

Boulder Elementary School

GARFIELD COUNTY SCHOOL DISTRICT

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2020-2021 BOULDER ELEMENTARY SCHOOL HANDBOOK

Boulder Elementary School (B.E.S.) has the unique ability to teach students in a multiage learning environment, meaning students of different ages learn together in one class, not separated by grade level. Multiage classrooms foster instruction driven by individual objectives, allowing students to thrive and be challenged based on their specific needs.

Multiage learning reflects the natural groupings found in the world around us and offers opportunities for children to exchange ideas, follow modeled behavior, and develop leadership and social skills. Attention to the education of the whole child, integrated curriculum, and child-centered learning are vital principles in multiage learning.

Welcome to a brand new year for us all. As always, the start of a school year holds the promise of discoveries of learning and personal growth. **This handbook includes information to help you and your child become more familiar with school expectations.**

Students come from a variety of homes and family structures. Many children are raised by grandparents, siblings, other relatives, and foster parents. "Parent" is used here to refer to and honor anyone who is the child's primary caregiver.

Although the students are the focus at B.E.S., the **parents are an essential part of our school community and a key player in education. Quality education is a team effort based on open communication and collaboration.**

Please take the time to read through the school handbook, discussing sections with your children when appropriate. After reading through the handbook, complete the signature section on page two to acknowledge that you have read and understood its contents.

Our school handbook is a companion document to the [Garfield County Safe Schools Policy / Student Handbook](#), which is available online or as a hard copy upon request. All students and parents are to read and return the Student Handbook Signature Page each school year.

2020-2021 B.E.S. HANDBOOK SIGNATURE PAGE

Dear Parents,

Thank you for taking the valuable but necessary time to read through the 2020-2021 Boulder Elementary School Handbook. We find that this step supports us in establishing a partnership that is imperative to promote your child's success this school year.

By signing this document, you acknowledge that you have received a copy of the 2020-2021 Boulder Elementary School Handbook, either electronically or a hard copy. You have read its contents fully and shared all applicable information with your child(ren). You agree to act according to the standards, procedures, and policies it contains.

Date

Parent Printed Name

Parent Signature

Dear Students,

By signing below, you promise that you have either read or discussed the 2020-2021 Boulder Elementary School Handbook with your parents. **You agree to be safe, be kind, take care of yourself and school property, respect other people, and follow directions in school every day.**

Date

Student's Printed Name

Student's Signature

Date

Second Student's Printed Name

Second Student's Signature

Date

Third Student's Printed Name

Third Student's Signature

Date

Fourth Student's Printed Name

Fourth Student's Signature

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1. SAFE SCHOOL POLICY

This policy is adopted by the Board of Education of The Garfield County School District, according to U.C.A.' 53A-11-901 through 907. The Board intends **to provide every student in the district with the opportunity to learn in an environment that is safe, conducive to the learning process, and free from unnecessary disruption.** The Board has invited and received input from district employees, students, parents, or guardians of students, and the community. The Board now adopts this policy, **based on the principle that every student is expected to follow rules of conduct, show respect for others, and obey persons in authority at the schools.** Please also refer to GCSD Policy F.H.A.

2. COMMUNICATION

Communication between school and home is essential to students' success. B.E.S. thrives on sharing information openly and frequently with parents to build strong, trusting relationships and collaborate in reaching academic, social, and emotional goals.

The **school website**, www.bes.garfk12.org, is updated frequently and includes our shared calendar, events, newsletters, and other vital documents. There are pages dedicated to student resources and parent resources.

Boulder's **Community Council** meets every other month beginning in September, on the first Wednesday at 4:30 PM unless otherwise scheduled. Meeting agendas and minutes are posted electronically on the school's website and Remind. Additionally, it is displayed on the school's front door and the bulletin board outside the local post office. It is encouraged that all families have at least one representative attend the meetings, even those not on the Community Council. Immediately following each meeting, time is dedicated to parents and staff to communicate, discussing concerns, answering questions, and making suggestions.

The digital newsletter, **Boulder Buckaroos Bulletin**, contains updates, announcements, and events. The bulletin is delivered to parents and subscribers' email addresses. It is also available to view from the school website.

