**Daniel C. Beard School**

**Student / Parent Handbook**

**Preschool to 3rd Grade**

Address:

Beard School

6445 West Strong Street

Chicago, IL 60656

http://www.beard.cps.edu

Main Office: 773-534-1228

Fax: 773-534-1247

Principal: Manda Lukic

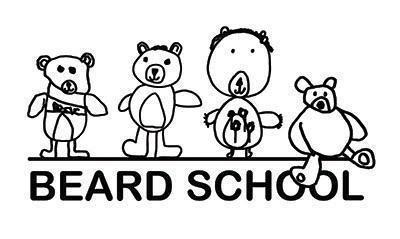
Assistant Principal: Joan Hoyle Lynch

Student Hours:

7:30am – 2:30pm full day

7:30-10:05 AM preschool

11:55-2:30 PM preschool

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**Beard School Vision Statement:**

Beard School provides students Preschool through 3rd grade, with intensive early childhood academic support along with behavior interventions so that students can be successful when they transition to their next school setting.

**Beard School Mission Statement:**

Our mission is to provide students a common core aligned academic curriculum with high quality instruction through a supportive and safe environment.  Holding high expectations for all students, staff will work to increase student achievement and achieve desirable student behaviors. With a highly trained and dedicated staff, Beard will utilize innovative and effective practices that ensure students have maximum opportunities to achieve established standards.  This will be accomplished through intensive staff professional development and a highly developed level of collaborative school and parental partnership.

**Beard School Colors:**

Blue and White

**Beard School Mascot:**

Beard Bear

**Behavioral Expectations:**

“Be Safe, Be Kind, Be Responsible”

**Beard Attendance Expectations:**

Attendance Rate of 95%

**3 Beard School Excellence Framework Priorities:**

**Curriculum**

The curriculum, what students should know and be able to do, makes standards come alive for students. All students have access to an academically rigorous curriculum that inspires students to think and contribute high quality work to authentic audiences beyond the classroom. The curriculum fully integrates academic and social emotional learning opportunities for all students, including diverse learners, English learners, and advanced learners. Our remote learning plan will promote these same values, providing students with synchronous and asynchronous instruction using Google Suite tools to post work and host live instruction. The school regularly examines the curriculum to check alignment to standards and opportunities for all students to meet those standards.

**Restorative Approaches to Discipline**

The school is characterized by having and implementing policies and procedures that emphasize proactive, instructive, and restorative approaches minimizing punitive consequences. Discipline practices primarily focus on shaping behavior as opposed to punishing behavior. The school is also characterized by strong and consistent school and classroom climates. The school reinforces positive behaviors and responds to inappropriate behaviors in calm, respectful, and thoughtful ways, teaching students important social and emotional skills that enable them to get along with others, make responsible decisions, and focus on learning. When misbehavior occurs, the school seeks to understand the underlying reasons (root cause) in order to design a response that effectively changes student behavior using a menu of instructive, corrective and restorative responses.

**Safety & Order**

The school is characterized by high levels of safety and order. Students feel physically and emotionally safe from harm, and adults work to actively maintain a safe, orderly school environment.

**Assessments**

Assessments are data tracking tools in which teachers progress monitor student success. Based on this data instructional strategies are implemented. All assessments will be appropriate to the program and grade level of each student. There are two detailed assessments below that will be used school wide.

***Preschool students:***

The Teaching Strategies Gold (TSG) is an authentic ongoing observation-based assessment system that helps a teacher assess preschool students in 9 domains of a child’s developmental and academic growth. It creates a developmental profile of each child that utilizes scaffolding to plan their learning. Results of assessments are shared with parents at parent teacher conferences.

**K to 3rd grade students:**

The Student Annual Needs Determination Inventory (SANDI) is a specially designed comprehensive summative assessment for students with disabilities. We utilize the SANDI subtests in Reading, Communication, Math, and Social Emotional Growth to drive student IEPs. This assessment assists teachers and IEP teams in identifying areas of need, aligns need areas to new state standards, guides IEP goal writing, and ensures access to standards-based instruction through evidence-based best practices. Results of assessments are shared with parents at parent teacher conferences.

