



Isabella Bird Community School  
***Parent-Student Handbook***  
***2017-2018 School Year***

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This Parent-Student Handbook is designed to help you become familiar with our school's academic program and student activities, as well as student agreements and rules, so that parents can be partners in their child's education.

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# I. Philosophy

## A. MISSION AND VISION

**Our mission** at Isabella Bird Community School (IBCS) is to provide our diverse learners with a compassionate, intellectually stimulating, vigorous learning experience that ensures their wellbeing, engagement, academic and personal success, and contribution as global citizens.

**Our vision** is to build a heart-centered, environmentally conscious, and service-based school that provides an exceptional and holistic educational experience for all students, helping to lay a strong foundation for and commitment to higher education. We will do all we can to make certain our students are academically prepared, socially and environmentally responsible, culturally sensitive, and personally fulfilled life-long learners.

School Guiding Motto for 2017-18: Striving to be unique in the service of our diversity. IBCS is a very diverse community and our goal is to focus on building something truly unique within our school in a way that serves the diverse populations, languages, cultures, backgrounds, perspectives, and people that make it what it is.

## B. STATEMENT OF PHILOSOPHY

At IBCS we value excellence, and the importance of achieving excellence in partnership with students. We emphasize learning how to learn, so that students can not only master essential content, concepts and skills, but also apply their understanding of the learning process to new situations in and out of school. It is important to us at IBCS that students have the opportunity to discover their own talents while working both independently and collaboratively with others. Learning a language of compassion is integral to fostering true collaboration and positive human connections with their peers and beyond. Thus, emphasis is placed on building compassionate communication skills. It is our goal at IBCS, as we work and learn alongside students, that learning be “useful, caring, hard work, that feels good.” To this end, it is also important that students, from the earliest age, have opportunities to “give back,” to do meaningful community service both within and outside the school walls.

At IBCS we value parent involvement, knowing that the students and the school benefit greatly from the rich source of experience and expertise within the parent body. Working together with all members of the school community, we are committed to providing a nurturing learning experience that enhances students’ personal development and encourages them to respect each other’s strengths, challenges and differences. Individual and collaborative achievements are fostered through creativity, inspiration, compassion, inclusion and success.

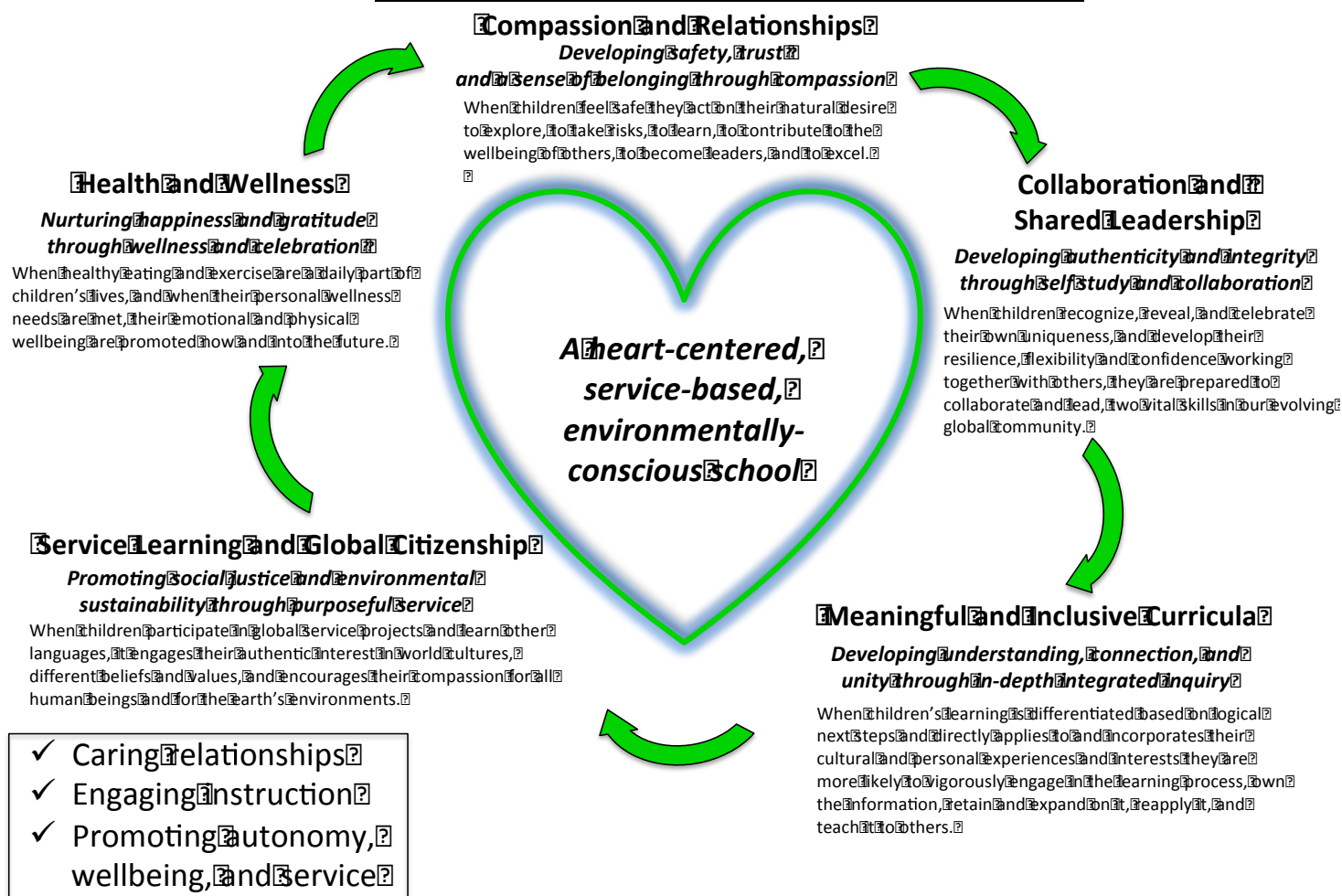
Our school’s teaching style is a constructive blend of the old and the new. We neither abandon traditional methods in favor of the latest trend, nor do we ignore advances in child development, technology, brain science, and instructional and assessment practices informed by research.

