

Lower School Policies and Procedures

In addition to the following Lower School information, please also refer to the [All-School Policies PDF](http://www.bbns.org/handbook) at www.bbns.org/handbook.

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Frequently Called Phone Numbers

BB&N Main Number	617-547-6100
Attendance Line	617-800-2406
Rebecca T. Upham, Head of School	617-800-2101
Lauren Feldman, Assistant to the Head of School	617-800-2101
Anthony Reppucci, Lower School Director	617-800-2465
Marissa Clark, Assistant Lower School Director	617-800-2460
Sharon Cumberbatch, Assistant to the Lower School Director	617-800-2464
Beth Brown, Administrative Assistant	617-800-2461
Geordie Mitchell, Director of Enrollment Management	617-800-2470
Sophia Culpepper, Counselor	617-800-2445
Kimberly Gold, Director for Psychological and Learning Support Services	617-800-2227
Judith Koeckhoven, School Nurse	617-800-2488
Colleen O'Connor, Director of After School Programs	617-800-2784
Lynda Boyages, Bursar	617-800-2711

The BB&N Lower School encompasses eight grade levels, from Beginners through Grade Six. Beginners, Kindergarteners and First Graders are housed in the Morse Building; Second through Fourth Graders in the New Wing, and Fifth and Sixth Graders in the Brick Building. In an emergency regarding Beginners through Grade One, call Mrs. Brown (617-800-2461), and regarding Grades Two through Six, call Mrs. Cumberbatch (617-800-2464).

- ◆ Browne & Nichols, founded 1883
- ◆ The Buckingham School, founded 1889
 - ◆ Schools merged, 1974

LS Calendar 2017-2018

2017

Tuesday, September 5	First day of school
Thursday, September 21	Rosh Hashanah (no classes)
Monday, October 9	Columbus Day (no classes)
Thursday, November 9	Conference Day (no classes)
Friday, November 10	Veterans Day, Observed (no classes)
Wednesday, November 22	Thanksgiving Break (12 PM Dismissal)
Monday, November 27	Classes Resume
Friday, December 15	Winter Break (Begins after last class)

2018

Tuesday, January 2	Classes Resume
Monday, January 15	Martin Luther King Day (no classes)
Friday, January 26	Admissions Day (no classes)
Monday, February 19	Presidents Day (no classes)
Tuesday, February 20	Professional Day (no classes)
Thursday, March 8	Conference Day (no classes)
Friday, March 16	Spring Break (Begins after last class)
Monday, April 2	Classes Resume
Monday, April 16	Patriots Day (no classes)
Monday, May 28	Memorial Day (no classes)
Wednesday, June 6	Lower/Middle School Closing
Friday, June 8	US Graduation

**The calendar is current as of July 1, 2017*

Lower School Community Building & Community Standards

BB&N Community Standards

The BB&N motto, “*Honor, Scholarship, Kindness,*” presents the School’s fundamental values and guides its mission statement. In order to maintain an environment that fosters educational excellence and personal growth, a more articulated version of the motto’s implicit standards for all members of the BB&N community (students, parents, faculty, administrators, staff, and volunteers) is outlined below:

As members of the BB&N community, we affirm and will abide by the following community standards across all campuses:

- Each member of the BB&N community recognizes that honesty, with regard to both academic and nonacademic issues, is central to our mission. We will act with integrity in all our dealings with one another, being trustworthy, honest, and fair.
- Each member of the BB&N community has a right to be treated with civility and respect. We will refrain from and discourage behavior that threatens the dignity of others.
- Each member of the BB&N community has a right to expect that personal information will be handled with appropriate consideration and privacy. We will refrain from casual disclosures, which undermine the respect and dignity guaranteed to all.
- Each member of the BB&N community recognizes that diversity of perspectives and experience enriches our community and the educational process. We will act to create an environment where diversity is welcomed and nurtured.
- Each member of the BB&N community has a responsibility to preserve the safety of its members, both on School grounds and off. We will refrain from unsafe behaviors, which threaten not only individual well-being, but also the health of the community.
- The School’s goal is to welcome and attempt to accommodate the needs of a community member or visitor with varying abilities.
- Each member of the BB&N community has a responsibility to protect personal, School, and neighborhood property. We will exercise proper care and regard for personal property and the property of others.

The Lower School strives to create a warm, safe, and welcoming environment that encourages the growth and development of the whole child. We understand and firmly believe that:

- Knowing the children we teach—individually, culturally, and developmentally—is as important as knowing the content of the curriculum that we teach.
- We understand that research has shown that the greatest cognitive growth occurs through social interaction.
- The social curriculum is as important as the academic curriculum.
- How children learn is as important as what they learn; process and content go hand in hand.
- Knowing the families of the children we teach and working with them as partners is essential to the children’s education.
- To be successful socially and academically, children need to develop a set of social skills that includes five particularly important skills. These skills are cooperation, assertion, responsibility,

empathy, and self-control (often referred to as the acronym CARES in the Responsive Classroom approach).

- We value our collaborative work as professional learning community.

Setting Classroom Agreements and Expectations

Classroom communities focus on the LS community motto of *Respect for Self, Respect for Others, Respect for Environment*. It is a clear way in which we expect our student and adult community to navigate life on the LS campus. The motto is directly linked to the school mission of Honor, Scholarship, Kindness. Classroom communities spend the first weeks of school establishing norms in the classroom that will help support a positive classroom climate.

Keeping in mind the Lower School motto, homerooms create a Classroom “Community Agreement” or “Constitution” designed by all the constituents. This document is displayed in the classroom throughout the year to refer back to. These “Agreements” are not a list of dos and don'ts. Instead, they are general rules to live by that use positive language (i.e. “We will control our bodies and respect personal space,” rather than “Don't hit.”). Once these agreements are formed, they will be shared with specialists and the parent community to better support the students.