Remind offers text or email messages containing important information, updates, and emergency details. It is an excellent platform and the **preferred method for families to communicate** regarding absences, dismissal changes, questions, and concerns. Messages are sent to those that sign up and viewable on the school's website on the *Parent Resources* page.

Pick a way to receive messages:

If you have a smartphone, get push notifications.

On your iPhone or Android phone, open your web browser and go to the following link:

Preschool: rmd.at/bespres

Elementary: rmd.at/besk6

If you don't have a smartphone, get text notifications.

Text the following message to the number 81010 or (435) 633 – 4887

Preschool: @bespres

Elementary: @besk6

Don't have a mobile phone?

Go to the following sites on a computer to sign up for email notifications.

Preschool: rmd.at/bespres

Elementary: rmd.at/besk6

Parents are welcome to call using the school's telephone, 435-335-7322, or email Elizabeth at elizabeth.julian@garfk12.org. Please know that it is often difficult to reach the school during the day by telephone and email. However, please expect a response within 48 hours.

Conferences will be scheduled **at least once during the year**. However, **parents are encouraged to schedule time to meet with staff to discuss goals, concerns, or questions**. Parents need to request and schedule a time to meet in person, on the telephone, or virtually using Remind, email, or [Calendly](#) (online appointment scheduling software).

Please do not pass on verbal messages to teachers or have unscheduled conferences at arrival, dismissal, or school day. Parents must schedule a time with staff, as their attention needs to be fully dedicated to the students during school hours. That being said, with notice, their responsibilities can be covered to accommodate communication with parents.

B.E.E. Book: Please check your child's B.E.E. Book daily!

3. ATTENDANCE, ARRIVAL, AND DISMISSAL

Regular school attendance is critical to the learning process, as the lessons and hands-on experiences are the most valuable learning opportunities. Students who are tardy or check out early more than three times in a grading period will not be eligible for perfect attendance.

Students attend school Monday through Thursday except for holidays and school breaks according to the district calendar. **Elementary students**, kindergarten through sixth grade, **should be seated and ready to begin class by 8:15 am**, campus opens at 8:05 am. Students are **tardy after 8:35 am**, five minutes after the start of the school day. **Preschool students begin at 2:00 pm**. **All students**, preschool and elementary, **are dismissed at 4:00 pm**.

When students are absent or tardy, they miss valuable instructional time. Please send a written note (Remind, email, or handwritten) whenever your child is absent. State law requires us to code each absence, so please specify the reason. If the absence is due to a planned event, appointment, etc. notify the school in advance. **Please make every effort to inform the school of any planned absences as soon as possible.** Otherwise, inform the school on the day of the absence by 8:45 am.

After ten consecutive absences, students must be un-enrolled and need to re-enroll when they return to school. Extended un-enrollment may require the completion of a homeschool affidavit or other necessary paperwork.

Even though the district has strict attendance policies, it is essential to keep sick children home from school. The policy is 24 hours free of symptoms before returning to school. Thank you for your understanding.

Parents must notify the school using Remind, a written note, email, or telephone before dismissal if a student is to leave with anyone but the parents. The release is outside unless weather or extenuating circumstances arise.

4. ILLNESS, MEDICATION, AND HEALTH CONCERNS

Do not send students to school that are ill or have been ill in the past twenty-four hours.

It is the parents' responsibility to alert the teacher if their child has a health issue that the school needs to know about or is on medication. **All medications and supplements need to be given to the teacher directly and not stored in book bags or lunches. Parents must also turn in a physician completed Medication Authorization Form prior.**

The district policy is that children not attend school if they have had any of the following in the past twenty-four hours:

- Cold with running nose or cough
- Chills
- Diarrhea
- Fever of 100°F or higher without the use of a fever-reducing agent
- Head Lice
- Pink Eye
- Sore Throat
- Strep throat or on an antibiotic for 24 hours
- Vomiting

5. SUSPENSION AND EXPULSION

Students should be aware that specific behavior outlined below are unacceptable and will result in disciplinary action. The Garfield County School Board delegates its authority to suspend students to building administrators for up to ten days. Garfield County Superintendent of Schools will be responsible for suspension or expulsion beyond the ten days. For additional information, please refer to the [Garfield County Student Handbook](#).