## C. IBCS FIVE GUIDING PRINCIPLES

### IBCS' Five Guiding Principles for Academic and Personal Excellence

The following five principles embody the school's vision and mission and reflect IBCS' shared values. They form the foundation of our work and relationships with students, families, and curriculum.

## Isabella Bird Community School's Guiding Principles for Academic and Personal Excellence



## D. STATEMENT OF PURPOSE

IBCS serves the educational needs of children of families who are living within the Stapleton and surrounding boundaries, and a Newcomer program serving recently immigrated children. Because we recognize and value the integral relationship that exists between family success and student success, IBCS provides direct supports to families and/or connects families to resources available in the larger community via the school's Family Community Resource Center. At IBCS we provide a learning environment that offers an integrated program across subject areas with students benefiting from a talented staff of highly qualified teachers and support personnel. The school's instructional program offers

ongoing opportunities for students to learn in a variety of ways and to demonstrate what they know and are capable of doing.

## **The staff at Isabella Bird Community School is committed to guiding students toward these outcomes:**

### **Becoming self-directed learners who...**

- Take responsibility for their learning
- Set goals, reflect, and evaluate their own progress
- Plan, initiate, develop, and follow through on activities
- Gather information through listening, observing, inquiring, and collecting data
- Read and write for a variety of purposes
- Utilize a variety of multi-disciplinary skills as tools for thinking and learning
- Employ logical reasoning, imagination, and creativity to analyze, synthesize, and evaluate information
- Devise a variety of strategies for problem solving
- Communicate ideas, opinions, feelings, and information through inquiry, discussions, presentation, writing, models, charts, maps, graphs, art forms, and performance

### **Becoming community contributors who...**

- Value themselves and others
- Explore possibilities and respond flexibly to change
- Utilize inner resources to maximize physical, intellectual, and interpersonal skills
- Recognize, sense, and appreciate differences
- Care for other people
- Take responsibility for their actions
- Cooperate with others
- Participate effectively in decision-making and group activities
- Take responsibility for the environment

## **E. SHARED BELIEFS ABOUT CHILDREN**

Our beliefs about the nature of children will determine the ways in which we treat them, and the kind of education we offer. Thus, children, and what is best for them, lie at the heart of all of our decision-making as educators. We believe that learning prospers in a safe, warm, caring, supportive environment where thoughts, ideas, opinions, and feelings are shared and respected.

We believe each child is unique and has special needs, abilities, preferences, and individual ways of making sense of the world. Children also have much in common. They are naturally active, curious, creative, searching individuals. Children need love, acceptance, autonomy, guidance, challenges and success. These all help them to grow and develop their abilities to the fullest. All children wish to learn, to know things, and to feel competent.

