

Daniel C. Beard School

In Person Learning

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



Beard School Vision Statement:

Beard School provides students Preschool through 3rd grade, with intensive early childhood academic supports 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:

- 1. Instruction** - The teachers have finely honed instructional skills. They can shift from one approach to another as the situation demands by carefully monitoring the effect of their teaching on student learning. They seamlessly incorporate ideas and concepts from other parts of the curriculum into their explanations and activities. Their questions probe student thinking and serve to extend understanding. They promote the emergence of self-directed learners
- 2. Relational Trust** - The school is characterized by high levels of relational trust - the “glue” or the essential element that coordinates and supports the processes essential to effective school improvement -between all school participants. Interactions, both between the teacher and students and among students, are highly respectful, reflecting genuine warmth and caring. Students contribute to high levels of civility. Interactions are sensitive to students as individuals, appropriate to the ages and development of individual students, and to the context of the class. The net result of interactions is that of academic and personal connections among students and adults.
- 3. 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 only uses out-of-school suspension as a last resort and utilizes a systems-change

approach to bring about a more restorative culture. The school is also characterized by strong and consistent school and classroom climates. The school reinforces positive behaviors and responds to misbehaviors 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.

Beginning of Student/Parent Handbook:

Angel Sense

If you have a GPS safety tracking device on your child, such as "Angel Sense," you are required to let the school staff know and obtain permission in order to use the device at school. Please know that you do not have permission to record without staff consent. We ask that the listen in feature be turned off during the school day to respect the privacy of other students in the class. Please schedule a meeting with the administration to determine your child's needs and if the device should be left on or not.

Illinois wiretapping law (also called the *Illinois eavesdropping law*) means that Illinois is a "two-party consent" state. Illinois made it a crime to use an "eavesdropping device" to overhear or record a phone call or conversations without the consent of all parties to the conversation. The law defined an "eavesdropping device" as "any device capable of being used to hear or record oral conversation or intercept, retain, or transcribe electronic communication whether such conversation or electronic communication is conducted in person, by telephone, or by any other means." Our goal is to make sure that everyone is working in accordance with the law.

Arrival and Dismissal Procedures/Locations

School start and dismissal time is 7:30am-2:30pm. Preschool times are 7:30-10:05am and 11:55-2:30pm. As a school policy, parents are asked to wait outside with their child before the start of the school day. Teachers will open the school doors promptly at 7:30am.

1. Parents must complete the CPS Health Screener every day for your child to be admitted to the school.
2. Your child's temperature will be taken before entering the building. If your child is not feeling well, please do not bring them to the school
3. All adults and children on Beard School property must wear a mask.
4. DO NOT LEAVE YOUR CHILD UNATTENDED IN THE PLAYGROUND or IN FRONT of the school.
5. All parents and children must use their assigned POD doors for access to the building.
6. Once your child is checked in, a paraprofessional or teacher will escort them inside.
7. Parents will not be allowed in the school.
8. Doors will close promptly at 7:35am. Parents will not be allowed to walk through the building to minimize a potential introduction of the virus into disinfected hallways.
9. **If you are tardy and the doors have closed, please call the main office or bring your child around to the main entrance DOOR 1. Security at that door will call your child's room and ask them to open up your POD door of entry. You will need to return to your POD door and wait for a teacher or paraprofessional to open up the door for you.**
10. **All students will use the same door for exit and entry to prevent cross contamination of areas.**

ACCESS to BUILDING

POD ENTRY and DISMISSAL DOORS

Please locate your child's classroom to determine which door or POD you will drop off and pick up your child at:

| Room | PODS | Entry Time | Arrival Door | Dismissal Door | Dismissal Time |
|-------|------|------------|--------------|----------------|----------------|
| 122am | 10 | 7:30 AM | Door 10 | Door 10 | 10:05 AM |
| 125am | 10 | 7:30 AM | Door 10 | Door 10 | 10:05 AM |
| 122pm | 10 | 11:55 AM | Door 10 | Door 10 | 2:30 PM |
| 125pm | 10 | 11:55 AM | Door 10 | Door 10 | 2:30 PM |
| 120 | 10 | 7:30 AM | Door 10 | Door 10 | 2:30 PM |
| 123 | 10 | 7:30 AM | Door 10 | Door 10 | 2:30 PM |
| 121 | 1 | 7:30 AM | Door 1 | Door 1 | 2:30 PM |
| 119 | 1 | 7:30 AM | Door 1 | Door 1 | 2:30 PM |
| 117 | 11 | 7:30 AM | Door 11 | Door 11 | 2:30 PM |
| 115 | 1 | 7:30 AM | Door 1 | Door 1 | 2:30 PM |
| 113 | 1 | 7:30 AM | Door 1 | Door 1 | 2:30 PM |
| 110 | 2 | 7:30 AM | Door 2 | Door 2 | 2:30 PM |
| 105 | 2 | 7:30 AM | Door 2 | Door 2 | 2:30 PM |
| 104am | 4 | 7:30 AM | Door 4 | Door 4 | 10:05 AM |
| 104pm | 4 | 11:55 AM | Door 4 | Door 4 | 2:30 PM |
| 106 | 4 | 7:50 | Door 4 | Door 4 | 2:50 |
| 107 | 4 | 7:40 | Door 4 | Door 4 | 2:40 |
| 108 | 2 | 7:50 | Door 2 | Door 2 | 2:50 |
| 111 | 2 | 7:40 | Door 2 | Door 2 | 2:40 |
| 112 | 4 | 7:30 AM | Door 4 | Door 4 | 2:30 PM |

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 for the grade level of each student. The school will use many assessments throughout the year, however two primary tools include the following.

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 and at the end of the school year.

