Music Library	Art Library Music Physical Education (2x week) Spanish	Art Computer Lab Music Phys Education (2x week) Dance Spanish (2x week)	Art Computer Lab Media Music Physical Education (2x week) Spanish (2x week)

Safety Patrol

Upper Elementary students are eligible to participate in the school's Safety Patrol program. Safety patrol team members arrive at school by 7:00 a.m. and help with the morning arrival (7:05–7:30 a.m.) by opening car doors and escorting students into the school building. They play an integral role in helping our school to be a safe place during arrival. Our nurse, Ms. Cindy Hubbard coordinates and trains students involved in the program.

Friendly Helpers:

Upper elementary students are invited to serve the school community as "Friendly Helpers" at our school. Helpers are trained by the guidance counselor to assist with tasks such as assisting another teacher, greeting visitors, giving tours of the school, reading with or to a younger child, and working with special school projects. Helpers are special role models and are expected to set a good example by following school policies.

Student Intervention Team:

Each elementary school has a student "Intervention Team" (IT) to assist students who may have academic, behavioral, health-related or emotional needs. The team is composed of various staff members who meet with the student's parents to collaborate on ways to meet the specific needs of the child. Meetings are usually held once a week during the school day. Parents may request to convene the team to plan interventions to address a child's needs. If the school initiates the meeting, parents will receive written notification and are asked to participate.

Support Services:

Brockman Elementary School provides special services for students with specifically identified learning differences. This resource classroom is located in the center of the school and acts as a revolving door for children who benefit from additional assistance in one or more subject areas. A special education teacher, in collaboration with the classroom teacher, uses specially designed instruction in a small group setting to address the specific educational needs of children in grades 1-5. Children enrolled in the primary program can also qualify to receive specialized services if they are experiencing developmental delays in one or more of the following areas: cognitive ability, social ability, emotional ability, perceptual ability, visual ability, hearing ability, motor ability, speech-language ability, and other health impairments. Following the guidelines of IDEA, students who qualify to receive these services have individual learning goals with an individualized education plan. Parents receive reports of progress on goals each quarter. This support is in addition to regular academic instruction.

Through a licensed speech therapist, Brockman provides speech and language support to students identified with a speech or language impairment, as defined by the guidelines of IDEA. Through individual and small group sessions, the speech therapist provides resources and support for the children served. Each child has individual learning goals and progress is monitored and reported to parents throughout the school year.

Brockman provides support for culturally and linguistically diverse students who have a primary or home language other than English and who are Limited English Proficient (LEP) or Non-English Proficient (NEP). The primary focus of the instructional program is to provide an English-rich environment so that LEP and NEP students become proficient in English as soon as possible. A teacher with a certification to teach English for Speakers of Other Languages (ESOL) provides this individualized instruction while students transition into complete mainstream instruction.

To assure that all academic needs are met, Brockman Elementary School uses a multi-tiered system of supports. This collaborative, collegial process brings a team of professionals together to brainstorm and identify ways to support student needs. The team may include teachers, administrators, special education teachers, school psychologists, school counselors and parents. During the meeting the student's strengths, progress and social-emotional health is reviewed. Interventions are planned to support student learning. Intervention support includes, but is not limited to small group guided reading sessions with the school's reading teacher, after school targeted instruction/tutoring in reading and in math, Comprehensive Remediation Program (CRP), volunteer programming providing one-on-one or group support during the school day, and adaptive software programs, such as ALEKS, Learning A-Z, MobyMax, or in-school tutoring (targeted support for grades 2-5).

Wee Deliver:

Wee Deliver is an intra-school postal system used by students, staff and family members. Students are encouraged to write to peers and can "mail" their note through this system. Upper Elementary students deliver the mail daily. Parents are encouraged to "mail" a loving note when they visit school for special events.

WBES:

Brockman has a morning news program directed and performed by fifth grade students. The librarian, Ms. Blalock is the program's producer. The morning news program is taped every afternoon for the following morning and is shown via the school's technology dashboard on the Smart Board in each classroom.

STUDENT POLICIES

Birthdays/Parties:

Birthdays are special occasions in both a child's and his/her parents' lives. In Montessori classrooms, birthdays are beautiful "Celebrations of Life," which are not parties, but rather a time to reflect on the child's past and celebrate the new year he/she is embarking upon. Your child's teacher will be giving you more specific information about special ways your child's birthday will be celebrated in the classroom (and you will be invited to be there, too!) Parents may bring in a special snack that day. Cakes, unhealthy options, soda, etc. are not allowed.

