

Student Name : _____ Teacher: _____

Irving Elementary School

1629 West 21st Street | Pueblo, Colorado 81003
(719) 549-7570

Valarie Davis, Principal
Christina Benavidez, Assistant Principal



2018-2019
Family Handbook/Student Planner

PUEBLO CITY SCHOOLS 2018-19 Instructional Calendar

August 2018						
S	M	T	W	T	F	S
				1	2	3
	4	5	6	7	8	9
10	11	12	13	14	15	16
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31						

September 2018						
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30						

October 2018						
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28	29	30	31			

November 2018						
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December 2018						
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30	31					

January 2019						
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21	22	23	24	25	26	27
28	29	30	31			

AUGUST
 Innovation Professional Development.....9, 10
 Teachers Begin.....13
 Teacher Work Days13, 17
 Principal Led Professional Development/
 Building Meetings14
 District Professional Development Day .15, 16
 Classes Begin.....20
 Elementary Assessment Day.....20, 21
 No School24, 31

SEPTEMBER
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 Professional Development21

OCTOBER
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 1st Grade Period Ends18
 Teacher Work Day19
 Parent/Teacher
 Conference Window22, 23, 24, 25, 26

NOVEMBER
 No School2, 9, 16, 30
 Professional Development2
 Innovation Professional Development.....9
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DECEMBER
 No School7, 14, 21
 Professional Development14
 2nd Grade Period/1st Semester Ends20
 Winter Break24, 25, 26, 27, 28, 31

JANUARY
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 No School11, 18, 25
 Teacher Work Day11
 Innovation Professional Development.....25

FEBRUARY
 No School1, 8, 15, 22
 Professional Development1

MARCH
 No School1, 8, 15, 29
 3rd Grade Period Ends.....14
 Teacher Work Day15
 Spring Break18, 19, 20, 21, 22
 Parent/Teacher
 Conference Window25, 26, 27, 28, 29

APRIL
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 Innovation Professional Development.....5
 Professional Development19

MAY
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 Elementary Assessment Day2
 Teacher Work Day17
 Graduation:
 Paragon..... Thursday, May 30
 EastFriday, May 31
 Centennial.....Friday, May 31

JUNE
 Graduation:
 Central..... Saturday, June 1
 South..... Saturday, June 1
 Classes End.....6
 Teachers' Last Day.....7

JULY

February 2019						
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March 2019						
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April 2019						
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May 2019						
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June 2019						
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July 2019						
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28	29	30	31			

PUPIL CONTACT DAYS

August.....	8	February.....	16
September.....	15	March.....	12
October.....	19	April.....	18
November.....	13	May.....	17
December.....	12	June.....	4
January.....	16	July.....	0
Total.....	150		

DAYS PER SEMESTER

1st Grade Period.....	35	3rd Grade Period.....	40
2nd Grade Period.....	32	4th Grade Period.....	43
1st Semester.....	67	2nd Semester.....	83
Total.....	150		

- KEY**
- All Students Begin and End
 - ★ Teachers Begin / End
 - No School
 - Teacher Work Day
 - ▲ Principal Led Professional Development/Building Meetings
 - ◊ District Led Professional Development
 - Professional Development
 - ◊ Innovation Professional Development
 - Parent/Teacher Conference Window
 - * Grade Period End
 -] Semester Ends
 - ☆ Elementary Assessment Days
 - ⋮ Graduation



PUEBLO CITY SCHOOLS

315 W. 11th Street
Pueblo, Colorado 81003

BOARD OF EDUCATION

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Frank Latino..... Vice President
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Charlotte Macaluso

Mission

To provide a high-quality education that assures each student the knowledge, skills, and dispositions to lead a life of purpose and impact.



Pueblo City Schools does not discriminate on the basis of race, color, creed, national origin, ancestry, sex, sexual orientation, age, disability, religion, or other status protected by law in admission or access to, or treatment and employment in, its programs and activities. Additionally, a lack of English language skills is not a barrier to admission or participation in activities, programs and employment. The following individual has been designated to handle inquiries regarding the non-discrimination policies: EEO/Affirmative Action/Title IX/Section 504 Compliance Officer, 315 West 11th Street, Pueblo, Colorado 81003, (719) 549-7100.

Si tiene alguna pregunta sobre esta información, por favor llame a la escuela de su niño.

VISION STATEMENT

High Academic Achievement and empowered global citizens

MISSION STATEMENT

The Irving community will unite to educate, prepare, and empower students for lifelong achievement.

INNOVATION ZONE VISION AND MISSION

As a collective Innovation Zone, we are driven by a fundamental belief in our students ability to succeed and our schools' capacity to support and develop future leaders. We also know that we cannot continue practices that prepare our children for a world that no longer exists. Instead we must respond to what we see before us. The conditions driving education in our country require school communities to think and act very differently than in our recent past. As the world increasingly demands that our students be innovative problem solvers, we are required to provide educational experiences that will develop our students as flexible, adaptable, innovative learners.

FOCUS

Irving continues on the path of school improvement. The staff works to improve instruction using the following levers for change.

- Develop a strong student culture that sets high expectations for students' academic and behavioral performance.
- Utilize student achievement and growth data to make adaptations to instruction.
- Create rigorous and engaging lesson plans that support students' learning and challenge them to go further.
- Ensure that all students' participate in consistent, high quality instruction in reading and math each and every day

Our staff welcomes your involvement in our school improvement process. Please contact the office if you would like to know more (719) 549-7570.

A MESSAGE FROM THE PRINCIPAL

Dear Families,

Welcome back to the Irving for the 2018-19 School Year! This is going to be one of the most exciting years in the history of our school as we continue as part of the Innovation Zone. This venture will allow us to capitalize on the progress we've made over the last few years, while transforming our school into a highly effective learning environment for all students. As in year's past, this planner will serve as an important communication tool between your student, your child's teacher, and the school. Please make sure that you use the planner in the following way:

- 1) Review the policies and procedures sections and confirm your understanding by **signing at the end of the section.**
- 2) Review the planner with your child each evening. Make note of any assignments, behavior issues, notes from the teacher, etc. Please contact your child's teacher with any questions or concerns that you may have.
- 3) Regularly review your child's progress and learning with them. Make sure that your child reads (or is read to) at least 20 minutes each day.

As we move into the school year, we are very excited to build a new partnership with our families. Please stay tuned via school messenger and our web site for more details (<http://irving.pueblacityschools.us/>). As always, please don't hesitate to contact us with any questions or concerns that you might have.

Warmly,

Valarie Davis, Principal
valarie.davis@pueblacityschools.us
School Phone: 719-549-7570

INNOVATION ZONE

As part of the Innovation Zone, Irving will continue to implement the following components for our school in 2018-19.

EVERY CHILD, COLLEGE READY – Regardless of whether every student chooses to go to college, every child ought to have college as an option. AVID (Advancement via Individual Determination) builds a culture of high expectations that sets students on a rigorous path of learning. Teachers utilize consistent instructional strategies across all grade levels that help students to organize, analyze, and collaborate in their content areas.

PERSONALIZED, 21st CENTURY LEARNING – Students come to school with a wide range of knowledge and skills, even when they're in the same classroom. By adopting a blended learning model, schools within the zone will utilize technology and online learning to customize learning for students during their day. Blended learning doesn't replace the teacher, but rather allows them to use technology to meet the specific needs of each of their students. Students that are behind will benefit by being able to catch up more quickly, and students who are ahead won't be slowed down! As a result, learning becomes more meaningful and more relevant for students.

HELP STUDENTS TO DREAM – We want our students to discover more about their community and more about their world! The creation of an Extended Learning Opportunities Program will allow them to learn a new skill, pursue a passion, and connect with the community through unique and exciting programs. Extended Learning Opportunities will be offered during the day and we'll be working with the community to find people willing to share their interests.

STRENGTHEN OUR COMMUNITY – Today's students are tomorrow's citizens. We want to ensure that our community thrives and is revitalized by our students. Through a partnership with CSU-Pueblo, we're creating a special program for teacher candidates to partner with master teachers within the innovation zone. This will ensure that our future teachers have the skills necessary to succeed in our schools.

SCHOOL HOURS

Student Safety is extremely important at Irving. STUDENTS SHOULD NOT ARRIVE AT IRVING PRIOR TO 7:35 A.M. AS THERE IS NO PLAYGROUND SUPERVISION OF STUDENTS.