As a member of the BB&N community our expectation is that students, and all community members will strive to live up to our LS community expectations in school, on teams, in after school programs, and during school events. Some examples of these expectations may include, but are not limited to:

- Treat others with kindness
- Tell the truth knowing there will be times when it will be difficult
- Strive to take responsibility for one's own actions
- Acknowledge and respect individual differences
- Respect others through language and action
- Try to be aware of other people's feelings
- Respect classroom agreements and those of the school so that we may all learn and live in an atmosphere of safety and active kindness
- Respect the personal space of others
- Listen when someone is speaking and wait to express one's opinion
- Become an active listener and strive to understand the opinion of others
- Cooperate with others and do one's own share of work to be completed
- Cooperate even if one's own idea is not chosen
- Follow the guidelines stated in the BB&N Acceptable Use Policy for Technology
- Care for school property and common spaces
- Strive to make a positive contribution to community

Discipline and Action Steps

Discipline is a part of life and the foundation for caring, supportive community. As stated by Responsive Classroom, discipline:

- Contributes to a predictable and safe environment
- Teaches children to value and care for themselves and others
- Helps children develop skills of ethical and effective problem-solving
- God's children in the development of self discipline, which is essential to their success in school and life

Here are some general steps taken when a student is not meeting community expectations around social/emotional growth. It is important to note that these steps are a guideline and depending on the context, some steps may or may not be necessary.

- Observed Behavior: Verbal redirection
- Repeat of Observed Behavior: Second redirection (Verbal redirection with detailed teacher discussion)

- Repeat of Observed Behavior Follows Intervention: With child present, teacher fills out *BB&N Lower School Documentation for Behavioral Consequences* form. A copy of this form goes home for the parents/guardians to sign and the returned signed copy will be given to the LS Director to keep on file. Additionally, families will receive a phone call home from a teacher explaining the document and the actions that led up to it to help foster collaborative support between home and school.
- If a child continues to act inappropriately, it is possible that a behavior plan will be put in place by a team consisting of the LS Directors, the classroom teacher, counselor, and possibly the Head of School, other teachers, or additional members of the Student Support Team.

Please note that as a part of a social community, early childhood, primary, and elementary aged children demonstrate variability in their rates of growth and development along a continuum of social norms. It is normal for a child to exhibit challenges and behavioral adjustments as they navigate ever-changing social dynamics that are a part of a school setting. Our expectation is that students will learn and grow from their mistakes with the help and support of all of the adults in our community.

Logical Consequences

With each offense a logical consequence may be necessary. Community members work to ensure that consequences for our actions are clear and logical. These consequences should also be respectful, relevant, and realistic.

The Goals of Logical Consequences

- To give children the chance to regain self control (i.e. take a break)
- To help children:
 - Recognize the connection between their actions and the outcome of their actions
 - Fix problems caused by their mistake or misbehavior
 - Make amends and preserve their relationships
 - Avoid similar problems in the future
- To preserve the dignity of the child and the integrity of the group
- To keep children safe

The Three Kinds of Logical Consequences

- Apology of action
- You break it, you fix it: this gives the student a chance to take responsibility for their actions and make amends;
- Loss of privilege

Consequences for more serious violations (non-negotiable)

The following violations, handled by the Lower School Director and the Head of School, will result in the teacher or director notifying parents. The School reserves the right to require the withdrawal of any student whose behavior is determined to be unacceptable. The decision of the School in this regard is final.

- Physical Abuse
- Verbal Abuse
- Violence
- Discrimination/Hate Speech
- Theft
- Defacing School Property
- Repeated Violations of Academic Dishonesty
- Possession of a Weapon
- Drugs or Alcohol
- Harassment
- Bullying (repeated, documented acts). For more information please read BB&N's Anti-Bullying Policy on page 15 of the All School Handbook.

At the discretion of the Administrative team, any of the following consequences may be initiated for serious violations:

- In-house suspension
- Out of school suspension
- Meeting with parents, faculty, and administration to determine continued enrollment at BB&N's Lower School
- Expulsion from BB&N

Other Considerations

A safe learning environment requires that the following items are not permitted in school. Parents are asked to ensure that the following items stay at home:

- Laser pens, toy or real weapons, matches, lighters, ropes, martial arts items, fireworks
- Roller blades, Heelies, roller skates, skateboards
- Gum, candy, or soda

Portable electronic devices and cell phones are an easy target for theft. Students should leave these devices in their school bags. If a student is found in violation of this rule, the device will be confiscated by a teacher or the adult in charge, and returned to the student at the end of the day. School-issued devices are an exception to this rule.

Use of School Grounds After Dismissal

If a family stays after school to play, it is critical that the parents or caregivers **closely** supervise all children during this time. BB&N accepts no responsibility for supervision of children not enrolled in the After-School Program. Parents and other caregivers are expected to comply with our Community Expectations (see page 5) when supervising children after dismissal. They should play in outdoor areas that do not impact other After-School activities. It is vital that children, parents and caregivers clean up after themselves.

Children should not come inside during this time as faculty are working in their rooms and need time and space to prepare for the next day. The After-School Program uses the Kindergarten and Grade 1 playground as well as the back field. It is impossible for the staff to supervise children in the program along with other children. Children staying to play may use the Brick Building playground. Finally, the Beginners playground is appropriate for younger children and these children should be closely supervised.

Please note that the following are BB&N's community standards that are expected for all community members across all campuses.

