

Brookside



Bobcats

Student and Parent Handbook

2015-16

Brookside Elementary School
6700 McVey Boulevard
Columbus, Ohio 43235
614-450-5300

Website: www.worthington.k12.oh.us/

Twitter: @BrooksideBcats1



Brookside Elementary School

Worthington Schools

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Webpage: www.worthington.k12.oh.us/schools/brooks/

Twitter: [@BrooksideBcats1](https://twitter.com/BrooksideBcats1)

2015-2016

Dear Brookside Parents,

We are pleased to share with you the Brookside Parent-Student Handbook. It has been developed to provide you with important information about our school. We hope it will be of assistance to you in understanding our current school practices as well as answering questions you might have regarding Brookside.

On the first day of school your child's classroom teacher will be discussing school rules, procedures, and this handbook. An important learning concept within Brookside is to promote conflict resolution and non-violent problem solving techniques with our students. This student handbook begins defining expectations and proper behavior of students. Please review the student expectations and guidelines with your child(ren) and begin to discuss at home how people resolve their conflicts with words and not physical aggression.

We trust the summer has been a fun and rewarding one for your family. The 2015-16 school year promises to be an exciting one full of learning at Brookside.

We are looking forward to working with you and your child(ren).

Sincerely,

The Brookside Staff

BROOKSIDE ELEMENTARY SCHOOL STAFF

<u>Assignment</u>	<u>Name</u>	<u>Room</u>
Principal	Mrs. Jenny Wielinski	Office
Secretary	Mrs. Nancy Demarchi	Office
Instructional Coach	Mrs. Abby Miller	5A
P.M. Kindergarten	Mrs. Sheri Yelles	1
Kindergarten +	Mrs. Karen Stefanacci	2
First Grade	Mrs. Callie Mayhill	7
	Mrs. Katrina Turner	8
Second Grade	Mrs. Allison Recchiuti	21
	Mrs. Chris Johnson	20
Third Grade	Mrs. Amanda Young	14
	Miss Sara Thomas	10
Fourth Grade	Mrs. Krista Bucholz	13
	Miss Julie Sunkes	12
Fifth Grade	Ms. Jenna Tuttle	11
	Mrs. Kristen Watson	10
Sixth Grade	Ms. Ashley Lavey	9
	Mr. Paul Carter	6
Daily Living Skills Center	Mrs. Jessica Kane	16
Daily Living Skills Center	Mrs. Alyssa Covey	17
Nurse	Ms. Amy Inzetta	Clinic
Health Office Assistant	Mrs. Sandy Weiss	Clinic
EPP Language and Math	Mrs. Tierney Reider	7
Art	Mrs. Laura Wetz	3
Librarian	Miss Ellen Speicher	Library
Music	Miss Julia Trapp	26
Physical Education	Mr. Jim Callahan	27
Reading Intervention Teacher	Mrs. Evelyn Gandre	19A
Title 1 Reading Teacher	Mrs. Rachel Fuller	6B
Title 1 Math Teacher	Mrs. Katie Eisman	6A
Speech/Language Specialist	Miss Angela Burnett	
School Psychologist	Miss Rachel Horwood	Office
Guidance Counselor	Mrs. Jennifer Hegerty	Office
Intervention Specialist	Miss Lisa Boyle	5
English as a Second Language (ESL)	Mrs. Amy Vega	4
Instrumental Music (String)	Mrs. Megan Strucke	25
Instrumental Music (Band)	Mr. Alex Brough	25
Teacher Assistant	Mrs. Mary Reiner	Office
Daily Living Skills Assistant	Mr. Jeffrey Hollern	17
Daily Living Skills Attendant	Mrs. Becky Mills	17
Daily Living Skills Attendant	Ms. Stevana Robinson	17
Special Education Building Assistant	Ms. Jennifer Bednarczuk	16
Special Education Building Assistant	Mrs. Erin Burkley	16
Kitchen Manager	Mrs. Lori Gliatis	29
Kitchen Assistant	Mrs. Amy Wingerter	29
Day Custodian	Mr. Kenny Brown	28
Night Custodian	Mr. Bill Hicks	28

This handbook and the Worthington School's Board of Education Policy are available online.
You may find this handbook on Brookside's web page

The district's web page is www.worthington.k12.oh.us/index.php

Educational Goals

Brookside's goals and methods of approach to curricular activities are intended to reflect the needs of the individual child, the knowledge and training of the professional teaching faculty, the values of a democratic society, and the desires of the parents and community.

Children at Brookside will meet these goals individually and at varying levels. It is hoped that clearly defined goals will give teachers and parent's direction in their efforts to guide children through the elementary years to provide good citizens for tomorrow.