School Office Personnel: 7:00 a.m. – 4:30 p.m.

Other School Personnel: 7:30 a.m. – 4:00 p.m.

Preschool Student Schedules – Monday - Thursday

3 year old program 8:00-11:00 a.m. and 12:00 p.m.-3:00 p.m.

4 year old program 8:15 a.m.- 2:15 p.m.

Elementary Student Schedule (K-5) – Monday - Thursday

7:35 a.m. – 3:05 p.m.

2018-19 Staff Roster

Last Name	First Name	Position
Davis	Valarie	Principal
Benavidez	Christina	Assistant Principal
Sabott	Mary	School Secretary
Patterson	James	Community Advocate
Arellano	Heather	Kindergarten
Shroyer	Jennifer	Kindergarten
Wiseman	Amber	Kindergarten
Gradisar	Karlee	First Grade
Sanchez	Nicole	First Grade
Arguello	Amy	First Grade
Cortese	Mikala	Second Grade
Flowers	Julia	Second Grade
Caroll-Halpin	Maureen	Third Grade
Roman	Antoinette	Third Grade
McIntyre	Dee	Fourth Grade
Wangler	Lillian	Fourth Grade
McNierney	Quinn	Fifth Grade
Shelhart Apana	Sherenna	Fifth Grade
Benavidez	Lisa	Art Teacher
Hudgens	Cheryl	Media Specialist Teacher
Markert	Christopher	Physical Education Teacher
King	Lisa	Music Teacher
Guasta	Brandy	SLD Special Education Teacher
Sandoval	Abby	ID Special Education Teacher
Filpi	Andrea	Math Coach
Genova	Miranda	OBS/Feedback Coach and RTI Coordinator
Marquez	Stacey	OBS/Feedback Coach and RTI Coordinator
Lujan-Tackett	Brenda	OBS/Feedback Coach and Literacy Coach
Beltran	Victoria	Preschool
Torres	Anabel	Preschool
Gallegos	Nichol	Preschool
Palomarez	Philina	Preschool
Silva	Felicia	Preschool
Klausing	Leslie	Preschool
Chavez	Tori	Preschool
Holman	Patricia	Preschool

Last Name	First Name	Position
Wallace	Deborah	Special Education Instructional Tutor
Fields	Tayla	Educational Assistant
Garcia-Cackovic	Carla	Paraprofessional
Loftus	Pearl	Paraprofessional
Thompson	Samuel	Paraprofessional
Whisnan	Rachel	Paraprofessional
Brown	Rachel	Counselor
Carpenter	Shauna	ELL/GT Teacher
Eller	Nicole	School Nurse
Archuletta	Linda	Kitchen Staff
Franco	Camilla	Kitchen Staff
Swing	Nancy	Kitchen Staff
Coen	Julie	Cafeteria Aide
Flores	Dayana	Cafeteria Aide
Guerra	Mylo	Head Custodian
DeHerrera	Dennis	Custodian
Solis	Travis	Custodian
Cid	Lanette	Health Solutions
Racho	Missy	School Psychologist

SCHOOL ATTENDANCE

Every child who has attained the age of six years on or before August 1 of each year and is under the age of 17 is required to attend public school with such exceptions as provided by law. It is the parents' responsibility to ensure attendance.

The courts may issue orders against the child, child's parent, or both compelling the child to attend school or the parent to take reasonable steps to assure the child's attendance. The order may require the parent, child, or both to follow an appropriate attendance plan that addresses problems affecting the child's school attendance and that ensures an opportunity for the child to obtain a quality education.

STUDENT ABSENCES AND TARDIES

One criteria of a student's success in school is regular and punctual attendance. Frequent absences may lead to poor academic work, lack of social development and possible academic failure. Regular attendance is of utmost importance for school interest, social adjustment and scholastic achievement. No single factor may interfere with a student's progress more quickly than frequent tardiness or absence. **All absences should be called in and excused.**

According to state law, it is the obligation of every parent/guardian to ensure that every child under their care and supervision receives adequate education and training and, if of compulsory attendance age, attends school.

Continuity in the learning process and social adaptation is seriously disrupted by excessive absences. In most situations, the work missed cannot be made up adequately. Students who have good attendance generally achieve higher grades, enjoy school more and are more employable after leaving school. For at least these reasons, the Board believes that a student must satisfy two basic requirements in order to earn full class credit: (1) satisfy all academic requirements and (2) exhibit good attendance habits as stated in this policy.

Excused absences

The following shall be considered excused absences:

1. A student who is temporarily ill or injured or whose absence is approved by the administrator of the school of attendance on a prearranged basis. Prearranged absences shall be approved for appointments or circumstances of a serious nature only which cannot be taken care of outside of school hours.
2. A student who is absent for an extended period due to physical, mental or emotional disability.
3. A student who is pursuing a work-study program under the supervision of the school.
4. A student who is attending any school-sponsored activity or activities of an educational nature with advance approval by the administration.
5. A student who is suspended or expelled.

As applicable, the district may require suitable proof regarding the above exceptions, including written statements from medical sources.

If a student is in out-of-home placement (as that term is defined by C.R.S. 22-32-138(1)(e)), absences due to court appearances and participation in court-ordered activities shall be excused. The student's assigned social worker shall verify the student's absence was for a court appearance or court-ordered activity.

Unexcused absences

An unexcused absence is defined as an absence that is not covered by one of the foregoing exceptions. Each unexcused absence shall be entered on the student's record. The parents/guardians of the student receiving an unexcused absence shall be notified orally or in writing by the district of the unexcused absence.

In accordance with law, the district may impose appropriate penalties that relate directly to classes missed while unexcused. Penalties may include a warning, school detention or in-school suspension. Academic penalties, out-of-school suspensions or expulsion shall not be imposed for any unexcused absence.

The administration shall develop regulations to implement appropriate penalties. The school administration shall consider the correlation between course failure, truancy and a student dropping out of school in developing these regulations and shall implement research-based strategies to re-engage students with a high number of unexcused absences.

Students and parents/guardians may petition the Board of Education for exceptions to this policy or the accompanying regulations provided that no exception shall be sustained if the student fails to abide by all requirements imposed by the Board as conditions for granting any such exception.

The maximum number of unexcused absences a student may incur before judicial proceedings are initiated to enforce compulsory attendance is 10 days during any calendar year or school year or four in one month. Doctor's note for any absence after 10 (unexcused).

Tardiness

Tardiness is defined as the appearance of a student without proper excuse after the scheduled time that a class begins. Because of the disruptive nature of tardiness and the detrimental effect upon the rights of the non-tardy student to uninterrupted learning, appropriate penalties may be imposed for excessive tardiness. Parents/guardians shall be notified of all penalties regarding tardiness.

In an unavoidable situation, a student detained by another teacher or administrator shall not be considered tardy provided that the teacher or administrator gives the student a pass to enter the next class. Teachers shall honor passes presented in accordance with this policy. The provisions of this policy shall be applicable to all students in the district, including those above and below the age for compulsory attendance as required by law.

Further information is available in district policies *JH and JH-R: Student Absences and Excuses/Tardiness*

If you have questions or need assistance with attendance, please contact us at 719-549-7570.

RECOGNITION FOR PERFECT ATTENDANCE

- Students that have perfect attendance (no absences or tardies) are recognized at the end of each quarter and for the whole year.
- Students with excellent attendance are recognized at the end of each quarter for students that have two or less attendance events. 2 Events = 1 Absence/1 Tardy, 2 Absences, or 2 Tardies.

STUDENT EXPECTATIONS AND DISCIPLINE POLICY

At Irving Elementary, we expect that all students should be able to attend a school that is safe and allows for learning to take place. The following expectations are in place for all students:

- **Prepared**
- **Attitude of Achievement**
- **Works with Others**
- **Self Control**

Basic Daily Expectations

Students at Irving are expected to follow these expectations each and every day. Students that do not follow these expectations for school may have consequences:

- 1) Do your homework each night with a signed planner.
- 2) Wear your school uniform each day.
- 3) Follow school and classroom rules and procedures.

The teacher has the authority and responsibility to maintain discipline in the classroom consistent with district and school policy. No student may interfere with the teacher's ability to teach or for other students to learn. Expectations for student behavior are taught and reviewed at school on a continuous basis. They are emphasized at the beginning of the year as well as after extended vacations. Please make sure your child understands these expectations for behavior.

