

BMS

Parent/Student Handbook

2018 – 2019

BMS is a neighborhood school community that values and believes all individuals have the ability to learn and grow. We work together to ensure that all members are included and engaged in developing a mindset of lifelong learning.

At BMS our vision is to inspire and create innovators prepared for the global community in the 21st century.

Our motto ~ We work together to get the job done by being respectful, responsible & safe.

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STAFF LISTING (School & District)

District personnel are located at the SAU Office, 38 Liberty Street, Concord, NH 03301. (603) 225-0811.

Email: concordinfo@sau8.org . Website: <http://www.sau8.org> .

School Address:

Title	Name(s)	Email Address (@sau8.org)
Superintendent of Schools	Terri Forsten	tforsten
Assistant Superintendent	Donna Palley	dpalley
Director of Student Services	Bob Belmont	rbelmont
Business Administrator	Jack Dunn	jdunn
Director of Human Resources	Larry Prince	lprince
Director of Facilities & Planning	Matt Cashman	mcashman
Director of Technology	Pam McLeod	pmcleod
Director of School Nutrition Services	Donna Reynolds	dreynolds
Director of Transportation	Terry Crotty	tcrotty
Director of Assessment	Chris Demers	cdemers
Math Coordinator	Chantel DeNapoli	cdenapoli
Principal	Michele Vance	mvance
Administrative Assistant	Angela Dusseault	adusseault
School Nurse	Susan Dabuliewicz	sdubuliewicz
School Counselor	Ashley Blake	ablake
Pre-school	Kristen Walling	kwalling
Kindergarten	Jill Shaw Elizabeth Williams Sandi VanDyke	Jshaw Ewilliams svandyke
Grade 1	Pam Beane Selina Blaine Dianne Smaha	pbeane sblaine dsmaha
Grade 2	Dr. Barbara O'Brien-Lane Kathy Donovan Jennifer Sanborn	bobrienlane kdonovan jsanborn
Grade 3	Michele Cernuda Shana Olszewski Jim Pike	mcernuda solszewski jpike
4 th & 5 th Multiage	Shannon Mounsey Jennifer Follansbee Patty Fahey Mallory Jewett Rebecca Hall	smounsey jfollansbee pfahey mjewett rhall
Art	John Hatab	jhatab
Technology Integrator / Library	Melisa Scott	mscott
Technology Program Assistant	Michael Liane	mliane
Music	Rob Fogg	rfogg
Physical Education	Kevin Parsons	kparsons
Head Cook	Amy Mitchell	amitchell

Head Custodian	Travis Campbell	tcampbell
Custodians	Ray Ferriera Dave Woodhead	Rferriera dwoodhead
Reading Specialists	Sarah Bond	sbond
Special Education	Dr. Carol McCarthy Cheryl Dolin Kayla LaFramboise Jennifer Otis Chris Lewis Lori Amesquita	Cmccarthy Cdolin Klaframboise Jotis clewis lamesquita
Speech/Language Pathologists	Deborah Snow-Major Wanda Denoncour	Dsnowmajor wdenoncour
Speech Assistant	Susan Terrell	sterrell
SSR Program Assistant	Pat Croteau	pcroteau
ELL	Dr. Lauren Henry	lhenry
Title I Staff	Josie Proctor Nancy Cogswell	Jproctor ncogswell
Educational Assistants	Deane Drown Josh Jarnot Patty Clancy Jan Franklin Gary Pierson Deb Paul Mindy Perrotta Carole Whartenby Ellen Blais Cherie Palma Isabelle Fradette	Ddrown Jjarnot Pclancy Jfranklin Gpierson Dpaul Mperrotta Cwhartenby Eblais Cpalima ifradette
Family Literacy Facilitator	Cathy Furlong	cfurlong
Occupational Therapy	Audrey Knapp	aknapp
Physical Therapy	Kelly Elrick	kelrick
Permanent Substitute	Jack Frazer	jfrazer

CONCORD SCHOOL DISTRICT VISION STATEMENT

The vision of the Concord School District is that all Concord students develop a passion for learning, experience excellence in their lives and believe that they have the ability to shape the future of their lives and communities.

Our Mission Statement

Our students will be:

- ***Active self directed learners*** who inquire creatively about their work and develop a lifelong passion for learning.
- ***Informed decision makers*** who define issues, research alternatives, consider consequences, solve problems, and make choices that demonstrate intellectual integrity and rigorous evaluation.
- ***Effective communicators*** who write well, read widely, listen perceptively, speak clearly, and use language, numbers and symbols to convey and receive information.
- ***Effective collaborators*** who assume various roles to accomplish group or community goals, using knowledge, compromise, cooperation and respect.
- ***Creative producers*** who use invention, design and critical assessment.
- ***Life Planners*** who use the skills and knowledge they have acquired to pursue personal and career goals that foster physical, emotional and mental well being.
- ***Community Participants*** who understand and practice our demographic traditions and values, including honesty, fairness and respect for human dignity and who believe they have the capacity to impact their lives and communities.

Beliefs for Our School Community

The Concord school community expects to act on the following beliefs:

- All students can learn and demonstrate what they learn.
- Students learn in different ways and require different methods to learn.
- All students have valuable contributions to make in school and community.
- Our community values and supports quality education and expects educated citizens.
- Community involvement is important to increase the future success of our schools.
- Families will be active partners in the process of educating their children.
- All adult members of the school community will be committed to continuous personal and professional growth.
- All members of the school community will treat each other with respect.

BEAVER MEADOW EXPECTATIONS

Be Respectful, Be Responsible, Be Safe

Students

For your success you are expected to:

- **Attend school daily and arrive to school on time**
- Strive to do your best
- Be safe, respectful, and responsible even when no one is looking.

Parents

For your child's success you are expected to:

- Explain the expectation that all students are safe, respectful, and responsible to your student.
- Promote high expectations for your child's behavior, school achievement, and homework
- Establish and maintain open lines of communication with the school
- **Ensure that your child gets plenty of sleep, a good breakfast, dresses appropriately, and arrives to school on time**
- Discuss school work and participate in school activities with your child
- Help your child take responsibility for his or her behavior and actions

Staff

For each child's success we will:

- Provide an effective learning environment where all are safe, respectful, and responsible.
- Establish and maintain open lines of communication between the school and home
- Promote high expectations for student behavior and academic achievement
- Provide opportunities for every student to be successful
- Promote students responsibility for behavior and actions

DAILY SCHEDULE

7:30 - Student supervision begins outside, building open to students who eat breakfast.

7:45 - Students line up in designated areas.

7:50 - School begins/morning announcements. Students who arrive after 7:50 a.m. will be marked tardy.

	Kindergarten	Grade 1	Grade 2	Grade 3	4/5 Multiage
Lunch	12:55 – 1:20	12:05 – 12:25	11:45 – 12:05	10:55 – 11:15	11:20 – 11:40 12:30 – 12:50
Recess	12:25 – 12:55		11:15 – 11:45		11:50 – 12:20

2:30 - Bus students and walkers dismissed

2:35 - All other students dismissed. If you need to sign your child out before 2:35 for an appointment, please come to the office to sign them out, please do not use office sign-out as a regular dismissal plan.

GENERAL INFORMATION

All School Meetings: All School Meetings will be held periodically throughout the year. Classroom teachers will provide specific dates. The purpose of our meeting is to share exemplary writing, visual art, dance, music, and classroom projects. Parents and community members are welcome and encouraged to attend our town meeting.

Animals and Pets: Because of health and safety issues as well as unknown student fears, animals are generally not allowed in the school. In the rare instance that an animal is permitted to enter the school, prior special permission must be given by the Principal.