**Awards, Certifications, and Mentionables:**

Beard School is very proud to have the following distinguished certifications, awards, or items in place:

* ExceleRate Gold Circle of Quality Award for Standard of Excellence in Preschool Education
* “Exemplary” Supportive Schools Certified
* Creative School Certified “Excelling” in the Arts
* Healthy School “Silver” Certified
* Outdoor Nature Sensory Garden
* 3 out 4 Designations for CPS Healthy School
* Big Green Community Garden
* ESL endorsed teachers
* Received “Well Organized” rating on the 5 Essential Survey, the highest mark possible
* Snoezelen Sensory Room
* Rock Climbing Wall
* Walking Track
* School Playground
* Student Fitness Center
* Movement Playlot outside
* PBIS program
* Restorative Practice School
* Calm Classroom
* SEL Learning Fish Tank
* SEL Turtle Tank
* Free Rosetta Stone language subscription to all families enrolled at Beard

**Attendance and Absences**

We will begin the 2020-2021 school year with a remote learning model. Attendance will be taken daily. Teachers will be available during school hours to provide students with feedback, support, and host parent conferences as needed.

Attendance goal for all students is 96%.  The Beard School bell times are 7:30am-2:30pm. There is a direct correlation to the success of your child and their attendance at school.  In order for students to improve academically, socially and emotionally, they must be present at school, daily.

**Building Security**

Entrance into the school building is by **appointment only**. If you have an appointment and are entering the school, you MUST have a face mask, you must sign in with your contact information and follow the distancing protocol as outlined by the CDC. You will also be required to have a temperature check and fill out a health screener.

**Communication:**

***Beard School Website:***

<http://www.beard.cps.edu/>

***CPS website for Beard:***

<http://cps.edu/Schools/Find_a_school/Pages/findaschool.aspx>

***Class Dojo:***

<https://home.classdojo.com/#/login?redirectTo=%2Fstory&_k=0qf4cc>

***Beard Facebook Page:***

<https://www.facebook.com/Beard-Elementary-Chicago-Public-School-1450595081913651/>

***School Spirit Wear Online Store:***

<https://www.selectspiritwear.com/shop4/pc/viewCategories.asp>

***Brick Fundraiser Order:***

<http://www.thatsmybrick.com/beard/>

***Twitter Account:***

<https://twitter.com/beardprincipal>

***Sign Up Genius:***

Sign Up Genius is utilized to coordinate appointment times for such things as report card pickup. You will receive an email from your child’s teacher with a link that will allow you to sign up for a time that works with your schedule.

**Bullying**

Bullying is taken very seriously at Beard School and will not be tolerated. All situations that are reported will be investigated. “Bullying” means any physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student or students, and meets all of the following criteria:

(1) An observed or perceived imbalance of power exists between the person(s) engaging in the bullying behavior(s) and the targeted student(s); and/or student(s) were targeted based on prejudice or bias (as defined below).

(2) The behaviors are severe or pervasive (repeated over time), or there is a high likelihood that behaviors will be repeated. While bullying is often characterized by repeated acts, sometimes a single incident constitutes bullying depending on the severity and if other elements of bullying are present.

(3) The intent of the person(s) engaging in the behavior is to cause physical or emotional harm to the targeted student(s)

(4) The behavior has or can be reasonably predicted to have one or more of the following effects:

(a) placing the student in reasonable fear of harm to the student's person or property;

(b) causing a substantially detrimental effect on the student's physical or mental health;

(c) substantially interfering with the student's academic performance; or

(d) substantially interfering with the student's ability to participate in or benefit from the services, activities, or privileges provided by a school.

“Cyberbullying” means using information and communication technologies to bully. This definition includes cyberbullying by means of technology that is not owned, leased, or used by the school district when an administrator or teacher receives a report that bullying through this means has occurred. This Policy does not require a district or school to staff or monitor any non-school related activity, function, or program.

“Retaliation” means any form of intimidation, reprisal including but not limited to the submission of knowingly false bullying allegations, or harassment directed against a student who reports bullying, provides information during an investigation, or witnesses or has reliable information about bullying. Retaliation is prohibited and will result in the imposition of appropriate interventions/consequences according to this Policy and the SCC.