Staff will make every effort to help students correct their behavior by using reminders, warnings, think sheets, buddy rooms and other intervention strategies as appropriate. Staff will confer with students and families in an effort to correct behavior. Students that fail to correct their behavior promptly or engage in serious/major violations of the behavior policy will be referred to the office.

Physical and Aggressive Behaviors (Including Horseplay and Rough Housing):

- **Types of behavior:** Pushing, hitting, kicking, tripping, biting, inappropriate touching, fighting**, etc.
- **Consequences:** detention (recess or after school), loss of privileges, suspension out of school for serious or repeated offenses, referral to law enforcement as appropriate, other consequences as determined by the principal.
- **Ways to reduce this behavior:** Ask adults for help in dealing with a problem, move away from the situation, use anger management techniques such as counting to ten.

***Self-defense occurs when a student must use physical force as a last resort to “get away” from a physical attack to seek the assistance of an adult. Students that start a physical confrontation or continue to fight after “getting away” are not engaging in self-defense.*

Disruptive and Defiant Behaviors:

- **Types of behavior:** Interfering with teaching by shouting, excessive talking, distracting others, refusing to follow staff requests in a prompt manner, arguing with staff, using inappropriate language, etc.
- **Consequences:** detention (recess or after school), loss of privileges, shadowing, suspension out of school** for serious or repeated offenses, referral to law enforcement as appropriate. Other consequences as determined by the principal.
- **Ways to reduce this behavior:** Concentrate and complete school work, respond to teacher directions promptly, choose appropriate times to share concerns with staff, etc.

Other Behaviors:

- **Types of behavior:** Vandalism, drug and/or weapon possession, lying/ cheating, theft, other behaviors as identified by school officials.
- **Consequences:** restoration, detention (recess or after school), loss of privileges, suspension out of school* for serious or repeated offenses, referral to law enforcement as appropriate. Other consequences as determined by the principal.
- **Ways to reduce this behavior:** Be careful with school property and others’ property, tell the truth and accept responsibility for your actions, speak with an adult about drug/weapon issues.

Supporting Positive Behavior:

Irving classrooms use a system that is designed to help students demonstrate positive behaviors. Classrooms will use the “clipping up/down” or Class Dojo system. Students will be expected to demonstrate appropriate behavior throughout the day to move their card to green or higher. This will encourage them to practice good behavior throughout the day. Student behavior will be noted daily and parents must sign their student planner each night. Students may make their way back up after clipping down if they make good choices.

Color Notes

Pink, purple, or blue: Your child’s behavior is outstanding.

Green: Your child is on track and having a great day.

Yellow: Your child’s behavior is not adequate. Please speak with them and encourage them to improve.

Orange or Red: Your child’s behavior is interfering with the learning environment and your student may be receiving a class consequence or disciplinary referral.

Students that demonstrate positive behavior and are not referred to the office will be recognized with a positive reward activity on a regular basis. These activities may include extra recess, special assemblies, parties, PAWS card student of the month etc. Please support your child’s positive behavior at home.

Student Suspension:

When a student engages in a serious and/or ongoing behavior violation such as disruption, fighting, or defiance, they may be suspended from school following due process procedures noted below. In the event that a child is suspended, parents/guardians must make arrangements for their student to be picked up from school. The principal may suspend a student for a period not to exceed five calendar school days. During the period of suspension the principal may recommend to the Superintendent that the suspension be extended for a total period not to exceed twenty school days.

**When a student is suspended from school, the parent/guardians must attend a follow up conference to review expectations and establish a plan for student improvement. This meeting will be scheduled at the time of suspension.*

IRVING ELEMENTARY BULLYING-PREVENTION PROTOCOL

Our school's social vision

Irving Bullpups are **P**eaceful, **cA**ring, **W**atchful, **reS**pectful.

Why we implemented a school wide system to stop bullying:

Bullying and harassment stand in the way of our social vision. Therefore our school has adopted the No Bully System for preventing and responding to harassment and bullying on district property; at district or school-sanctioned activities and events; through social media or any other electronic communication; when students are being transported in any vehicle dispatched by the district or one of its schools; or off school property when such conduct has a nexus to school or any district curricular or non-curricular activity or event. This school-wide system applies to all students, teachers, staff, specialists, and anyone who works on our campus, whether employed by the school or district, working as contractors, or volunteers pursuant to Colorado's Board of Education anti-bullying policy.

What is bullying?

Bullying occurs when a student, or group of students, **repeatedly** tries to hurt, humiliate, or get power over another student in any of the following ways:

- **Physical bullying** is when a student uses physical force to hurt another student, e.g., by hitting, pushing, shoving, kicking, taking a student's belongings, or stealing their money.
- **Verbal bullying** is when a student uses words, images, or gestures to intimidate or humiliate another student, e.g., by taunting, name-calling, teasing, put-downs, insults, threats, and blackmail.
- **Relational bullying** is when a student excludes or isolates another student, e.g., through leaving them out, manipulating others against them, or spreading false rumors or gossip.
- **Cyberbullying** is when a student uses their cellphone, text messages, emails, instant messaging, the Internet, or social media to threaten, shame, or isolate another student. It includes breaking into a student's online account and assuming that student's identity in order to damage their reputation.

Bullying is different from **conflict**. Conflict is an inevitable part of life and can occur at school when a student perceives another student as being an obstacle to what they want or value. If students are in conflict but are not bullying, our school is committed to helping students talk it through.

Bullying may, at times, amount to **harassment**. It is harassment to target a student online or face to face because of his or her academic performance or any basis protected by federal and state law, including disability, race, creed, color, sex, sexual orientation, national origin, religion, ancestry, or the need for special education services, whether such characteristic(s) is actual or perceived.

It is **sexual harassment** to target a student with unwanted sexual comments, gestures, physical contact, demands for sexual involvement accompanied by threats concerning their grades causing the student to feel uncomfortable or unsafe at school, or that interferes with schoolwork. In these situations, complaints will be investigated according to the district's sexual harassment policy.

Our school does not tolerate bullying or harassment for any reason. It is a serious breach of the school rules if a student takes revenge or asks someone to threaten or hurt a student that has reported bullying or harassment.

How students can end bullying

Bullying and harassment cause pain and stress to students and are never justified or excusable as “just teasing” or “just playing.” When a student stands by doing nothing, or laughs or posts comments online when others bully, they are participating in bullying.

The students at Irving Elementary have agreed to join together to treat others with respect both online and face to face so that we keep our campus bully-free.

All students agree to:

- Value student differences and treat others with respect both online and face to face.
- Tell bullying students to stop when I or others around me are the target of bullying.
- Walk away and seek help by telling a trusted adult on campus if I cannot safely stop the bullying. Report the bullying in the anonymous reporting box located in the hallway between the Gym and the Cafeteria.
- Never take revenge or ask someone to hurt a student that has reported bullying.

Our school takes a problem-solving approach to bullying. We have staff members trained as Bullying Prevention Coaches who will meet with students that are the target of bullying and help end bullying situations.

Staff, Teacher, and Parent Response to Student Harassment and Bullying

Our school follows the No Bully System to prevent and respond to bullying and harassment.

Level 1: We support an inclusive school where everyone is accepted for who they are.

- We recognize that our school contains different abilities, body sizes, races, religions, socio-economic status, gender identities, and sexual orientations. All teachers, staff, students, parents, and volunteers support our social vision:
 - Irving Bullpups are **P**eaceful, **cA**ring, **W**atchful, **reS**pectful.
- Our school has created a Bullying Prevention Committee to advise the Administration on preventing bullying at this school and to ensure that students receive the relevant education for this to happen. Our committee meets at least once a month and comprises a school administrator, a diverse range of teachers, a parent or guardian (who is not also a teacher), a student, and a community member.
- Our school has developed an active partnership with parents and community members to help maintain a school environment free from aggression and violence.
- Students learn through our Second Step curriculum to get smart in managing their emotions and their relationships and to stand up to bullying at our school.
- Each year we administer a survey to students asking their perception of the frequency and intensity of bullying at our schools.

Level 2: We watch out for bullying and refer targets to the Assistant Principal.