Student Life

After School Programs

The overarching goal of After School at BB&N is to offer students an enriching and fun environment that students can enjoy, and a stress-free, high-quality program upon which parents can rely. Parents can choose from options that range from the less structured pace of After School Care to the more structured opportunities available in the After School Activities Program (ASAP). All After School Programs are offered on a per-semester basis. For any questions about After-School Programs, call Colleen O'Connor at 617-800-2784 or check out the website link, <http://www.bbns.org/our-campuses/lower-school-campus/after-school-programs>.

After School Care

Our regular After School Care Program offers children in Beginners through Grade 6 a balance of organized and unstructured activities that provide a pleasant and comfortable afternoon experience. Activities include

free play, games, art, stories, computer time, and a quiet place for homework. After School Care is available for all Lower School students, Beginners through Grade 6, from 3:00-5:30 PM (2:00-5:30 PM on Wednesdays). After School Care is offered on a per-semester basis. Each semester coincides with the halfway point of the BB&N academic calendar. <http://www.bbns.org/our-campuses/lower-school-campus/after-school-programs/after-care>

After School Activities Program (ASAP)

The After School Activities Program (ASAP) consists of more structured activities for any students in grades K-6 who wish to participate. This program may include classes in chess, soccer, tennis, karate, dance, cooking, art, robotics, and more. These classes typically meet immediately following school dismissal for one hour after school once a week on the Lower School Campus. All ASAP classes are offered on a per-semester basis. Each semester coincides with the halfway point of the BB&N academic calendar.

Athletics/Physical Education

For information on BB&N’s Athletic program please refer to the [Athletics Policies & Information PDF](#) at www.bbns.org/handbook.

Physical education and interscholastic sports are an important part of student life at BB&N. We offer a well-rounded program of fitness education and team sports. Students are expected to participate in physical activity throughout their career at BB&N.

MS and US teams compete regularly, and parents are encouraged to bring LS children to cheer on the BB&N teams. Parents should check our web site for sports schedules.

Attendance

Regular attendance, including being on time, is an important part of your child’s educational experience. To benefit from academic and social-emotional learning at the Lower School, student’s full participation is vital. At ten (10) absences, you will receive a letter. At twenty (20) absences, the School will schedule a conference for discussion. Please be advised that absences in excess of 30 (or 20% of the school year) will result in committee review for promotability. At ten (10) tardys, you will receive a letter. At twenty (20) tardys will result in a conference with school directors.

If a child will be absent for a day or will be late, parents should call before 8:00 a.m.

<i>Attendance Line</i>	617-800-2406
Morse Building — Mrs. Brown	617-800-2461
Brick Building/New Wing — Mrs. Cumberbatch	617-800-2464

Students are expected to be with their class or in their homerooms at 8:00 a.m. If a student arrives late, checking in at the Morse Building Office or Brick Building Office is required.

If an absence is health related and more than a one-day absence, parents should call Judith Koekhoven, our School Nurse, at 617-800-2488.

In the case of an extended illness, please speak with your child’s teacher in order to receive assignments if

appropriate. If a child will miss School for more than two days for any reason other than illness, **permission should be requested in writing to the Lower School Director at least one month in advance.** Teachers are not required to provide schoolwork for these absences. We strongly discourage these absences and request that all families plan vacation during scheduled school breaks.

Parents should make every attempt to schedule doctor, dentist and other appointments outside of School hours. When circumstances require absence from School for any reason, a written note or email should be sent to your child's homeroom teacher. Students are expected to check in and out with Mrs. Cumberbatch or Mrs. Brown.

Buddies

The Lower School has developed a "buddy" program that pairs older and younger students, based on our belief that children of different ages learn much from one another. Teachers from two grades work together at the beginning of the year to match the buddies and plan activities during Community Time on Wednesday mornings, once or twice a month.

Celebrations

Birthday Celebrations

Parents and children are asked to use discretion and sensitivity when planning birthday celebration outside of school to prevent feelings of exclusion. Invitations to personal birthday parties, and gifts for personal birthday parties should be handled outside of school. **Please do not pass out invitations at School.** For inclusive school birthday celebrations, parents are invited to provide a simple treat to celebrate their child's birthday. Check with your child's teacher to find a date that works and to find out if parents attend the celebration. Please bring enough for the entire class and several teachers. **Also, please remember that the Lower School campus is nut-free; check with your child's teacher and Nurse Koeckhoven about food allergies in the class.**

Other Celebrations

Throughout the year, we encourage families to share celebrations and traditions with their child's class at school. Since we don't have extensive cooking facilities on campus, we ask that you bring food for celebrations already prepared from home. **Also, please remember that the Lower School campus is nut-free; check with your child's teacher and the Nurse Koeckhoven about food allergies in the class.**

Community Time

Community Time is built into the Lower School schedule on Wednesdays. This time is used for all Lower School assemblies, building assemblies, and for get-togethers with buddies.

Daily Schedule

Before School Care, Morse Building:

The Morse Building door is unlocked at **7:45 a.m.** At that time, Before School Care begins in the music room with teacher supervision. Families arriving before 7:45 a.m. must wait outside until the door is unlocked. There is no teacher supervision prior to that time.

Girls – Light or preferably white tops and black or dark bottoms. No t-shirts and heels over two inches. (safety issue)

Sixth Grade Closing Attire

Boys – Jacket, collared button up shirts and slacks. No sneakers or jeans.

Girls – A nice dress suitable for the occasion (Please be mindful of length) or slacks. Dress shoes and please be mindful of the height of the heels due to the risers.

Homework

Beginners, Kindergarten, and Grade 1: read aloud with your child(ren) for a minimum of 15 minutes every night. In Grade 1, some unfinished work may be sent home, as well as extra practice on a skill or concept.

Grade 2: two assignments per week on average, which may include math, spelling, and/or handwriting practice, *and* 15 minutes of independent reading every night.

Grade 3: two assignments per week, *as well as* 10 minutes keyboard practice twice a week, *and* 15 minutes of independent reading every night.