We believe that play is very important to children. Through informal and structured play, they create meaning, stretch their imagination, practice social skills, try out ideas, and learn how to cope with problems.

Children tend to live in accordance with the expectations of important people in their lives. In fact, they thrive on high expectations as long as they feel assured that making mistakes is acceptable and expected, and that successful learning often requires considerable risk-taking.

**We believe that students will grow as learners, and ensure their own and others' educational success if they:**

- Feel safe and secure enough at school to take the risks necessary for optimal learning
- Ask questions frequently as they learn how to learn
- Are presented with regular opportunities to make decisions regarding their school lives
- Attain depth and breadth of academic knowledge and understanding
- Are able to apply what they learn and understand in the classroom to new circumstances
- Can solve problems independently and in collaboration with others
- Develop authentic and caring communication skills and relationships with others by first understanding their own feelings, needs, and motivations
- Develop sound decision-making skills by reflecting on choices and consequences
- Collaborate and contribute responsibly to the local community and a global society through service
- Value the ideological and cultural diversity which naturally exists among the people of the world
- Care for others in the same way that they would enjoy having others care for them
- Learn and practice what it means to be principled
- Understand and demonstrate open-mindedness and respect for other people's ideas, choices, and cultural practices
- Think and act critically, creatively, and independently
- Understand modern technologies, and use them wisely and effectively
- Lead a positive, healthy, balanced life
- Develop a strong understanding of and a deep respect for themselves, and for their own values and talents as learners, as artists, and as compassionate human beings
- Apply learned skills and knowledge to the challenges they face throughout their lives
- Are persistent in pursuing answers to their own questions and resilient in the face of challenge
- Can set, reflect upon, and work toward realizing, educational and personal goals that are thoughtful and challenging
- Reflect regularly on their learning and their thinking
- Develop their abilities and strive to reach their highest potential academically, socially and emotionally

## **F. SCHOOL CULTURE**

At IBCS, we believe that it is essential that students assume an instrumental role in establishing a school climate in which everyone, children and adults, can thrive. Consequently, each year, with teacher input and guidance, the students discuss and decide upon school-wide and classroom specific agreements for living and learning together. Central to the school's philosophy and mission is the belief that honesty, fairness, integrity, respect and responsibility practiced daily, will lay the foundation for our students to become thoughtful and caring contributors to a global society. Among other considerations in determining school-wide agreements are discussing and collectively answering the questions, "What does it mean to be a learner?" "What conditions must exist for optimal learning to occur?" "What is my role in learning, both my own and others'?"

Our school's overarching list of agreements is our commitment and obligation to establishing and supporting a school community in which personal integrity is a way of life.

## **G. SCHOOL-WIDE AGREEMENTS**

Every student who accepts membership in the school is asked to follow the school-wide agreements that have been collaboratively created. We believe that everyone has a right to learn in a safe, happy and orderly environment. This environment allows the maximum opportunity to learn and to succeed. We

believe that all agreements made, including their rationale, and the consequences of not following them, should arise from discussion and decision-making with and between the students themselves. In this way, the school-wide agreements are more likely to be well understood and supported by the student body. This will help the school to operate safely, effectively, and efficiently.

Our current school-wide agreements are:

**I will act in ways that are safe for everybody.**

**I will treat myself, others, and our environment with care.**

**I will do my best learning and I will help others to do their best learning.**

The School-Wide Agreements apply to students as follows:

- Whenever a student is on school property or in the school building
- Whenever a student attends a school-organized function
- Whenever a student is on a school-organized trip

The School-Wide Agreements also apply to off-school property as follows:

- Courtesy to the school's neighbors and to their property
- Impact on another student's welfare

The School-Wide Agreements are posted for all to see, and each student in the school is asked to sign them, thus acknowledging their understanding and support.

## **H. COMMUNICATION AGREEMENTS**

IBCS Communication Agreements, which are posted in every classroom, guide interpersonal communication at our school for adults and students. These guidelines reflect IBCS values and are taught and practiced explicitly in students' school lives in conjunction with Compassionate Communication/Heart Talk, a process for communicating compassionately that each student learns.