- Teachers and school staff have been trained to watch out for students who appear to be isolated from other students, who are put down by others behind their back, or who show signs of being bullied.
- If any teacher or staff member sees any student aggression or disrespect, they shall take immediate steps to intervene and redirect the student. Steps may include the following:
 1. Name the behavior for what it is, e.g., “That’s a put down.”
 2. Speak to the intention behind the words or gestures, e.g., “That was meant to hurt.”
 3. Remind students of our school’s social vision and how their behavior is not aligned with this:
 - Irving Bullpups are **P**eaceful, **cA**ring, **W**atchful, **reS**pectful.
 4. Notify the Principal immediately if there are any concerns for a student’s physical safety.
- If any member of staff learns or suspects that a student is the target of continued bullying, they shall check in with the student as soon as reasonably possible. If this appears to be ongoing bullying or harassment, they should attempt to resolve the situation and shall report the bullying by written form to the Assistant Principal within 24 hours.
- If a parent or guardian knows or suspects that their child is being harassed or bullied, we encourage your student to ask the bullying students to stop or to seek help from any trusted adult on campus. If this does not solve the situation, please report the bullying in written form to the classroom teacher. The school can only help you if you reach out and tell us what is happening.
- If a student is the target of cyber bullying, please take screenshots and/or print any electronic or digital messages and share these with the school.

Level 3: Solving the bullying, progressive discipline, and other responses.

- The Principal investigates and resolves the situation and shall ensure that any report of bullying or harassment and its resolution is documented in the school's database at Infinite Campus.
- Our school uses a variety of methods to resolve ongoing incidents of bullying and harassment.
- We may refer the target of bullying to get help from a school Bullying Prevention Coach. Bullying Prevention Coaches are teachers and staff members who have been trained to support students who are the target of bullying and to create solutions to bullying by bringing students together, including bullies, bystanders, and positive student leaders. The Bullying Prevention Coach may use solution-focused discussion, redirection, skill building, and counseling and shall report progress to the Principal.
 - We may use progressive discipline to redirect bullying students depending upon the severity of the bullying. The Principal may meet with the bullying student, notify their parent or guardian, determine consequences to change behavior, and inform the student that graduating consequences will occur if the bullying continues.

Level 4: Implement a classroom or grade wide action plan.

- If a pattern of harassment or prejudice is apparent across an entire class or grade, the Bullying Prevention Coach brings together relevant school staff to implement a plan to teach respect for differences and create a supportive peer culture.

Timeline for a bullying report under this protocol

Week One:

The Assistant Principal is notified of an ongoing bullying situation and logs the incident in Infinite Campus.

- When appropriate, the Assistant Principal refers the target of bullying to a school Bullying Prevention Coach. The Principal may engage the progressive discipline process.

Week Two:

- Bullying Prevention Coach works with students to create a solution.
- Further progressive discipline when necessary.

Week Three:

- Another meeting with students to resolve the bullying if this is needed.
- Bullying Prevention Coach checks with target to ensure the situation is resolved.
- Bullying Prevention Coach records progress in Infinite Campus, schedules a three-month follow-up with the target, and notifies the Principal and parents of the outcome.

If the school's intervention does not resolve the bullying, the student or their parent/guardian should inform the Principal. If the student or parent/guardian disagrees with how the school has responded to a complaint of harassment or bullying, he or she may appeal by calling the District Office at 719-549-7100 and requesting that their complaint be sent to the Principal Supervisor assigned to the school.

Bus Rules and Regulations

Pueblo City Schools utilizes Student Transportation of America (STA), a privately contracted bus company, to provide transportation for students. All students that ride the bus must complete a registration card and sign off on bus rules prior to riding the bus:

- RIDING THE BUS IS A PRIVILEGE AND NOT A RIGHT.
- Students are expected to follow the same rules and expectations at school while waiting at the bus stop, on the bus, and while walking home at the end of the day.
- A parent or guardian must supervise their child while waiting for the bus.
- Children that do not follow bus rules and expectations may be suspended from the bus. Repeated behavior violations may result in permanent removal of bus privileges including field trips. Additional consequences may also be applied.
- During the bus ride, students should practice reading, complete homework, or quietly visit with a neighbor.

NON-DISCRIMINATION COMPLAINT PROCEDURES

(Compliance with Title VI, Title VII, Title IX, Section 504) Any student who believes he or she has been discriminated against in relation to race, sex, religion, national background, age, marital status, or handicap may use the applicable grievance procedure.

Procedure

Level 1: Within five days of the student's knowledge of alleged discrimination and prior to filing of a written Level 2 grievance, a student shall discuss the grievance with the District Compliance Officer, who will take steps to resolve the grievance informally. If the grievance is not resolved informally within 10 days, the student may prepare a written grievance which includes a detailed description of the alleged discriminatory event, the date, and the full names of the parties involved. The written grievance shall be filed with the District Compliance Officer within 20 days of the date of the student's knowledge of the alleged discrimination.

Level 2: Within ten days of the receipt of written grievance by the Compliance Officer, the superintendent or his/her designee shall arrange for and hold a hearing with involved parties. Following the hearing, the superintendent or designee shall have four days to provide his/her written decision to the interested parties.

APPLICATION UNDER STATE OR FEDERAL LAW

Any student who has a claim arising out of the alleged violation of District policies of nondiscrimination has any recourse applicable under state or federal law in addition to the procedures contained herein.

E.E.O. Compliance Officer Pueblo City Schools
315 W. 11th Street, Pueblo, Colorado
(719) 549-7162

STUDENT DROP-OFF AND PICK-UP AT IRVING ELEMENTARY

Before and after school, the area in and around the school becomes heavily congested with traffic. Please follow these guidelines to assist us in making the school grounds safe:

- Please use the drop-off at the front of school, next to the playground. Please note that this is a one way street.
- When you enter the drop-off area, pull all the way to the curb. PLEASE DO NOT DOUBLE PARK IN THE DROP-OFF AREA AS THIS CREATES A SERIOUS DANGER FOR STUDENTS.
- When parking in front of the building, please follow the **painted lines** to indicate the space.
- Never leave your vehicle unattended in the drop-off area. If you plan to enter the building with your student, please park on one of the adjacent streets and use the crosswalk. This models safety for our students.
- Watch for students and their families using the crosswalk.
- Please exercise patience and courtesy when dropping off and picking up your child.
- Please treat crossing guards and playground monitors with respect; they are there to protect our students and your child!
- Monitor your speed in and around the school grounds.
- Drivers that fail to abide by these guidelines may be referred to law enforcement.

STUDENT INFORMATION CARDS

- During the first week of school, the teacher will send home an information card for you to complete. Please be sure to fill out both sides and include current information.
- Be sure that you update information that changes throughout the year. This is the only way that we can contact you in case of an emergency.
- Please list the names of people you wish to have your child released to in case of special circumstances.
- PER DISTRICT POLICY, IF YOU CALL OR SEND A NOTE THAT YOUR CHILD IS TO BE RELEASED TO SOMEONE WHO IS NOT ON THE CARD, WE CANNOT COMPLY WITH THE REQUEST.

CUSTODY CHANGES OR NAME CHANGES

- It is the responsibility of the custodial parent or legal guardian to notify the school of a change in custody of a child or a child's name.
- Copies of legal papers attesting to the change must be presented to the school.
- Student records are kept under a student's legal name, and this name cannot be changed until legal documents are presented to us.
- *RELEASE OF A CHILD TO HIS OR HER NATURAL PARENT CANNOT BE DENIED UNLESS ONE OF THE FOLLOWING DOCUMENTS IS ON FILE WITH THE SCHOOL OFFICE:*
 - A restraining order issued by a court against the parent.
 - The portion of a legal custody agreement that indicates the rights and privileges of each parent with regard to child care and visitation.

STUDENT RECORDS

- Student records are kept in all elementary schools and are available for examination upon parental request. If you wish to discuss your child's records, please notify the secretary to make an appointment.

SCHOOL VISITORS

- Parents/guardians and community members are always welcome to visit our school. We ask that all visitors sign in at the office before proceeding to the rooms.
- After school, teachers are often busy with supervision and after school programs. If you wish to conference with the teacher, please contact the teacher ahead of time to set up an appointment. Messages for teachers can be left at 549-7570.
- Parents may wait for their child to be dismissed in the school lobby or outside on the playground or designated pick-up area. If you need to speak with your child's teacher, please make arrangements in advance.
- If you wish to volunteer, please complete an application at: <http://www.pueblacityschools.us/vips> .