“Peer Conflict” means disagreements and oppositional interactions that are situational, immediate and developmentally appropriate. Conflicts arise when two or more students with relatively similar observed or perceived power have differences in opinion or perspectives. When school employees are aware of peer conflict, they are expected to guide students in developing new skills in social competency, learning personal boundaries and peaceably resolving conflict, and to model appropriate social interactions.

“Prejudice or bias” means motivation for bullying or harassment based in part or in whole by actual or perceived race, color, religion, sex, national origin or immigration status, ancestry, age, marital status, physical or mental disability, military status, sexual orientation, gender-related identity or expression, unfavorable discharge from military service, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic.

“Restorative Measures” means a continuum of school-based alternatives to exclusionary discipline that are adapted to the particular needs of the school and community, contribute to maintaining school safety, protect the integrity of a positive and productive learning climate, teach students the personal and interpersonal skills they will need to be successful in school and society, serve to build and restore relationships among students, families, schools, and communities, and reduce the likelihood of future disruption by balancing accountability with an understanding of students’ behavioral health needs.

**Preventing Bullying**

All CPS principals and staff shall work to develop safe, supportive school environments that prevent bullying through:

● Developing supportive school climate strategies, including clear expectations and share agreements to guide interactions between students, and between staff and students.

● Teaching all students social and emotional skills and establishing classroom and school-wide practices that promote relationship-building, including teaching all school stakeholders to speak out when they see or hear bullying, degrading language, and bias or prejudice.

● Establish predictable responses and effective disciplinary practices that address root cause, teach skills, build empathy, and repair harm. Ensure all students, staff, and stakeholders know how your school plans to respond to bullying and harassment.

**Calendar of Events**

In your child’s communication binder and on the school website, you will find a calendar of events with important dates of opportunities for student and parent engagement. Events taking place at Beard School are planned one year in advance so that you can participate and plan accordingly. Because of unforeseen circumstances, dates may change. I would recommend that you download and print this page for easy reference on your refrigerator.

**Calm Classroom**

Beard uses Calm Classroom with all the students school wide. This program teaches students mindfulness-based techniques to create a calmer learning environment. It teaches students self-awareness, mental focus, and emotional resilience through short breathing exercises that occur throughout the day.

**Classroom Assignment For the Following Year**

It is the goal of Beard School to provide the best educational setting for all students. To accomplish this task, Beard School administrators and staff regularly review a child’s data profile in assigning them to a homeroom for the next school year. When assigning students to a classroom, it is based on the following criteria:

* student’s academic performance
* student’s learning style
* the appropriate balance and composition of students in each class
* communication levels of each student
* social emotional levels of support needed
* knowledge of student-to-student interactions

This is a very thoughtful, planned, and intentional process; therefore, requests will not be honored for a teacher or classroom preference. Parents may write to the principal with a request; however, it may not be honored based upon the criteria above. Parents can find out which classrooms their child is assigned to by logging into the parent portal before the start of the school year.

**Class Dojo**

At Beard teachers implement Class Dojo into the student’s school day. Class Dojo is a communication and behavior management tool for teachers to use with students and parents. With this tool teachers can give points to students throughout the day and have immediate communication with parents. At Beard, we use Class Dojo as a tool to reinforce positive behavior with our students and build communication with our families.

**Committees for Parents to Join**

If you would like to join one of the following committees any help would greatly be appreciated.

Communications Committee, Garden Committee, Homeroom Parent, Local School Council, Olympics, Parent Advisory Council, School Events Committee, and School Wellness Committee. Forms to join the committees are available from our website page under the Parent link, “parent committees.” Send your completed form to the office and we will make sure that it gets to the right committee group chairperson.

**Communication to our Parents - Families**

There are a variety of ways that Beard School engages parents through communication. When the school makes a phone home, only one parent is generally contacted on the emergency form. It is assumed that members of a household will share messages about children. If there are any legal proceedings, divorces, separations or custody battles going on, it is the family’s responsibility to inform the school staff. Email staff or utilize class dojo to communicate with teachers. Here are the various ways that Beard School will communicate with parents:

***Beard School Website***

The Beard School Website has the most current and

up to date information on it. Bookmark our school’s website to get the latest information possible. The calendar of events is updated regularly so click on it often to see what is new. Press Shift and F5 to update it regularly on your computer. The website is: [www.beard.cps.edu](http://www.beard.cps.edu).