Class parties, in the traditional sense, are not held at Brockman. Celebrations for Valentine's Day and Winter Holidays are kept low-key and centered around cultural areas of the curriculum. Brockman Elementary promotes healthy food options, even during recognized holiday celebrations.

For all birthdays/celebrations at Brockman, fresh fruits and vegetables are the best snack. If a parent wants to bring something else, they are expected to communicate with their classroom teacher ahead of time to be sure it meets the Smart Snack Guidelines. These guidelines are located on the school website under the 'Healthy School' tab and can be accessed at this link: <https://www.richlandone.org/domain/1603>. The only exception is the end of year Bridging ceremony when the rules are relaxed and a sweet snack is permitted.

Clothing:

Students should wear comfortable clothing appropriate for indoor and outdoor activities at school. We recommend tennis shoes/sneakers for school. They must be worn on the two days per week when PE is scheduled.

Certain apparel can be a distraction to learning. Some shoes cause safety problems. The following are strongly discouraged: backless sandals or shoes, light-up shoes, flip-flops, short shorts, tank-tops, mesh or see-through clothing, apparel with words or pictures that promote violence or are offensive. The wearing of the above items may result in parents being called and asked to bring appropriate shoes or clothing to the school.

Outdoor clothing, e.g., jackets, coats, winter hats, gloves, should be labeled in the event they become misplaced.

Conduct/Discipline:

Respect and responsibility are cornerstones of the Montessori philosophy. The Brockman Elementary School team believes that peace education, within a framework of traditional values such as justice, honesty and responsibility, encourages the emotional, intellectual, ethical and social growth of children. Discipline is focused on proactive measures of "teaching, fostering, reinforcing, and modeling appropriate behavior for students." Students are taught emotional self-regulation, positive social interaction and conflict resolution through the lens of a tiered system of supports.

Brockman Elementary embraces the philosophy of the Peace Education Foundation. This foundation is the basis for the Schoolwide Positive Behavior Support Program that recognizes:

- Conflict is a natural, unavoidable phenomenon that can be a constructive opportunity for positive change & empowerment.
- Children should be taught the skills they need to find creative and constructive ways to settle conflicts before they escalate into violence.
- Children learn best in a caring environment where their self-esteem is nurtured as they are challenged to become responsible decision makers.

The general expectations for student behavior are outlined in the Peace Education Foundation “I Care Rules.” These rules are posted in a prominent place that is at student eye level in every classroom. These expectations provide a common framework/ teaching tool for expected student behavior. They serve as Brockman Schoolwide Rules.

Brockman Elementary School believes that expected behaviors must be taught intentionally. The staff has developed specific school-wide expectations for cafeteria, hallways and school buses and will spend time teaching children these rules so that we work together to build a safe and respectful environment.

The “Life Skills” program complements the “I Care Rules” and serves as an additional teaching tool/framework for our students, The Life Skills are emphasized each month on morning announcements. In addition, students are invited on a rotating basis to a “Tea” for the life skill of the month.

- Aug. 30 Respect
- Sep. 27 Honesty
- Oct. 25 Cooperation
- Nov. 22 Good Citizenship
- Dec. 13 Responsibility
- Jan. 31 Self-Discipline
- Feb. 27 Caring
- Mar. 27 Kindness
- Apr. 24 Fairness
- May 8 Perseverance
- May 22 Dependability



In accordance with the belief that children must develop skills to demonstrate expected behavior, Brockman Elementary School recognizes that physical activity is essential for the growth of mind, body and soul. Accordingly, teachers do not withhold physical activity or P.E. class for any reason. Physical activity is healthy and can prevent unexpected behavior. It reduces stress and provides a gross motor experience that changes mood and supports overall well-being. Additionally, teachers are expected to add gross motor activity into the daily schedule, such as incorporating short brain breaks to respond to developmental needs and promote well-being. The effective incorporation of these gross motor activities reduce unexpected student behavior.

Brockman Elementary School uses a multi-tiered system of supports and recognizes that students have varied needs to grow in mind, body and spirit. The thoughtful use of a schoolwide positive behavior support system is sufficient for most students. However, some students need additional support to develop skills to demonstrate expected behavior. Brockman Elementary uses a team approach to understand behavior and create intervention. The Intervention team is the framework to address these concerns. The team meets regularly and includes the principals, guidance counselor, curriculum resource teacher, classroom teacher and school psychologist. Additional team members may be included based on the child's needs.