Grade 4: up to 35 minutes of homework, *and* 10 minutes (*minimum*) of recorder practice four nights a week, *plus* 15 minutes of keyboarding practice twice a week *and* a minimum of 15 minutes of independent reading four nights a week.

Grade 5: up to 60-75 minutes of homework per night, in a combination of nightly assignments and research for projects or long-term assignments. This may involve one night of homework per weekend and also include reading for book reports or writing assignments.

Grade 6: up to 90-120 minutes of homework per night. This may include one night of homework per weekend.

Note: In Grades 5 and 6, nightly independent reading is encouraged, but not required.

Types of Homework:

Homework assignments at the Lower School vary in form and purpose: they may be given to prepare students for the following day's lesson; they may offer students the opportunity to practice newly acquired skills; they may allow students to delve more deeply into a specific subject area; they may provide an opportunity for students to be creative. Overlaying all of this is the opportunity to help students develop accountability and responsibility for their own work. This includes remembering to bring the completed homework to School on its due date.

The faculty at the Lower School works with students to teach them how to complete assignments accurately and on time. Working on homework assignments allows students to develop self-discipline and independent study habits. The consequences for not turning in assignments when they are due are not dire, and we ask parental cooperation to help children remember, rather than delivering or faxing homework to school.

Faculty strive to assign work that will have a clear purpose, will relate to the material being studied in the classroom, and will be likely to engage students. It is important for both students and their parents to understand that there are many types of homework, some of which may not fit the traditional image of a

student sitting at a desk, paper and pencil in hand. Assignments may include, among other types, three-dimensional constructions, collecting newspaper articles, making collages, and practicing musical instruments, reading, or watching selected television programs.

There may be instances when a special subject teacher (art, drama, music, science, etc.) assigns homework for students. In these instances, the student would factor the time allotment for completion of this homework into the total time assigned by the homeroom teacher to avoid a double time commitment. Such collaboration among faculty regarding homework assignments is common and part of the flexibility the Lower School practices when dealing with homework.

Feedback and Expectations from Faculty: In all instances where homework is assigned, students can expect some type of feedback. Just as in the types of homework assigned, this feedback can take many forms.

There may be verbal responses to each student or to the class as a whole; responses which are a written summary of the homework; standard corrections on homework papers returned by the teacher; and in some cases, feedback from peers.

When assigning homework, teachers strive to explain the purpose of the assignment, the expectation of the time allotted for completion, and how the homework is going to be used.

Within each grade, teachers determine when the homework is assigned and when it is due. This information is communicated to parents early in the academic year at Back-to-School nights or in other teacher-parent communications.

Balancing Homework for Individual Student Work Rates: The issue of how rapidly or how slowly individual students work, both at school and at home, is always of concern to faculty when homework assignments are created. In general, Lower School faculty members hope and expect that at least 80 percent of the students will finish the homework in the prescribed time allotted. Parental support can be very helpful around this issue. Parents who set aside a quiet study area, who are clear about television, computer and telephone usage, and who are interested in their children's work and supportive of the process will help their children realize the greatest benefit.

Parents' role: Many parents are uncertain of the role they should take in supervising their children's homework. BB&N encourages all parents to provide structure for your child, with a set time and place for homework; to be involved and interested in your child's work; to realize that teachers do not expect error-free assignments, and to talk with your child's teacher if or when tensions arise at home over homework.

Religious Holidays Policy: All members of the BB&N community are entitled to excused absences to observe religious holidays. The Lower School Director and teachers will be supportive of the needs of students. No tests, papers, project due dates, or homework assignments may be scheduled for a religious holiday. Homework may be given over any long weekend except the Thanksgiving holiday. There will be no written homework assigned over the winter and spring vacations. There may be long-term assignments, the duration of which may span religious holidays, long weekends, and extended vacations. We strongly encourage all students to read independently over these vacations.

Plagiarism: "Plagiarism means presenting another person's words, organization of material, or ideas as though they were your own. The term applies whether or not the attempt to plagiarize is successful and

whether it is due to intentional deceit, carelessness, or misunderstanding. It refers not only to written works but also to songs, paintings, sculptures, computer programs, websites, and films. In other words, you must give credit for any aspect of a work that you have not invented. Putting your name on a paper, a poem, a sketch, etc. is your pledge that, except where specified, it is completely your own work.”

- Sharon Hamilton, *Solving More Common Writing Problems*

Libraries

The Lower School has two libraries: one in the Morse Building for B, K, and Grade 1 and another in the Brick Building for Grades 2-6. Students may check out one or two books to be taken home and returned in one or two weeks. If a book is lost, please inform the librarian. The books usually turn up, and the child may continue to check out books. If books are truly lost, however, parents are responsible for the cost of the book. The librarians are happy to talk with parents about appropriate books or strategies and allow parents to check out books for their children. Please feel free to call Heather Lee (617-800-2462) for Grades 2-6 or Lynda Dugas (617-800-2414) for B, K, and Grade 1 to find a convenient time to meet. Parents are welcome to stop by to browse as long as there is not a class in the library.

The Birthday Book Program is a tradition at BB&N for families to give a book to one of the School libraries in celebration of a child’s birthday. A favorite book or a book selected from the libraries’ wish lists may be donated. The child’s name, age, and date of birthday are written in the front of the book, which is placed in the permanent collection. Please speak with Heather Irving-Lee (Grades 2-6) or Lynda Dugas (B-K-1) for suggestions or help.

Both Lower School libraries have web pages. The web address for the Morse Building Library is <https://sites.google.com/a/bbns.org/morselibrary/>. The web address for the Brick Building Library is <https://sites.google.com/a/bbns.org/bricklibrary/home>.