If you need to pick your child up from the school prior to the end of the day, please contact the office at least 30 minutes prior to dismissal, so that there is adequate time to notify the teacher (exceptions can be made for emergencies).

DRESS CODE

Irving students wear school uniforms.

Tops:

- Any color Irving School T-shirt
- Short sleeve or long sleeve polo shirt (Red, White, Navy, Black)
- Short sleeve or long sleeve button down shirt (Red, White, Navy, Black)
- Shirts should be tucked in or touching the top of the pants, shorts, etc.

Bottoms:

- Pants (Black, Navy, or Khaki)
- Shorts (Black, Navy, or Khaki)
- Jumpers (Black, Navy, or Khaki)
- Skirts/ Skorts (Black, Navy, or Khaki)

Shoes:

- Tennis shoes or other closed-toe shoes suitable for participation in recess or Physical Education class

If your student is unable to meet the uniform requirement on any day, please contact the office that morning at 549-7570.

If you are having trouble acquiring the necessary uniform, please contact our Community Advocate at 549-7570.

Please note that hair coloring, piercings, or other aspects of personal grooming that are identified as a safety concern or that are disruptive to the learning environment may not be permitted. Please contact the school or refer to the District's Code of Conduct Handbook for further information.

SCHOOL AND PERSONAL PROPERTY

- Students must not tamper with fire extinguishers, fire alarms, electrical systems or plants at school. Anyone who willfully destroys or damages school property through vandalism, arson, larceny or creates a hazard to the safety of our students will be referred to the proper law enforcement agency.
- Students are responsible for lost or damaged books or school property. Students will have to pay the required amount. Included are textbooks, resource books and library books. Please contact the school to establish a plan for payment.
- Students should not bring large amounts of money, personal music players, toys, skateboards, rollerblades or other valuable items to school.
- Glasses and watches are the responsibility of the student and should not be left in their desks.
- The school is not responsible for lost or stolen items.
- Students that accidentally bring a prohibited item to school should notify their teacher or the principal immediately.

SAFETY DRILL/EMERGENCY EXIT DRILLS

- Safety drills at regular intervals are required by law and are important safety precautions.
- Students will be given clear instructions by their teacher on how to evacuate the building in a timely, safe manner.

COLD WEATHER POLICY

- Unless the weather is extremely inclement, children will remain outside during recess periods. On these days, children should dress warmly.
- In the event school is canceled or there is a delayed start for the day, the staff at Pueblo City Schools will make inclement weather decisions based on student, parent and staff safety. The district will check with the following: City Transit System, the Weather Bureau, Pueblo Police Department and four geographically located transportation people. The District will make the decision as to whether schools will be open or closed and target the announcement no later than 6:00 a.m. by calling the local radio stations, TV and newspapers.
 - The District will count students absent according to state rules and regulations, but not penalize students for classroom work missed if parents keep them home on questionable snowstorm days.
 - The District will make the decision as to cancellation of all after-school, night school and evening meetings, activities, community classes etc.
 - Parents are expected to be responsible for custody of students, listen to the news broadcasts and decide whether or not to send students to school on threatening, stormy days.
 - In the event of a delayed school start, District staff will make the decision to delay school by two hours following the above procedures.

FIELD TRIPS

- Field trips are designed to provide learning experiences for students outside the school setting.
- Permission slips will be sent home prior to each field trip.
- Students are expected to follow the rules of the school during field trips.
- In some instances, students may be excluded from field trips because of poor behavior prior to the trip.
- If student behavior is unacceptable during the field trip, uncooperative students may be excluded from participating with the other students and may be required to remain on the bus or wait in another area under adult supervision until the activity has been completed.
- PARENTS/GUARDIANS THAT NEED TO TAKE A CHILD HOME FROM A FIELD TRIP MUST CHECK THE STUDENT OUT OF OUR SCHOOL OFFICE BEFORE THE TEACHER WILL DISMISS YOUR STUDENT. *This procedure stays in conjunction with the dismissal of any of our students from school. This ensures the teacher that the student is being released to a parent, guardian, or an individual listed on the enrollment card.*

SCHOOL PHONE

- Students may be permitted to use the phone in the school office to contact home.
- Teachers at Irving will allow students to use the phones in their classroom as needed at the teacher's discretion, provided that it does not interrupt instruction.
- If you need to reach your child's teacher, please contact the office at 549-7570 to leave a message. Teachers will return your call at their earliest convenience.
- If you need to get a message to your child please contact the office prior to 2:45 p.m. We will make every effort to contact your student.

CELL PHONES

- Students may have a cell phone but it should remain off and out of sight during school hours, including lunch recess.
- The school is not responsible for damaged, lost, or stolen cell phones.
- If a student is found using a cell phone during school hours the following policy will apply:
 - 1st offense: Cell phone is confiscated and student may pick it up in the office after school.
 - 2nd offense: Cell phone is confiscated and parent/guardian may pick it up in the office.
 - 3rd offense: Cell phone is confiscated and student may no longer bring cell phone to school.
 - 4th offense: Further disciplinary action may be taken.

PARENT SUPPORT

Parent support is essential to the long term success of our students and our school. Parents of students who are at Irving should commit to the following each year: (Use this form as a checklist to track your involvement this year.)

- Attend Back to School Open House and Orientation events.
- Utilize the teacher/parent communication log to monitor homework and behavior. Review your child's homework/behavior in their student planner and sign each night.
- Attend PTSO meetings and volunteer for different events/activities.
- Attend parent teacher conferences.
- Attend Title I meetings, activity nights, concerts, and other events throughout the school year.
- Stay up-to-date on your child's academic progress through grade checks, report cards, teacher communications, and the parent portal.

PARENT-TEACHER ASSOCIATION

The Irving PTSO is an organization dedicated to supporting the students and the school through a variety of efforts. Please contact 549-7570 for more information. In 2018-19, we will need people to assist in the following roles and responsibilities:

- *Fund-raising team*: identifying and implementing fund-raisers for the PTSO.
- *Recruitment team*: identifying and recruiting new members.
- *Carnival team*: working to plan and implement a school carnival.
- *Yearbook*: working with students and staff to produce a yearbook for the school.
- *Advising council*: working with the principal and building leadership team in the development and implementation of the school improvement plan and the Innovation Zone plan.

PARENTS RIGHT TO KNOW

Parents of all children in all Title I schools have the right to request and receive timely information on the professional qualifications of their children's classroom teachers.

- Whether the teacher has met state qualifying and licensing criteria for the grade levels and subject areas in which the teacher is teaching;
- Whether the teacher is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived;

- The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, including the field of discipline of the certification or degree; and
- Whether the child is provided services by paraprofessionals and, if so, their qualifications.

STUDENT HEALTH

- A parent should inform the school of any special health problems a child may have. Copies of doctor reports explaining the nature of the condition will assist the school in meeting the needs of the student.
- If a student becomes too ill to remain in class, the school's office will try to reach you by phone.
- Immunizations (*see the letter and chart on the following pages*)
 - In accordance with Colorado law, immunizations are required for all students enrolled in the district schools.
 - Students will NOT be permitted to enroll in school without meeting immunization requirements.
 - Exemptions based on identified medical, religious, or philosophical beliefs may be considered with proper documentation.
- Parents are encouraged to arrange doctor or dental appointments before or after school or on Fridays whenever possible.

Notification to Access Benefits

Colorado Department of Education – School Health Services Program

The Department of Health and Human Services sponsors a program allowing our district to seek reimbursement for health-related services provided to children with Medicaid health insurance. This program helps our district to maximize federal funds for support of additional health services in our schools.

The Colorado Department of Education and the District will request parental permission to provide health related services to each child and to release and exchange medical and other confidential information, as necessary, to the Department of Health Care Policy and Financing (Medicaid), whether directly or through a contracted billing agency, for health services provided to each child after the date of this notification. Information released may include personally identifiable information, records, or information about the services which may be provided to each child. The purpose of the disclosure is to access the child's public benefits to receive Medicaid reimbursement for said services.

The District, the Department of Health Care Policy and Financing, and the contracted billing agency, if any, require my permission to send claims to Medicaid and receive payment from Medicaid for health related services as set forth in my child's IEP or IFSP.