Attendance: By NH Law children are required to attend school each day. School starts at 7:50am and it is important that all students arrive on time each day. If your child is frequently tardy or absent, the school is required to send a truant officer to validate any prolonged absence. Parents are asked to call the school (225-0853) if your child will be absent or tardy.

After School Activities: Beaver Meadow School typically offers the following after school activities: Student Actors Programs (grades 3-5), Jr. Student Actors Program (grades K-2), Jump Rope Club, Cup Stacking, Roots and Shoots, Krypto Club, Math Club, Art Workshop and special tutorial programs in Literacy & Mathematics are also available. Notices regarding specific clubs and meeting times will be sent home with students. If you need additional information about a specific club or activity, please call the office.

Bullying and Harassment: Please Refer to CSD Policy 539 Located on the Concord School District Website under *Handbooks and Policies* for more information.

Any student who believes he or she has been the victim of bullying should report the alleged acts immediately to the Principal. If the student is more comfortable reporting the alleged act to a person other than the Principal, the student (or his or her parents) may tell any District employee about the alleged bullying. Forms for such reporting will be available throughout each school.

Bullying is defined as a single significant incident or pattern of incidents involving a written, verbal, or physical act, or gesture, or any combination thereof directed at another pupil or any electronic communication that:

1. Physically harms a student or damages the student's property;
2. Causes emotional distress to a student;
3. Interferes with a student's educational opportunities;
4. Creates a hostile educational environment; or
5. Substantially disrupts the orderly operations of the school or a school sponsored activity or event.

Harassment is bullying behavior motivated by prejudice based on real or perceived characteristics:

1. Race
2. Color
3. Religion
4. Ethnicity or national origin
5. Disability
6. Gender/sex
7. Sexual Orientation
8. Gender Identity

Buses: Parents should call the Transportation Department (225-0849) for questions about bus stops, routes, or behavior incidents. Please provide a note for the bus driver and classroom teacher if your child is going on a different bus for the day.

Communication: Beaver Meadow School sends out announcements and newsletters via SCHOOL MESSENGER. Please provide the main office with an e-mail address to be part of the computerized mailing list. **Also, please keep your contact information up to date with the school.**

If you do not have an email address, please make sure your child's teacher is aware so that he/she will send home paper copies of all announcements.

Conferences: Parent conferences are a critically important part of parent/teacher communication. We have scheduled conferences on November 15th and November 19th. Teachers will be prepared to discuss your child's progress and share samples of their work. The report card will be sent home at the end of each trimester with your child. During these conferences a parent should feel free to ask questions and share important information and feelings with the teacher. It is quite appropriate to let a teacher know in advance what particular subjects, questions, or information you would like covered during the conference. A parent or teacher should feel free to request a conference at any time.

Contacting Staff/Parent Concerns: The following will prove helpful to a parent who feels the need to contact a person in authority about a school-related matter:

1. The Teacher – most problems can be solved by a conference between a parent and teacher. Parents should set up an appointment as soon as possible when there is a question, concern, or complaint.
2. The Principal – if the aforementioned conference has been held and a satisfactory solution has not been reached, Ms. Vance should be contacted.
3. The Superintendent – only if steps 1 and 2 have been pursued to no avail, should the Superintendent, Terri Forsten be contacted.
4. The School Board – if the Superintendent or parent feels that the parent's needs have not been met, matters can be brought to the school board. Such items must be by advance notice and be placed on a written agenda by submitting the request to the Superintendent's Office.

Discipline: In the Beaver Meadow School Community, we expect all students to be safe, respectful, and responsible at all times. BMS uses PBIS. For more information, see page 15.

1. Be respectful and considerate to all people at all times
2. Be respectful of school and personal property.
3. Behave safely: student actions should not cause harm to oneself or others.
4. Be prompt and prepared to learn and listen to instruction.
5. Try to do their best and work to their potential.
6. Be responsible for their actions.
7. Follow specific rules of the classroom, playground, cafeteria, media center, hallways, field trips, and assemblies.

Dismissal: A student may be dismissed during the school day provided that a parental note to the building principal justifies the reason for dismissal. No student will be dismissed from the school without the knowledge and consent of the parent or guardian or designated responsible adult. Please be prepared to show proper identification. If it becomes necessary during the school day for a student to be dismissed because of illness or emergency, arrangements must be made with the school office regarding transportation.

Dress Code for Students:

1. Clothes that advertise illegal substances or display suggestive or obscene statements cannot be worn.
2. Extremely brief garments such as halter tops, bare midriffs, tube tops, spaghetti straps, tank tops and plunging necklines are not allowed. Shorts may be worn through the warm months. However, shorts

and skirts **may not be shorter than** a child's fingertips when placed by his or her side.

Undergarments should never be visible.

3. Sandals are acceptable for the classroom. **Flip-flops are discouraged. All students must have sneakers for Physical Education classes and Recess.**
4. No hats or caps are to be worn inside the building.
5. During winter, student's attire must be appropriate for outdoor recess and walking to and from school. Children **MUST** have appropriate clothing on (hats, gloves/mittens, boots, ski pants, and jackets) to be able to play in the snow. It is recommended that children keep a pair of sneakers at school to wear during winter rather than wearing boots all day.

Drop off and Pick Up Procedures: If you are coming into the school to drop off or pick up your child/children, during the school hours please park in the tennis court lot or in the lower or upper parking lot. Do not park along the driveway. Children running or walking between parked cars are difficult to see and present a dangerous situation.

If dropping off your child, before the start of the school day use our designated drop off location, this location is marked off as parent drop off area. You must wait until you arrive at the designated drop off area and have received a wave from the staff member on duty before allowing your child(ren) out of the car. In the morning, no cars are allowed in the bus drop off area. Please see map. (*Appendix 3*)

In the afternoon, once the busses are dismissed, parents may safely pick up their children in the bus drop off area. Beaver Meadow Staff will call your child from the building. We will not dismiss students early so parents can avoid the delay when bus students are dismissed.

Electronic Devices: From 7:30AM until 2:45PM all electronic devices including cell phones, music players, personal cameras, personal e-readers, personal computers, and game machines must be turned off and kept in a backpack. They may not be on a student's person or visible during the school day. Students who have these items visible and/or turned on will have the item taken away by the Principal or her designee. Confiscated items will be stored in a safe and will only be released to a parent or guardian. Beaver Meadow School is not responsible for any loss, theft, or damage to any personal belonging while at school. Students and parents assume the full responsibility and risk for any such loss, theft, or damages to personal belongings brought to school.

Emergency Drills: Beaver Meadow students and staff are required to participate in fire drills and other emergency drills such as lock down and secondary site evacuations. In the case of a fire drill or other building evacuation students should exit via the nearest exit and report to their classroom meeting spot outside of the building (secondary evacuation site is Beaver Meadow Golf course clubhouse).

Free Fruit and Vegetables: All Beaver Meadow students receive free fruit or vegetables 2-4 days per week during snack time.

Homework and Reading: Homework is defined as the time students spend outside the classroom in assigned learning activities. The purpose of homework should be to practice, reinforce, or apply acquired skills and knowledge while building a student's independence and confidence.

Homework is the responsibility of the student and parents play a supportive role through monitoring the completion of assignments, encouraging children to put forth their best effort, and providing a good environment for learning.

Teaching all students to read with proficiency is a goal at BMS. In order for children to understand what they read, they must learn about the sounds in words and the meaning of words. They must learn to read with

fluency. BMS teachers expect students to read or be read to for at least 10 to 30 minutes each night. More time is even better! Here are ways parents can help in this important work:

- Read to or with your child every day.
- Ask your child about a book's setting, the characters, and events.
- Let your child see you read and let your child know that you enjoy reading.
- Be involved in your child's reading progress. Ask your child's teacher what you can do to help your child.
- Surround your child with books and other reading material.
- Limit television and screen time. Show your child that reading, writing, drawing and playing games together are even more fun than television and video games. Carefully monitor the shows your child watches and the games he or she plays.