***Class Dojo***

Class Dojo is a classroom communication tool from teachers to parents. Teachers must send parents a link and they must be invited. Stories, pictures, and messages are instantly shared. Teachers will also use this forum to keep parents up to date with things upcoming topics of study and any other pertinent information as it relates to the virtual classroom.

Administration will also utilize the Class Dojo website to communicate schoolwide information.

***Phone Calls***

All staff members can be contacted by phone and left a message to return your call.  You can call 773.534.1228 to leave a message 24 hours a day with your child’s teacher at any time. You should receive a call back within 24 hours to address your concern.

***Email***

All teachers have their emails listed on our website, as well as their web page.  Email your child’s teacher and he/she should get back to you within 24 hours on a given school day. If you have an emergency or need to report an absence, please call the main office at 773-534-1228. ***If you have a change in your email address, please contact your child’s teacher as soon as possible so we have your current email address at all times.***

***Parent Teacher Conferences***

Twice a year, the school hosts parent teacher conferences in November and April each year for all Preschool through 3rd grade parents. Procedures surrounding in-person conferences will be determined at a later date due to COVID-19. Additional virtual meetings can be scheduled throughout the fall at any time.

***Robo-Calling***

Robo calls are phone calls sent out by the school in mass to all of our families. They usually are electronic reminders of important events that are taking place throughout the year. They are pre-recorded messages and made to every student's phone number as listed on the emergency form in our student information system.  If you are not receiving them, then you need to provide a correct phone number to the office and we will update our system and your child’s emergency form. Permission forms need to be signed to give us access to send out this information. This is also the mode of communication that can be used in case of an emergency, so please make sure you opt in. Please contact the office to request a form be sent to you electronicallyat which time you can sign and email back to the main office.

***Facebook***

Beard School has its own Facebook page that is managed by the administration of the school.  Please join the page at: <https://www.facebook.com/pages/Beard-School/1450595081913651>

Beard School staff maintain the right to block any families that do not use the site appropriately.

Other facebook pages to search include:

“Beard Elementary Chicago Public School”

“Beard Parent & Community Group”

“Beard Elementary Community and Events”

***Letters Sent home***

You will periodically receive letters from the Principal or school regarding important information from the district.  These will be sent via the email address you have provided. If your email changes, please be sure to inform the office or your child’s teacher as soon as possible.

***Twitter Account:*** Manda Lukic@BeardPrincipal

***Sign Up Genius***

Sign Up Genius is an email link sent out to families to sign up for times and responsibilities to do things. For example, you will receive a sign up genius link to volunteer to be the Monthly Mystery Parent Reader. Other uses with Sign Up Genius include signing up to visit with the teacher during parent teacher conferences.

**Donations**

If you would like to donate to Beard School, please make your donation/check out to “Beard School.” Electronic donations can also be provided to the school through the Epay/Donation button found on the right side of the school website page. Thank you for helping us build stronger programs!

**Emergency Information Request Form**

When an accident or illness is reported to the office, parents/guardians on the emergency forms will be notified. All parents are required to fill out and return the Emergency Information Request Form for each student—even if all of the information is unchanged from last year. These records also contain information regarding the person who should be contacted in the event the school cannot reach the parent. If this information is not kept current and an emergency arises, 911 will be called. If your child becomes sick at school and 911 was called an adult member of our staff will escort your child to the hospital. Our first priority is the health and safety of our students.

If you would like for someone listed on your emergency contact list/authorized pick up form, you will need to contact the office for further instructions. **If there are legal proceedings, divorce, separation, or a custody battle going on, it is the family’s responsibility to inform the school staff about who is to be contacted.** All legal documentation must be presented to the staff during registration or when court documents are issued. A copy of those documents must be provided to the school to remain in the student’s file folder.

**Family Income Forms**

Information will be sent home to you shortly after the start of the school year.