A student may be suspended or expelled for participation in any of the following prohibited behaviors when it occurs in a school building, in or on school property, or in conjunction with any school-sponsored activity:

- Bullying
- Cheating
- Gang Participation
- Harassment
- Hazing
- Indecent Exposure
- Swearing
- Theft
- Threatening Behavior

6. DRESS CODE

Student's attire needs to not interfere with their or other students' academic learning and physical activities. We participate in energizers, recess, and enrichments (physical education, dance, et cetera) daily, both inside and outside the school. Therefore **your child needs to wear appropriate clothing and footwear each day for both inside and outdoor time.**

Students need to wear suitable footwear, such as **sneakers, attached sandals, or activewear boots.** Students are discouraged from footwear that may cause difficulty while running. **Heels and flip-flops are not acceptable footwear for school.**

To keep our school clean and to feel comfortable (we learn best when comfortable), **students**

can wear slippers or slip-on sneakers as their indoor footwear. These may be left at school and kept inside throughout the year. **Outdoor shoes that are muddy, wet, or otherwise dirty are not worn in the building.**

Indoor shoes should have a rubber sole (this is to ensure that they can be worn to and from the bathroom and outside in case of an emergency) and come up over the heel (this is to ensure they do not slide off). If your child does not have a suitable pair of shoes and needs financial assistance in purchasing a pair, please contact the school directly. We will make sure that every child who wants to wear slippers or slip-on sneakers has them.

Students are not allowed to have any weapons on school property, real or pretend. Please leave these for use at home. If a weapon, including a pocket knife, is accidentally brought to school, it will be kept in the office until dismissal and given to the parent.

For additional information, please refer to the [Garfield County Student Handbook](#).

7. SNACK & LUNCH

Unfortunately, **the school does not offer food service at this time, so families are responsible for sending students with meals.** Students are responsible for bringing all needed items to consume their snacks and lunches, including utensils.

Students must have healthy and nourishing snacks and lunches to support their success during the school day. Students have time to eat healthy snacks brought from home. You may send these daily, or pack a stash of non-perishable items in their backpacks.

Occasionally snacks will be eaten in the classroom while students are working. Therefore snacks need to be easily eaten. Students must be able to open themselves, and snacks that won't make a mess on papers.

Students are encouraged to bring water bottles to school to have in the classroom. No other drinks are allowed except during lunch. Water bottles should be taken home regularly to be cleaned.

8. ELECTRONIC DEVICES

Students may only use approved websites while in school that are linked to the *Student Resources* page of the school website, www.bes.garfk12.org/student, or approved by staff before using. Students will keep a list of usernames and passwords in their B.E.E. Books for school and home use.

Students may check out a district-issued Chromebook or Kindle Fire to use outside of school to purchase a \$20.00 insurance policy that needs to be completed by both the student and parent. Similarly, students may be able to borrow a school-issued iPad and Logitech Crayon (digital pencil) at home with a \$40.00 insurance policy that must be completed by both the student and a guardian.

Students may not have personal electronic devices in school, including mobile telephones, tablets, smartwatches, or laptop computers. These items may be stored in the office during the school day if needed after school or during a specific class with prior permission.

9. RESPONSIVE CLASSROOM

The *Responsive Classroom* approach is the foundation of B.E.S.' philosophy and teaching, focusing on **engaging academics, positive community, effective management, and developmental awareness**.

The emphasis is on creating safe, challenging, and joyful schoolwide environments for all students, understanding that all of the students' needs -academic, social, emotional, and physical -are important for each child to reach their fullest potential. The goal is for the students to grow as a whole, supporting their achievement in core content, develop better social skills, and feel more positive about school, staff, classmates, and themselves.

The following are included in the *Responsive Classroom* approach:

- Students begin their day with Morning Meeting to set a positive tone and build a sense of community while giving students practice in social and academic skills.
- Students are taught specific skills they need to participate successfully and how to respond to a quiet signal to disagree with a classmate respectfully.
- Teachers treat mistakes (in academics and behavior) positively, as they are essential steps in learning. Students are encouraged to learn from their mistakes, continue to try, and are provided with support or retaught as needed.
- The staff chooses words and tone that encourage students to work hard, enjoy learning, and persist through difficulties using positive language.
- Excitement about learning is embedded each day by providing students choices, participating in active (students get up and move), and interactive (students share information, their ideas, and questions) lessons.
- Students are given opportunities to reflect on their learning, both individually and as a group. This happens throughout the day and as the last activity during Closing Circle.
- Open and frequent communication between school and home, as parents and staff are partners in the children's education.