Homework contributes toward self-discipline and lifelong learning habits. Teachers will assign relevant, challenging and meaningful homework assignments that reinforce classroom learning objectives and develop mastery of skills. Actual time required to complete assignments will vary with each student's study habits, academic skills, and classroom teacher. If you think your child is spending too much time doing homework, you should contact his or her classroom teacher.

Invitations: Please do not have party or other invitations distributed in school unless the entire class or a subdivision of the class are invited (i.e., all of the boys or all of the girls). Feelings are hurt very easily and this is an unnecessary disruption in any classroom.

Legal, Custody, and Restraining Issues: Unless we have the appropriate legal documentation on file, we are compelled to give full parental rights to all parents. If there are custody documents or restraining orders that you believe would keep a parent, or other adult, from seeing or dismissing your child at school, please provide us with a copy as soon as they are issued. Please come to school and alert us to any situation that you feel may arise. Written communication between one parent and school administration will be cc'd to the other parent unless otherwise discussed in a court order.

Library Materials: We want students to be avid readers and are delighted to see them sign out our library books and materials. Students in Grade 1 can check out 1 book at a time, Grade 2 can check out 2 books at a time, and students in Grades 3-5 can check out three books at a time. Grades 4-5 also have the option of checking out a DVD/VHS movie with a signed permission form. The video takes the place of one book. No more than the allowed number of library materials can be checked out at one time. Materials that are returned damaged beyond repair (wet, missing cover, broken binding, etc) must be removed from the shelves and replaced. Reminders are sent out for books that are missing for a long period of time and if they are still missing at the end of the year a bill is sent home. Please help your child take care of our school books and materials.

Lost and Found: Items that are left around the school are collected and placed in a Lost and Found Bin by the Gymnasium. PLEASE LABEL YOUR CHILD'S BELONGINGS! Items not claimed by the end of the school year are donated to local agencies.

Microwave Ovens: Microwave ovens will not be available to students during lunch.

Parking: Please do not park in our designated (blue symbol and/or sign) handicap spots. Also, do not leave your vehicle unattended in our fire lane.

PBIS: Beaver Meadow School has adopted Positive Behavioral Interventions and Supports (PBIS). Most students come to BMS with good social skills and the ability to behave in an expected manner. Through PBIS, all students will be provided with direct instruction that will help each child develop into a more responsible,

respectful, and safer student. The result will be fewer interruptions and disruptions in the classroom, improved morale, and a safer and more respectful school environment for all students and staff.

PBIS activities and initiatives are developed by a Universal Team under the guidance of a highly trained facilitator. The Universal Team emphasizes prevention, consistent responses to unexpected behavior, data-driven decisions, and team-based planning. The members of the team include regular and special education teachers, the Principal, specialists, teaching assistants, and a parent.

For more information on PBIS, refer to page 15.

Physical Education: Students have Physical Education once a week for 45 minutes. For your child's safety, students are required to wear non-marking sneakers to participate. If a student does not have sneakers, he or she will be given a written physical education assignment to do in class. Shoes, platform sneakers, sneaker clogs, sandals, boots, slippers, and hiking boots are not allowed. Please check to see which day of the week your child has Physical Education.

Recess: Recess is part of our curriculum and all students must go outside for recess when the weather is cooperative. If a child is well enough to be in school, we believe he/she is well enough to go outside. A child who is ill should remain at home until he/she is well enough to attend school. Exceptions are made only with a written letter from a physician.

Safe Schools Act: The Concord Police Department expects all schools to comply with the Safe Schools Act and report all acts of violence including simple assault, criminal mischief, and theft. Parents will be notified if a police report is filed.

School Breakfast Program: Our school provides breakfast Monday through Friday at 7:30 am. Prices for Breakfast are \$1.50 per day. Reduced program cost is \$.30 a day. Milk is sold separately for \$.50. Prices are subject to change.

School Lunch Program: The Concord School District offers healthy meals every school day for \$2.50. Reduced program cost is \$.40 a day. Students use a debit card system for purchasing school breakfasts, lunches, snacks and juice or milk. Parents may send in money for a week, a month or longer. Prices are subject to change. Information regarding our Free/Reduced meal program was sent home on the first day of school. Please note that the menu you received in the first day packet is a year long menu. If you have any questions regarding the menu or lunches, please call the Food Service Department at 225-0823.

Sign In/Security Door: All visitors to Beaver Meadow School are required to sign in and out in the office. All visitors are required to wear a visitors badge for identification purposes. The only entrance to the school is the Main Entrance. This is a controlled access point and all visitors must be "buzzed" in.

Snow Days/Delayed opening Decision: In the event of a school cancellation or delay due to inclement weather, SCHOOL MESSENGER Automated Calls will be made. Please make sure the school has updated contact information. You may also listen to local radio stations: WKXL, WJYY, WEVO, WNNH or watch WMUR News. PLEASE DO NOT CALL THE SCHOOL. If there is cause for a delayed opening, school will begin 2 hours later than the usual starting time (i.e., 9:45) and there will be no morning Kindergarten classes.

Special Education: Beaver Meadow School and the Concord School District has available a full range of services for students with special needs including learning disabilities services, speech and language therapy, occupational therapy, physical therapy, emotional disabilities services, and other health impairments. If you think that your child may need these services in order to be successful in school, please contact your classroom teacher or School Administration. The process that is in place to evaluate and determine if an Individual

Education Plan is needed for a student to be successful in school is guided by state and federal laws. Parent permission is required and parents are members of the special needs team.

Student Messages and Deliveries: Academic time is sacred at Beaver Meadow. To avoid interruptions in the classroom, parents who need to contact students may do so for emergencies only by calling the Main Office at 225-0853. **Deliveries of flowers and/or balloons, fruit, or any other gifts to the classroom are not accepted and will be held in the Main Office until the end of the school day. LATEX PRODUCTS SUCH AS BALLOONS CAN NOT ENTER BMS DUE TO ALLERGIES.**

Student Placement Procedures and Parent Input: As professional educators, our goal is to provide learning environments in which all students will be successful. We believe that the best way of achieving that goal school-wide is to create well-balanced, heterogeneous classrooms. Toward the end of each school year, placement teams consisting of the Principal, classroom teachers, specialists, special educators, and our guidance counselor work to develop class rosters for the upcoming year that are reasonably balanced in terms of student numbers, gender, abilities, and social and academic needs. The Principal then assigns the class rosters to a specific teacher.

Children find out who their teacher is for the next school year on the last day of school during our Step Up activity. Due to unforeseen circumstances, placement may change over the summer. If this is the case, the Principal will notify any families involved in placement changes.

The Principal is responsible for making the final decision regarding all placements. Parents who wish to offer any important or compelling information regarding student placement by do so via a letter or e-mail addressed directly to the Principal prior to May 15. *Please do not request a specific teacher for your child.*

Toys: Problems arise each year because students bring articles that interfere with the school program. Ipods, cell phones, Game Boys, trading cards, stuffed animals, weapons (real or toy), pellets, bullets, caps or explosives, matches, whoopee cushions, or other distracting items are considered “nuisance items” and do not need to be brought to school. There are many problems and issues that arise from bringing these items, including loss and damage, disputes between students and distraction to schoolwork. Bringing these items to school will result in a call to parents and possible disciplinary action.

Web Page: Please visit the Beaver Meadow School web site at <http://bms.sau8.org/>

HEALTH INFORMATION

Health Checks: Grade K-Four students are checked for vision and hearing yearly and Grade Five students are checked for scoliosis.