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, Writing, Communication, Math, and Social Emotional Growth, Transition, Adaptive Daily Skills and Science to drive student IEP's. This assessment assists teachers and IEP teams in identifying areas of need, aligns need areas to 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 and at the end of the school year.

Attendance Plan

Our attendance goal for the school is 95%.

Beard School currently has an attendance rate that is far below the district's required 95% expectation. There is a correlation to student success that is related directly to the student's attendance rate. As a school, we need to look at promoting daily attendance and punctuality to ensure that our students are as successful as they can be. The Beard School plan has been developed to ensure that all parents are doing the best that they can to ensure they make every attempt at sending their children to school daily.

Vacations will all be “unexcused absences.” Truancy letters will be sent home for unexcused absences.

Absences that can be excused must fall under one of the following categories:

- a) student illness
- b) observance of a religious holiday (absence note required)
- c) death in the immediate family
- d) family emergency
- e) circumstances which cause reasonable concern to the parent for their child's safety or health (must be approved by the principal)
- f) other situations beyond the control of the student (as determined by the principal)

Each time your child is absent, an absence note is required to be returned back to the school. Send a note to the school that has the student's name, room number, date(s) of absences, your signature and reason why your child was absent. The note will be reviewed by the staff. If one of the reasons listed above is provided, the absence will change from unexcused to an excused absence. If the reason why your child's absence is not listed above, then the absence will remain unexcused.

Because of Covid-19...

If a student has a fever or other covid symptoms (such as fever of 100.4, chills, cough, shortness of breath, fatigue, muscle or body aches, headache, new loss of taste or smell, sore throat, congestion or runny nose, nausea or vomiting, diarrhea) they should remain at home. If a student comes to school and has a fever, they will be taken to our care room and you will be called to come and pick up your child. Afterwards, you must take your child to take a covid test. Your child will not be allowed back to school until the results of the covid test are negative and can be provided to the school. Students must remain home until they get their test results. If parents choose not to have their child tested, then they must quarantine their child for 10 days before returning a child to school. If the covid test is negative and they are diagnosed with a condition other than covid they still must stay home until fever free for at least 24 hours without tylenol or other fever reducing medicine.

Tier 1: Students with 0-3 days absent

1. All parents will sign an attendance contract at the beginning of the school year indicating expectations for all students. This is to encourage all students to develop early good habits and maintain a 95% attendance rate, with no tardies and no early dismissals. Beard attendance contracts will be signed by families at registration upon enrolling into Beard and at every annual IEP meeting.
2. The daily screener must be completed by each parent before sending their child to school.
<https://chicagopsprod.service-now.com/health/>
3. All attendance team members will register on the learning hub for the “attendance module training” and successfully pass the test. Members will attend Network

training and share data provided with members of the school teams.

4. The attendance team will meet twice a month, to go over daily, monthly and weekly attendance. The team will also send out truancy letters as needed.
5. Beard School will focus on making daily attendance count. The Beard School Website will post reminders to parents about sending their children to school daily and reaching the 95% targeted attendance rate. It will be posted in the main office bulletin board. The motto “Send your children to school every day” will be posted on class dojo regularly, and on letters that are sent home to parents both physically and electronically.
6. The letter, “When to, and When Not to, Send Your Child to School,” will be sent home each quarter with report cards and posted on our website. These will also be posted on windows facing outside locations where parents wait to drop students off. This information will also be found in the student-parent handbooks. Students must be fever free and diarrhea free for 24 hours before sending students back to school. Send a doctor's note whenever possible, if students are taken to the doctor.
7. Signs with the attendance rate expectation of 95% will be posted throughout the school all year long. This includes specials locations, main office, classrooms, hallways, lunchroom, library and the gym.
8. Any communications regarding attendance between the teacher and the parents/guardians will be sent to the attendance coordinator to be kept in file in the main office.
9. There will be an attendance coordinator (AC) in the office overseeing daily phone calls home to parents for students that are absent. A record log of daily phone calls home will be kept in the main office. During the phone call, interventions for improvement of student attendance will be provided.
10. CPS will make daily robo calls to the student's home if an absence is reported by the teacher in the computer. There is no opting out from this attendance feature.
11. Principal will send monthly robocalls out to all parents reminding them how important it is to send their child to school daily and to complete the attendance tracker information before sending students to school.
12. Beard School will post on the school web site a “Calendar of Events” which informs families of dates to come to the school and participate in parent engagement events. Involved families lead to student success. This will include parent monthly meetings, school related functions and events, and individual parent meetings. Bubble days which are at high risk for student absences will have special fun activities taking place to promote student attendance.
13. The student attendance rate for each child will be discussed by the case manager at all annual IEP meetings. The homeroom teacher will also discuss each student's attendance rate at both Parent Teacher conferences.

14. The Beard School staff will be using Second Step to improve student's overall quality experiences at the school. This program will be used to motivate students to attend daily.
15. Beard will utilize Positive Behavior Intervention Supports (PBIS) to create a positive learning climate that encourages and engages all students to come to school.
16. The Principal will share attendance data records with the LSC through the principal report on a monthly basis.
17. The counselor will share with the staff a copy of the attendance records on a weekly basis so that intervention plans can be developed and worked on.
18. Parents should not take vacations and trips during the school year. All vacations are unexcused absences and will result in absences for the child that will generate truancy letters. Vacations should be taken during the summer, winter and spring break sessions.
19. Twice a month, (printed dates on the attendance plan) the attendance team will sit down and analyze attendance data provided by Dashboard and the Network and develop individual student attendance tracking plans or cohorts that need improvement.