Medicaid reimbursement for health related services provided by the district and the Colorado Department of Education will not affect any other Medicaid services for which a child is eligible. Each child will receive the services listed in the IEP regardless of whether or not a child is enrolled in public benefits. If a parent refuses to allow access to the Department of Health Care Policy and Financing, it does not relieve the District of its responsibility to ensure that all required services are provided to the child at no cost to the parent.

The granting of consent is voluntary and may be revoked at any time. If a parent later revokes consent, that revocation is not retroactive (i.e., it does not negate an action that has occurred after the consent was given and before the consent was revoked).

The District and the Colorado Department of Education will operate under the guidelines of the Family Educational Rights and Privacy Act (FERPA) to ensure confidentiality regarding each child's treatment and provision of health related services.



K - 12th Grade School Required Immunizations - 2018-19 School Year

Dear parents and guardians of students in Colorado kindergarten - 12th grade schools:

- Colorado law requires students who attend a public, private or parochial kindergarten - 12th grade school to be vaccinated against many of the diseases vaccines can prevent. Your student must be vaccinated against:
 - diphtheria, tetanus & pertussis (DTaP, DTP, Tdap)
 - polio (IPV)
 - measles, mumps, rubella (MMR)
 - hepatitis B (HepB)
 - varicella (chickenpox)

Vaccines are recommended for hepatitis A, influenza, meningococcal disease and human papillomavirus, but are not required.

- Colorado rule requires students entering kindergarten to receive their final doses of DTaP, IPV, MMR and varicella. Students must receive one dose of Tdap vaccine for 6th grade entry, even if they are under 11 years of age.
- The number, timing and spacing of the required vaccine doses is set by the Centers for Disease Control and Prevention's Advisory Committee on Immunization Practices (ACIP). You can view parent-friendly versions of the current ACIP vaccine schedules for children 0 - 6 years of age at www.cdc.gov/vaccines/parents/downloads/parent-ver-sch-0-6yrs.pdf and preteens/teens 7 - 18 years of age at www.cdc.gov/vaccines/who/teens/downloads/parent-version-schedule-7-18yrs.pdf.
- Please take your student's updated vaccine record to school every time he or she receives a vaccine.
- If your student cannot get vaccines because of medical reasons, you must submit an official *Immunization Medical Exemption Form* to your school, signed by a health care provider licensed to give vaccines. You can get the form at www.colorado.gov/vaccineexemption.
- If you choose not to get your student vaccinated according to the current ACIP schedule for religious or personal belief reasons, you must submit a non-medical exemption to your school. Non-medical exemptions must be submitted every year. You can either submit the state health department's non-medical form (online or paper copy) for inclusion in the Colorado Immunization Information System (CIIS), provide a paper copy of the state health department's non-medical exemption form to your student's school, or submit a signed non-medical statement of exemption to your student's school. Such a statement should include the following information: student's full name, age or date of birth, date the exemption was submitted, the vaccines declined, and which type of non-medical exemption is being taken (personal belief or religious). If you choose to include your student's information in CIIS, you may opt your student out of CIIS at any time. Your student's school may ask you to also provide them with a paper copy of the non-medical exemption if you submit online. You can get online and downloadable versions of the state health department's non-medical exemption form at www.colorado.gov/vaccineexemption.
- Some parents, especially those with students who have weakened immune systems, may want to know which schools have the highest percentage of vaccinated children. Schools must report vaccination and exemption numbers (but not student names or birth dates) to the state health department by December 1 every year. Vaccination and exemption rates will be posted on the state health department website in Spring 2018.
- You may want to talk to a health care provider licensed to give vaccines or a local public health agency (LPHA) about which vaccines your student needs or if you have questions. You can read about the safety and importance of vaccines at www.ImmunizeForGood.com and www.colorado.gov/cdphe/immunization-education.
- If you need help finding a health care provider, or finding free or low-cost vaccines, contact your LPHA, or call the state health department's Family Health Line at 1-303-692-2229 or 1-800-688-7777. You can find your LPHA at www.colorado.gov/pacific/cdphe/find-your-local-public-health-agency.
- Please share Page 2 of this letter with your student's health care provider as it provides helpful information about vaccines required for school entry per Colorado law.

Sincerely,

Colorado Immunization Branch | Colorado Department of Public Health & Environment
303-692-2700 | cdphe.dcdimmunization@state.co.us

December 2017

**KINDERGARTEN THROUGH 12TH GRADE IMMUNIZATION CHART
REQUIRED VACCINES FOR SCHOOL ATTENDANCE 2018-19**

VACCINE	Grades K-12 (4-18 Years of Age)	
	Number of Doses	Vaccines must follow <i>MINIMUM INTERVALS & AGES to be valid. A 4 day grace period applies in most situations.</i>
Diphtheria/Tetanus/Pertussis (DTaP) <i>Only licensed through 6 yrs of age.</i>	4 to 5	5 DTaP unless dose 4 given is given on or after the 4 th b-day. Final dose of DTaP given no sooner than 4 years of age.
Tetanus/Diphtheria/Pertussis <i>For students 7 years of age or older who did not have a full series of DTaP.</i>	3 or 4	3 doses tetanus/diphtheria containing vaccines (DTaP, DT, Td, Tdap) is required, or 4 doses required if 1 st dose of DTaP is given before 1 year of age. 1 dose of Tdap given if DTaP series not completed and student is at least 7 yrs of age. Tdap is required at 6th grade entry through 12th grade.
Polio (IPV) <i>With combination of OPV & IPV, need series of 4 doses</i>	3 to 4	4 IPV unless 3 rd dose is given on or after 4 th birthday. Students who were compliant with 3 or 4 doses (4 weeks minimum intervals between doses) prior to August 7, 2009 have met the requirement.
Measles/Mumps/Rubella (MMR) <i>There must be at least a 28 day interval between 2 live vaccines.</i>	2	The 1 st dose is not valid if administered more than 4 days before the 1 st birthday. 2 doses are required for students entering Kindergarten & through 12 th grade.
Varicella (Chickenpox) <i>There must be at least a 28 day interval between 2 live vaccines.</i>	2	The 1 st dose is not valid if administered more than 4 days before the 1 st birthday. 2 doses are required for students entering Kindergarten & through 12 th grade. Note: no vaccine required if there is laboratory documentation of chickenpox disease or a disease screening performed by a health care provider.
Hepatitis B <i>Dosing must follow minimum intervals between doses and last dose must be administered at or over 24 wks of age.</i>	3	The 2 nd dose administered at least 4 weeks after the first dose. The 3 rd dose must be administered at least 16 weeks after the 1 st dose, at least 8 weeks after the 2 nd dose, and the final dose must be administered no sooner than 24 weeks of age. Note: there is a specific 2-dose series is for ages 11-15 years only using adult vaccine.

**RECOMMENDED VACCINES FOR THE BEST PROTECTION AGAINST
VACCINE-PREVENTABLE DISEASE**

VACCINE	Number of Doses	Grades K-12 (4-18 Years of Age) <i>Vaccines administered ≤ 4 days before the minimum age are valid</i>
Influenza (Flu)	1 to 2	2 doses initially if under 9 yrs of age with a minimum interval of 28 days between doses, then 1 dose annually, thereafter. (Recommended for all children 6 months of age and older).
Meningococcal Meningitis <u>MenACWY</u> <u>MenB</u>	2 doses Series	<u>Adolescents 11-18 years of age (11-12, 16-18)</u> Adolescents 16-18 years of age
Human Papillomavirus (9vHPV)	2 to 3	Adolescents 11-18 years of age Series initiation age 9-14 - two doses 6-12 mo apart Series initiation 15+ - three doses 0, 1-2 and 6 mo
Hepatitis A (Hep A)	2	All children 1 year of age and older

Immunization requirements are strictly enforced for all students. Students who do not meet the requirements will be denied attendance according to Section 25-4-902, C.R.S. There are three ways to be in compliance with the school immunization law:

1. Student's immunization record shows they are fully immunized with required vaccines. A laboratory report for some vaccines or diseases showing immunity is also acceptable.
2. For the student who is not up to date on required vaccines, the school will notify the parent/guardian that the student has 14 days to receive the required vaccine(s) or to make an appointment to receive the required vaccine(s). Parents are to provide a written plan for the remaining vaccines following the minimum intervals of the Advisory Committee on Immunization Practices (ACIP) schedule. If the plan is not followed, the student shall be excluded from school for non-compliance.
3. Submission of a Medical Exemption form signed by a health care provider or a Non-Medical exemption (religious or personal) submitted by a parent/guardian or emancipated student go to www.colorado.gov/vaccinexemption.