The accomplishment of these goals is a shared responsibility between home and school. When parents and teachers work together towards common ideals, it is easier for a child to approach his/her potential.

The following goals were defined as a result of a critical study by the faculty and parents of the Brookside School.

- To stimulate intellectual growth by helping students to develop the ability to perceive, reason, and understand
- To teach the basic academic skills including reading, effective communication skills, and fundamental mathematical processes which form the foundation for future academic growth and learning
- To promote physical health, emotional growth, social development, and aesthetic appreciation so that each child learns and develops as a total person
- To develop the concepts inherent in living and participating in a democratic society

Respect, Responsibility and Relationships

The Brookside Learning Community has adopted these 3 R's as guiding principles of our school. We also instruct students on the technique of conflict resolution to foster non-violent resolution of disagreements.

Our Pledge to Each Child

We will work to make each child's years at Brookside School memorable ones through providing him/her with many rich and varied educational experiences.

We will strive to nurture and stimulate whatever potentialities each child may possess.

We will give each child whatever help and attention he/she may require to perform the quality of work he/she is capable of doing.

We will always stand ready to help each child with any of his/her personal problems or concerns. We will do everything within our power to help each child to have complete faith in himself/herself.

We will attempt to guide each child always toward responsible action.

We will consider each child a worthwhile human being at all times.

All students will learn to the best of their abilities, while learning to love and care for the earth and being instilled with the mystery and majesty of nature as we work within a village for acceptance of all.

Strategies

We achieve success by . . .

- Partnering with parents
- Making learning relevant
- Modeling good character
- Encouraging collaboration through communication
- Providing an authentic learning environment
- Promoting creativity
- Exploring interests
- Encouraging learners to pursue their passions
- Supporting best practices
- Celebrating diversity
- Partnering with the community
- Integrating the arts
- Persevering to meet the needs of all learners
- International Minded
- Inquiry based learning
- Civic minded

Beliefs

We believe in the importance of . . .

- Academic growth
- Appreciation of the arts
- Social-emotional intelligence
- Healthy environment
- Healthy bodies
- Learning connections
- Goal setting
- Reflection
- Collaboration
- Teamwork
- Diligent teaching
- Creativity

Behavior Guidelines

Approach

Participation equals buy in. When students are involved in the creation of the school rules, they are more likely to follow them. It's as simple as that. To that end, the behavior guidelines process is a very effective way of involving children in helping to create the school wide **code of conduct**.

Determine some very basic behavioral expectations. Ask them: **"What are three expectations we need to have for students to be sure everybody feels cared about and can be the best learner they can be?"** Brookside's expectations are:

1. I will treat others with respect.
2. I will behave in a responsible way.
3. I will make good choices.

All of the Brookside rules were developed by our students and modeled by the Brookside Community.



Brookside Elementary School

Behavior Expectations



I will treat others with respect!

I will behave in a responsible way!

I will make good choices!



Bathroom

I will wash my hands with soap.

I will make sure I have to go to the bathroom.

I will use my inside voice.

I will flush the toilet after each use.

I will use the toilets.

I will throw the hand towels in the trash cans.

I will use as little soap as I need to wash my hands.

I will patiently wait my turn.

I will use the sink and water to only wash my hands.

I will keep electronics out of the bathroom.

I will leave the lights on.

I will respects others privacy.

I will shut the bathroom stall doors when I am using it.

I will be quiet.

I will respect the property in the bathroom.

I will clean up after myself.

I will turn off the water.

I will go straight back to class when I am done using the bathroom.



Brookside Elementary School

Behavior Expectations



I will treat others with respect!

I will behave in a responsible way!

I will make good choices!



Cafeteria

I will talk using a quiet voice.

I will use good manners. (Say "please & thank you".)

I will listen to the adults.

I will use kind words and be nice to everyone.

I will wait in line politely and quietly, HBH.

I will stay in line.

I will choose quickly and stick with my choice.

I will keep my food away from the peanut free table.

I will sit on the bench.

I will keep my hands and feet to myself.

I will choose and eat healthy food.

I will eat my food in the cafeteria.

I will sit down when eating.

I will keep my food on my tray.

I will be polite.

I will raise my hand when ready to leave.

I will stay in one spot.

I will clean my space and throw away my trash.

I will keep my feet to myself.

I will walk in the cafeteria.

I will wait my turn.

I will swallow before I talk.

I will walk and not rush to go outside.

I will keep the cafeteria clean.

I will let students sit by me.

I will help show students where to buy milk.

I will chew with my mouth closed.



Brookside Elementary School

Behavior Expectations



I will treat others with respect!

I will behave in a responsible way!

I will make good choices!



Hallway

I will walk in the hallway.