Tier 2: Students with 4-9 days absent

1. 5 day chronic absenteeism/truancy letters will be generated and mailed out to every student that has a 5 more days of unexcused absences.
2. Absence notes will serve as interventions for students in Tier I (0-3 absences). For 4-9 days absences, and no absence notes being sent to school, teachers will call family members and ask them to return to school an absence note along with the reasons why the student was absent.
3. For students falling in Tier 2 (4-9 days absences) 95% throughout the year, the teacher will work with the family to create a targeted intervention attendance plan that will help the student to develop an improved attendance rate. Teachers will either discuss with families through phone calls, schedule a meeting, or use electronic communication to contact families. Teachers will ask parents to generate ideas on how to improve their child's attendance and bring it back up to 95% or higher. Teachers will save all electronic forms of communication and provide that to the attendance coordinator.
4. A meeting with parents will be held whenever a student's attendance rate is dropping below 90% and has fallen between 4-9 days of unexcused absences. This does not apply to sickness or hospitalizations, as these are excused through doctors notes once provided. A targeted intervention attendance plan is designed for students that are not medically ill or in therapies.
5. If students are hospitalized or out for extended periods of time, and the reason behind the student's absence is known by the teacher, then no targeted intervention attendance plan will be created. Instead, parents are asked to send a doctor's note to the school so

that the school can begin to offer the student home hospitalization attendance instruction.

6. If students are absent due to therapies, then teachers will request from the therapist a note to the school that indicates dates and times the student will be attending therapy.
7. The Beard School staff will be using the social and emotional learning curriculums of SS Grin and Second Step. Both the MTSS interventionist and Counselor will implement the program to improve the student's overall quality experiences at the school. This will motivate students to attend daily.
8. Absences will be logged in the Aspen journal and will be utilized for the school to keep track of chronically truant students, meeting dates with parents, chronically absent students, and records of parent communications.
9. If the student has an IEP, the IEP team will meet and make a personalized attendance contract during the student's annual review and discuss ways of improving student attendance with the parents, if attendance falls below 96% or 4-9 days unexcused absences.
10. Parents will meet with the MTSS team to discuss the attendance contract and determine ways in which collectively we can work to support the family to improve the student's attendance. This will be documented as a targeted intervention attendance plan.
11. The attendance team will utilize information from Dashboard to monitor student attendance and share information on the impact of targeted interventions. Celebrations will be delivered to students and implemented with fidelity.

Tier 3: Students with 10 or more days absent

1. 10 day and 18 day truancy notice letters will be generated and mailed out to every student that has a significant number of unexcused absences.
2. The Counselor and/or Social Worker will meet with families for Tier 3 interventions up to 18 unexcused absences. The Assistant Principal and Principal will meet with families after 19 unexcused absences have been accumulated.
3. If there are more than 10 unexcused absences, and we have not been able to reach parents for a school meeting, the AP, Counselor, Social Worker or Psychologist will conduct a Home Visit to determine causes that have prevented the student from attending school.
4. A meeting with parents will be held virtually or in person whenever a student's attendance rate is dropping below 89% and has fallen to more than 10 days of unexcused absences. This does not apply to sickness or hospitalizations. Students that have significant absences will have a targeted intervention attendance plan developed with the Counselor and/or Social Worker of the school, in conjunction with the family. The Counselor and/or Social Worker will ask parents to generate ideas on

how to improve their child's attendance rate and bring it back up to above 95%.

5. The Counselor and/or Social Worker will meet with parents and look at unexcused absences or absence patterns and develop a plan for how to get the student's attendance rate to be improved. Parents will sign the plan. At this meeting, the Counselor and/or Social Worker will offer or schedule referrals to outside agencies for additional support and assistance in getting their child to school and /or picking them up on time.
6. The Beard School staff will be using the social and emotional learning curriculums of SS Grin and Second Step with an MTSS interventionist and counselor (Tier III) to improve student's overall quality experiences at the school through small group instruction. This will motivate students to attend daily.
7. Absences will be logged in the Aspen journal and will be utilized for the school to keep track of chronically truant students, meeting dates with parents, chronically absent students, and records of parent communications. Phone calls will be made out to the home on a daily basis to inquire around the absence.
8. If the student has an IEP, the case manager will present to the family a copy of the Beard School attendance contract to sign. The case manager will go over student attendance and discuss the strengths and weakness of each student's attendance rate and discuss the importance of sending students to school daily.
9. Parents will be notified that a daily attendance reminder wake up phone call from Blackboard connect will be generated to assist the guardian in getting the student to school. If the guardian is late picking up a student, the same reminder can be set in the afternoon to assist parents in getting to school on time to pick up their child for the 2:30 dismissal time.
10. Beard School will seek out resources from the district that can also work with the family to improve the student's attendance rate.

Individual Student Attendance Success Celebrations

1. Members of the attendance team will provide students with a monthly "Perfect Attendance" certificate for no student absences, no early dismissals or no tardies for an entire month.
2. For students receiving the Perfect Attendance certificate, attached to the certificate will be a \$1 Beard Buck. Beard bucks can be used as Class Dojo points, or can be used to purchase items from the school store. They can also be used to purchase items from the classroom treasure boxes in preschool classrooms.
3. The "Monthly Perfect Attendance," newsletter will be shared on class dojo with all Beard families. Perfect monthly attendance is defined as no absences, no tardies, no early dismissals for the entire month. The counselor will keep a bulletin of all the monthly perfect attendance

letters that go home and save this board until the end of the year.

4. Students that have improved their attendance rate over the course of the year will receive a "Most Improved" certificate in Attendance at the End of the Year Celebration Awards Ceremony. Significantly improved is defined by going from red to yellow or yellow to green in dashboard, the school's attendance data tracking system. Red is below 89%, yellow is between 90-94% and green is above 95%.
5. For students that maintained a 96% or higher attendance rate at the end of the year, and had no tardies or early dismissals, these students will receive a trophy during the End of the Year Celebration Awards Ceremony.