Last Reviewed January 2018



MEDICATION (DISTRICT BOARD POLICY)

The responsibility for dispensing medication lies with the parents, legal guardians, or legal custodians of the student. If, under exceptional circumstances, a student is required to take medication during school hours and parent, legal guardian, legal custodian, or authorized designee thereof cannot be at school due to employment constraints to administer the medication, only the principal, on behalf of the District, may agree to administer the medication. The principal or his/her designee shall administer the medication in compliance with regulations established by the District.

Please do not send medication to school with your child. It is the responsibility of the parent to consult with the school if a child requires medication during school hours. Medication will be administered only if a doctor deems it essential and only then after the parent and doctor have completed the required forms. These forms may be obtained from the school office. When school children are required to take medications at school our district policy, which is based on Colorado state law, must be followed.

The following requirements are to be met before any medication, either prescription or non-prescription, can be given at school.

1. Medications will only be given with a Pueblo City Schools instruction sheet properly filled out and signed by the student's parent/guardian and health care provider. These are available at all schools. IF A MEDICATION IS CONTINUOUS, THIS SHEET MUST BE UPDATED AND SIGNED EVERY YEAR.
2. Medications must be provided to the school by the parent/guardian in a pharmacy bottle labeled for the student who is to receive it. Any time there is a change in the dosage or time of administration for the medication, a new written prescription from the health care provider must be provided as well as the medication bottle label changed and updated.
3. If a child needs to carry their own inhalant, you must still fill out the entire instruction sheet but indicate on the instruction sheet "may carry on own person and self-administer the medication." Abuse of this privilege will result in loss of right to self-administer medications.
4. Only those school personnel who have gone through special training conducted by our district nurses may dispense the medication.
5. Some medications, such as epinephrine pens or nebulizers, require additional specialized staff training and information. A health care plan written by a district registered nurse must be signed by the parent(s)/guardian(s) and health care provider.
6. Emergency Glucagon kits may not be administered by school personnel. They can be stored in the office if the parent requests. Please understand these regulations are to ensure the safe administration of medications to children while at school. If you have any questions contact the Office of Health Education at 549-7154.

EMERGENCY MEDICAL AUTHORIZATION AND STUDENT INSURANCE

- All students must have emergency information listed on a student information card in the office.
- The card must include a current phone number so that parents may be notified and assistance may be given in providing proper care in case of illness or accident. This record is mandated by the school district policy.
- Student accident insurance is available at a reasonable price. These forms are provided during the first week of school.

NEWSLETTERS AND OTHER COMMUNICATIONS

- Parents will be notified of special events, etc. via the School Messenger Telephone System. Please make sure that your contact information is up-to-date in the office.
- The school will also distribute a monthly newsletter. Additional information about the school and upcoming events can be found on the school web site at: <http://irving.pueblocitieschools.us/>. Sign up for text reminders by texting 81010 to @8abh2.

FOOD SERVICE PROGRAM

- Elementary school menus can be found online at pueblo.nutrislice.com
- Children eating at school are expected to practice acceptable table manners and proper behavior.
- Relatives are welcome to eat with their child at any time. Please sign in at the office.
- Our cafeteria staff makes every effort to ensure that each child has a choice of food items at each lunch and that these are available at each lunch period. However, these choices are based on estimates and at times, students may be limited in their choice of options.
- Our expectation is that all students try to eat something during their lunch period.
- Each afternoon, students receive a healthy fruit or vegetable snack in their classroom.

Universal Meals

Pueblo City Schools is participating in a Universal Lunch and School Breakfast Program for the current school year 2018-2019. If your children attend one of the schools listed below, breakfast and lunch will be available to them at no charge. Adult meals will be available for sale each day.

Irving Elementary students, will be served breakfast and lunch at no cost. Families should complete a combined application to provide vital data for school funding.

Families should submit a Combination Application for Free or Reduced Price Meals and Family Economic Data Survey* in the school office or online at www.pueblocitieschools.us .

- Families are encourage to fill out the combination application for free or reduced price school meals and Family Economic Data Survey*.
- You only need to submit one application per household, even if your children attend more than one school in Pueblo City Schools.

*This form may be used only for schools participating in the federal child nutrition programs. In schools participating in the Community Eligibility Program (CEP), receipt of school meals does not depend on households returning this form. In non-CEP schools, this form will be used to determine eligibility for school meals. In all schools, this form will also be used in connection with other federal, state and local education programs, including determining whether the school district is eligible for state additional funding on the behalf of the student(s). By filling out the form, the parent is ensuring the district will receive the additional state funding to which it is entitled based on the population of students served by the district

Families are encouraged to submit an application

Studies have shown that children who are not hungry perform better in school. By providing lunch to all children at no charge, we are hoping to create a better learning environment for our students.

The school breakfasts and lunches that we serve follow U.S. Department of Agriculture guidelines for healthy school meals. The School Breakfast and Lunch Programs cannot succeed without your support; please encourage your children to participate in the school meal programs.

Non-discrimination Statement: In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, religious creed, disability, age, political beliefs, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA. Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English. To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: http://www.ascr.usda.gov/complaint_filing_cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:(1) mail: U.S. Department of Agriculture, Office of the Assistant Secretary for Civil Rights, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410;(2) fax: (202) 690-7442; or (3) email: program.intake@usda.gov. This institution is an equal opportunity provider

READING PROGRESS TRACKER

Reading is the most important component for success in school. Students need to become proficient in reading in order to learn in all other subjects. You can help your child by monitoring their reading progress throughout the year. Use the tool below to track their progress.

At Irving we use a tool called DIBELS (Dynamic Indicators of Basic Early Literacy Skills) to measure student success in Reading. All students are evaluated at the beginning, middle, and end of the year (August, December, and May). Based on their level, they receive different kinds of support. Students who meet the goal are measured at least monthly using DIBELS. Students who are below benchmark are considered at a strategic level. They receive additional support during the day in Reading and their progress is measured every other week. Students who are well below the benchmark receive daily intensive support and their progress is measured weekly. Irving holds a Family Literacy Conference 3 times a year to discuss your child's progress using DIBELS. For more information, please contact your child's teacher or our literacy coach at 719-549-7570.

Student Name: _____ Grade Level: _____

Circle the proficiency level for your student in the table below:

Beginning of the Year (BOY) [August]	Blue: Exceeds Goal	Green: Has Met Goal	Yellow: Needs Some Support	Red: Needs Most Support
Middle of the Year (MOY) [December]	Blue: Exceeds Goal	Green: Has Met Goal	Yellow: Needs Some Support	Red: Needs Most Support
End of the Year (EOY) [May]	Blue: Exceeds Goal	Green: Has Met Goal	Yellow: Needs Some Support	Red: Needs Most Support

What to do if . . .

Your child has met their goal:

- Continue to support their reading at home. All students should spend at least 20 minutes per evening reading.
- Ask them about what they are reading in school: "What's your story for the week?", "What's it about?" What do you like best/ least about the story?"

Your child needs some support:

- Make sure your student is reading at least 20 minutes each evening. Listen to them read aloud and ask them questions about what they just finished reading (Who, what, where, when, etc.).
- Get a list of "Sight Words" from your child's teacher and have them practice at home with the goal of recognizing them instantly.
- Consult with your child's teacher about specific reading skills that you can support at home.

Your child needs the most support:

- Read with your child at least 20 minutes each evening. Take turns reading and discuss the meaning of what was read along the way.
- Practice sight words with your child (as appropriate for their grade level). Your teacher can provide you with a list of these words. The goal should be for your student to recognize them instantly.
- Regularly discuss the meaning of words that you encounter.
- Make sure your student participates in additional intervention opportunities after school and during the summer.
- Consult with your child's teacher about specific reading skills that you can support at home.