Lost and Found

There are Lost and Found boxes in the Morse Building, New Wing, and the Brick Building. All unclaimed items are displayed before the winter and spring breaks as well as the last week of School in June; unclaimed items are donated to charity.

Lunch and Snack

Parents are encouraged to pack healthy lunches for their children. Chewing gum, candy, and carbonated soda are not allowed. If a child repeatedly brings these items to school, parents will receive a telephone call asking for cooperation. Glass-lined thermos bottles are not permitted. The School provides a choice of low-fat, and nonfat milk each day at lunch (with low-fat chocolate milk offered on Wednesdays) and offers water and a variety of foods for snack. Trading or sharing food at lunch is not permitted. We have no method for heating food or keeping food cold so please keep this in mind when packing lunches.

Microwaves, refrigerators, or hot plates are not permitted in classrooms.

Outdoor Recess

The faculty at BB&N believe that outdoor play is an integral part of the school day, therefore our students at all grade levels have regular recess breaks. We go outside in all kinds of weather, unless it is raining or the temperature is dangerously cold. Please be sure that your child has appropriate clothing each day for outside play. If your child is not dressed appropriately for the weather, they will remain indoors.

Communication

Back-to-School Nights

Back-to-School Nights are for parents to meet all of their child's teachers, visit their child's classroom, learn about the curriculum for the year ahead, and hear from the Head of School and the Lower School Directors.

Channels of Communication

The home and school partnership is a very important part of a child's education at BB&N. Good lines of communication help to strengthen that partnership, so we have established the following procedure for parents who have questions or concerns about their child at school.

1. Parents should first talk to their child's teacher about a question or concern. Parents should leave a message by voicemail or email and the teacher will respond within 48 hours. (Standard format for ***all BB&N faculty and staff*** email addresses is: ([firstinitiallastname@bbns.org](mailto:firstname.lastname@bbns.org), e.g. jdoe@bbns.org)
2. If a parent conference is needed, either the parent or the teacher may request the presence of either the Lower School Director or Assistant Lower School Director.
3. If, after a conversation with the teacher, parents feel the question or concern has not been fully addressed, they can contact the Lower School Director, Anthony Reppucci or the Assistant Lower School Director, Marissa Clark by telephone or email. An appointment can also be scheduled by calling his Assistant, Mrs. Sharon Cumberbatch in the Brick Building or her assistant, Mrs. Beth Brown in the Morse Building Lower School offices at 617-800-2464 or 617-800-2461, respectively. This step may also include a meeting with the parents, teacher, and the Lower School Directors.
1. If questions still remain, parents may contact the Head of School, Rebecca T. Upham. An appointment can also be scheduled by calling the Assistant to the Head of School, Ms. Lauren Feldman, at 617-800-2101. This step may also include a meeting with parents, teacher, and the Lower School Directors. The Head of School will review the issue(s) and decide upon a course of action.

Guidelines for Effective Parent/Teacher Communication

1. Express questions and/or concerns to the teacher/parent as soon as possible. Do not wait until an issue becomes frustrating.
2. Call (or email) the teacher to schedule an appointment to discuss concerns; avoid discussing issues at pick-up and drop-off times when the teacher or Directors are busy with other children. Response to emails and voicemails by teacher or parent should be within 48 hours.
3. Please maintain appropriate confidentiality in all communications by refraining from having conversations, including those on cell phones, in public places such as hallways or anywhere on School grounds.
4. Avoid discussing a student in social settings, such as potluck dinners and Back-to-School Nights.
5. Communicate in a problem-solving manner; ask for clarification before making assumptions. Please show respect and grace.

Teachers will let parents know, early in the school year, how and when they can be contacted. A list of all teacher email and voicemail numbers can be found in the Community Directory or on the School website.

The Faculty Parent Liaison Committee developed this policy and these guidelines during the 2002-03 school year.

Emergency Messages to Children

In case of a genuine family emergency, call Mrs. Sharon Cumberbatch at 617-800-2464 or Mrs. Brown at 617-800-2461 and we will arrange to contact a student immediately.

Gifts for Teachers

Children and families of the Lower School often wish to give gifts to teachers at holidays and/or the end of the year. Our policy concerning such gifts is intended to keep them appropriate and reasonable, and to respect the wishes and comfort level of teachers. We hope to downplay differences in families' financial status or values, which can sometimes be emphasized in gift-giving to teachers. The School has a PA Faculty Gift and Appreciation Policy, which parents should refer to for guidance with gift-giving.

Parent Classroom Visits

The School encourages parents to visit your children's classes. Classroom visits should be scheduled between November 1st and May 1st. These should be arranged with your child's homeroom teacher. In addition, many teachers request parent help during the year for special projects. We ask that parents refrain from disrupting your child's class during the day. If you need to leave a message for your child, please call or stop by the offices in the Morse or Brick Buildings.

Parent/Teacher Conferences and Reports

Parents learn about their child's academic progress through parent/teacher conferences and written reports. Letter grades are given at BB&N beginning the second term for Grade 6.

Conferences: Twice a year, in November and March, there are conference days when no classes are held so teachers can meet with parents to discuss their child's progress. You will receive a letter explaining the online sign up procedure. In order to consistently communicate information to both parents about a student, we can only facilitate one formal fall and one formal spring parent conference per family. Childcare is offered for BB&N students on both of these days during your scheduled conference with the teacher. If, due to extenuating circumstances, you are unable to attend any of the conference times made available by your teacher, a reasonable effort will be made to accommodate you.

Reports: Reports from homeroom teachers and specialists are made available on-line to parents three times a year. If you do not have access to a computer, please inform your child's homeroom teacher.

Publications

Homework Guide for Parents: A guide to assist parents of children in Grades 2-6 with the responsibility of homework. It is given to parents of students in these grades on Back-to-School Nights in September.