Illness: Students with symptoms of illness should not be sent to school. These symptoms include: vomiting, excessive runny nose, eyes, or sores. Students should be free of fever and symptoms at least 24 hours before returning to school. If your doctor has prescribed an antibiotic, the student must be kept home for 24 hours after starting the medication before he/she is considered to be non-contagious.

Lice Prevention: Parents should check their child’s hair for signs of lice at least once a week. If you question an infestation, please call the school nurse for help. We will also need to examine all children that your child has been in direct contact with. Upon reentry to school, the school nurse must check your child’s hair.

Medications: All medications must be sent to the school nurse. Parents must complete the form regarding over the counter medications. All prescription medication must be accompanied by a physician’s order and the parent’s authorization. All medications must come to the school in a professionally labeled bottle. New

Hampshire State Law states that all students must have a current immunization record and physical examination on file.

BEAVER MEADOW PTO

The PTO at Beaver Meadow School seeks to support cooperation among parents, students, school administration and the community toward the achievement of the best possible educational experience at Beaver Meadow School. The PTO sponsors programs and events such as Welcome Back Night, Book Fairs, One Stop Shop, Ski Program, Craft and Bake Sale, School Pictures Program, the spring Walk.Run.Play Event, Staff Appreciation Events, and many other school functions. The PTO coordinates fundraising activities as well in order to support Beaver Meadow School such as providing funds for field trips, teacher classroom accounts, the library, the playground and other needs. Join in our efforts through volunteering for events or attending PTO meetings; additional information and meeting times are announced in a monthly newsletter or on Facebook at: www.facebook.com/beavermeadowschoolpto and you can email us at: BeaverMeadowSchoolPTO@gmail.com

PBIS at BMS

What is PBIS?

PBIS (Positive Behavior Interventions and Supports) is a school-wide system for creating behavior change in schools by emphasizing positive behavior expectations and outcomes for all students, consistency in responding to discipline concerns, and a data driven problem solving model to develop interventions for school wide concerns, targeted groups of students, and individuals with intensive needs.

Typical discipline systems in schools have been based on reaction to negative behavior and punishment of the offender. Studies have shown that this approach ‘does little’ to reduce chronic misbehavior, nor does it produce positive long term outcomes for the school or student.

The PBIS method of school discipline is different in four key ways:

1. **Prevention:** Correct behaviors are established taught, modeled, and acknowledged in a systematic way throughout the school. Students are “caught” engaging in desired behavior and this behavior is regularly reinforced and recognized.
2. **Response:** The response to undesirable behavior is organized, systematic, consistent and careful. Considerable thought and effort goes into getting the entire school community on the same page with respect to common definitions of, and the most effective response to, problem behaviors.
3. **Data-driven:** Discipline data is collected school-wide in a user friendly format. When this information is entered and analyzed in an established on-line database), the data provides guidance for understanding when and where problem behavior is more likely to occur. Strategies to address behaviors in these situations are developed, and the data then provides evidence for whether the strategies are working.
4. **Process:** PBIS is not a curriculum or a prepackaged program. Rather, it is a framework that guides the school community through a process of addressing the unique culture, climate and behavioral issues within each school. The idea is to work smarter, not harder, to improve behavior and school climate.

What is the purpose of PBIS?

The purpose of or goal of PBIS is to provide a foundation for good education. The hope is that it will help regain the teaching time currently spent in managing misbehavior, and to maximize on-task time and academic achievement for all students. PBIS will help increase positive and civil social behavior, increase family engagement in schools, and improve school climate for students and adults.

Three-Tier Approach:

PBIS is a three-tier approach, emphasizing a continuum of positive behavior intervention and supports. Students are seen as falling into three groups based on their current behaviors and needs: students without serious problem behaviors, students at risk for problem behaviors, and students with chronic/intense problem behaviors.

Level 1-Universal: The **primary intervention** is designed to address the whole school population. While applied to the entire student body, the emphasis is on reaching the approximately 80-90% of students who do not have serious behavior problems or mental health needs. The purpose of universal strategies is to maximize achievement, deter problem behavior, and increase positive peer and adult interactions.

Level 2-Target: This is a **secondary prevention** which is aimed at the roughly 5-10% of students considered **at risk** for developing behavioral disorders or mental illness. These students enter school with significant risk factors and are usually unresponsive to universal prevention strategies alone. The goal here is to decrease opportunities in which high-risk behaviors might be fostered, and to establish effective and efficient pro-social skills that would increase their responsiveness to primary interventions. This secondary intervention must be structured to meet needs of at-risk students such as group interventions that target areas of student need.

Level 3-Intensive: The **tertiary prevention** targets the 1-5% of students who display symptoms or behaviors related to Emotional Disturbance or mental illness. The goal of tertiary interventions is to reduce the frequency, intensity and complexity of students' maladaptive behavior patterns and provide them with suitable efficient and effective replacement behaviors that will decrease their more maladaptive ones. Tertiary interventions are implemented for students with significant needs.

Universal Team:

The Universal Team was developed to make decisions related to PBIS and its implementation. The BMS Universal Team includes regular classroom and special education teachers, a parent representative, and the principal. The team also receives support from outside facilitators.

Role of Universal Team:

The role of the Universal Team is to; 1) lead the universal system of discipline, 2) identify key presenting problems, 3) conduct site analysis, 4) develop and revise the school-wide PBIS program based on on-going data collection, 5) evaluate new or revised components of the school-wide PBIS program, 6) actively communicate with staff members and families regarding the activities of the leadership team (Universal Team), and 7) conduct staff meetings to ensure the implementation and maintenance of the school-wide PBIS program.

Behavior Expectations:

The behavior expectations of **Respectful, Responsible, and Safe** was developed and approved by the BMS staff. It acts as the central theme for the social/behavior expectations at BMS.

Behavior Matrix:

The behavior matrix was designed to translate school wide behavior expectations across various settings in the school. The matrix was developed by the Beaver Meadow School Staff and was further refined by the PBIS Universal Team (See following Behavior Matrix)

Hallway

Be Respectful	Be Responsible	Be Safe
<ul style="list-style-type: none"> - Follow adult direction - Stay in your personal space - Level 0 when walking in a line 	<ul style="list-style-type: none"> - Keep hallways clear and organized - Go directly to your destination - Accomplish task and return 	<ul style="list-style-type: none"> - Use handrail on stairs; take one step at a time - Keep hands, feet, and objects to yourself - Open outside doors only when directed by an adult - Walk on the right side, facing forward

Bathroom

Be Respectful	Be Responsible	Be Safe
<ul style="list-style-type: none"> - Level 1 voice - Honor privacy - Quietly wait your turn - Always flush 	<ul style="list-style-type: none"> - Go, flush, wash, exit - Clean your space, leave no trace - Report problems to an adult immediately 	<ul style="list-style-type: none"> - Wash hands - Use bathroom as intended

Playground

Be Respectful	Be Responsible	Be Safe
<ul style="list-style-type: none"> - Follow adult direction - Enter and exit building quietly - Take turns; include/ cooperate with others and share - Respect nature 	<ul style="list-style-type: none"> - Follow playground rules - Listen for playground signals and line up immediately - Pick up and return belongings and equipment - Report unsafe behavior - Dress appropriately for weather 	<ul style="list-style-type: none"> - Follow playground rules - Use equipment properly - Tell an adult about safety concerns - Wear appropriate footwear

Cafeteria

Be Respectful	Be Responsible	Be Safe
<ul style="list-style-type: none"> - Follow Adult direction - Level 1 voice - Use good manners; use serving tools - Be kind to those around you 	<ul style="list-style-type: none"> - Only touch and eat your own food - When you leave, go directly to your destination - Clean you space, leave no trace 	<ul style="list-style-type: none"> - Respond to staff direction - Always walk - Sit properly and raise your hand to leave your seat - Wait for teachers to dismiss