I will walk "Head behind Head" (HBH).

I will use a quiet mouth.

I will respect the artwork on the walls.

I will walk on the right hand side.

I will stay behind the line leader.

I will use nice words in the hallway.

I will be respectful.

I will listen to the teacher.

I will keep my hands to myself and at my side.

I will pay attention to where I am going.

I will follow directions.

I will remind others to be quiet.

I will keep my feet quiet when I walk.

I will walk to where I have to go in timely fashion.



Brookside Elementary School

Behavior Expectations



I will treat others with respect!

I will behave in a responsible way!

I will make good choices!



Playground

I will have fun and play safely!

I will listen to the duty teacher.

I will keep my hands to myself.

I will keep the mulch in its area.

I will wait my turn on the slides and monkey bars.

I will help people up and when they are hurt.

I will be kind to nature.

I will include others and let anyone play with me.

I will show good sportsmanship.

I will tag gently.

I will be respectful, play fair, and nice with others.

I will walk away when I am upset.

I will choose good language when speaking.

I will make sure the pole is empty before a student slides down.

I will walk around the monkey bars when someone is using them.

I will go down the slide on my rear end.

I will play fair in games.

I will share my things at recess.

I will line up quietly and quickly and on time.

I will walk on the mulch.

I will not play with sticks.

I will be respectful to others.

I will only throw balls or Frisbees.

I will be a good influence/role model.

I will always walk forward.

I will sit properly on the slide.

I will watch for others when I run.

I will ask for a pass to go inside.

I will stay off the fence.

Brookside Common Language is the “How” we communicate reminders to our kids!



Brookside Common Language



Ready to learn steps:

- Noooo distracters (Use hand motions with all of these)
- Eyes watching
- Ears listening
- Mouth quiet
- Hand raising
- Body still

Anger management steps:

- The Big Bad 3 (3 fingers pointing down)
- Hurt yourself
- Hurt someone else
- Hurt property

The Good 5

- Step one: walk away
- Step two: take deep breaths
- Step three: count to 10 (left and right fingers touch as they count)
- Step four: use feeling talk
 - (I feel ____ when you ____ because _____. I want you to _____.)
- Step five: walk away again

Impulse Control:

- Stop --- Think --- Think Again --- Do or Say (use hand motions)
- Impulsive Puppy
- Slow down Snail

Responsibility and Self-Discipline:

- You've got to do your have to's before you do your want to's: (chant this)
- 1-2-3-4-5-6 (clap the syllables) re-spon-si-bil-i-ty

Tolerance:

- Hip hip hooray for differences. That's what makes life interesting.

Honesty:

- Double trouble (when you lie to try to cover up a mistake)

Health

If your child is ill, please do not send him to school to be checked by the school nurse. Such exposure may be harmful to the child as well as to the children with whom he comes in contact.

Please report all contagious diseases to the school office. If your child becomes ill, or is injured at school, you will be called and asked to come for him. We will be guided by the information furnished by you on the Emergency Medical Authorization updated annually on Infinite Campus.

The nurse or a Health Office Assistant will be at the school 2 days a week. Also, emergency first aid will be provided by the teachers and the office staff.

Guidelines-When to Keep Your Child Home from School

The protocol for management of communicable disease in Worthington City Schools is based upon the Ohio Department of Health's guidelines and recommendations.

Your child is too ill to go to school if he or she has any of the following symptoms:

- Temperature of or above 100 F by mouth (must stay home until the student is fever free for 24 hours without the use of fever reducing medication. In most cases this means students will miss the following school day. Please understand fevers can reoccur within a 24 hour time period and this policy is in the best interest for all students)
- Vomiting or diarrhea within the past 24 hours (must stay home for 24 hours to ensure these symptoms are gone before returning to school)
- Shortness of breath or increased wheezing during normal activity
- Has a cough that interrupts normal activity
- Pain from an earache, headache, sore throat or recent injury
- Has yellow or green drainage from nose or eye(s)
- Rash over body or localized to one area of the body (students who show signs of a communicable disease exhibiting as a rash may return to school once the rash is gone or a doctor's note stating the student may return to school is presented)
- Fatigue that requires bed rest (common with flu-like symptoms)
- Signs of conjunctivitis such as red, crusty or swollen eyes (may return once symptoms have been treated and are gone or a doctor's note stating the student may return to school is presented)

Health Screenings

Health screenings done or supervised by the elementary school nurse include:

Vision - Kdg, grades 1, 3, 5, new students, and staff referrals

Hearing - Kdg, grades 1, 3, 5, new students and staff referrals

You will be notified of any results outside the normal range.