In support of the Montessori philosophy and method, Brockman also offers the Peace Builders Center program. The PBC provides a location for a child to calm, reflect and regain control. It provides another caring adult who can help a child process through feelings, emotions or misbehavior so that the child can quickly return to their work and to their class.

All students are subject to the policies and procedures outlined in the Richland District One Discipline Code Handbook. Each student will receive a copy of this handbook which explains infractions and consequences. Please read it yourself and with your child. You will be asked to sign and return the half-sheet enclosed in the book to verify that you understand these important policies.

Respect and responsibility are cornerstones of the Montessori philosophy. Children practice positive social behaviors in the classroom community each day. Basic expectations for behavior will be reviewed with your child by our staff. Policies that address bus discipline are included in the district handbook.

Food and Drink:

As a healthy school and an active member of The Alliance for a Healthier Generation, Brockman sells and serves healthy food and snacks that meet USDA dietary guidelines. All breakfasts and lunches comply with these dietary standards.

Please note that, because of our efforts to create a healthy and safe environment, candy, gum, sodas and glass-bottled drinks are prohibited on the school campus. If your child brings lunch to school, we request that you pack nutritious food and drink (note prohibited items above). The lunch meal is an important time for fellowship. Teachers and instructional assistants eat with

the children and model grace and courtesy during the meal. Some classrooms eat a family style meal in the classroom to extend practical life skills of preparing the environment and serving themselves from the food selections. In both family style and cafeteria lunch experiences, children are encouraged to be self-sufficient, opening their own containers, eating mindfully and cleaning the area upon finishing the meal. The Brockman staff strives to create a peaceful lunch environment and guests are welcome after October 1st.

Money:

Children should not bring money to school. Exceptions to this include special projects, special snack days, field studies or activities that are announced in advance. Loose money is a distraction to learning and can be easily lost.

Personal Belongings:

Students may bring books, science specimens, and other items of educational interest to the class. Toys and electronic games are a distraction to the day's lessons and should not be brought to school. This includes toy guns. Toys and games (ex: Pokemon cards, Fidget Spinners) will be taken from students. Exceptions will be made on an individual basis.

It is not unusual for parents to occasionally find tiny cubes, puzzle pieces, beads or other items in pockets, cuffs and book bags. These items should be promptly returned to school, as they are components of the Montessori materials. Every effort is made to provide equipment and maintain an environment that is always ready for learning.

Technology:

Purpose: Richland One School District is guided by a five year Technology plan which outlines the belief that all students must have equitable access to technology and digital resources as these resources can raise student achievement when properly blended into teaching and learning strategies. Brockman Elementary recognizes that technology is a powerful tool and children need intentional instruction to behave safely and participate responsibly in the digital world. These 21st-century skills are essential for students to harness the full potential of technology for learning. Students in lower and upper elementary classrooms are instructed each week in a computer class that uses the [Common Sense Education's Digital Citizenship Curriculum](#).

In addition to the intentional instruction to teach Digital Citizenship, children will be instructed on the policies and procedures for using the Richland County School District One network. In order to access the network, students will sign indicating that they will follow the instructions listed below.

- I will use the network/Internet/e-mail for educational purposes only.
- I will obtain permission of the information technology specialist or teacher before printing.
- I will not share account information (user ID and/or password) or attempt to log in to another user's account.

- I will not download or install any unauthorized software or executable files to any computer.
- I will not knowingly use portable data storage devices which contain viruses or in any other way knowingly spread computer viruses.
- I will not deliberately attempt to access any material that I know would be inappropriate. I will immediately notify the information technology specialist or teacher if a possible security problem has been identified.
- I understand that e-mail messages and other electronic files created using Richland County School District One resources or stored on district resources are property of the district.

Access to Technology

Brockman Elementary has an interactive whiteboard in each classroom and teachers use this tool on a daily basis in a variety of ways. In addition, each classroom has three computers that serve as a work station for children to access educational software, which may include the following:

- **ALEKS** -Assessment and LEarning in Knowledge Spaces is a Web-based, artificially intelligent assessment and learning system. ALEKS uses adaptive questioning to quickly and accurately determine exactly what a student knows and doesn't know in a course. ALEKS then instructs the student on the topics she is most ready to learn.
- **Raz-Kids** is an award-winning resource that provides a library of differentiated books at 29 levels of difficulty students use to practice reading. Students get personalized reading practice and teachers can track students' reading progress in a matter of minutes.