School Wide Attendance Success Celebrations

1. The "Perfect Monthly Attendance," newsletter will be posted and maintained on an attendance bulletin board in the student lunchroom throughout the whole year to celebrate student's monthly attendance successes. The same newsletter will be shared with all parents on class dojo.
2. Every Friday will be Dance Friday, where students dance their way out of school at dismissal time. Classrooms that reach 95% or higher as a collective whole, will get to select the song of their choice to dance too. Their choice song will be played over the public announcement speaker system school wide at 2:15pm. In the event of a tie or if there are more than two rooms with improved attendance, then a drawing will be held.
3. Classrooms that have reached their 96% or higher attendance goals as a whole EACH MONTH will get to keep the "Beard Attendance Bear" (BAB) in their classroom as a trophy for the great accomplishment for the month. Rooms can take pictures with the Bears and post them on the attendance board in the student lunchroom. The Bear can also be the class mascot. If 96% as a whole class is not maintained next month, the Bear will go into hibernation until reached again the following month.
4. Beard will sponsor many fun student engagement activities that support student attendance throughout the year. We will schedule activities on bubble days, which are high days of absence likelihoods. Fun student engagement opportunities that we have sponsored and held in the past include: Field Trips, Petting Zoos, Stem Activity Dome, Urban Gateways Performances, Fall Festival, Parent Monthly Mystery Reader, Spirit Wear Fridays, school spirit week, Pajama Day, Ugly Sweater Day, Crazy Socks and Crazy Hair Day, Science Fair, Beard City, Crazy Hat Day, Valentine's Day Mom and Dad Dance Party, Awareness Days, Super Hero Day, and 100 Days Celebration.

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
- Restorative Practice Leadership Certified School
- “Exemplary” Supportive Schools Certified
- Creative School Certified “Excelling” in the Arts
- Healthy School “Silver” Certified
- 3 out of 4 Designations for CPS Healthy School
- Outdoor Nature Sensory Garden
- Received “Well Organized” rating on the 5 Essential Survey, the highest mark possible
- We have a community garden for students to plant
- We have over 85% of our teachers with ESL endorsements
- We have a Snoezelen Sensory Room
- We have a Rock Climbing Wall in the gym
- We have a Walking Track that surrounds our playground
- We have a beautiful School Playground that we share with the neighborhood
- We have a Student Fitness Center located in our gym
- We have a Movement Playlot outside for physical activity and play
- We have SS Grin, Rainbows and Silver Linings programs
- We use Calm Classroom with all of our students
- We have a Fish and Turtle Tank to teach Social Emotional Learning Skills
- We offer students Music, Art, ELL, PE, Second Step, Stem and Counseling as the programming at Beard School.
- We have Orton Gillingham trained teachers
- We have small group based instruction
- We are an ADA accessible one floor building
- We have a fenced in school to ensure student safety

Beard Bucks

Beard Bucks are given out to students when they earn a certain amount of Class Dojo points. The teacher will establish criteria at the beginning of the year, class rules and what can earn Beard Bucks. This will be shared with parents at the beginning of each school year. Beard Bucks are to be used at the school store at the end of the week to purchase a desired student item. Students may participate in the school store in a multitude of ways, dependent on their developmental level or age. See the attendance plan for other ways of earning Beard Bucks.

Bilingual Advisory Committee (BAC)

BAC meetings address issues relating to the education of [English Learners](#) (ELs) in TBE or TPI instructional contexts; provide information about CPS services, programs, and resources for students and families; and train parents to effectively participate in the overall governance of bilingual education. BACs meet at the school at least five times a year, and include parent training and workshops. Five officers are elected annually and report to the [Local School Council](#). The BAC Handbook provides detailed information about how BACs are organized and function and is offered in multiple languages.

Birthday Policy

No sweets, cakes, cupcakes, cookies, pizzas or treats will be shared with the students. If they are brought to the school, we will NOT pass them out. Instead, we will return them back to you at the end of the school day. We are a healthy school and work to encourage families to bring non-edible snacks like pencils, games, books, or small toys. Parents are encouraged to donate to the teachers’ Donors Choose web page request in lieu of a treat. Parents are also welcome to send a replenishment of

school supplies needed in the classroom. You can also sign up to be the Parent Mystery Monthly Reader to read a book on your child's birthday, and donate the book to the class. You can make arrangements to do this with your child's teacher early in the school year.

Building Security

School start and dismissal times are 7:30am-2:30pm. As a school policy, parents are asked to wait outside with their children before the start of the school day. Now in times of Covid, no parents will be allowed to enter the building. Parents will remain outside and wait for your child's teacher to come and escort her students to the classroom. Parents will not be allowed to enter the building.

Classroom visits must be pre-arranged with the teacher and will not be allowed if not approved. It is expected that whenever a parent/visitor comes to Beard School, they must sign in at the security desk, then check into the office. Parents/visitors will need to obtain a visitor's pass before heading to the classroom. Please be ready to present an ID to the security officer to be verified.

All visitors may be subjected to a search through the use of a metal detector. No firearms are allowed in the school. When given your visitor badge, please wear it for the duration of your stay. If your child is tardy, please come to the office and fill out the tardy log. The office will call an ESP to come to the office and escort your child to his/her classroom. Parents are not allowed to open doors and allow other people into the school. This compromises the safety and security of all. Please know that only staff members are allowed to give access to people entering the building.

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 establish 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 plan to respond to bullying and harassment.