Food Allergies Restrictions

Due to the number of students enrolled at Brookside with severe and/or life-threatening food allergies, such identified food items are prohibited from being outside the school cafeteria. At this time, there are students enrolled at Brookside with severe Peanut and Tree Nut allergies. To protect these students, peanuts and tree nuts are not permitted outside the school cafeteria.

The Worthington School Board has adopted a set of procedures for addressing life-threatening food allergies. These are available in the school office. If you have questions, please contact the school principal.

Bus Transportation

Students may ride only the bus assigned to their particular residential area. Bus stops are established by the Transportation Department and approved by the Worthington Board of Education.

Drivers are responsible for, and shall expect, the orderly conduct of students. Students on the bus shall be under the authority of and directly responsible to the driver. If students do not respond to the driver's request for such orderly conduct, the driver shall report this to the principal. Appropriate disciplinary action will be taken as determined by the school principal and may include suspension from the bus. It then becomes the family's responsibility to transport the student to and from school during the suspension.

Parents are responsible for the safety of students while going to and from pickup points, until students get on the bus, and as soon as students get off the bus.

Buses operate on a time schedule; this schedule does not permit buses to wait for tardy students.

Parking and Traffic

Parking in the circle is reserved for buses in the morning and afternoon. Parents who wish to visit the school and volunteers should use the street parking in front of the school on McVey Boulevard. Please park only in the front lot after school has started and staff has parked. The side lot on the East side of school is also available for parking.

Parking in the circle is a Fire Code Violation and should not occur.

The Perry Township Police are very particular about stopping at stop signs and speed. Please obey all traffic laws at all times.

Telephone Policy for Students

All cellular phones are to be turned off and left in their book bag during school hours except when used during instructional purpose under the direction of the teacher. Students are not permitted to use the school telephone except in an emergency. It is the student's responsibility to make plans before school:

- to have needed homework, clothing, projects, etc. to school when needed
- to make arrangements for transportation home or staying for staying for scouts, etc.
- to plan the day, with parents help, to avoid general use of the telephone.

Lost and Found

It will be helpful and practical if children's coats, hats, gloves, boots, and other articles of clothing and personal items are clearly marked for quick and easy identification. Many unmarked and unclaimed articles remain in the school each year. At the end of each semester those items which are unclaimed are given to a charitable organization. Please check with the school lost and found box located in the cafeteria if your child has lost anything of value. Better still, have the child assume this responsibility. At year's end unclaimed lost and found items are donated to the AmeriVets Service Program.

Pond Safety and Family Use

Brookside's Pond is very much a community and school resource. As such, it is legally expected that parents will supervise their children at the pond during after school hours and when school is not in session. For safety purposes, neither children nor adults are allowed to wade, swim, or be in the pond at any time. Ice skating or walking on the ice during the winter are also strictly prohibited.

Persons violating these restrictions will be considered to be criminally trespassing and such charges will be considered by the school principal.

While at the pond with your family, please enjoy its many features. Picnicking, fishing, and catching frogs are all permitted and encouraged. Feeding the ducks and turtles is also an excellent family activity. Please respect our standard of "Capture and Release" by returning anything that you catch back to the pond.

Fire Drills, Tornado Drills and Safe School Drills

Fire drills are held one time per month to prepare children for an emergency--should one arise. If you are visiting the school during a fire drill, you will notice that the children will remain quietly at a designated location and will be counted by their teachers. All persons are required to leave the building during a fire drill. The building should be vacated in less than two minutes.

Tornado drills are also practiced. Children go to their shelter locations quickly and assume a protected body posture. If a tornado watch is in effect at regular dismissal times, students will be dismissed as usual. If a tornado warning is in effect at regular dismissal times, students will NOT be dismissed without the permission of a parent.

Safe School Drills are practiced twice a year to simply educated students on how to behave in case of an intruder. These drills involve the students and staff "locking down" the school. Children sit on the floor behind their desks, lights are turned off, and classroom doors are locked. In the case of a true emergency we would then evacuate the building and proceed to Phoenix Middle School once the intruder had been barricaded into a secure area of the building and under the direction of law enforcement personnel.

Enriched Placement Program

The Enriched Placement Program (EPP) is a program for academically talented students in the Worthington School District. It was established in an attempt to adhere to the philosophy of the Worthington Board of Education which states that all students should be given educational opportunities to help them reach their maximum potential. We recognize that academically talented students require frequent and consistent activities which present stimulation and challenge appropriate for their academic needs that are not possible to offer in the regular classroom where students with a wide range of abilities must be served.