Brockman Elementary has a mobile computer lab that primary and lower elementary teachers use for special projects. The mobile computer lab is used to deliver the Digital Citizenship curriculum and to promote 21st century skills using a STEAM-based toolset, Spero Edu, to weave hardware, software, and community engagement to promote 21st century skills and nurture students' creativity and ingenuity.

Each Upper Elementary classroom also has a set of Dell laptop computers for use in class. These may be signed out on a short term basis by teachers for school projects that must be completed at home. Parents will not be asked to purchase insurance, because the computers will remain in the classroom. However, students are accountable for the safe care of the equipment under the acceptable use policy and the Richland One Code of Conduct. This is outlined in School Board Policy IJNDB Use of Technology Resources in Instruction.

PARENT INVOLVEMENT AT BROCKMAN

Book Club:

The Montessori Parenting Book Club is geared to support parents of primary students. The club meets for approximately eight sessions during the school day or in the evening. Each member will receive a complimentary copy of “How to Raise an Amazing Child the Montessori Way” by Tim Seldin! Email Staci Clawson at staci.clawson@richlandone.org.

FAB – Fine Arts Booster Club:

Brockman Elementary is proud to be an Arts in Basic Curriculum (ABC) Model Site. This grant funding from the SC Arts Commission and the Fine Arts Booster Club work together to help fund Brockman’s arts programs. Along with the Fine Arts Steering Committee, this group helps to raise funds for arts education and work towards a long-term plan to sustain rich experiences in the arts as part of the school program. The Five-Year Arts Strategic Plan can be found at this link: <https://www.richlandone.org/cms/lib/SC02209149/Centricity/Domain/354/Five Year Plan Final ABC Grant.pdf>

Mentoring Program:

Brockman Elementary seeks to welcome and include every family selected by the random lottery for this choice school assignment. In order to support a smooth and joyful transition to school, each new family is assigned a volunteer “buddy.” The buddy is ready to act as a mentor and answer questions or accompany the new family to school events. Buddies are introduced virtually and encouraged to develop a supportive relationship throughout the school year.

Parent Education Program:

The Montessori approach is new to many parents who may have grown up with more traditional schooling. Children derive the most benefit from their experience when families understand and support the Montessori methodology. To help parents understand the Montessori philosophy several Parent Education events are scheduled throughout the year. Parents are encouraged to attend to better understand stages of child development and prepare for transitions from one classroom level to another. Parents will also find many practical applications of Montessori methodology to incorporate at home. Parent education is a collective effort of the school staff and the PTO. Additional information is provided at Open House. The dates for parent education nights can be found on the school calendar on the Brockman Elementary website under the tab ‘Parent Resources.’

Parenting Partners:

Parenting Partners™ workshops are a new initiative in each Richland One School to combine parenting and leadership skills and empower parents to become vital contributors to their children's academic success. Six comprehensive workshops are presented by each school's own trained facilitator team multiple times year-round, in multiple languages, creating a sustainable source of parent leaders. This program builds parenting skills that produce effective parents, shows parents how to successfully partner with the school and creates a sustainable team of positive parent leaders.

PTO – Parent Teacher Organization:

Parent involvement is critical to the success of Brockman Elementary. Every parent is asked to join the PTO and volunteer for one committee or special event. Find out more by visiting the Brockman PTO Facebook page at <https://www.facebook.com/BrockmanMontessori/> or email the PTO President, Mr. Patrick Pietras at brockmanpto@gmail.com. Please make every effort to attend these events.

Reading Volunteers:

Brockman Elementary depends upon volunteers to provide one on one reading practice for young students during the school day. Volunteers spend thirty minutes per week and help children who need this special attention and practice reading.

SIC – School Improvement Council:

Each school in SC elects a School Improvement Council (SIC) to work with the principal in planning for all aspects of the school. Members are nominated and an election is held annually by October 15th. Parents, teachers and community members are needed to serve on the SIC. For additional information, please visit the Brockman webpage "School Resources" tab or visit this link: <https://www.richlandone.org/Page/6289>

Volunteers:

Brockman Elementary depends on volunteers. Every parent is encouraged to donate time or talent to support the classroom or the special events that occur throughout the school year. Grandparents are encouraged to volunteer as well! For the safety of children, all volunteers must be registered with Richland One School District. [Visit this link](#) to register as a volunteer.