**GoCPS**

If you would like to have the option to enroll your child into a different school outside of your neighborhood attendance area school after your child transitions from Beard, please use the Chicago Public School’s Office of Access and Enrollment program called “Go CPS” application process found on <https://go.cps.edu/> Every street address in the city of Chicago is assigned one attendance area (or “neighborhood”) elementary school and one neighborhood high school. In most cases, your child can attend your designated neighborhood school without having to submit an application. (For information on enrolling your child in your neighborhood school, contact the school directly.) To find your neighborhood school, visit the **CPS School Locator**, which can be found at www.cps.edu. For any other school in the Chicago Public Schools system, you will have to submit an application if you want your child to be considered for enrollment. You are not restricted to schools that are close to your home; there is a wide variety of academic options throughout the city. Applications are submitted the year before your child will enroll – if your child will enroll in fall 2019, you will submit your application in fall 2018, between October 2rd and December 1. Please visit the website below to see the types of schools and programs available, which applications to use, how students are selected, and how parents are notified. We have a link on our website for the GoCPS application <https://go.cps.edu/>

All parents can apply to any school within this program until December 1 of the school year to be considered for the following school year. Reminders go home in the calendar regularly to all families so they don’t miss the deadline. Once the deadline passes, you automatically default to your neighborhood school.

**Go Noodle**

Go Noodle is used with many of our classrooms to engage students in movement and mindfulness. They are videos that students love to sing and dance too during the school day for sensory breaks and transitions.

**Grading Scale (Preschool)**

Preschool students do not get letter grades or reports until they are in Kindergarten. All parents will receive a summary of the TSG observation assessments from the Fall and Winter at Parent Teacher Conferences.

**Grading Scale (K-3rd grade only)**

Grading Scale (modified criteria)

100-90 A

89-80 B

79-70 C

69-60 D

59 and below F

Kindergarten through 3rd grade Beard students will be graded using **a modified grading criterion** in the areas noted below. Parents will be notified of the student’s progress toward meeting quarterly benchmarks and goals on the Chicago Public Schools IEP Progress Report card.

In Language Arts/Reading, Math, Science and Social Studies standard classroom grades **are based on a significantly modified curriculum**. Student grades will assess instructionally appropriate materials in all content subject areas, based on IEP goals and quarterly benchmarks. The following letter grades on the report card equate to the following criteria:

A = Exceeds benchmark/goal criteria

B = Meeting benchmark/goal criteria

C = Emerging/progressing skills toward benchmark/goal criteria

D = Lack of progress skills toward benchmark/goal criteria

F = Excessive unexcused absences

**Homework Policy**

At Beard School, there is no mandatory homework that is assigned to any student. No percentage of homework will count towards a student’s grade.

If homework is assigned for the evening, it is to give students the opportunity to extend lessons, practice skills, engage in critical thinking and develop good work habits. There are no punitive consequences for not completing homework, as it is not meant to cause stress in a child’s life. Students in 1st through 3rd grade may be given homework periodically throughout the year through one of our electronic supplemental programs or core curriculum that Beard uses. Your child’s teacher will have passwords for all the programs that are assigned. If homework does become a problem, please speak to your child’s teacher to review what is being sent home.

**Immunization Requirements**

As required by state law, students are to have all health examinations and immunizations and eye exams on file at the school by October 15th. If current physical exams are not on school file by this date, then your child is not in compliance with the law and may be excluded from attending school until such file is on record with the school. You will receive calls from CPS until immunizations have been returned back to the school Please check CPS’s health website for required and necessary forms. A CPS letter of expected immunizations will be found in your student/parent handbook as an addendum. All Head Start programs and all kindergarten students are required to have an annual dental exam completed by a licensed dentist.

**Local School Council Members**

Six parents are needed every two years to join the Local School Council. The LSC is an elected governing body of the school whose main responsibility is to work with the principal to review and approve the budget, CIWP, develop school policy, and evaluate the principal yearly. They are also responsible for hiring the principal of the school should a vacancy open. The council meets in the library on a monthly basis for about an hour to conduct business. Meetings are open to the public and anyone may address the council by signing in at the beginning of the meeting. Meeting dates and times are found on the Beard School Website and posted on the parent board in the main office. It will also be posted on the windows by all doors prior to the LSC meeting. Local School Council Reps for the 2019-2020 School Year include the following members. Principal: Manda Lukic, Parent Representatives are: Laura Blaylock, Jerry Januszewski, Karissa Reynolds, Tabatha Schein. Teacher Representatives are: Michele Van Pelt and Andrea Patrinos, ESP Representative is: Jessica Gee, and Community Representatives: Nicole Domico and Tracey Peters. Please see the Beard website for their email addresses.