Bus - Transportation Services

Bus service is provided free of charge to students that have IEP’s (disabilities or special needs) only. It is completed at the IEP meeting. Below are the rules sent out by CPS for the students and parents that ride the bus to school. A white form must

- Be ready and on time for the bus in the morning
- Please do not allow your child to run over to the bus on their own. Parents/Guardians must be with their children at all times – no exceptions
- In the instance that you are unable to meet your child at the bus, you must authorize another person for release. Please submit the person’s name and a photocopy of his/her ID to the main office. Parents must have permission forms on file with the school if they are giving permission to others to pick up or drop off their child
- The bus driver and bus aide must be obeyed at all times.
- Students must be picked up and dropped off at the same location Monday through Friday.

- In the event that buses are running late for afternoon drop off, you will receive a phone call from the school notifying you of the delay and the approximate time your child should arrive home.
- Report address changes immediately. It takes two weeks to route up a student on a new route. Not reporting the address change on time will result in a break in service for your child.
- If your child is sick for the day, call the bus company and let them know to skip your address.
- The student is required to remain in their seat for the entire duration of the ride. A harness will be issued if this cannot be followed.
- Seat belts are expected to be worn at all times.
- Wait for the driver's signal before crossing
- Cross at least 10 feet in front of the bus

Parents are not allowed to park their cars in front of the school on Strong Street at any time during a school day. Buses drop off students in front of the school along Strong Street. Cars parking on the school side will be ticketed by the Chicago Police Dept. Parking is available on the opposite side of the streets or throughout the neighborhood.

Beard School is not in charge of the buses and cannot control any situations that may be occurring with buses. If you call the school, we will direct you to call the following numbers listed below. **To report issues that are happening with your child's bus route, please call your child's bus company with the route number.**

BUS COMPANIES and Phone Numbers

| BUS COMPANY NAME | BUS CO. PHONE # |
|---|-----------------|
| ALLTOWN (Nelson) | 773-248-0090 |
| ALLTOWN (Skokie) | 847-674-0090 |
| ALLTOWN (West) | 773-638-3660 |
| FALCON | 773-638-8000 |
| FIRST STUDENT | 773-638-8000 |
| RELIANT | 773-920-2173 |
| SUNRISE | 773-378-1800 |
| *Please indicate child's bus route and bus company when calling to ask questions. | |

CPS Transportation: 773-553-2860

*Please indicate your child's bus route and bus company when calling to ask questions.

Bus Aide Number: 773-553-2850

*Please indicate your child's bus route and bus company when calling to ask questions regarding your bus aide.

Calendar of Events

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. Dates for events will also be posted on Class Dojo.

Calm Classroom

Beard School 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. This is done at least three times a day.

Cameras

Beard School has live recording cameras located in school hallways, the library, gym and student lunchroom. There are also cameras that record activities outside of the school. No cameras are located in classrooms.

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. If you prefer that your child have a paraprofessional that speaks a specific language, please do so in writing. Parents may send requests to the principal 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 Class Dojo is used on a regular basis to provide positive reinforcement points to students for great behaviors displayed throughout the day. It is also used as a communication tool with parents. Class Dojo is a communication and behavior management tool.

Committees for Parents to Join

Beard School has many different committees for parents to join. If you would like to join one of the following committees, please download the form

from our website, under the parent tab, and return it to the principal. Committees include Communications, Garden, Homeroom Parent, Local School Council, Parent Advisory Council, Bilingual Advisory Committee, Lunchroom Supervisory Committee, and School Wellness Committee.

Communication

There are a variety of ways that Beard School engages parents through communication. Please know that when the school makes a phone call home, only one parent is generally contacted from the emergency form. It is assumed that members of the same household will share messages about their 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.

1. *Email*
2. *Phone Calls*
3. *Beard School Website*
<http://www.beard.cps.edu/>
4. *CPS website for Beard*
<https://www.cps.edu/schools/schoolprofiles/beard>
5. *Class Dojo*
<https://home.classdojo.com/#/login?redirectTo=%2Fstory&k=0qf4cc>
6. *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. Parents will pick up their child's progress report and discuss it with the teacher. Parents will be sent an invite by the teacher for a time through an app called "Sign Up Genius." Parents will come to the school at the selected time and sit down with the teacher to talk about their child's progress. It is expected that all parents

come to Beard to visit with your child's teacher. Additional meetings can be scheduled throughout the year at any time.

7. *Beard Facebook Page*
<https://www.facebook.com/Beard-Elementary-Chicago-Public-School-1450595081913651/>
8. *Twitter Account*
<https://twitter.com/beardprincipal>
9. *Sign Up Genius* - Is an email that will be sent to you by your child's teacher. Through this link, parents sign up to volunteer for Beard School events, roles, responsibilities, parent teacher conferences and other activities.
10. *Student Communication Folder*
All students with an IEP will have a communication folder. Teachers will give you quick up to date progress reports on how a student's day went. This folder travels between home and school on a daily basis. When teachers are absent, the page is left blank for the day as substitutes and assistants do not write in the communication folder.
11. *Robo-Calling* - Robo calls are phone calls sent out by the school in mass by the principal to all of our families. They usually are electronic voice messages of important messages that are taking place throughout the year. They are pre-recorded messages and are sent to every student's phone number listed on the emergency form.
12. *Letters Sent home* - You will periodically receive letters from the Principal or school regarding important information from the district.

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 Forms

When an accident or illness is reported for your child, the staff will immediately notify the people listed as parents/guardians on the emergency forms. All parents are required to fill out an Emergency Form for each student that attends Beard. Each year, a new form must be filled out. It is vital that on these forms you list an alternative emergency contact that can be contacted in the event of an emergency and you cannot be reached. If your child becomes sick or has an injury at school, 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 other than a family member to pick up your child, please stop by the office to fill out appropriate paperwork and bring us a photocopy of the person's ID along with his/her phone number and a signed note indicating you are allowing this person to pick up or drop off the student.