**The IBCS Communication Agreements follow:**

### **We agree to...**

Be direct. Discuss our concern with the person (parent, teacher, etc.) with whom we are having a conflict or a problem

Be clear about our concerns—keep the issue specific to our personal experience, trusting we will be received in a nonjudgmental way

Ask for help. Teachers are trained in communication strategies. Feel free to ask teachers and/or school leadership for communication assistance

Listen without judgment, making sure to understand the speaker's message and concerns; paraphrase to ensure and demonstrate accurate understanding

Be respectful

Believe other people's messages/views are real for them

Maintain a communication structure for the school that is known by all community members

Work together to meet challenges

### **...in a way that...**

Builds our relationships through honesty and empathy

Works to find win/win outcomes

Keeps a disagreement problem-based

Is blame-free

Keeps the well-being of the children first

Supports/upholds the goals and philosophies of IBCS

Creates a shared solution



## I. STUDENT RIGHTS

### STUDENTS AT IBCS HAVE THE RIGHT TO:

- Feel safe in school
- Be treated with respect by classmates and teachers
- An environment that is free of distractions so that they can learn to the best of their ability
- Help and guidance from teachers when needed
- Express themselves freely in a manner that respects the rights of others
- An environment that is accepting of differences among students and adults
- A clean school
- An environment that celebrates achievements
- Confidentiality: personal issues and academic progress will be kept confidential by teachers, students, and their parents

## J. STUDENT BEHAVIOR GUIDELINES

IBCS teachers and staff have high expectations for student behavior and are responsible for communicating those expectations in order to ensure an optimum learning environment for all. Therefore, in addition to school-wide agreements, each classroom will choose to establish class agreements that are unique to its success.

Students are responsible for following school and class agreements. We believe in taking a proactive approach to potential student behavior issues in order to limit the number of problems. This means a great deal of time and energy is invested at the beginning of each school year to create a school environment founded on safety, trust and respect. As mentioned previously, punishment is not employed, but accountability for actions is taught. When violations occur, teachers are responsible for addressing these issues with individuals or groups as appropriate. It is essential that students assume the lion's share of responsibility in working through the problem and finding a suitable solution. School leadership will intervene and consult or conference with parents as needed, and on a case-by-case basis. All teaching and leadership personnel will use a variety of intervention strategies to promote learning and to help prevent re-occurrence of violations.

Each student shall be responsible for:

- Knowing the School Agreements, the Classroom Agreements, Communication Agreements, and abiding by them.
- Behaving in a way that neither harms other students nor interferes with the learning of others.

Unacceptable student behaviors include, but are not limited to:

- Vandalism, theft and disrespect;
- Cheating or plagiarism;
- Intimidation, bullying or mistreatment of others, whether physical or verbal;
- Disruptions that interrupt, impede or prevent other students' right to learn;
- Acts causing embarrassment to an individual or to the school;
- Possession of weapons or contraband.

Accountability measures for misconduct may include:

- Conference (one-time or ongoing)
- Loss of privileges related to unacceptable behavior
- Enhanced boundaries for free/open times (such as a smaller space in which to play at recess, near to adults)

- Making amends or taking action to repair the damage to property and/or relationships
- Suspension
- Expulsion

Behavior support will be determined on a case-by-case basis, taking into consideration relevant factors including the student's age, previous involvement in similar behaviors and the seriousness of the action. The school's response to matters requiring student support will be consistent with the discipline protocol process delineated in the district's Discipline Ladder and that are defined in the IBCS Student Behavior Support Ladder.

If parents have questions or concerns regarding a teacher's classroom management or intervention strategies, we encourage them to request a meeting with the teacher at the soonest available mutually convenient time. If additional support is needed, we request that they contact school leadership to explore other possible solutions.

### **Bus Conduct during Field Trips**

All school agreements and behavioral expectations also apply to bus behavior on field trips. While riding the bus or waiting for the bus, children are under the supervision of school staff. If behaviors that are in conflict with school agreements take place on the bus, parents will be contacted, and the student's participation on future outings may be suspended or forfeited or may require parent supervision.

## **Suspension and Expulsion**

Suspension and expulsion will be used only in instances where not to do so places one of more members of the school community in danger, or severely limits their right to learn. It is our belief that we can help to alleviate most difficult situations through other means using a restorative justice model of discipline.

### **Suspension**

Suspension is the removal of a student's right to attend regularly scheduled classroom instructional sessions. During the period of suspension the student may either be required to stay on school grounds or remain at home.

School leadership may suspend a student when it is deemed the circumstances warrant that level of intervention. However, the suspension process will only be pursued when other alternatives have failed or when a student's action is severe enough to warrant his/her removal from class.