The Extended Projects Program is built upon the following premises:

- Academically talented students require educational programs which provide a solid Cognitive foundation as well as opportunities to be creative.
- in order for them to grow intellectually, to develop self discipline, and to experience a sense of accomplishment and self worth, these youngsters require opportunities to be presented with learning experiences that are both challenging and demanding.
- For academically talented students to be adequately stimulated and challenged, they require opportunities to interact with their ability peers on a frequent and consistent basis.
- At the present time, elementary students are screened in the spring of each year based on their performance on standardized achievement and cognitive abilities tests and the recommendation of classroom teachers. Generally, the program is designed for students who score at or above the 90th percentile on achievement tests in the areas of math and/or reading and two standard deviations above the mean on a cognitive abilities test. These criteria are based on guidelines established by the Ohio Department of Education.
- Students are identified according to their individual talents. Some students participate in either Math or Language Arts EPP. Others are qualified to participate in both areas.
- At the end of first grade, all students are considered for possible participation in EPP. Those who are recommended are tested in small groups and many are individually assessed by EPP teachers.
- The program is organized so that Language Arts EPP and Math EPP are offered during alternating quarters in the EPP Resource Room. The class periods are approximately 45 minutes long for students at each grade level (Grades 2-6).
- The classroom teacher works with the EPP teacher to schedule the most convenient time for the students to come to the Resource Room.
- The Extended Projects staff is made up of experienced teachers who have received extensive and continuous training in mathematics and/or in language arts. Each member of the staff has, or is in the process of obtaining, a teaching certificate in Gifted Education.

Title 1 Reading and Title 1 Math

The Federal Government provides monies to school districts that have schools with higher percentages of Free or Reduced Lunch Students. Brookside usually has between 45% and 50% of our students who fall into this category. Because of this high percentage we are given two additional teachers, 1 full time for reading and one full time for Math. Any of our students are then eligible to receive extra tutoring in these subjects if they are significantly below grade level.

You have the right to know about the teaching qualifications of your child's classroom teacher in a school receiving Title I funds. The federal No Child Left Behind (NCLB) Act requires that any local school district receiving Title I funds must notify parents that they may ask about the professional qualifications of their child's classroom teacher.

These qualifications include:

- ☐ Whether the teacher has met the Ohio teacher licensing criteria for the grade level and subject areas in which the teacher provides your child instruction.
- ☐ Whether the teacher is teaching under emergency or temporary status that waives state licensing requirements.
- ☐ The undergraduate degree major of the teacher and any other graduate degree or certification (such as National Board Certification) held by the teacher and the field of discipline of certification or degree.
- ☐ Whether your child is provided services by instructional paraprofessionals and, if so, their qualifications.

You may ask for the information by faxing such a request to 883-3076, the district's central office testing office, or you may simply contact Mr. Monroe with your request. Be sure to give the following information with your request:

Child's full name _____

Parent/guardian full name _____

Address _____

City, State, Zip _____

Teacher's Name _____ 20

June 15, 2012

ANTI-BULLYING PLAN

For

Brookside Elementary School



Brookside Elementary School Anti-Bullying Plan

Brookside's Anti-Bullying Plan is based on three approaches; education, school-wide monitoring, and sanctions, or consequences. The education piece is school-wide. Classroom Teachers and Guidance Counselor will have age-appropriate lessons with all students on why not to bully, what is bullying behavior, how to report a bully, how to resist a bully, and how to help a bully.

The school-wide monitoring piece is a survey taken at the end of each year. Students will have the chance to record their identified bullying situation and also record if they themselves have been a bully. Staff review of this data may determine future adjustment to this plan.

The sanctions piece is a tiered response system that includes "shining the light" on a bully. The consequences get longer and more involved if bullying behavior continues.

BULLYING BEHAVIOR

Certain conditions need to exist for a bullying incident to occur. Many children joke around with each other, call each other names, or at times engage in some physical horse-play and yet these incidents are not labeled as "bullying" when they occur between certain children. The difference really lies in the relationship of the bully and victim, and in the intent of the interaction.

Bullying usually happens between students who are not friends. In this situation there is a power difference between the bully and the victim. For example, the bully may be tougher, bigger, or physically or emotionally stronger, or be able to intimidate others verbally/physically or have the power to exclude others from their social group.

The intention of the bully is to put the victim in distress in some way. Bullies seek power.

"Cyber-bullying" also falls under these parameters. Such bullies attack their victims through the internet and social networking applications. While this is more common at middle and high school it also will not be tolerated at Brookside. A report of cyber-bullying might come from student or parents. School's involvement may be limited and law enforcement officials may be more involved.

To stop bullying there must be meaningful consequences that put controls over the bully's access to victims, their freedom in the building, and identifying to other students who a bully is and his/her consequences involved. Research shows that typical discipline plans, i.e., detentions, suspensions, Saturday School, or demerits do not work with bullies. Sanctions last longer than typical disciplinary actions and continue to progress to more restrictive stages. Research further shows that bullies do not like to be identified or have attention directed at them. At Brookside we will "shine the light", or identify to other students, who a bully is through respectful, but pointed, classroom discussion.