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

Applications for the Family Income Forms are sent home annually in September. We ask that all applications be returned to the school. The purpose of this form is so that CPS can obtain information about families' income levels to determine appropriate levels of funding for our school. Regardless of income, all forms should be returned back to the school. Forms can be downloaded from our website and sent back to school completed.

Food

We encourage all parents to send Healthy snacks or nonfood items to school instead of sweets, birthday cake or pizza for celebrations. For birthday celebrations, the best alternative is to send non-food items such as pencils, stickers, small toys, books, etc.. We as a school, are on the CPS School Wellness program and are practicing and modeling healthy eating habits. As such we will not use food as an incentive, nor have any food related fundraisers. The exception will be for students that have food as an incentive in their IEP's. All IEP's will be honored for how they are written.

Our learning garden will be used to grow healthy foods and show students how these foods are used to fuel our bodies. Our PT will utilize foods grown by the students to introduce new food experiences to students.

If you would like for your child to have warmed foods, please send it in a thermos where it will be kept warm throughout the day. The school does not microwave food, nor do we have refrigerators to keep food cold. If you would like for the food to remain cooled until lunch time, then send the food in a thermal cool bag.

Please be mindful of the fact that many students have severe allergies and food restrictions when sending items to school. There may be times when your child's teacher may reach out to you to discuss lunches that students are bringing to school.

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 2nd 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 do not receive grades. TSG observational data is shared with parents during parent teacher conferences. 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, and at the end of the school year.

Grading Scale (modified criteria K-3RD)

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. This has been CPS board approved and will be used for all of our K -3rd grade students. Parents will be notified of the student's progress toward meeting quarterly benchmarks and goals on the Chicago Public Schools IEP Progress Report card every 5 weeks of school. Report Card Distributions will take place at the end of each quarter. A copy of the grading standard will be sent home with each 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

***Before giving your child a D on their report card, your teacher will have an academic intervention meeting with you prior to report card distribution.**

Healthy Schools

Beard School will strictly adhere to the Chicago Public Schools Healthy School Certification guidelines. Effective the 2018 school year, student celebrations, such as birthdays, will only be celebrated with non-food items. In lieu of snacks, we encourage our families to celebrate by passing out stickers, trinkets, pencils, toys or other non-edible items. Coming to the school and reading a book that will be donated to the classroom can be done in lieu of birthday treats. Please see the "**Birthday policy**" in the handbook for a further breakdown of this policy that Beard School has adopted. Currently, Beard School has received 4 out of 4 badge designations for being a Healthy School.

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. Homework that will be assigned will be on the student's assigned iPad and will be provided to you through a program called Seesaw. Your child's teacher will work with each family to develop passwords for all the programs that are used.

Immunization (and Physicals) Requirements

As required by state law, students are to have all physicals, vision, dental and immunizations and exams completed and on file at the school by October 15th. If current physical exams and immunizations 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. Below please review the expectations for minimum health requirements for a student enrolled in a Chicago Public School.

Minimum Health Requirements can be found at: https://www.cps.edu/globalassets/cps-pages/services-and-supports/health-and-wellness/health-resources-for-parents/minimumhealthrequirements_english_2020.pdf

iPads

All students will be provided with an iPad to use throughout remote learning. Once we return to in person learning, we ask that you send iPads to school daily so that students may work on their own iPads here. These will be sanitized regularly and returned daily for students to work at home with.

Lost and Found

Please label all of your child's clothing including shoes. Clothing and large items that have been found will be placed in the "Lost and Found Bin" located outside of the main office. Every effort will be made to return labeled items to the owners. On Report Card Pick Up days, a table will be set out in front of the main office with all items that have been lost. Unclaimed items will be donated to a charity of our choice after a reasonable length of time.

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 members whose main responsibility is to work with the principal to review and approve the budget, meet on a regular basis and review the CIWP, develop school policy, and

evaluate the principal annually. They are also responsible for hiring the next principal of the school should a vacancy open. The council meets at the school on a monthly basis for about an hour to conduct business. In 2020 meetings will be done virtually. 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 48 hours prior to the LSC meeting. Local School Council representatives are listed on the Beard School Website, under the Parent tab, LSC link. Their emails are also listed there.

Lunch & Breakfast

Seated Breakfast and Lunch are free for all students. Students have a 23-minute seated lunch period, and by a 23-minute recess play session. Lunch periods are scheduled between 10:45am – 12:15pm. Students are welcome to bring their own lunches if s/he does not want to eat the school meal that is provided for free. Students will all eat in their classrooms this year for safety. Foods will not be microwaved for students. If you would like for your child to have warmed foods, please send it in a thermos where it will be kept warm, or a cooler bag to keep it cool.

Breakfast is offered to all students in the morning. Students have a seated breakfast in the classroom starting at 7:30am. All students are expected to be in the building at 7:30 for the start of the school day pledge, and PBIS cheer, regardless if they are having breakfast or not. Menus are available to download monthly from the school website.

Medication Authorization

In order for a child to be allowed to take medication at school, it is required by CPS medication policy that the parent supply completed physician's order

authorization and consent forms from the doctor and the parent to the school. This needs to be done yearly. No medication will be given to children without proper medical forms being completed and on school file. Forms are available from the nurse or case manager. Medication must be handed to a bus attendant or dropped off at the main office (ie, a student may not transport medication in a backpack, pocket, etc) once all the forms have been completed. See the medication policy on the Beard website for specifics on the medication policy.