In all cases, a school leader will inform the student's parent/guardian of a suspension.

### **Expulsion**

Expulsion is the removal of a student's right to attend school. If a student's behavior is of a very serious nature, the intervention process may proceed directly to expulsion without first having exhausted other alternatives.

As mentioned above, a school leader will carefully review any case in which expulsion is a viable option, and only if the student's behavior warrants it, and all other options have been exhausted, will IBCS recommend expulsion. A student will not be expelled unless the student has first been provided an opportunity to present his or her version of events to the school leaders together with representation from the student's parent or guardian.

## **K. SCHOOL DECISION MAKING**

### **The Isabella Bird Community School Council**

All members of the IBCS community have the right and the privilege to be part of the decision-making process at Council Meetings. IBCS Council consists of any and all members of the IBCS community who attend Council Meetings. Council Meetings are held once a month, with the exception of June and December. These meetings are co-chaired by the Principal and a Parent. Council agendas are posted on the website one week prior to the meeting. All decisions made at Council meetings are made by

"concordance," or total agreement to support the outcome. If those present at the meeting cannot reach concordance, the Council Board will be responsible for making the decision using the same concordant method.

### **Council Board**

The Council Board consists of four elected parent members, two of whom served on the previous school year's Council Board, two members of the school's Leadership Team along with two elected teachers. Elections are held in May for the following school year's Board. When possible all members of the Council Board will have been part of the IBCS community previously. All decisions made by the Council or Council Board are final. It is the goal of the IBCS Council for parents to attend at least one meeting during the school year. More detailed information about Council can be found on the IBCS website.

### **District Accountability Committee (DAC) and District Parent Council**

These are two opportunities for parents to attend as a representative of IBCS. Each committee/council meets monthly, focusing on ways to improve outcomes for students and enhance school programs. If you are interested in being the parent representative for either, please reach out to school leadership.

## **L. EXPECTATIONS FOR IBCS COMMUNITY MEMBERS**

Education at Isabella Bird Community School is a team effort that involves students, teachers, and parents working together to implement the school's vision. IBCS teachers and parents are expected to share the responsibility for ensuring successful learning experiences for our students by:

- Creating and maintaining a respectful school climate
- Collaboratively developing, refining, and implementing the vision of the school through the work of the IBCS Council

### **Teachers:**

#### **Teachers will support the IBCS mission by:**

- Educating themselves about the IBCS 5 Guiding Principles and goals, which guide the learning activities at the school
- Working together to develop and implement curriculum, activities, procedures, and policies that support the IBCS philosophy
- Advocating for the social and academic growth and development of students
- Strengthening the climate of trust, respect, and shared problem-solving by practicing the IBCS Communication Agreements
- Providing constructive feedback, in a timely fashion, to the faculty and/or the IBCS Council to assist in the resolution of school issues
- Facilitating shared decision-making
- Thinking positively and critically about IBCS and contributing ideas that will help the school continue to become stronger and more successful
- Regularly attending IBCS Council meetings to participate in the school governance process
- Regularly attending school events to build and strengthen the IBCS community
- Regularly attending and contributing to faculty and team meetings

#### **Teachers will support students in becoming successful learners by:**

- Maintaining high standards for student academic performance
- Maintaining high standards for student behavior
- Guiding students to become self-directed learners through conferencing with students and their families in order to identify and evaluate strengths and individual learning goals
- Responding to the needs of individual students and differentiating instruction to reflect abilities, needs, and interests
- Maintaining organized, attractive, eco-friendly classroom environments conducive to learning

- Developing and implementing clear and consistent classroom procedures
- Allowing students to express their ideas and make choices in their learning
- Helping students appreciate and value different opinions and points of view
- Planning for and utilizing classroom volunteer time effectively
- Evaluating student learning using performance and product assessments, portfolios, observations, and standardized assessments
- Holding students accountable for quality work and appropriate behavior

**Teachers will develop effective communication links with families by:**

- Modeling the IBCS Communication Agreements in word and example, in particular utilizing the Compassionate Communication/Heart Talk process
- Explaining classroom expectations and procedures to students and parents
- Being clear about homework expectations and school requirements
- Writing and posting weekly newsletters to inform parents about what's happening in the classroom including the rationale behind instructional approaches and content
- Providing on-going, timely feedback about student progress to students and parents/guardians
- Communicating information, questions, and/or concerns to parents/guardians in a timely fashion
- Responding to and/or requesting meetings with parents/guardians to clarify information and concerns, and to participate in joint problem-solving