If it is determined that a student is involved in bullying behavior, the following sanctions will occur:

SANCTIONS:

First Offense: *Warning*—Discussion with principal about the situation that occurred, what should have happened, and what sanctions occur with another bullying incident. Parents are contacted and these sanctions fully explained.

Second Offense: *Level One Sanction* (3 days)

- Parents are contacted.
- Classroom discussion is held to "shine the light" on the bully.
- Seat change in classroom next to teacher.
- Seat change on bus next to the driver (if the student is a bus rider).
- Assigned seat at lunch.
- Recesses spent with principal, counselor, or classroom teacher.
- Walk next to teacher during transitions.

Third Offense: *Level Two Sanction (5 days)*

- All of level one sanctions apply
- Meet with guidance counselor or principal daily to review what should have happened, what to do next time, discuss personal future learning and growth needed by bully.
- In school parent meeting with principal, counselor, classroom teacher, and student.

Fourth Offense: *Level Three Sanction (10 Days)*

- All of Level One and Level Two Sanctions apply
- Bully presents project or report about bullying and its effects
- Regular meetings with guidance counselor about how not to bully
- Possible involvement with law enforcement

Brookside Problem Reports and Procedures

When a student feels that they have been bullied they are to report this at once. They may report it verbally to their teacher at any time; students in grades 2-6 will be asked to complete a Problem Report Form.

Principal, Guidance Counselor, or Classroom Teacher will conduct an investigation of the report and a determination with Principal and Guidance Counselor and/or Classroom Teacher will be made if a bullying incident has occurred.

The purpose of the Problem Report is to achieve consistent communication and awareness among our students for a physically and psychologically safe environment.

Steps to follow if a student feels bullied:

1. Student reports such a situation, at once, to an adult at school. Reporting to parents is also encouraged although this may slow the process. Sharing with parents is always encouraged.
2. The student picks up a problem report in the classroom, office or library.
3. Students should complete the Problem Report and return it to their Classroom Teacher, Guidance Counselor, or Principal. Completing the report and turning it in informs the teacher, counselor, and principal how important this is to the student.
4. The school counselor and/or principal will respond to a completed Problem Report as soon as possible. They will meet with the student(s) who filled out the report to discuss the situation. It is understood that the school counselor and/or principal may need more time for investigation before determining actions.
5. The school counselor and principal may or may not feel it is necessary to notify parents for each report but if patterns, repeated names, or serious circumstances are noticed, parents will be notified.
6. Upon completion of investigation, counselor or principal will share with student and parents as necessary.

PROBLEM REPORT
Grades: Kdg, 1st, 2nd, and 3rd

NAME: _____

DATE: _____

Draw or write your answers:

What happened? Where did it happen?

Why did it happen?

How do you feel?



Happy



Sad



Just fine



Scared



Angry

How do you think the other person feels?



Happy



Sad



Just fine



Scared



Angry

If this happens again, what could you do to solve the problem?

Signature: _____

Signature: _____

Signature: _____

Signature: _____

PROBLEM REPORT

Grades: 4th, 5th and 6th

NAME: _____

DATE: _____

Describe what happened: _____

Your Feelings

How did you feel during the incident? _____

Why? _____

What were good choices and what were bad choices in how you acted? _____

Controlling Yourself

How much control did you feel you had over yourself during the incident? _____

Your Plan: What will you try to do if this happens again? _____

Other's Feelings: How do you think the other person(s) felt during the incident? _____

Handling the situation: What would be some fair ways to solve this incident? _____

Signature: _____ Signature: _____

Signature: _____ Signature: _____

PROBLEM REPORTING FORM FOR AN ADULT

To be completed by school staff as direct witness or with notes from parent

Names of students involved:

Time and Location:

Description of Incident:

Please notify principal of this report and turn in to principal or principal's mailbox.

K-6 ANTI-BULLYING CURRICULUM

Kindergarten: Introduction of bullying behaviors through use of puppets, books, and videos.