- Stay in line order	- Take your fair share	
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Instructional Area

Be Respectful	Be Responsible	Be Safe
<ul style="list-style-type: none"> - Follow the rules of the room - Allow teachers to teach and students to learn - Be kind, cooperative & encouraging to others 	<ul style="list-style-type: none"> - Be prepared and ready to learn - Stay on task & do your best work - Keep your space and common space and materials organized - Ask for help when needed 	<ul style="list-style-type: none"> - Keep chair legs on the ground - Use equipment and materials properly Tell an adult about safety concerns - Wear appropriate footwear

Special Events

Be Respectful	Be Responsible	Be Safe
<ul style="list-style-type: none"> - Display good audience behavior - Level 1 voice during transitions 	<ul style="list-style-type: none"> - Stay with group on fieldtrips - Listen and follow directions by adult - Ask for help when needed 	<ul style="list-style-type: none"> - Enter and exit in an orderly manner - Be aware of your surroundings and stay with your group

Bus

Be Respectful	Be Responsible	Be Safe
<ul style="list-style-type: none"> - Listen to Bus Driver and follow directions - Use a quiet voice and kind, appropriate words - Stay in your personal space - Respect property - Be kind to those around you 	<ul style="list-style-type: none"> - Be packed and ready to load or unload promptly and quietly - Remember your personal belongings - Clean your space, leave no trace 	<ul style="list-style-type: none"> - Follow bus rules - Sit properly and stay in your seat - Keep hands, feet and objects in the bus

Arrival & Departure

Be Respectful	Be Responsible	Be Safe
<ul style="list-style-type: none"> - Listen to directions - Wait quietly for your ride - Hold the door open for people 	<ul style="list-style-type: none"> - Go straight to classroom after line up - Electronics off & away - Be prepared for dismissal and know where you're going 	<ul style="list-style-type: none"> - Walk on the sidewalk and in the crosswalks - Carry your belongings properly - Use walking feet

Defining Problem Behaviors:

The BMS Staff defined Problem Behaviors to develop consistency in how staff members identify and respond to inappropriate student behavior. These behaviors have been placed in two categories or levels of problem behaviors: Minor (staff-handled behaviors) and Major (office-handled behaviors).

Minor Behaviors

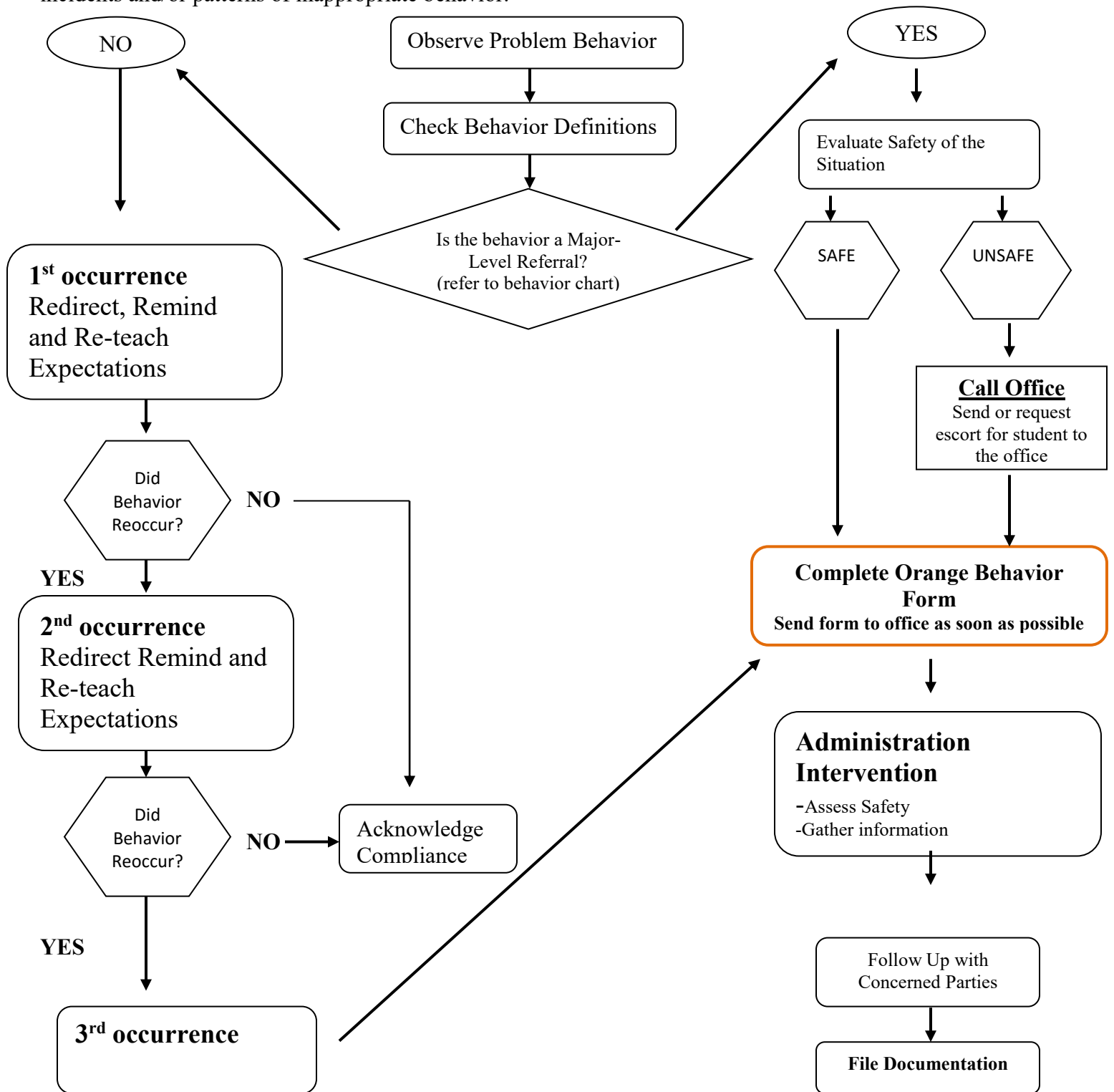
<ul style="list-style-type: none"> • unexpected language/gestures • name-calling, teasing, gossiping • talking back • low intensity refusal 	<ul style="list-style-type: none"> • yelling out • roaming room • bothering neighbor • excessive or unnecessary noise 	<ul style="list-style-type: none"> • unintentional physical harm • horseplay, play fighting, physical mischief 	<ul style="list-style-type: none"> • technology violation • misuse of classroom materials
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Major Behaviors

<ul style="list-style-type: none"> • Abusive language, inappropriate language • Arson • Bomb Threat/False Alarm • Defiance, disrespect, insubordination, non-compliance 	<ul style="list-style-type: none"> • Disruption • Fighting • Forgery/Theft • Harassment/Bullying • Inappropriate display of affection 	<ul style="list-style-type: none"> • Inappropriate location, out of bounds • Lying/Cheating • Physical Aggression • Property Damage, Vandalism 	<ul style="list-style-type: none"> • Technology Violation • Use/Possession of drugs, alcohol, tobacco • Use/Possession of combustibles
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Flow Chart:

The purpose of a Flow Chart is to clearly describe the steps and process used in response to Minor and Major incidents and/or patterns of inappropriate behavior.



Student - teacher dialogue should be handled quickly, quietly, and respectfully
All minor and major offenses should be reported to the student's classroom teacher

VOLUNTEER PROGRAM

Beaver Meadow School has many volunteers helping the teachers and staff with tasks large and small, regularly or upon occasion as the needs arise. Volunteers work in the classroom, chaperone field trips, bake for class parties or PTO functions, help in the office or library, and work on projects at home. All volunteer service is greatly welcomed and truly appreciated.