**Teachers will support the emotional and physical health and safety of all IBCS students by:**

- Guiding students to value individual differences
- Participating in supervision of students during outdoor times and student pick-up

**Teachers will guide students to become community contributors by:**

- Modeling community service as they support the operation of the school through a contribution of two hours per week of school service and regular participation in the IBCS Council
- Communicating the value of service learning to students and parents, and helping students identify opportunities for community service experiences
- Including service learning projects within the implementation of social studies and science based Units of Inquiry

**Teachers will demonstrate a commitment toward professional growth by:**

- Attending all faculty and team meetings, in-services, and Council meetings
- Taking risks, and working in an open and supportive manner with each other to continuously improve the IBCS program
- Modeling life-long learning through school-wide and individual professional learning activities
- Participating in the IBCS LEAP/Peer Review process

**Parents:**

**Parents will support the IBCS mission by:**

- Educating themselves about the IBCS philosophy, 5 Guiding Principles and goals, which guide the learning activities at the school
- Strengthening the IBCS' climate of trust, respect, and shared problem-solving by practicing the IBCS Communication Agreements
- Providing feedback in a timely fashion
- Participating in shared decision-making
- Thinking positively and critically about IBCS, and contributing ideas that will help the school continue to flourish

- Attending at least one school event and Council meeting every year to build an understanding of and connection to the IBCS community

**Parents will support their children in becoming successful learners by:**

- Supporting their children to attend school regularly
- Planning vacations to coincide with school vacations
- Sending only healthy children to school
- Helping children arrive at school on time on a consistent basis
- Participating in the development and evaluation of their child's learning goals at Family Conferences
- Notifying teachers of significant changes or events in their children's lives that may affect their school performance
- Helping their children develop good study habits and pride in producing completed, quality, and accurate work
- Providing a suitable time and place at home for their children to work on assignments

**Parents will develop effective communication links with the school by:**

- Modeling the IBCS Communication Agreements
- Communicating information, questions and/or concerns to teachers about instructional styles, student needs/interests, and classroom procedures as they arise
- Regularly reading the classroom and school newsletters, and checking the IBCS web site:  
<http://isabellabird.dpsk12.org/>

**Parents will support the health, safety and wellbeing of all IBCS students by:**

- Following the parking rules at morning drop-off and dismissal times
- Picking their children up from school in a timely fashion
- Supervising their own children at events held outside of regular school hours
- Being available to support their own children as needed for academic or behavior needs within the building

**Parents will model being community contributors who support the operation of the school by:**

- Assisting in the classroom, the office, the cafeteria, or on the playground
- Participating in the IBCS Council
- Participating on a Council Committee
- Coordinating or volunteering at a school activity or function

**Students:**

**Students will show respect for themselves, other people, and property by:**

- Maintaining good attendance
- Arriving at school and getting to classes on time
- Practicing appropriate hygiene and demonstrating concern for their appearance and health
- Dressing appropriately for school activities
- Cleaning up after themselves
- Respecting the property of others
- Respecting school environment, equipment, and materials
- Willingly participating in service learning
- Honoring their commitments (keeping their promises)

**Students will demonstrate effective communication by:**

- Practicing the Communication Agreements
- Practicing Compassionate Communication (Heart Talk) when resolving conflicts with one another as well as with adults
- Appreciating and interacting successfully with people of all ages

- Sharing their knowledge, ideas, and successes
- Respecting each other's truths and points of view
- Demonstrating empathy, kindness, and inclusiveness
- Using appropriate language
- Offering their individual perceptions and assessments as a unique thinker

**Students will become self-directed learners by collaborating with teachers and parents to:**

- Recognize and produce quality work
- Set goals for themselves, and then reflect and evaluate their progress toward achieving those goals
- Make responsible choices about their learning
- Organize time and materials to meet their learning goals
- Plan, initiate, and follow through with activities
- Take risks and challenge themselves

**Parent Agreement – please sign & return.**

Dear Isabella Bird Community School Parent(s):

The success of Isabella Bird Community School is highly dependent on every parent's commitment to the philosophy and goals of our school. By fully understanding IBCS' expectations for teachers, parents, and students, and by adhering to the Communication Agreements, parents take an important step toward ensuring success for our students. By donating time and/or money to our program, parents meaningfully contribute to the health and vitality of our school.

The IBCS Council requests that parents read the school's expectations and Communication Agreements, sign, and return the original copy of this form to communicate their commitment to the IBCS vision.