Monthly Calendar

A Monthly Calendar will be sent home at the beginning of each month. It is a more detailed calendar with event times and locations on it for parent or student engagement events. The Monthly Calendar is posted on class dojo and on the school website. These can be easily printed out and posted on your fridge. The "Calendar of Events" is also posted on our website. This calendar gives you a snapshot of when an event will take place within the year.

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.

Parent Advisory Council - (PAC)

Each academic year, schools establish Parent Advisory Councils (PACs) to bring together parents/legal guardians, teachers/staff, and

community stakeholders to work with their school principal in the planning, design, implementation, and evaluation of the Title I Program.

PACs empower parents to inspire and assist their children in achieving educational goals and graduating from elementary and high school. PAC meeting activities include:

- Provide input on amendments and future Title I programs
- Advise the principal on how Title 1 parent engagement funds should be spent in alignment with the school's Continuous Improvement Work Plan (CIWP)
- Jointly develop and approve a parent involvement policy which includes a school-parent compact
- Share ESSA (Every Student Succeeds Act) Title I information updates received from the New Region PAC
- Provide assistance, support, and training to parents to improve their literacy and parent skills
- Work to create equal partnerships between teachers, staff, and parents in the education of students
- Provide information to parents that will enable them to work with the school to promote their children's grade level progress

PACs meet monthly through the school year.

Meetings are open to the public. These meetings are held virtually and are scheduled in the afternoons once a month.

Parent Classroom Observation Policy

Parents and/or therapists are welcome to come to Beard School and observe their child/student in the classroom setting. Observations must be scheduled in advance by completing an observation request form, with three preferable dates, then returning it to the office. Once the Observation Request Form has been submitted, you will receive a confirmation letter back, confirming dates and times of teacher and/or related service provider availability. These forms are a requirement in order to observe a student at school. We ask that observers remain in

the classroom for a reasonable amount of time (40 to 60 minutes) to minimize the disruption to other students in the classroom. Please note that teachers are unavailable for conferencing directly after the observation unless their prep period follows immediately after the observation or there is a time scheduled for discussion. Beard School has limits as to how many observations can take place within a year with one teacher. Upon entering the building all visitors are expected to sign in at the security desk, then check into the office.

Parent Engagement Events

1. Meet and Greet Back to School Welcome
2. Fall Festival
3. Beard Olympics
4. Winter Assemblies
5. Local School Council Meetings
6. PAC Meetings
7. Bilingual Advisory Council
8. Mystery Monthly Reader
9. 3rd grade Transition Meeting
10. SEL Parent Trainings
11. End of the year celebrations and Awards Ceremonies
12. Prek Transition Meeting
13. LSC Elections
14. Parent Teacher Conferences
15. Parent Resource Fairs on Parent Teacher Conference Days
16. State of the School Address
17. Field Trips
18. Big Green Community Gardening Activities
19. Beard Tours
20. NPR Fair at DePaul Prep
21. Science Fair
22. Art Auction
23. Staff Appreciation Week
24. Science Fair
25. Partners in Play
26. Community Forums
27. District led training and workshops

Parent/Visitor Conduct Policy

Because of Covid 19 guidelines and restrictions for student safety, parents will only be allowed into the building on an appointment basis. All parents/visitors that come into the school are expected to conduct themselves in a respectful manner while in the school and during meetings. They must wear a mask at all times and complete the health screeners. A reminder that firearms are not allowed in the building. 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, assaulting, 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 and attendance through this portal.

Parent Teacher Conferences

Parent Teacher conferences are held twice a year (in November and April) where parents are given a report card for their child's progress. Teachers will send parents an invitation link called "Sign Up" genius which gives you time slots to select when to meet with your child's teacher. Available meeting times will be on a first come first sign up basis.

Emails are generally sent out two weeks prior to the parent teacher conference meeting dates.

Parking

This year we are in the process of building our annex so no parking in back of the school will be available. All cars can park within the neighborhood as it is not zoned with permits. Parents are not allowed to park in front of the school on Strong street because school buses bring students to school throughout the day. 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. 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



Be Kind

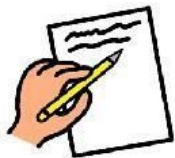


Body to Yourself

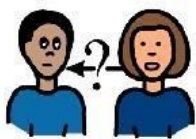


Wait Your Turn

Be Responsible



Use Objects the Right Way



Ask for Help



Body to Yourself

Permission Form for Robo Calls

In order to get robo calls from the school, all parents must provide the school with permission to opt in and receive phone calls. This form is completed upon enrollment at registration. If you want to be removed from receiving calls, please email the principal to remove your name from the call list. 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 through 3rd grade receive at least 120 minutes a week of physical education. This will be provided through physical education and Second Step. All students must wear their gym shoes during recess or PE to ensure their safety. No uniforms are necessary, only comfortable clothing.

Pictures

A professional photographer takes individual and group portraits every year. We use Van Gogh School Photographers at <https://vangoghphoto.com/>. All orders are purchased online. Although each child is photographed, there is no obligation to order pictures. Payments are due in full and pictures will be mailed to your home. The dates of when the photographers come out to the school will be shared on the calendar of events page found on our website, class dojo, and monthly newsletters.

Playground

All families and community members of the Beard School have equal access and opportunity to use the school's outdoor playgrounds, Big Green community garden, and Sensory Garden. These areas will remain open and unlocked for the community to enjoy year-round from 7:00am to 7:00pm. All

parents can use the playground before, during, or after school hours. Please be aware that during school hours the playground is for use with classrooms and for Beard students during student recess. We ask that you use the playground outside of school hours of 7:30-2:30pm daily.