SAFETY AND SECURITY

Brockman Elementary recognizes the responsibility to ensure the safety of every child, every day is paramount. In order to create procedures that protect safety in a proactive way and to also create procedures that safeguard children in an emergency, Brockman staff members have an active **school safety committee** that meets throughout the year to review procedures and plan for safety rehearsals.

Richland One has assigned a full-time **School Resource Officer (SRO)** to Brockman Elementary. The School Resource Officer is a Richland County police officer. He remains on campus throughout the day and provides the principal with relevant information regarding community events that could have an impact on the school community. In this safe space, the SRO also has a great deal of “down time” and spends this time interacting with children to support their learning.

In order to prepare to respond to an emergency situation in an efficient manner that safeguards children, the Brockman school community practices safety rehearsals throughout the school year. These include the following:

- Fire Evacuation Rehearsal – one practice each quarter
- Severe Weather Rehearsal – one practice in the spring
- [Lockdown Rehearsal](#) – one practice per semester
- [Modified Lockdown Rehearsal](#) –one practice per semester

VISITOR/ PARENT ACCESS

Brockman Elementary is a welcoming school community. Parents are encouraged to observe, share the lunch meal and volunteer in the classroom. In order to ensure the safety of all children, ALL visitors must check in at the office and receive a nametag. Even if a parent is stopping in for a brief moment, they are expected to get a nametag in the office before entering. All visitors must be scanned using the Raptor technology. Raptor is a reliable and up-to-date U.S. sex offender database check.

FACILITY LOCKDOWN PROCEDURES

There are two (2) forms of lockdown procedures which may be used by the District without notice in the event a situation arises which requires a facility to be placed in “lockdown”. These procedures, if warranted, will be applicable to all District operations or sponsored events. In order that there will be a clear understanding as to these procedures, the following information is provided:

COMPLETE LOCKDOWN: This procedure will be in response to an immediate threat, whether specific or non-specific, to the facility, its population or in the community and it is determined to be in the best interest of the facility. Every reasonable attempt will be made to lock all classrooms and entrances. Students will remain in their classrooms with their teachers or under adult supervision. **NO ONE will be permitted to leave the building until the situation is resolved and an “all clear” is announced by designated district staff.** Designated district staff, law enforcement representatives and emergency support personnel may be observed at the facility or in the area.

In some instances, there may be a need to move to a modified lockdown status, if there is a concern that the situation which caused the need for a lockdown may not be specific to the facility but may be of concern in the general area (neighborhood) near the facility.

MODIFIED LOCKDOWN: This procedure will be in response to a general threat to the facility or campus. All entrances will be locked and **NO ONE** will be permitted to leave the building. Normal instructional and operational activities will continue. Designated district staff, law enforcement representatives and emergency support personnel may be on the scene or in the area. If designated district staff determines that access to the facility is feasible and will not affect the safety and/or welfare of the students, staff and operations of the facility, continued or limited controlled access may be implemented. Anyone entering the building will be required to provide a valid reason as to why they require access and be prepared to furnish a photo ID if requested.

PARENT/GUARDIANS RESPONSIBILITIES: During lockdown, the safety of students, staff and visitors on scene at time of lockdown are paramount. In the event of a lockdown, normal daily access procedures may be altered and the following guidelines must be followed:

- Parents/Guardians/Visitors may be required to provide Photo ID upon request
- Parents/Guardians and visitors must abide by all directive issued by district staff or law enforcement
- Do not attempt to interfere with district staff, law enforcement representatives or emergency personnel
- Move as directed to safe or parent/guardian reunification areas as instructed
- Adhere to all law enforcement directives and instructions in a lawful manner. Depending upon the nature of the situation, law enforcement may declare an area a crime scene and they will control access. Do not attempt to call students to have them meet with you. They will be released to your custody as soon as an all clear has been given.

With both procedures, parents/guardians should know that all reasonable efforts will be made to continue to provide a safe and secure environment with increased staff and law enforcement presence. The district asks that you not come to the facility unless it is an absolute and valid emergency not impacted by the lockdown condition. **Normal access may be refused or extremely limited.**

All efforts will be made to limit either lockdown to a minimal amount of time in order to reduce the interruption of normal operations. However, the determining factor as to the degree or type lockdown will be based on a decision that the threat or situation no longer exists or threat has been reduces. An official “all clear” will be given by authorized district staff and in conjunction with law enforcement advisement.