10. CURRICULUM AND STANDARDS-BASED GRADING

At B.E.S., the curriculum, **based on Utah Core Standards**, cultivates curiosity and appropriately challenges our students. Young children are intrinsically motivated to learn. They look at the world around them with wonder and a desire to understand all they experience. Our unique approach supports and maintains their internal drive, **developing foundational knowledge, learning skills, and personality traits to create lifelong learners who strive to achieve mastery** in all academic pursuits.

B.E.S. is dedicated to the education of the whole child, integrated curriculum, and child-centered learning. These principles are vital in multiage learning. Therefore **B.E.S. students**

are not identified by their grade level. The students are divided into three multiage classes; Preschool, Primary, and Intermediate, although they frequently participate in lessons, activities, and events as a whole school.

Our Preschoolers are students who are three and four years old. Primary students are enrolled in kindergarten through second grade. Students enrolled in third through sixth grade are our Intermediate students. There are times that the students are divided into Lower (first and second), Middle (third and fourth), and Upper (fifth and sixth). Occasionally, enrolled grades do not determine the class based on their individual learning goals, and students are placed in appropriate groups based on their needs.

Students learn specific **content in English Language Arts, Mathematics, Science, Social Studies, Visual and Performing Arts, Engineering, Computer Science, Social-Emotional Learning, and Digital Citizenship. They learn to think about what they have learned and apply what they learned to new situations.** B.E.S. students **learn to collaborate and communicate with others, think critically and creatively, and develop study habits that will last a lifetime.**

Since our curriculum is based on Utah Core Standards, the students demonstrate their proficiency or mastery in the various standards. Staff are tracking students' progress and achievements, driving instruction to reach their highest potential. We can not rely on traditional grading methods based on the percentage of work completed. Instead, **standards-based reporting relies on the learning targets for each of the state standards.**

Our **standards-based scale is 1-4 and reflects students' increasing skill or mastery.** A "1" represents little understanding of a taught concept, so the student cannot demonstrate proficiency. As students learn and progress, they can show partial mastery, and score a "2". Once they meet a target, they score a "3". The "4's" are reserved for students who exceed the learning target. "N.A." represents not applicable.

At the beginning of a unit or when standards are introduced, students may only be at a "1" because it is before learning occurs. They are not traditional grades. It is important to remember that we track progress with the goal of students mastering in each area by the end of the year. Think of the standards-based scales as the following:

- 4 - Exceeding Grade-Level Standards
- 3 - Meeting Grade-Level Standards (target)
- 2 - Approaching Grade-Level Standards
- 1 - Developing Grade-Level Standards

11. B.E.E. BOOK

B.E.E. stands for Bring Everything Everyday. It is an apt name for a take-home folder. B.E.E. Books keep parents up-to-date on what is going on in school and for students to keep track of assignments, relevant information, a designated spot to bridge schoolwork and classwork, and transport notes, or money to and from school. The folder consists of the following:

- “LEFT at home” pocket - items sent home to stay at home
- “RIGHT back to school” pocket - things that need to be reviewed, completed, or signed before returning to school
- Zippered pouch - money, notes, and other essential items
- Sleeve protectors - monthly agenda, class information, students' username/password, calendar homework, monthly projects, quarterly projects, and other important papers

Please support students in bringing their B.E.E. Books to school every day and home every day. PLEASE go through your child's B.E.E. Book with them daily. Check various assignments and the two-pocket folder, keeping papers in “LEFT at home” and returning those in “RIGHT back to school.”

12. HOMEWORK AND CLASSWORK

Homework supports students' accountability of their learning, time management, and study skills, all of which develop characteristics of successful learners. It provides practice and extends lessons and concepts taught in school. Homework creates an opportunity for parents to be involved in their child's academic learning and witness their progress throughout the year.

The homework assignments, outlined below, are not intended to overload students with busy work, instead enrich the classroom experience. In addition to assigned homework, **students are responsible for making up any missing or incomplete classwork.** Although we strive to provide ample time in class to complete assignments, some students work more slowly and must finish at home.