\_\_\_\_\_(initial) ***I have read and I understand the Isabella Bird Community School Expectations for Teachers, Parents, and Students, the Isabella Bird Community School Communication Agreements, and the Denver Schools Student and Parent Information Handbook.***

\_\_\_\_\_(initial) ***The Isabella Bird Community School Expectations for Parents will guide my participation at our school.***

\_\_\_\_\_(initial) ***I will support my student(s) in meeting the Isabella Bird Community School Expectations for Students.***

\_\_\_\_\_(initial) ***I will practice the Isabella Bird Community School Communication Agreements.***

**Student Name(s):** \_\_\_\_\_

**Parent Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Parent Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## **M. PARENT PARTICIPATION**

The importance of parent and community involvement at IBCS cannot be overstated. Many opportunities exist to help support students and staff at IBCS. Information about these opportunities is available at the Parent Information Open Houses (the first month of school), from classroom teachers, and in the office. Parents are asked to log their volunteer hours in the Volunteer Log book in the office so that the school can measure parent participation for accountability purposes. A Parent Agreement is included in this handbook. Please read, sign and return to the office. Timesheets for recording volunteer hours are in the office. Participation Opportunities are listed below:

### **The Isabella Bird Community School Council**

All parents are asked to attend at least one meeting each year of the IBCS Council. These meetings are held on the second Thursday of each month, with the exception of June and December. Childcare is provided at these meetings. Agendas are published on the website one week prior to the meeting. These meetings offer opportunities for IBCS parents and faculty to discuss and make decisions related to school improvement goals, activities, and procedures. An open forum at the start of each meeting allows participants to share information for one minute that they think would be of value to the entire community.

### **Committee Work**

Committees are created for specific purposes, such as fundraising, and assigned specific information gathering and planning activities.

### **Family Donations**

Each fall, the Fundraising Committee sends a fundraising donation letter to each family. Donations help fund resources and special programs at IBCS, such as curriculum augmentation, Exploratories, classroom libraries, technology upgrades, and Scholarships. These donations provide the bulk of our annual fundraised dollars.

### **EduKits**

EduKits take the place of supply lists at IBCS. Info on EduKits goes out in the spring and kits are sold through early August. An EduKit list can also be downloaded from the website and used to purchase supplies, if preferred. Classroom teachers decide upon the items included in EduKits. EduKit classroom supplies are shared with all members of the classroom community. In the event a family does not purchase an EduKit by the deadline, classroom supply lists are available on the website and in the office.

### **King Soopers Cards**

The sale of King Soopers Cards is another major piece of the IBCS fundraising efforts. Cards are sold in the office on a daily basis, and may also be pre-ordered on a yearly basis. Cash, credit cards, or checks may be used to purchase certificates. These can be used like a debit card at the store. You fill it with money and a percentage of every purchase with that card goes back to IBCS.

### **Homeroom & Community Group Parent Liaisons**

Two parents are needed to support each homeroom teacher. Parent Liaisons meetings are scheduled at a mutually agreeable time for participants. Liaison responsibilities include assisting with classroom volunteers, events, and field trips.

### **Contributing Services and Materials**

Parent time spent working with students in the classroom, on field trips, and on the playground makes a significant contribution to our program. It is especially helpful when families are willing to adopt a project or activity for the school year (e.g. gardening, grant writing, teaching an Exploratory elective, grocery coupon sales, working on a committee). Additionally, materials are always welcome (e.g. office supplies, gardening materials, etc.)

### **Classroom Assistance**

Teachers appreciate the assistance of volunteers in the classroom to work with a small group of children, to tutor, coordinate special projects, tabulate book orders, and prepare materials. Opportunities in the various homerooms can be discussed with homeroom teachers.



### **School Work Days**

These days of activity offer teachers, students, and parents opportunities to work together to complete specific maintenance projects such as painting, cleaning windows, weeding, setting up equipment, etc. Specific information is available at the beginning of each school year. It also provides time for supporting teachers with classroom setup.

### **Special Events**

These events, which vary from year to year, have been popular social events. Some previous events include an Popsicles on the Playground, Thanksgiving luncheon, Community Read-aloud, and school performances. Parent volunteers help to coordinate these social events.

### **Special Fundraising Events**

Special Fundraising Events include such things as Harvest Fest, an annual book fair, local restaurant Dine n' Donates, and the Auction. Many volunteers are needed to help these events be successful. Reach out to the Fundraising Chair or school leadership for more information.