The Link: An All-School electronic publication containing news and up-to-date calendar information, as well as Parents' Association newsletters. *The Link* is posted on BB&N's website on the first day of the month (six times a year) and an e-mail notification is also sent to parents.

BB&N Bulletin: Contains information from the three campuses, information for and about alumni/ae, faculty, students, and parents. *The Bulletin* is published three times a year.

The Vanguard: Published monthly by US students, this award-winning newspaper contains information primarily about US academics, arts, sports, theater productions, student concerns, etc. Lower School families may subscribe to *The Vanguard* by calling *The Vanguard* office at 617-800-2171.

When Parents Are Out of Town

Please let your child's teacher know if you will be out of town for any length of time. It is important that the School has:

- 1) The name of the person caring for your child;
- 2) How that person can be reached during the day, in case of illness or injury.

Transportation

For General Transportation Guidelines and Information, please refer to Transportation section on Lower School section of the [BB&N Website](#).

Walking/Biking

We encourage our families to walk or bike to and from school. For safety reasons, however, only sixth grade students, who live within a mile of the School, may do this independently. Sixth grade students may walk to and from school, without a parent, if written permission is on file with Mrs. Cumberbatch in the Brick Building office. Fifth or Sixth grade students who participate in the Social Dance Program at the Armenian Church must have adult supervision walking from BB&N to the church. An adult must accompany all other students.

Bicycles

Students may ride a bicycle to School and should be accompanied by a parent. A helmet must be worn, the bicycle must be walked onto campus, and all bicycles must remain locked to a bike rack during school hours.

Walking to School/Walking Home

Sixth grade students may walk to and from school, without a parent, if written permission is on file with Mrs. Cumberbatch in the Brick Building office and they live one mile or less from the LS campus. Students who participate in the Social Dance Program at the Armenian Church must have adult supervision walking from BB&N to the church.

Carpools

Carpools are arranged between families. Traffic congestion in the LS neighborhood is a serious concern, and the School strongly encourages parents to carpool to and from school whenever possible. Any changes in daily transportation must be communicated with a telephone call or in writing. **Remember, if you are using**

the live pickup line, the names and homerooms of all the children you are picking up should appear on a card in your windshield.

Drop-off and Pickup Policy

Drop-off Policy—There is no parking or dropping off on Buckingham Place. This is a private, residential street that should never be used by parents except for handicap accessibility. At the Morse Building, the U-shaped driveway in front of the Head’s residence at 15 Craigie Street has been designated as a drop-off site for parents who do not wish to park and walk their children into school. A staff member will be at the Morse Building gate to help children exit from vehicles and enter the play area in front of the Morse Building during morning drop-off from 7:45-8:00 a.m. **Parents should stay in their cars while in the live drop-off lane. Please do not park in U-shaped driveway as it blocks the flow of arrival and departure.**

Parents may park their cars briefly in resident parking areas or on Brattle Street **in legal parking areas** and walk children into the School. (See “Parking.”) Please do not turn in our neighbor’s driveways. Courtesy is the key to smooth drop-off times!

Brick Building and New Wing – Students may be dropped off at the large front gate at the entrance to the Brick Building at 10 Buckingham Street. Please do not stop in the crosswalk.

Pickup Policy—Parents must inform the School in writing at the beginning of the year who will pick up their child; any changes (for play dates or a new carpool) must be communicated in writing so there is no confusion.

Morse Building—**Park legally** on Brattle Street (between 2:45 p.m. and 3:15 p.m.) or in resident parking (where you see signs that say “Permit Parking Only”) and walk into the building or playground. Morse Building students who have siblings in grades 2-6 may be dismissed from the Brick Building and New Wing live pick up line. This will eliminate the need for a caregiver from having to go to two locations for pick up. Please notify your child’s teacher if you would like to choose this option.

Brick Building and New Wing—A “live” pickup lane is available for parents and caregivers who wish to meet children without parking. The line begins by entering Buckingham Street from Craigie Street. Please come from the direction of Concord Avenue. This lane is in continual motion; drivers must not leave the vehicle. Before entering the live pick-up lane, please write the names and homerooms of all the children you are picking up on a card and place it in the windshield of your car. If you are unable to enter the lane without blocking traffic, drive around the block and try again, or park and walk. Alternatively, at dismissal time, you may park and walk into the gym to pick up your child/ren. Please refrain from bringing dogs onto the campus at pick-up time. Sixth graders with written parental permission on file in the Brick Building Office may walk home. Under no circumstances should vehicles enter or exit from Buckingham Place during pick-up times.

Parking

Since the school is located in a “Permit Parking Only” area, everyone is subject to the City of Cambridge ticketing policies. BB&N is granted special consideration from these policies on Craigie, Buckingham, and Parker streets during drop-off and pick-up but only in otherwise legal spaces. Parents and caregivers may park in resident parking areas from 7:45 – 8:30 a.m. and 2:45 – 3:30 p.m., and from 1:45 – 2:30 pm for early dismissal on Wednesday typically without being ticketed. You must park where there is a sign that says

“Permit Parking Only”. **PLEASE NOTE: DUE TO THE LONG LINE FOR PICK UP IN THE AFTERNOON, YOU CANNOT TAKE A LEFT TURN FROM CRAIGIE STREET ONTO BUCKINGHAM STREET.**

Nearby legal parking is available on Brattle Street (near the intersection of Craigie and Sparks Streets) in front of the Armenian Church. **Please note that Brattle Street is not one of the streets for parking consideration.** No parking is allowed in the driveway at 15 Craigie Street (the Head of School’s driveway). Only cars with a handicap sticker may park on Buckingham Place. Otherwise, please do not use Buckingham Place, a private residential street. The towing schedule for street cleaning in the area near the Lower School is on the fourth Thursday and Friday of each month from April through December. Also see the Drop-off section.