I. Volunteer Guidelines

Adopted 11/18/03

Volunteers are guided by the Concord School Board Policies, the New Hampshire RSA's (State Laws), and the procedures of Beaver Meadow School. Volunteers may not be alone with a student unless they have completed a criminal background check. Volunteers work in the classroom or an area that is supervised by a Beaver Meadow School staff member. Volunteers must never place themselves in a situation that could be viewed as inappropriate and must stay in supervised areas.

Sign In Procedure

Volunteers need to sign in at the Volunteer Register located on the counter in the office and obtain an identification badge to wear in the building. When leaving the building, please sign out, and leave your badge in the office.

Volunteer Assignment

Each volunteer assignment is determined based on the needs of the students, and the teachers and PTO. Please fill out the attached form if you are interested in volunteering. (*Appendix 2*)

Confidentiality

It is of the utmost importance to respect the confidentiality of the students and staff. Students have a legal right to privacy. Volunteers must not share lessons, activities or children's comments. You may not discuss your classroom experiences with the other parents, friends or with other teachers.

Discipline

Discipline is the responsibility of the teacher and/or professional staff of Beaver Meadow School. If the child with whom you are working has a behavior problem, bring it to the attention of the teacher immediately.

Absence Procedures

It is important that you notify the teacher and/or Beaver Meadow School office when you are unable to fulfill your volunteer commitment. Beaver Meadow School has an answering service that is on after school hours and during the weekends (225-0853).

Dress Code

Please use discretion and good taste. Please review our student dress code. Remember, volunteers set an example for the students.

Fire Drills/Emergency Procedures

Please be aware of the exit from the room in case of fire drill. Everyone should immediately leave the building by the appropriate exits when the fire alarm is heard. Children are instructed to follow the teacher's direction and proceed outside without talking.

Volunteer Agreement

Each volunteer is asked to read and sign the volunteer guidelines, the form is located in back of this handbook. All signed forms need to be returned to the office prior to volunteering at BMS. (*Appendix 1*)

SMOKING IS NOT PERMITTED ON SCHOOL GROUNDS OR ON SCHOOL FIELD TRIPS

FIELD TRIP CHAPERONE PROCEDURE

Parents of Beaver Meadow School students may chaperone field trips; the classroom teacher and/or principal must approve other adult relatives before the departure date.

The classroom teacher may select chaperones on a first-reply basis when more parents than necessary volunteer. Chaperones should ride the school bus to and from the trip. Chaperones may be asked to pay for admission. Specific guidelines are as follows:

Be a role model. A field trip is part of the school day and an extension of the school curriculum. Follow the procedures and rules of Beaver Meadow School while away from the school building. Model and expect proper behavior and language. Let the students see that you are paying attention when the teacher, principal or featured speaker is talking.

Be in charge. Consistently enforce the rules. Hold the children accountable for inappropriate behavior. Follow the teacher's lead if you are unfamiliar with the rules and procedures.

Focus on the children. Although chaperoning may be a good opportunity to meet other parents, you need to stay focused on keeping your group of students together and on task. Stay with your assigned group of Beaver Meadow School students at all times.

Leave the siblings at home. Field trips are designed to reinforce what the students have been studying in class. The field trip won't be as meaningful to younger siblings, and may distract you from your role as chaperone. Therefore, Beaver Meadow School cannot allow preschool children or additional children not from the designated field trip to accompany the chaperone on the trip without prior permission from the classroom teacher.

Be aware of the children's needs, i.e. bathroom, health etc.

Save conferences for later. Avoid the temptation to discuss your child's progress with the teacher during a field trip. As a chaperone, you have responsibilities and the teacher needs to stay focused on the details of the field trip. Schedule a time to talk when both you and the teacher can focus on your child.

Participate. Attend and participate in all activities on the field trip experience. Be a leader and point out items of interest to the children.

Keep to the schedule. Field trips are carefully orchestrated with set times for arrival, departure, lunch and events. It's important that all the chaperones follow the schedule precisely and keep the children on time all day.

VOLUNTEER GUIDELINE AGREEMENT

I understand that if I do not adhere to the expectations listed in this handbook, I may no longer be invited back to volunteer.

I have read, understand and will uphold the guidelines stated in the Beaver Meadow School Volunteer Handbook. I agree to uphold the guidelines to the best of my ability. I understand that I will remove myself from the environment if I cannot fulfill the role.

Signature of Volunteer

Date

Signature of Administrator

Date

Signature of Volunteer Coordinator

Date

Beaver Meadow School Volunteer Sign-Up Form

Name: _____

Address: _____

Email address: _____

Telephone number: _____

Children(s) Name:	Grade	Teacher

BMS depends on volunteers. Please consider one or more of the volunteer sections below. Throughout the year our volunteer coordinator will solicit specific needs for Beaver Meadow School.

Please check all appropriate boxes

I would like to volunteer during school hours:

- Morning Traffic Patrol 7:30-7:50 am one day a week
- Afternoon Traffic Patrol 2:30-2:50 pm one day a week
- Classroom Volunteer
- Art Program Volunteer
- Media Center Volunteer
- Visual Arts Board 7:45-8:30 am one day a week
- Editorial Board one day a week (45 minute time block)
- Book Fair (November and April 3 hour time block)
- Other – to be designated by further email/ phone solicitation

I would like to volunteer during non school day hours:

- PTO participant (various events)
- Parking Patrol for school evening activities and events
- Other

I would like to volunteer my specialty of:

- Baking for various school events
- Helping plan and prepare crafts for the annual craft fair

Check here If you are interested in future volunteer opportunities and would like to receive email

Please return this form to your teacher for forwarding to the PTO Mailbox



A Parent's User's Guide to Title I Program

The Title I Program is designed to support academically at-risk students to encourage accelerated progress toward grade level expectations.

How is eligibility determined?

Eligibility of each student is determined when beginning-of-the-year assessment results and classroom performance fall below grade level. When a child is deemed in need of Title I services, with the permission and support of the family, students are recommended for the program.

How are Title I services delivered?

Students may either be supported in reading or math, in-class, out-of-class in a small group or one-to-one, depending on several factors. Instructional strategies are consistent with classroom practices and planning for that instruction is done based on student strength and weaknesses.

For some students, extended day program *is* their additional, value-added instruction when schedules are not conducive to their receipt of services in class.

Who are the Title I teachers?

Title I teachers are highly qualified, experienced teachers. Some have been classroom teachers and have decided to focus their instruction on reading through working in the Title I program. Title I tutors are highly qualified teachers or paraprofessionals working with Title I teachers. All Title I teachers work in collaboration with Reading Specialists, Special Education staff, classroom teachers and the Title I Coordinator.

How do the classroom teachers and Title I teachers know whether my child has made growth? What kinds of assessments are done?

Throughout the year, students are monitored for progress using several assessments. One assessment is **AIMSweb** which is a benchmark and progress monitoring system based on direct, frequent and continuous student assessment. The results are used to determine response to intervention. The AIMSweb system components provide three comprehensive components that include: benchmarking, and progress monitoring.

- Benchmark – Assess all students three times per year for universal screening (early identification), general education progress monitoring, and AYP accountability.
- Progress Monitor – Write individualized annual goals and monitor more frequently for those who need intensive instructional services

For students of all ages, the **Fountas and Pinnell Benchmark Assessment**, closely related to a running record, has been chosen and used to collect information about how students read, what strategies they use and on which “level” they are reading and how well they have understood the passages they’ve read aloud. This assessment is time-consuming, so it would be given specifically to students whose eligibility is in question or the above information must be collected. It can be given frequently to measure progress. In addition, the **DRA** gives the similar information for students from K-2.