- Heat index of 90 degrees or below, recess will be outside
- Heat index between 91 to 94 degrees, Principal discretion
- Heat index above 95 degrees, recess will be indoors

Recess

Chicago Public Schools has an outdoor recess policy where all children are expected to go outside daily. Recess provides an opportunity for physical activity, fosters an enjoyment of movement and exercise, and aids social development. Studies have found daily recess can enhance cognitive skills, reduce behavioral problems, and increase attention and concentration in the classroom. Recess also facilitates stress reduction, supports learning outside the classroom, and offers a break from instruction. Recess privileges will never be taken away except for inclement weather conditions that make going outside unsafe. All students will have a 23-minute recess period daily along with their lunch period. Students may also receive additional recess breaks as incentives throughout the day in the playground, around the school or in the school gardens as needed to support social emotional learning. Students will be supervised by teachers and/or paraprofessionals while they are outside. All of these areas are secured by gates that will not allow students to go into the streets. Cameras are also located outside recording everything taking place. In the case of inclement weather, recess will be held indoors. Please ensure that your child is dressed appropriately for outdoor recess. If we feel the student is not dressed warmly enough, we will provide them with extra layers to keep warm.

Cold Weather Guidelines:

- Above 32 degrees with or without wind chill, recess will be held outdoors.
- Between 31 and 15 degrees with or without wind chill, Principal discretion.
- Below 15 degrees with or without wind chill, recess will be indoors.

Warm Weather Guidelines:

Safety Drills

Every year we have mandatory safety drills for our students. These drills are very important so that students will be prepared for how to react in the case of an emergency. The drills that we are required by law to conduct include:

- 3 Evacuation drills
- Shelter in Place drill
- Bus Evacuation drill
- Law Enforcement drill (also known as lock down drills and involve the police being here)
- Allergen-epi pen drill

All students and staff must participate in practicing all of the drills. We will let parents know through Class Dojo which drills will be practiced and on which days.

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, t-shirts, field trip bus and admissions, Velcro, lamination, ink for the printers in classrooms, garden supplies, 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 field trips and Beard Gear Wear Fridays. 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. It's optional and there is no pressure to send funding if it's a hardship to your family.

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.

Supply Lists

The school student donation supply list is available to you at any time by downloading it from the school's website. Due to the diversity of classrooms, some teachers may have unique items on their supply lists. These can be found on their personal web page.

We understand that some families cannot afford school supplies, so please know that these are donation supply lists if you are able to provide them to the school. If there is a hardship with purchasing any items on this list please reach out to the principal at mmlukic@cps.edu. I will work with all of our families to ensure that their children have the tools they need to be successful. These school supply lists are optional and not required of any family.

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.

Tardy Policy

If you have brought your child to school later than 7:30am, (or after 11:55am for the afternoon preschool session) your child will be marked tardy and it will reflect on their attendance. You must enter through your assigned POD door. Either call the office and ask to be allowed in, or walk over to the main office. Since all students must enter and exit through their assigned doors, we will send over a paraprofessional or teacher to your POD door to open it. Because of covid, parents will not be allowed to enter the building without appointments.

Transition Meetings

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 and meetings will be held to discuss strategies for a successful transition from Beard.

Translators

We understand that many families do not read or speak English. We have many staff members at Beard that speak over 10 different languages. We will ask our staff to translate in conversations as 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, which is our communication platform, allows parents to translate the message into their language if it is available.

Since Beard School has over 27 different languages spoken by our 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 welcomed to our school.

Visitor Policy in the Building

As a school policy, parents are asked to wait outside with their children before the start of the school day. Teachers begin their school day at 7:30, so we ask that parents remain outside and wait for your child's teacher to come and pick your children up.

The security officer will provide you with reminders that parents can only come into the building with an appointment. It is expected that whenever a parent/visitor comes to Beard School, they must sign in at the security desk, complete the health screener before entering the building, have their temperature checked, then check into the office. Please be ready to present an ID to security if asked to do so. When given your visitor badge, please wear it for the duration of your stay.

Classroom visits must be pre arranged with the teacher and an appointment must be confirmed. Parents are not allowed to open doors and allow other people into the school. This compromises the safety and security of all. Please know that only

security staff members are allowed to give access to people entering the building. If a parent 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, assaulting and trying to access areas without permission. Visitors not able to follow our policies will be asked to leave the school. Failure to adhere to the Beard School policies may result in the police being called.

Volunteers

You can go to the Beard School website to become an approved volunteer at our school or to become eligible to attend our school functions. You will not be able to attend any school functions if you have not been approved as a level I volunteer. Apply to become a level I or II volunteer by clicking on the following link:

<https://chicagopublicschools.civcore.com/index.php?action=userLogin>

There are two types of volunteers, Level I and Level II. The Volunteer Coordinator at Beard School will review your application in CiviCore and move you forward to your next steps in the application process. The next step is that you bring your ID to the main office to verify your application. Failure to do so will result in the disqualification of your application.

Examples of Level I Volunteers:

- Overnight-Field Trip Chaperones
- Mentors
- Tutors
- Coaches
- Non-supervised classroom assistants

Examples of Level II Volunteers:

- Day-Field Trip chaperones
- Assistants in schools with administrative duties
- School function visits
- Other volunteer activities in contact with students while supervised

Level II Volunteers

A fingerprint criminal background check is not required for Level II Volunteers. A Level II Volunteer is:

1. A parent providing supervised volunteer service in their child's school or classroom for less than 10 hours/week;
2. Any individual providing volunteer service for less than 5 hours/week at a school where s/he does not have a child enrolled;
3. A parent accompanying his/her child's class on a one-day field trip or another type of extracurricular activity that does not involve an overnight stay;
4. An individual providing volunteer service on projects/activities involving no or nominal contact with children.
5. An individual visiting the school for a school wide parent engagement activity or school function.