When students are absent, they are to complete and turn in homework and classwork when they return to school if it is a planned absence. Otherwise, they will make it up within four school days.

Students are encouraged to study for upcoming quizzes and tests as part of their weekly homework assignments when appropriate. All students will participate in weekly progress monitoring in Language Arts and Mathematics. Additionally, students will have an end of chapter and unit assessments in Language Arts, Mathematics, Science, and Social Studies.

It does not support your child's growth to verify assignments that they have not completed accurately and with quality nor complete tasks for them.

B. PARENT TIPS FOR WORK COMPLETED AT HOME

- ☆ Ensure that your child is the one putting brainpower into completing their own work.
- ☆ Review their work with them to see where they might need additional support.
- ☆ Help them with time management and on-task behavior.
- ☆ It does not support your child's growth to verify completion when assignments were not completed accurately, with quality, and for the appropriate amount of time.

C. READ EVERYDAY

It is your child's goal to **read at least 20 minutes every single day outside of school**. They may read silently, read aloud, read with a family member, or listen to a book read aloud or an audiobook. Time spent reading activates and exercises the brain, develops vocabulary, improves listening skills, builds confidence, supports literacy skills including phonemic awareness and phonics, improves comprehension and academic performance, improves writing skills, and improves relationships by providing uninterrupted quality time together.

Research has proven that children grow as readers when they read books that are not too easy and not too challenging. Our (parents and staff) job is to support students choosing books that are their "just right" level when they are the reader.

D. ORAL READING FLUENCY AND SKILLS - PRIMARY ONLY

Students will be given a **double-sided fluency sheet each week with four daily assignments**; students need to **complete ONLY one task each day**. If making up missed assignments, try to spread out over multiple days, if that is not possible, then over multiple sessions.

There are four areas of focus for the fluency homework. Each area gradually increases in difficulty, although your child will be assigned their independent reading level. The four areas are letter name, letter sound, segmenting & blending, and reading fluency.

The fluency pages have a repeated reading leveled passage on the front, and daily assignments are copied on the back. The back-side activities will allow your child to connect fluency with greater comprehension. As your child moves through the levels, they will have a specific comprehension focus each day and will get progressively more complex.

Timed (when appropriate) **repeated readings with feedback are among the best ways to improve students' reading fluency**. The key to making this assignment effective is parent provided specific feedback to your child. Each week's assignment has tips for how parents can make the most of the homework.

Your child will be using this time to focus on oral reading and comprehension, specifically accuracy, phrasing, expression, and rate. These four areas focus on sustained attention and concentration, automatic recognition of high-frequency words, and word solving skills for

unknown words while keeping an adequate pace with a level of comfort and confidence. Together this supports the goal of developing deep comprehension.

Remember to read and practice the weekly "Parent Tips" provided as they will turn this assignment into an invaluable resource for you and your child as they become fluent readers.

E. MATHEMATICS: FACT FLUENCY & SKILLS

Background knowledge, or schema, is an essential component of reading comprehension, including, but not limited to, sight words and word-decoding strategies. Mathematics is no different. Fact Fluency and the strategies students need to retrieve them, are essential for problem-solving success. Without schema, facts will remain isolated and unconnected.

The goal is for students to use strategies to develop understanding. This understanding will lead to accuracy. Purposeful and meaningful practice, with attention to precision, will lead to increased automaticity and speed. Fact fluency = understanding (including flexibility) + accuracy (attention to precision) + efficiency (strategy, memory, and reasonableness of time).

In addition to fluency games and activities, all students, kindergarten through sixth grade, participate in *Mastering Math Facts*, *Rocket Math*, starting with Beginning Numerals. **It is recommended that students practice their current level for 3-7 minutes daily, supporting their automaticity** and success. This may be done at home in a variety of ways.

F. MONTHLY HOMEWORK CALENDAR

A monthly calendar will be provided at the beginning of each month. **Every week your child may complete assignments that correlate with the learning happening in the classroom while interacting with their home and family.** That's right, students make a choice: They either do it, or they don't.

Each month will include 16 activities in mathematics, reading, writing, social studies, and science. Once an activity is completed, check off the box and complete a learning lotto raffle ticket. Raffle tickets are brought to school and entered into our Learning Lotto for a chance to win a prize. Yes, prizes!