The **BEAR Spelling Inventory** is an assessment given once, sometimes twice per year by classroom teachers. This assessment can help reveal the spelling patterns students know such as long and short vowels, blends, digraphs, etc. and even what they do not know. Knowing this can help a teacher plan for instruction that suits the students collectively or individually specifically in word work.

In the Eureka Math Program, after each unit, teachers evaluate students on each of the goals and share the information with Title 1 staff. Student support is offered by the Title 1 math tutor in class and focuses on number sense skills and goals determined by the Profile of Progress.

About how long are children in the Title I program?

With hard work and support from the classroom teacher and Title I staff and parents they do make growth at a variety of rates. Classroom teachers and the Title I teachers get together to discuss each student's progress. Children who have made adequate and accelerated progress will be discharged or "graduate" as we like to call it. Children will only receive services as long as they exhibit the need.

How will I know if my child has graduated?

It is our hope to communicate with you about your child's progress as often as possible. However, you will always be informed of any change/discontinuing to your child's services through the Title I Program by a certificate of graduation and a letter. If you are interested in knowing the specific assessment scores, please contact the Title I department. If you receive a letter recommending your child for graduation, please sign it and return it. It will be kept in their Title I file at the school.

What happens after my student has graduated? What happens if they continue to struggle?

When/If a child's updated assessment results do show adequate growth, the child can graduate from the Title I program services. That means they will continue to receive reading instruction from the teachers, but they will not be pulled out for additional services.

However, students are continually monitored for growth to assure they're maintaining progress. Student data is collected and analyzed regularly and students **can re-enter** the program if they present the need and it is determined by the Title 1 staff and classroom teachers.

How can I continue to support my child?

Please visit the Title I Department website at www.sau8.org for information on how you can continue to support your child as they make their journey as readers and mathematicians.

For more information, questions or concerns, please call 225-0811 or email Robert Belmont, Director of Student Services Title I Coordinator, at bbelmont@sau8.org.

Concord School District

Re: **Title I Parent's Right To Know – Section 1111 (h)(6)(A-C)**

Dear Parents,

At the beginning of each school year, the Concord School District which receives Title I funds must notify parents of each student attending any Title I school that the parents may request, and the Concord School District will provide the parents on request, and in a timely manner, information regarding the professional qualification of the student's classroom teachers, including at minimum the following:

- ◆ Whether the teacher has met State qualifications for the grade levels and subject areas in which the teacher provides instruction;
- ◆ Whether the teacher is teaching under emergency or other professional status that the State has waived;
- ◆ The degree major of the teacher and any other graduate certification or degree held by the teacher and the field of discipline of the certification or degree; and
- ◆ Whether the child is provided services by paraprofessionals and if so their qualifications.

Additional Information – In our Concord School District schools that receive Title I funds, we **must provide to each individual parent** –

- ◆ Information on the level of achievement the child has made on all state assessments; and
- ◆ Timely notice that the parent's child has been assigned or taught for 4 or more consecutive weeks by a teacher who is not highly qualified.

For school year 2016--2017, the Concord School District schools that are receiving Title I funding for include: Abbott Downing School, Beaver Meadow School, Broken Ground School, Christa McAuliffe School, Mill Brook School, and Rundlett Middle School. The Concord School District website at www.sau8.org lists for each school a section on Title I as well as under School Profile and Report Card the district's annual announcement of each school's profile and report card is posted for public and parent information.

If you have any questions about the Concord School District Title I Program and Title I services in each of the above listed schools, please do not hesitate to contact: Robert Belmont, Director of Student Services, Office of the Superintendent of Schools, 38 Liberty Street, Concord, NH 03301, telephone number (603) 225-0811 Ext. 7004, email bbelmont@sau8.org.

Sincerely,

Robert Belmont
Director of Student Services
Concord School District

Concord School District Learning Compact



rights as well.

Every person involved in the education of children has rights, responsibilities and values to uphold. We would ask that by signing this document, you will be accountable and responsible for the progress of the child and your part in that progress and to know your

Students:

Have the **right**

- ❖ to be respected
- ❖ to be safe in body, mind and property
- ❖ to learn with minimal interruption
- ❖ to be involved in their learning
- ❖ to communicate
- ❖ to work in a clean, well-cared for environment
- ❖ to have teachers with good teaching and classroom practices

and the **responsibility**

- ❖ to allow others to learn and listen
- ❖ to be respectful, honest and safe
- ❖ to know and abide by school and class rules
- ❖ to accept fair consequences for their actions
- ❖ to ask for help when they need it
- ❖ to complete assigned work

Student Signature _____ Date _____

Parents

Have the right to

- ❖ to know that their child is in a safe and caring environment
- ❖ to be treated with respect and fairness by all children and adults
- ❖ to be kept informed about the qualifications of their child's educators, school events and issues and their child's progress across all curriculum areas

And the responsibility

- ❖ to support the school in promoting a learning and caring environment
- ❖ to treat everyone in the school with respect and consideration
- ❖ to deliver and collect their children at the correct times
- ❖ to be involved in events, school activities and assist with homework

Parent Signature _____ Date _____

Teachers/Staff

Have the **right**

- ❖ To work in a safe and supportive environment
- ❖ Be treated with respect and courtesy
- ❖ Develop a positive working relationship with children, parents and colleagues
- ❖ Teach with minimal disruption
- ❖ Have the opportunity for professional development

And the **responsibility**

- ❖ To promote a positive safe and supportive environment for all children and staff
- ❖ Treat others with respect and courtesy
- ❖ Provide a high quality instruction of curriculum that is accessible to all children
- ❖ Participate in professional development and collaborate with colleagues
- ❖ Share progress of students with families

Teacher Signature _____ Date _____

Concord School District
Title I Program
Parent/Guardian Involvement Guidelines

This parent involvement policy was developed in cooperation by the administrative team at Title I schools, parents of participating students and the school district. It will be made available to all parents/guardians of participating students.

District Requirements:

- Annually Title I Program staff will involve parents in the development of the Title I Plan and Title I Program Evaluation through feedback from surveys and interpersonal communication. The Title I staff will continue to solicit their involvement in school improvement efforts.
- The school district and administration team will build school and parent capacity for strong parental involvement. The team will also provide technical and advisory assistance in development and implementation of the plan and effective parent involvement activities.
- The school district staff will coordinate and integrate Title I parental involvement strategies with other programs.

Title I School Requirements:

- The Title I School will hold an annual meeting in a timely manner to inform participating families about the program, parental rights and responsibilities, and opportunities for partnership between the school and the home in building the student's academic skills. At the initial meeting the staff will...
 - ensure that all parents receive the 'parents right to know' document, regarding teacher qualifications;
 - provide information about the assessments used in determining eligibility and the nature and content of specific programs that will be used to supplement classroom instruction;
 - provide written information about the results of their particular student's assessment and the content of the program in which their child will be participating within one week of the start date for their child's instruction; and
 - follow-up with phone calls to clarify any information needed.
- Parents will be informed of meetings in writing and if possible, invited personally via phone call. If there is a need expressed for childcare or transportation, the Title I program will make arrangements for students (when appropriate) and siblings to be cared for on-site during the meetings free of charge to the parents. If needed, transportation will be made available to parents wishing to attend.
- Additional meetings may be scheduled during the year to provide an opportunity for parents to ask questions and gain information about academic development and strategies to help their students succeed. Meetings will be geared toward meeting the expressed needs of the parents with regard to their student's academic development and skills.
- Parent feedback will be gathered to assess the program's effectiveness and to help inform future decisions about its scope and content.