Reading Goal:

Writing Goal:

Math Goal:

Work Habits Goal:



WICOR



Writing

Writing is:

- A learning tool
- A personal and public communication tool
- A record of thinking

Students who write:

- Consider audience and purpose
- Engage in various writing processes to address specific situations
- Support their thinking
- Demonstrate understanding

The AVID curriculum supports writing through the use of:

- Cornell note-taking
- Learning logs
- Quickwrites and reflections
- Process writing
- Peer evaluation
- Authentic writing

Inquiry

Inquiry is:

- Uncovering one's understanding
- Asking critical questions
- Engaging in thinking, learning, and discussion

Students who inquire:

- Analyze and synthesize materials or ideas
- Clarify their own thinking
- Probe others' thinking
- Work through ambiguity

The AVID curriculum supports inquiry through the use of:

- Skilled questioning techniques
- Costa's Levels of Thinking
- Socratic Seminars
- Tutorials
- Investigations
- Guiding questions

Collaboration Organization

Collaboration is:

- Teamwork with shared responsibility
- Sharing of ideas, information, and opinions
- Formal and informal discussion

Students who collaborate:

- Work together toward a common goal
- Develop positive interdependence
- Work in focused study groups
- Support the learning of others through inquiry

The AVID curriculum supports collaboration through the use of:

- Socratic Seminars
- Tutorials
- Philosophical Chairs
- Group activities and projects
- Peer editing groups
- Service learning projects

Organization is:

- Managing materials and practicing methodical study habits
- Planning and prioritizing school, work, and social tasks
- Engaging in mental preparation and goal-setting
- Strategically and intentionally taking responsibility for one's own learning

Students who organize:

- Develop and use processes, procedures, and tools to study effectively
- Manage their time through prioritizing and goal-setting
- Are prepared for courses, participate during instruction, and interact with instructors
- Self-direct, self-evaluate, self-monitor, and self-advocate

The AVID curriculum supports organization through the use of:

- Binder and organizational tools
- Calendars, planners, and agendas
- Graphic organizers
- A focused note-taking system
- Tutorials and study groups
- Project planning and SMART goals

Reading

Reading is:

- Strategically gaining meaning, understanding, and knowledge from print and other media
- Purpose-driven
- Interactive

Students who read:

- Understand text structures
- Apply prior knowledge and make connections to other texts, self, and the world
- Make predictions and ask questions
- Create visual images as they read

The AVID curriculum supports reading through the use of:

- Deep reading strategies
- Note-taking
- Graphic organizers
- Vocabulary building
- Summarizing
- Reciprocal teaching gendas

DOING MY HOMEWORK

Make your homework space meet the following criteria

- ✓ Free from distraction
- ✓ Quiet
- ✓ Could be a place with soft music
- ✓ Somewhere you feel calm and content
- ✓ Comfortable Temperature
- ✓ Easy access to my homework materials.
- ✓ Natural light
- ✓ Enough light to see without straining your eyes.
- ✓ Comfortable seating
- ✓ A hard surface on which to write
- ✓ Easy access to supplies (Pencils, papers, etc.)

My Homework Location is

My Backup Homework Location is . . .

Policies and Procedures (Pueblo City Schools)

JJJ: Extracurricular Activity Eligibility

All students meeting eligibility requirements are entitled to participate in extracurricular activities at their school of attendance. Subject to the same eligibility requirements, the district shall allow students enrolled in any school (including charter schools, online education programs, nonpublic schools and home schools) to participate on an equal basis in any activity offered by the district that is not offered at a student's school of attendance. *See complete policy.**

JJJ-R: Rules governing participation in all school-approved extracurricular activities. *See complete regulation.**

JQ: Student Fees, Fines, and Charges

Students shall not be charged an instructional fee as a condition of enrollment in school or as a condition of attendance in any class that is considered part of the academic portion of the district's educational program except tuition when allowed by law. However, the district may require students to pay textbook fees, fees for expendable materials and other miscellaneous fees as more fully set forth in this policy. *See complete policy.**

JRA/JRC: Student Records/Release of Information on Students

In recognition of the confidential nature of student education records, no person or agency may access student education records without prior written consent from the student's parent/ guardian or the eligible student, except as set forth in law and this policy.

The superintendent or designee shall provide for the proper administration of student records in accordance with law, including the implementation of safeguard measures or procedures regarding access to and disclosure of student education records. *See complete policy.**

JRA/JRC-R – Student Records, Notification to Parents and Students of Rights Concerning Student Education Records (Review, Amendment and Hearing Procedures): This regulation contains the procedures to follow when a parent or eligible student seeks to review or challenge the content of student education records. *See complete regulation.**

JRA/JRC-E-1– FERPA Notice: The Family Educational Rights and Privacy Act (FERPA) and Colorado law afford parents/guardians (parents) and students over 18 years of age (eligible students) certain rights with respect to the student's education records, as follows:

1. The right to inspect and review the student's education records within a reasonable time period after the request for access is made (not to exceed 45 days). *See JRA/JRC-R.*
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading or otherwise in violation of the student's privacy rights. *See JRA/JRC-R.*
3. The right to privacy of personally identifiable information in the student's education records, except to the extent that FERPA and state law authorize disclosure without consent. *See JRA/JRC.*
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the district to comply with the requirements of FERPA. The name and address of the office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-8520.
5. The right to refuse to permit the designation of any or all of the categories of directory information. *See JRA/JRC.*
6. The right to request that information not be provided to military recruiting officers. *See JRA/JRC and JRA/JRC-E-2.*

Issued: June 25, 2013

JS: Student Use of Internet and Electronic Communications

While using district technology or personal technology on district property, in district vehicles and at district-sponsored activities, students shall act in an appropriate manner and in accordance with Board, school, and district policies and procedures, and applicable law. It is the joint responsibility of district and school personnel and students' parent(s)/guardian(s) to educate students about their responsibilities and to establish expectations when students use or access district and personal technology. *See complete policy.**

JS-E: Acceptable Use Agreement. *See complete exhibit.**

***District Policies and Procedures are available on the District website at: <http://boe.pueblocitieschools.us/policies-and-procedures> or from the school office.**

All District policies and procedures apply regardless of whether they have been specifically pointed out or not.

Enrollment Commitment Form

Elementary School

Innovation Zone – Pueblo City Schools

Student Name _____ Grade _____ Date _____

Irving is an innovation school of choice. When students and families “choose” to attend an Innovation School, they understand and support the expectations listed below. Every student has the opportunity to receive a quality education in Pueblo City Schools. To facilitate this opportunity, our school is committed to providing a positive learning environment that emphasizes rigorous academic coursework focused on standards and promotes an orderly and safe environment. In order for students to benefit, they must attend regularly. It is recognized that parents/guardians and students must share the responsibility and accountability in meeting these goals.

Therefore, my child and I will accept responsibility and be held accountable for following the goals and expectations outlined below.

Please initial ALL items below. Both parent and student must initial each line item.

Parent	Student	EXPECTATIONS
		Student <i>will</i> , with parent support, complete and return homework and check student planners daily.
		Student <i>will</i> , with parent support, attend after school tutoring sessions if student is below grade-level expectations in reading or math.
		Student <i>will</i> , with parent support, maintain an attendance rate of 95% or better throughout the entire school year.
		Students <i>will</i> , with parent monitoring and support, complete classroom assignments taking place within the school day.
		Student and parent <i>will</i> attend all Parent/Teacher conferences, as well as RtI and IEP meetings.
		Parents <i>will</i> monitor student progress weekly by logging into the Infinite Campus Parent Portal. (See secretary for help logging in)
		Student <i>will</i> work to maintain an incident free behavior record.
		Parent/Guardian <i>will</i> commit to a minimum of attendance at two Parent Nights.

Signing this success plan signifies that I agree to the items listed above and understand that my plan will be revisited each nine weeks to monitor my progress.

Student Signature: _____

Parent Signature: _____

School Signature: _____

PARENT & GUARDIAN INFORMATION

The parent or guardian of each child must complete an enrollment packet at the beginning of the year. Parents should include the names and contact number for any adult they wish to have permission to check out their children from school during the day. Individuals not listed on a student's enrollment card will not be allowed to take a child from school during the day. Please notify the office of any changes to your phone number or address. These are essential for emergencies as well as to receive information from the school. A current copy of any custody/parenting agreement or restraining order should be submitted to the school. The agreement or order should specifically state the custody arrangement as ordered through the courts.

I have reviewed the information in this handbook and I will support all policies and procedures.

Student Signature: _____ Parent Signature: _____

Date: _____