Resources: Stop Picking On Me: A First Look At Bullying (book); “When You See a Bully” (video)

First Grade: Bullying behaviors and what to do if someone bullies you. We also talk about specific feelings in regards to victims. Resources: The Playground Bully, Patty and the Pink Princesses, Trouble for Trudy, Here Comes Smelly Nelly (books); “Stop Teasing Me” (video)

Second Grade: Tolerance and compassion are introduced . . . how would you feel if someone picked on you? Resources: The Bulling Blockers Club, Mean Jean the Recess Queen, Don’t Laugh At Me; “Don’t Call Me Names,” “Don’t Laugh At Me” and “Stop Picking on Me” (videos)

Third Grade: Name calling and how it makes a person feel is the focus at this grade level. Resources: Berenstain Bears and Too Much Teasing, I Was Just Kidding (books); “But Names Will Never Hurt Me” (video)

Fourth Grade: Learning about harassment and the role of a bystander. Resources: My Secret Bully (book); and “I Was Just Kidding: Learning About Harassment” (video)

Fifth Grade: Self-examination: are you a bully? What do you do if you see bullying going on around you? Statistics about how bullying affects others are given. Rumors and gossip are discussed. A closer look at physical bullying is discussed after viewing the video “Broken Toy.” Resources: Mr. Peabody’s Apples (book) that demonstrates how a rumor can change someone’s life.

Sixth Grade: Highlight all forms of bullying, how boys and girls bully differently and cyber bullying. Resources: “Bullying: You Don’t Have to Take It Anymore” (video)

Students at all grade levels learn the importance of dealing appropriately with bullying through a process called “The Three R’s”:

1. **Recognize** the bullying. Bullying is unfair and one-sided. It happens when someone keeps hurting, frightening, threatening or leaving someone out on purpose.
2. **Refuse** the bullying. If I feel safe, I can refuse the bullying in the following ways:
 - a. Power Talk or “I” Messages. I can tell them how I feel about what they are doing and tell them to stop.
 - b. Ignore the behavior by refusing to react in a way they may expect.
 - c. Get help. I can get help from an adult if the bullying continues or if I feel unsafe. There will always be someone who will help me.
3. **Report** the bullying. I will report the bullying to an adult immediately if it doesn’t stop, or if I feel unsafe. It is my responsibility to report bullying whether it is happening to me or if I see it happening to someone else.

ANTI-BULLYING BOOK LIST

The following is a list of recommended books that address bullying issues and initiate discussion on the topic. The list is primarily picture books (PB) for quick use in the classroom. There are a few chapter books (CB) that have also been recommended.

Many of these books are available in the Brookside school library. All others are available through the Worthington Public Library.

AUTHOR	BOOK TITLE
Alexander, Martha	I Sure am Glad to See You, Blackboard Bear (PB)
Bateman, Teresa	The Bully Blockers Club (PB)
Bottner, Barbara	Bootsie Barker Bites (PB)
Burns, Peggy	Kids' Guides Playground Survival (PB)
Clements, Andrew	Jake Drake, Bully Buster (CB)
Cooney, Barbara	Eleanor (PB)
Couric, Katie	The Brand New Kid (PB)
Dewey, Ariane	The Last Laugh (PB)
Estes, Eleanor	The Hundred Dresses (PB)
Hamilton, Virginia	Bluish (PB)
Henkes, Kevin	Chester's Way (PB)
Henkes, Kevin	A Weekend with Wendell (PB)
Keats, Ezra	Goggles (PB)
Korman, Gordon	The Sixth Grade Nickname Game (PB)
Lovell, Patty	Stand Tall, Molly Lou Melon (PB)
Ludwig, Trudy	My Secret Bully (PB)
Madonna	Mr. Peabody's Apples (PB)
McKenna, Colleen	Third Grade Stinks! (CB)
Naylor, Phyllis	King of the Playground (PB)
Nickle, John	The Ant Bully (PB)
O'Neill, Alexis	The Recess Queen (PB)
Paterson, Katherine	The Field of the Dogs (CB)
Polacco, Patricia	Mr. Lincoln's Way (PB)
Polacco, Patricia	Thank You, Mr. Falkner (PB)
Sachar, Louis	There's a Boy in the Girl's Bathroom* (PB)
Seskin, Steve	Don't Laugh at Me (PB)
Spinelli, Jerry	Crash (CB)
Spinelli, Jerry	Loser (CB)
Wilson, Jacqueline	Bad Girls (CB)

BROOKSIDE ELEMENTARY BULLYING QUESTIONNAIRE

At the close of each school year, students in grades 2-6 will complete this survey to assist Brookside Staff in adjusting our anti-bullying program as needed.

Please answer all questions in relation to the past school year.