Date:

21st Century Program

This September, the 21st Century Community Learning Center (21st CCLC) Grant begins its official programming at Beaver Meadow Elementary School. 21CCLC is working in partnership with the Concord YMCA (Y@21C) to greatly enrich the kinds of activities offered during after school hours. This five year grant will expand community partnerships and increase students' learning through interest based and hands on activities. The Y@21C couples with BMS existing co-curricular programs to provide a seamless after school program with numerous academic and enrichment opportunities that are linked to school day learning.

Goals:

- 1) Improve academic achievement for students who participate.
- 2) Improve the social, emotional and behavioral well-being of students who participate.
- 3) Promote the role of families in their students' social, emotional, behavioral and academic success.

Programming:

Y@21C will run 15 hours of programming weekly. There will be daily homework help after school along with a myriad of other offerings. Y@21C brochures/calendars will be available in the BMS main office.

Please visit: http://bms.sau8.org/activities/y_21_c_after_school_program

And like our program on Facebook: 21C: Concord School District 21st

Century Community learning Centers

Y@21C is open on all regular school days – we are not open on school observed holidays or any other day that BMS is closed.

Registration:

The Y@21C registration can be found on the BMS Y@21C website, on the YMCA web page:http://concordymca.org/ymca-after-school-reg-forms_ad-and-bm-21c/ and there will be some in the BMS main office.

Transportation:

21CCLC offers its own late buses at 5:30. Students will be given a late bus pass with their address on it. Each driver creates their route based on expected student – please allow a 48 hour window after your registration for bus route alterations.

Inclement Weather:

Living in New England it is always possible that weather will change as the school day progresses. Y@21C Staff, working with administration and CSD transportation, will work to 'make the call' by 1:00. Updates will be posted on the 21C websites and students be alerted via school announcements. Y@21C does not take place if school has been canceled.

Emergencies:

Y@21C Staff will handle all emergencies in-line with regular CSD policies. Please note that no School Nurse is on duty during after school hours.

Questions: Please check our web site

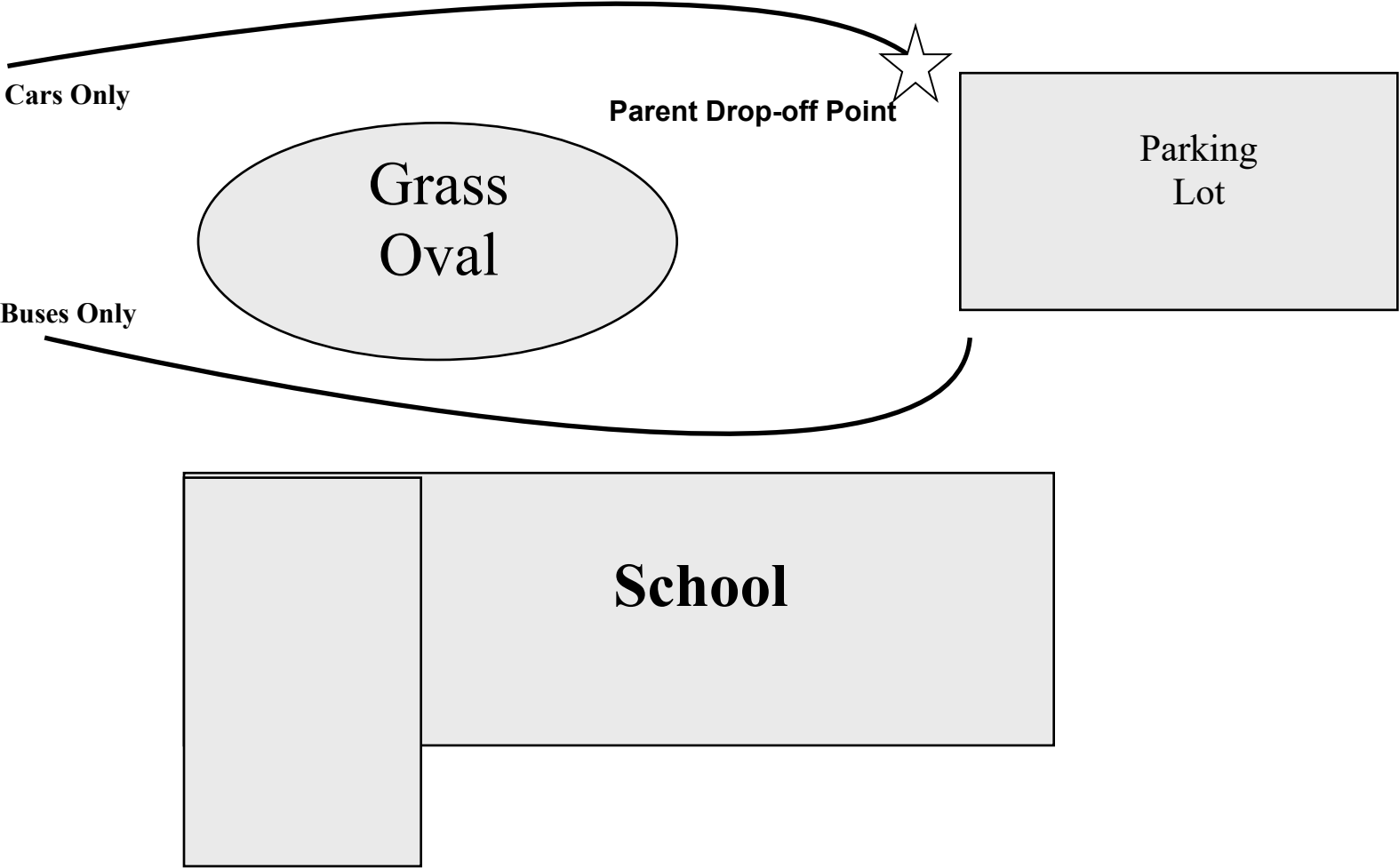
http://bms.sau8.org/activities/y_21_c_after_school_program

21CCLC Program Director Susan Farrelly: sfarrelly@sau8.org

BMS Arrival Map

Tennis Court
Parking Lot

Staff
Parking
Lot



NSBA

The **National School Boards Association** (NSBA) has provided the following links. Please review these websites to help answer any questions you may have regarding No Child Left Behind, FERPA, The Protection of Pupil Rights Amendment, Title IX and others.

No Child Left Behind Act guide:

<http://www.ed.gov/programs/titleiparta/parentinvguid.doc>

Federal Educational Rights and Privacy Act Notification:

<http://www.ed.gov/policy/gen/guid/fpco/pdf/ferparights.pdf>

US Department of Education's Model Notice of Rights under the Protection of Pupil Rights Amendments:

<http://www.ed.gov/policy/gen/guid/fpco/ferpa/mndirectoryinfo.html>

Protection of Pupil Rights Amendment:

<http://www.ed.gov/policy/gen/guid/fpco/pdf/modelnotification.pdf>

<http://www.ed.gov/policy/gen/guid/fpco/pdf/ppraconsent.pdf>

Child Nutrition Programs Guidance for School Meals:

http://www.fns.usda.gov/cnd/Guidance/eligibility_guidance.pdf

McKinney Vento Act:

http://www.serve.org/nche/products_list.php#youth_poster

Asbestos Hazard Emergency Response Act:

<http://www.epa.gov/region2/ahera/notiform.htm>

Title IX

http://www.ed.gov/about/offices/list/ocr/responsibilities_ix_ps.html

Individuals with Disabilities Education Act:

http://idea.ed.gov/download/modelform3_Procedural_Safeguards_Notice.doc

Health Insurance Portability and Accountability Act:

<http://www.hhs.gov/ocr/privacysummary.pdf>

<http://www.hhs.gov/ocr/hipaa/guidelines/notice.pdf>