Student Health and Wellness

Food Allergies

As we continue to strive for a safe environment for our students with diagnosed food allergies, we ask that you do not send any nuts, peanuts, or foods containing nut products in lunches, snacks or birthday treats to school or the After School Program. Parents should notify the School of any allergies a student may have. Please speak directly with the School Nurse. Before school begins, parents will be informed by letter of what guidelines must be followed to ensure the safety of all students.

Please also see Schoolwide health and wellness policies in the [All-School Policies & Information PDF](#) at www.bbns.org/handbook for further details regarding student health issues.

Student Support Services

Please see The All School Guiding Principles for Academic Support section of the [All-School Policies & Information PDF](#) at www.bbns.org/handbook.

Referrals for Evaluations

On occasion, concerns may arise regarding a student’s academic, social, or emotional well-being. The process which the Lower School at BB&N uses to help respond to the needs of the student begins with the child’s homeroom teacher.

Homeroom teachers meet with the Learning Specialists and Counselor on a regular basis. At that time, student concerns are addressed and the learning specialist and/or counselor will meet separately with the parents to discuss concerns and plan possible interventions together. Often it is at the request of the parent that a closer look is taken regarding a child’s progress. After consultation with the learning specialists, counselor, teachers, and parents, if an evaluation is needed, the team will recommend the names of professional evaluators. When the evaluation is completed, the Learning Specialist and Counselor will meet with the parents to go over the recommendations and results.

In some cases, after review of the test results, the Learning Specialist and homeroom teacher, in collaboration with the Counselor, will suggest a tutor for the student. They can provide a list of qualified

tutors to work with students. The team will communicate and collaborate with the tutor to help meet the child's individualized learning needs. Please also refer to the All-School Policies & Information PDF at www.bbns.org/handbook. We encourage a collaborative approach in working with our students. The Lower School Directors, parents, homeroom teacher, Counselor, and Learning Specialists are all part of that team. The team will determine if there is a need for an individual transition meeting to support the student's move to the Middle School.

Accommodations for Students with Disabilities

Based on testing administered within three years, students with a documented disability and a recommendation for accommodation may apply to their campus specific Learning Specialist for reasonable accommodation. Accommodation requests are typically reviewed and decisions made within two to four weeks after all documentation is received by BB&N. Accommodations will not be granted if they fundamentally alter the nature of the school's academic standards, policies, or program or if they cause an undue burden to the school.

For mid-year and end-of-year exams, all documentation must be received at least two weeks in advance of the start of the exam. Upper School Applications to the College Board or ACT for accommodations are handled by BB&N's SSD Coordinator, Ms. Angela Tabb (617-800-2169).

Student Review Committee

The goal of our school is to support the successful educational and social-emotional development of each student. In some cases, a school is not the best fit for an individual child. We work as a team with each family to provide appropriate accommodations and support as outlined above. We may, however, recommend that a family begin to look for another school setting which is a better fit for the child's academic, social, and/or emotional needs.

The Student Review Committees (SRC for grades B-3 and 4-6) will discuss a student who may be struggling to thrive academically and/or socially and emotionally. The SRC meets twice a year (in the late Fall and early Spring.) The SRC is comprised of the Lower School Directors, Head of School, Counselor, Director of Psychological and Learning Support Services, and any specific teachers and /or specialists may be invited by the Directors. A student's homeroom teacher is responsible for presenting a student to the SRC. Recommendations from the SRC are communicated to a family by the Lower School Directors in collaboration with the Counselor.

Standardized Testing

A student's teacher is the best judge of a child's progress; standardized tests back up teacher assessment. Standardized tests are used at BB&N, but they are never the only means by which we judge a student's academic potential or aptitude. BB&N's testing schedule at the Lower School is as follows:

Beginners-Grade 1:	Developmental screening as needed.
Grades 2-4:	Diagnostic screening for reading development.
Grades 3&5:	Educational Records Bureau's (ERB's) Comprehensive Testing Program

Results of all testing can be discussed with the student's classroom teacher.

Medical Leave/Special Re-entry Considerations

There are rare occasions when BB&N must respond to a serious health-threatening condition or life-

threatening behavior on the part of a student. This includes but is not limited to: acute or chronic illness—physical or mental, depression, suicide gestures or attempts, self-injury, episode(s) of alcohol or drug overuse/abuse, eating disorders, incidents of violence, threats of violence toward others, and possession of weapons. Events such as these may require absence from School while the student is actively participating in an appropriate treatment program. Safeguarding our students' lives, health, and safety is the most important underlying goal of any procedures or expectations from BB&N.

Re-entry Protocol

Prior to a student's return to school, the counselor and/or nurse must receive documentation from the student's health care provider(s). Such documentation from the provider(s) must address the following:

- The student is deemed to be physically and emotionally well enough to return to School full time..
- The risk of the student's relapse or repeating the harmful behavior is judged to be substantially reduced.
- The Health Care Provider(s) must outline any specific recommendations and/or limitations in the student's School program.

Additionally, the School requires the following:

- A signed Release of Information Form that allows for adequate communication with the student, family, and Health Care Provider(s) regarding the student's ability to continue in school safely and productively.
- Confirmation that the student is receiving ongoing attention to the problem(s) as deemed appropriate.

Finally, upon receipt of all documentation, the school will act quickly to schedule a re-entry meeting to review the student's current academic, behavioral and physical/emotional health status. Attendance at the re-entry meeting may include the Campus Director, counselor/psychologist, nurse, advisor or dean, parent(s) and any outside supports as appropriate. Based on the information shared at this meeting, the team will then develop a re-entry plan and determine the most appropriate time for the student to return to school. Even if a student has been cleared by outside provider(s) to return to school, the school team may require additional time to ensure that the student and his/her school community are prepared for the student's return.