Parents place themselves and others in danger by attempting to enter the area. Additionally, parents may be faced with extreme limited access to the facility and be subject to law enforcement intervention.

This information is intended to provide guidance, assistance and a better understanding as to the need for lockdowns and the necessity to maintain an orderly and controlled environment should the need arise to activate a lockdown.

As during normal times of operation for the facility, all visitors are required to adhere to all applicable rules regulations of the District and as well abide by all local, state, county and federal laws and directives.

Brockman Elementary Calendar 2018-2019

August 2018

- 16 Back to School Rally
- 20 First Day of School for 5K-Gr 5
- 27 First Day of School for 4K
- 30 **PTO Meeting & Open House**
- 31 Lifeskill Tea for Respect

September 2018

- 3 Labor Day – No School
- 4 First Day of School for 3K
- 9 National Grandparents Day
- 11 Comprehensive Remediation Program (CRP) tutoring Begins
- 12 Safe and Sound Town for 1st Grade
- 21 Peace Day
- 26 **Interim Reports**
- 27 **Parent Education: Modern Montessori Family, 6:00-7:15**
- 28 **Lifeskill Tea for Honesty**

October 2018

- 1 Parents can begin observations/lunch
- 3 School Pictures
- 14-19 National School Lunch Week
- 20 Brockman Bash
- 21-26 Red Ribbon Week
- School Bus Safety Week
- 22 FUNdRun Kick-off
- 23 End of the first grading period
- 28 Lifeskill Tea for Cooperation
- 31 Report Cards

November 2018

- 1 Noon Dismissal
- Parent/Teacher Conferences
- 4 Daylight Savings Time ends
- 6 Election Day – No School
- 7 Class Pictures and Retakes
- 9 FUNd Run
- 11-16 American Education Week
- 16 FUNd Run Rain Date
- 21-23 Thanksgiving Holidays
- 30 Lifeskill Tea for Good Citizenship

December 2018

- 5 Interim Reports
- 14 Lifeskill Tea for Responsibility
- 18 PTO Meeting & Winter Strings Concert
- 21-31 Winter Holidays

January 2019

- 1-3 Winter Holidays
- 4 Student Holiday
- 15 End of the 2nd Grading Period
- 21 MLK Jr. Holiday – No School
- 23 Report Cards
- 25 Lifeskill Tea for Self-Discipline
- 29 Parent Education: Modern Montessori Family, 6:00-7:15

February 2019

- 1 Awareness: The Key to Friendship
- 11 Staff Appreciation
- 14 Valentine's Day
- 15 Lifeskill Tea for Caring
- 17-22 Random Acts of Kindness
- 18 Presidents Day – Student Holiday
- 20 Interim Reports
- 24-28 Montessori Education Week
- 26 Parent Education: Learning at the Hands of the Child, 6:00-7:00

March 2019

- 1 Montessori Education Week
- Daylight Savings Time Begins
- 15 FAB Auction
- 17 St. Patrick's Day
- 19 Parent Education: Transitions
- 22 End of 3rd Grading Period
- Lifeskill Tea for Kindness
- 25 Student Holiday
- TBD PTO Meeting/Spring Concert

April 2019

- 3 Report Cards
- 4 Noon Dismissal
- Parent/Teacher Conferences
- 12 Lifeskill Tea for Fairness
- 15-19 Spring Break
- 22 Earth Day

May 2019

- 1 Interim Reports
- 3 Lifeskill Tea for **Perseverance**
- 7 SC Ready – Writing, Gr 3-5
- 8 SC Ready – Reading, Gr 3-5
- 12 Mother's Day
- 14 SC Ready Math
- 16 SC PASS
- Science Gr 4
- Social Studies Gr 5
- 17 Field Day
- 20-31 Testing Make-ups
- 23 **End of Year Picnic**
- 24 Field Day Rain Date
- 27 **Memorial Day**
- 29 **Move Up Day**
- 31 **Lower EI Bridging, 8:30 am**
- Upper EI Bridging, 1:00 pm**

June 2019

- 3 Primary Bridging
- 4 Last Day for Students
- Noon Dismissal
- Report Cards
- 16 Father's Day

Brockman Bears