G. MONTHLY PROJECTS AND PRESENTATIONS

Each month students, kindergarten through sixth grade, will be asked to complete a project at home that will be due on the second Monday of each month. The students will present their projects with the community at 3:00 pm that afternoon.

Project instructions will be simple and should require nothing more than items around your home. However, if additional materials are needed, they may be available upon request.

Students must manage their time throughout the month to not cram the project into one or a few days. If any technology is needed during the presentation, it must be submitted to staff no later than the Wednesday before the presentation.

Intermediate students, third through sixth grade, should complete the projects independently, demonstrating their abilities and efforts. Parents and other family members may complete their own projects alongside their children and share if desired.

Primary students, kindergarten through second grade, may complete their projects independently or with family members' assistance.

H. QUARTERLY PROJECT-BASED LEARNING - INTERMEDIATE ONLY

Each quarter students in third through sixth grade will be given real-life learning activities to complete and submit on the provided due date. They will have an opportunity to use or create maps, solve problems, make brochures, plan events, and so much more. They will demonstrate their mastery of mathematical concepts, reading, and writing skills with these fun projects.

It will be essential that the work completed be a representation of the students' abilities and efforts. Parents and other family members may complete their own alongside their children. Students must manage their time and practice study skills at home to complete the projects each quarter.

It is recommended that students have access to their work in progress during school. At a minimum, during their Library Enrichment block on Thursdays, they will be given time to work on the projects and support from staff.

I. INDIVIDUALIZED LEARNING SOFTWARE

Boulder Elementary School has licenses for individual learning software programs that support the students' growth in Language Arts and Mathematics. These programs are used during the school day and are available for home use.

SmartStart: A comprehensive curriculum for preschool through kindergarten. SmartStart, a Waterford program, blends several subjects as part of its literacy curriculum, including reading, math, science, social studies, and executive functioning skills.

Waterford Early Reading Program: An educational program that uses a variety of technologies to create personalized instruction through games, songs, stories, and other engaging activities to support children to read.

S.T. Math: S.T. (Spatial-Temporal) Math is a visual math program that builds a deep conceptual understanding of mathematics through rigorous learning and creative problem-solving. The program offers neuroscience-based mathematics instruction with visual animations and game-based learning.

i-Ready Math: The online program provides lessons that motivate students on their paths to proficiency and growth. Driven by the i-Ready Diagnostic, lessons provide tailored instruction that meets students' learning journeys and encourages them to develop new skills.

Rocket Math Online Games: Students are placed into one of sixteen learning tracks. Students learn their math facts from playing games moving through the 26 levels, A through Z. Each level has three achievements; the take-off, achieving orbit, and going into the universe. The games are intense, so students can only play for five, ten, or fifteen minutes at a time. Then they must take a twenty-minute break, even if they want to keep playing.

IXL: A comprehensive practice after guided instruction to check for understanding and proficiency. Students' practice will be differentiated, allowing them to have more or less practice to reach mastery. The program provides students with an opportunity to take dynamic assessments online, building skills so that when they participate in state assessments, they are assessed on the common core state standards and not their ability to use the program competently.

Keyboarding Without Tears: A web-based curriculum teaches pre-keyboarding and keyboarding skills such as typing, general computer readiness, digital citizenship, and online test preparation. These essential skills are needed to succeed in many assignments in many settings.

13. SCHOOL SUPPLIES AND NEEDED MATERIALS

B.E.S. will provide all the needed school supplies and needed materials. Students are asked to have a bookbag to carry items to and from school each day. If a child does not have a proper book bag, one will be provided by the school.

Donations are always appreciated, please inquire with the school directly to coordinate purchasing needed items or donating towards either a specific or general fund.

14. VOLUNTEERS

B.E.S. welcomes volunteers! Volunteers can make copies, laminate and cut resources, sharpen pencils, hang or take down bulletin boards, supervise recess and lunch, read with students, practice mathematical concepts and fluency, facilitate enrichment activities, or numerous other tasks.

The school staff can be much more effective when we have volunteers to share the load. It is best when volunteers regularly come on a particular day of the week or a specific time. If you are interested in volunteering, please [complete the volunteer form](#) or send a note on Remind.

Volunteers need to complete paperwork and a background check with the school district before they work in the schools.