Continued Enrollment in Special Circumstances/Disabilities

When there is cause for concern over a student's physical or emotional health or safety, even if there will be no interruption in the student's attending classes, the School may, at its discretion, require documentation of an evaluation from an outside clinician. This assessment of the student's present circumstances, and plans for ongoing health services, along with permission for the outside professional to be in communication with the School, are necessary for the student's continued enrollment at BB&N. When a student has a documented qualifiable disability, BB&N will provide reasonable accommodation, absent any undue hardship to the School or where a necessary modification would fundamentally alter the nature of the School's academic program.

Special Events

Potluck Dinners

These are social events for parents **only**, designed to renew old friendships and welcome new parents to the School.

Family Science Saturday

Family Science Saturday is a program for all Lower School students and their parents. Three Saturdays a year, Lower School Science teachers design fun and engaging science activities for parents and students to work on together. Some activities are on the Lower School campus, some are trips to various sites in the Boston area. It is required that all students are accompanied by a parent or guardian.

Halloween/Soul Cake Tradition

The Fifth Grade performs the tradition of Soul Cake by singing, playing instruments, and dancing. Parents are welcome; this performance occurs prior to Halloween.

One School One World/Grandfriends' Day

This is a special All School Event at the Nicholas Athletic Center where families celebrate our many cultures through performances, song, games, food and displays. This event is held on a Saturday in November. This celebration alternates every other year with Grandfriends' Day.

Mitten Tree

The Mitten Tree tradition began over 40 years ago. A week before winter vacation, students bring in pairs of mittens or gloves to hang on a tree in the Morse & New Wing Buildings. The mittens are then donated to an organization in Cambridge that supports families in need.

Skating

Family Skates are held on Friday nights from 8:30 – 10:00 p.m. and Saturday mornings from 10:45 a.m. – 12:30 p.m. from December through mid-February. To book the Upper School rink for an event, contact the Athletics Office (617-800-2141).

Winter Concerts

This is the celebration of the season through song featuring our choruses and orchestra. Please check the website for dates and times of concerts. Parents are welcome to this event held in December.

Dr. Martin Luther King Jr. Luncheon

This is an all-School program held at the Upper School in January with presentations by students from each campus. All families are welcome.

LSPA Community Event

This is an activity for all Lower School families, which is usually held in the fall.

Maypole Celebration

The Lower School welcomes spring through singing and dancing. The fifth grade dances a traditional Maypole Dance, along with other festive international dancing by other grades.

BB&N Circus

A favorite family event when the Lower School becomes a fairground with rides, crafts, games, food and fun! This financial aid fundraising event occurs in May.

Spring Concerts

This is a celebration of the season through song featuring our choruses and orchestra. Parents are welcome. Please check the website for dates and times of concerts. Parents are welcome to this event held in May.

Family Picnic/Ice cream Social

LS families are invited to the LS campus for an end-of-year event. Everyone is invited!

End-of-Year Closings

All families are invited to attend the end-of-year closing ceremonies. Please check the calendar and parent newsletters for the times of these events.

The event has presentations of singing, poetry, and often a slide show. The attire for Grade 6 should be:

Boys – Jacket, collared button up shirts and slacks. No sneakers or jeans.

Girls – A nice dress suitable for the occasion (Please be mindful of length) or slacks. Low heeled shoes and please be mindful of the height due to the risers.

Clubs/Activities

Affinity Lunch

As part of the School's commitment to diversity, the Lower School offers an opportunity for Lower School students of color. The lunches are voluntary; each family of color decides whether their child will participate. Members of the BB&N faculty and staff of color host the lunches.

Community Clubs/Morse Building Mix-Up

During Community time on Wednesday, there is a multi-week period throughout the year where children will engage in activities of their choosing.

Lower School Community Gardens

The Lower School community participates to manage, grow and harvest our raised bed gardens for a variety of purposes.

One World Club

Participating sixth graders support community service learning projects throughout the year.

Orchestra

The Orchestra at the Lower School is made up of students of varying skill level. Students in grades 2 through 6 who study and play orchestral instruments outside of school are encouraged to participate. Younger students may join dependent upon their skill level.

The Orchestra practices on Wednesday at 7:15 a.m. and performs at LS concerts, assemblies, and the Grade 6 Closing Ceremony.

Parents' Association

Purpose

The mission of the Lower School Parents' Association (LSPA) is to support, promote and strengthen the

BB&N community. All parents and guardians of BB&N students are members of the LSPA and are encouraged to participate. The LSPA is the Lower School's component of the larger BB&N All-School Parents' Association (PA). The Parents' Association provides opportunities for all parents to be involved in the life of the School.

Through all campus and grade specific Community events, the LSPA offers parents and students the opportunity to meet, socialize and build lasting friendships with other BB&N families. Through collaboration, parents can share their skills and experience in volunteer activities that benefit BB&N students, teachers and the greater community. With regular Communication, the LSPA supports parents' awareness of what's happening on campus and promotes involvement in school life. Typical LSPA events include hosting guest speakers, grade specific parent potluck, school picnics, family events and the annual BB&N Circus.

Parent Representatives

Parent Representatives or Class Reps are the parent representatives for each grade and they serve as vital links in the chain of communication between parents and the teachers. Parent Reps and other campus leadership positions are recruited annually by the Campus VPs and Assistant VPs from among those who express a desire to volunteer. Parent Reps are asked to take on the following responsibilities:

- Welcome new families;
- Facilitate communication by keeping class contact information current as well as sharing grade-specific information;
- Plan grade-specific events;
- Take an active role in faculty appreciation;
- Help to match interested parents with volunteer opportunities at the school.