**Monthly Calendar**

A calendar of monthly events is sent home at the beginning of each month along with a weekly newsletter from the school. These will be emailed out to families unless a hard copy is requested. Dates and times for parent monthly meetings, LSC meetings, non-attendance days and special events taking place at the school are indicated on the calendar, as well as the Beard School website. The yearly projection of the Calendar of Events gives you a snapshot idea of when the date of the event will be held in the future.

**Music**

Beard School provides the students with music through two CPS vendors. Tiny TuneMakers provides a weekly music program to all preschool students that integrates social emotional learning to all preschool students. CHIME music provides music programming to all students Kindergarten through 3rd grade that integrates literacy through music and books.

**PAC – Parent Advisory Council**

The Parent Advisory Council’s role is to support the role of all parents as partners in the school. All family members are welcome to attend the monthly PAC meetings and provide support around how to improve the school’s involvement with families. They are at 7:30am in the IEP conference room once a month. It is designed to empower parents to inspire, give voice and assist their children to achieve educational goals. The PAC can provide activities, organize events, support and train parents to improve their literacy and parenting skills, provide information to parents that will enable them to work with the school, and work with the teachers, staff and parents to involve parents as equal partners in the education of students. The website has a list of committees that parents can join.

**Parent Engagement Events**

During remote learning, parent engagement opportunities may arise. The school and/or your child’s teacher will notify you with an invitation to any virtual event.

**\* These are subject to changec**

1. Meet and Greet Back to School Welcome
2. Local School Council Meetings
3. PAC Meetings
4. 3rd grade Transition Meeting
5. 3rd Grade Farewell Ceremony
6. Kindergarten Celebration
7. 1st Grade Celebration
8. 2nd Grade Celebration
9. Prek End of the year Celebration
10. Prek Transition Meeting
11. Recognition Ceremonies
12. Parent Teacher Conferences
13. State of the School Address (on parent teacher conference day)

**Parent/Visitor Conduct Policy**

Upon the return of in person learning, all parents/visitors that come into the school are expected to conduct themselves in a respectful manner while in the school and during meetings. Due to the sensitivity of the diverse learning needs of our students, conversational voice tones are expected to be used. This is for the benefit of our students that have sensory needs. If a parent/visitor is behaving inappropriately for a school setting, they will be asked to leave the school premises. This includes but is not limited to yelling, shouting, swearing, loitering, and trying to access areas without permission. Failure to adhere to this school policy will result in the adult(s) being asked to leave the school and possible police involvement.

**Parent Portal**

Parents have access to their children’s grades at all times through the year using the Parent Portal. Using your child’s CPS ID number and a PIN number provided by the school, a parent can keep track of the student’s progress online.

**Parking**

Please do not park in front of the school from 6:00am till 5:00pm. Parents are not allowed to park in front of the school on Strong Street. School buses line up the entire length of Strong Street. Parking here will result in your car being ticketed or towed by the Chicago Police. There is plenty of legal parking in the neighborhood of the school or in the back of our school in the parking lot. Please respect our neighbors by not parking in their driveways.

**PBIS**

Positive Behavior Intervention and Supports (PBIS)

are used school wide at Beard to reduce undesirable behaviors and to create a positive and safe climate for students. Emphasis is put on prevention of problem behaviors and development of prosocial skills. It is based on the idea that if students have universal and clearly defined behavioral expectations and anticipated responses to their behavior; then students will meet those expectations. There are 3 tiers used at Beard School.

* Tier 1: Universal level is designed to support all students.
* Tier 2: Focus on targeted support through small groups.
* Tier 3: Intensive level of supports that involve specialized and individualized interventions.

**“Be Safe, Be Responsible, and Be Kind**,” are our 3 behavioral expectations. Please feel free to use this language at home so that you can help reinforce our behavioral expectations at school.

Be Kind….