Type: (Circle all types of bullying that you have been a **victim** of in the past school year)

- Students saying mean and/or hurtful things toward you (ex, Being made fun of)
- Students hitting, kicking, pushing, or getting physical with you
- Students purposefully ignoring or leaving you out of social activities (social exclusion)
- Students telling lies or spreading false rumors about you

Type: (Circle all types of bullying that **you** participated in toward another student in the past school year)

- Saying mean and/or hurtful things toward another student
- Hitting, kicking, pushing, or getting physical with another student
- Purposefully ignoring or leaving another student out of a social activity
- Telling lies or spreading false rumors about another student

Place: (Circle the places you encountered a bully situation)

- Playground
- Hallway
- Classroom
- Cafeteria
- Bus Stop
- Restroom
- Walking to school
- Other: _____

Who intervened in the bully situations? (Circle all who apply)

- Teacher
- Parents
- Other students
- School Counselor
- Principal
- Other: _____

Were the interventions...? (Circle one)

- Always successful
- Sometimes successful
- Never successful

Frequency: How many times have you been bullied? (Place a ☐ in the corresponding boxes for each type of bullying listed.)

Type	I am not Bullied	1 to 2 Times	A few times a month	Every Week	2 or 3 times a week	Almost daily
Mean or hurtful things said about you						
Physical hitting, kicking, pushing						
Left out (social exclusion)						
Lies told about you, false rumors spread						

Frequency: How often did **you participate** in bullying **other students**? (Place a ☐ in the corresponding boxes for each type of bullying listed.)

Type	I did not bully	1 to 2 Times	A few times a month	Every Week	2 or 3 times a week	Almost daily
Mean or hurtful things said about others						
Physical hitting, kicking, pushing						
Left out (social exclusion)						
Lies told about others, false rumors spread						

BROOKSIDE ELEMENTARY
2015-16 School Calendar

First Trimester

August 19
August 25
August 26
September 7
September 8
September 14-18
September 18
September 25
September 29
September 30
September 30
October 13
October 15
October 15
October 14
October 16
October 19 – 23
October 23
October 26 – November 6
October 29
October 29
October 30
October 31
November 1
November 6
November 10
November 11
November 19

Second Trimester

November 24
November 25
November 26
November 24
December 8
December 13 – 17
December 17
December 18
December 21 – January 1
January 4
January 12
January 13
January 18
January 20
January 22
January 25 – February 5

August 19 – November 13

First Day of Classes
School Picture Day (Staff, Individual & Classroom)
Officer Phil Assembly – GR K-4
Labor Day (No School)
PTA Meeting – 7 PM
Book Fair Week
PTA Scavenger Hunt
WKHS Football Players visit during lunch
Boys Scouts 7 – 8PM
Middle of 1st Trimester
School Picture Absentee/Retake Day/Class/Recess Pictures
PTA Meeting – 7 PM
Field Trip – Grade 3 Ohio Caverns
WKHS Football Players visit at lunch
Box Tops Fall Contest Ends
Professional Day (No School)
Parent Teacher Conference Week
Fall Hayride & Chili Cook-Off
Art Cover Contest for Yearbook
Field Trip – Kindergarten to Slate Run Farm
Perry Township & Columbus Beggars Night 6 – 8 PM
Harvest Day Parties
Worthington's Beggars Night 6 – 8 PM
Daylight Savings Times Ends
Author Visit - Patrick O'Neill
PTA Meeting – 7 PM
Veterans Day Program
End of 1st Trimester

November 16 – February 26

Grade Cards Available On-Line
No School – Parent Teacher Conference Make-Up Day
Thanksgiving (No School)
No School
PTA Meeting – 7 PM
Book Fair Week
Winter Holiday Parties
No School - Teacher Grading Day
No School - Winter Break
School Resumes
PTA Meeting - 7 PM
Middle of Second Trimester
Dr. Martin Luther King, Jr. Day (No School)
Open Gym for Grade 4-6 at 6:30 PM
Open Gym for Grade K-3 at 6:30 PM
Yearbooks on Sale

February 1-5
February 9
February 11
February 12
February 15
February 17
February 17
February 26

Third Trimester

March 7
March 8
March 17
March 18
March 21 – March 25
March 28
April 6
April 12
April 13
April 15
May 2 – 6
May 11-13
May 25
May 26
May 27

Parent Teacher Conference Week
PTA Meeting – 7 PM
Valentine Day Parties
No School – Teacher Grading/ Collaboration Day
President's Day (No School)
Winter Box Tops Contest Ends
Yearbook Picture Day
End of 2nd Trimester

February 29 – May 26

Grade Cards Available On-Line (Grades K-6)
PTA Meeting - 7 PM
Last Day of Quarter – Last Day Before Spring Break
No School - Parent Teacher Conference Make-Up Day
Spring Vacation (6 school days)
Classes Resume
Sixth Grade Panoramic Picture
PTA Meeting – 7 PM
Middle of 3rd Trimester
PTA Night (TBD)
Book Fair Week
Sixth Grade Camp
Awards Assembly
Last Day of School – Brookside Bash
Professional Day for Staff