* Use kind words
* Keep your body to yourself
* Wait your turn

Be Safe…

* Body to yourself
* Stay with the group
* Feet on the floor
* Use objects the right way
* Follow Directions
* Walking feet (no running)

Be Responsible…

* Use objects the right way
* Ask for help
* Body to yourself
* Follow directions
* Be ready to learn

\*VISUALS TO USE AT HOME IN APPENDIX A\*

**Permission Form for Robo Calls**

In order to get robo calls from the school you must sign a permission form to opt in and receive phone calls. You will receive this form at the beginning of the school year. Please ask the office for a form to sign if you are not receiving phone calls from the school.

**Physical Education**

The new PE policy mandates that full day students (K-3) receive at least 120 minutes a week of recess and physical education. This will be provided through the gym teacher, walking on the student track, and support programs such as “Me Moves, Calm Classroom, “Go Noodle,” and yoga.” All students must wear their gym shoes during recess or PE to ensure their safety.

**Physical Examination**

Law requires a physical examination and specific immunizations for all children entering school in Prek, Kindergarten and for new students. Medical and Dental records should be completed before the first day of school and given to the office. Students will be excluded from school if these records are not on file before the October 1 of the school year. If excluded, a child may not attend school or classes until such time as proof of compliance has been presented and accepted.

**Second Step**

Second Step is Beard School’s social emotional curriculum that gives students the tools to excel in and out of the classroom. It focuses instruction on emotion management, situational awareness and academic achievement. Students learn valuable skills sets that help them navigate through their school and community. Students will receive at least 30 minutes weekly of this instruction.

**School Donations**

Beard School does not collect school fees from any of the students. We ask every family, if they can, to donate $50.00 to cover the costs of instructional supplies, field trips, Velcro, lamination, ink for the classrooms, or other projects/items that may come up in the school year. Your $50 donation will also provide your child with a Beard School t-shirt that they can have to wear on a field trip. Every dollar helps with our planning, and we understand that some families can’t. Please know that it’s ok, if you do not donate.

**School Hours**

School hours for students are 7:30am to 2:30pm for students that attend full day preschool or Kindergarten through 3rd grade. For preschool students attending half day morning sessions, hours are from 7:30-10:05 am. For preschool students attending half day afternoon sessions hours are from 11:55-2:30 pm.

**School Photographs**

For our school events, we will take many pictures of the children. Pictures are posted on our website, bulletin boards, classrooms, or newsletters to share with our families about the fun things that we do at Beard. If you prefer we do not post pictures of your child anywhere, please make sure you fill out a media consent form that tells us not to post pictures.

**Sick**

Upon return to in person learning CPS will release guidelines for when a child is sick.

**Student Supply Lists**

School supply lists will be available on the Beard School website to download. Due to the diversity of the classrooms, each teacher may have additional items for you to purchase at the beginning of the school year on their class web page. Individualized teacher wish lists can be also downloaded.

**Student Teachers**

Beard School has always served as a teaching school for student teachers in the fields of early childhood and special education. We believe strongly in providing a foundation that will lead to developing excellent teachers that work with our students in the future. Today, accreditation to become a teacher requires that teachers videotape themselves teaching students. This is a mandatory new requirement which once completed, gets sent to the state for review. If your child’s classroom is assigned a student teacher either for the fall or spring, the student teacher will be sending home a video permission form from Pearson to be signed by you. This form gives permission for your child to be in the teaching video which is submitted on the student teacher's behalf for approval of becoming a state certified teacher.

**Transition Plans**

Beard recognizes that transitioning from one grade to the next, or from one school to the next, can be a difficult process for some families. We have worked on developing two unique plans for both the Preschool and 3rd Grade Students leaving Beard. Transition plans are downloadable from our website, parent tab.

**Translators**

We understand that many families do not read or speak English. We have many staff members at Beard that speak different languages. We will ask our staff to translate in conversations when needed. Whenever possible, we will do our best to provide any home school communications in a child’s native language. Please let the office know that you prefer translated copies or your child’s report card in your native language. Class Dojo is one of our programs that translate into many languages for parents. Beard School has over 27 different languages spoken by our student families. We always are in need of parents to help us translate. If you are available to translate, please stop by the office and let us know which language you speak and your availability. It makes all the difference in the world, in making a family feel more welcomed to our school.