### **Box Tops/Milk Caps for Education**

IBCS families collect specific box tops/milk caps to raise funds. A volunteer is needed to provide a central location for a collection box and send in the box tops/milk caps for credit.

### **Parent Surveys**

Each year IBCS parents are asked to provide feedback to the Izzi B Council. The Denver Public School District asks each family to complete a School Snapshot Survey in February. The survey provides important information and is a key piece of the school's annual profile and school-accountability report. The parent responses are reviewed by the IBCS TIES team and used to formulate a Unified Improvement Plan and assess school improvement goals for the coming school year. Additionally, the school uses an online survey program to obtain timely feedback.

## **III. General Information and Procedures**

### **A. GENERAL SCHOOL INFORMATION**

#### **School Hours**

7:30 – 7:55 AM

DPS breakfast is available in the Community Room (cafeteria)

8:00 AM

School day begins

Outdoor times, snacks, lunch vary for different grades

3:00 PM

Dismissal for all students

#### **Office Hours for School Teaching Staff**

School staff are happy to arrange meetings with families as needed after 3:00 p.m., when the school day ends.

#### **School Contact Information**

The school's telephone number is 720-423-9900. During school hours, urgent messages for the teaching staff may be directed to the school secretary using the phone number above, and non-emergency phone calls will be returned once the school day ends. Further details are located on the school's website

#### **Visitors to the School**

We request that all visitors to the school check in and out at the School Office, so that the school secretary can greet you properly. The school office is located on the ground floor of the building inside the main entrance.

## B. SCHOOL CALENDAR

See the website for this year's school calendar and upcoming events. A monthly calendar of events will also be sent home with students throughout the year. The school year is comprised of 166 student contact days and is aligned as much as possible with the Denver Public Schools calendar.

### **School Closing:**

In the event of inclement weather, parents are asked to check the DPS website, news outlets, radio, and watch for a Remind to determine if school has been canceled.

### **Family Conferences**

For two days in the Fall and again in the Spring, time is set aside for students to participate in student-led conferences. Teachers, parents, and students review student work, discuss progress, and set learning goals.

## C. ENTRY AGE AND GRADES

October 1st is the "cutoff" date for entry to the various grades. Children must be four years of age by **October 1st** of the school year they wish to begin Pre-K. Similarly, a child wishing to enter Kindergarten must be 5 years of age by October 1<sup>st</sup>. Entry into each of the other grade levels is determined accordingly. Age is the first criterion taken into consideration for the placement of students at any grade level. Exceptions will be reviewed on a case-by-case basis, and final decisions regarding grade placement will be made by school leadership.

Children will be given an English language proficiency screening assessment, if applicable, to determine their best placement in the school.

## D. ATTENDANCE POLICY

As stated in the Isabella Bird Community School Parent Handbook, our school upholds the Denver Public School Attendance Policy.

It is essential for students to attend school daily in order to acquire the knowledge, skills and confidence needed to be college- and career-ready. Parents, guardians and students are all responsible for making sure students are on time and ready to learn.

School attendance is required by state law for every child who has attained the age of 6 years on or before August 1<sup>st</sup> of each school year and is under the age of 17 [Colorado School Attendance Law – C.R.S. 22-33-101 et seq.]. Students must attend a minimum number of hours of school in order to comply with the law. These requirements are:

- 1,056 hours in middle school and high school per school year; and
- 968 hours in elementary school per school year.

Below is an overview of the different types of absences.

Families are asked to call the school (720-423-9900) to report absences and tardies due to illness or any other reason.

### **EXCUSED ABSENCE**

An excused absence requires approval by both the parent or guardian *and the school*. In some cases, documentation from the parent may be required so that the school can excuse the absence(s). Examples can include a note from a parent, guardian or healthcare provider.

ALSO, please, when calling into the Attendance Line, writing a note or speaking with IBCS front office staff, be specific about why your student was absent (e.g., “sickness/illness”, “religious reasons”, “ongoing therapy appointment”, etc.).

Exceptions to the Colorado School Attendance Law are:

- temporary illness or injury (2 consecutive days or less)
- enrollment in a private school
- physical, mental or emotional disability as documented by a doctor or mental healthcare provider
- suspension, expulsion or denial of admission
- certificate to work
- legal custody by public agency
- religious holidays or observance
- school-approved work-study program
- home-based instruction

IBCS attendance policy also includes the following as an excused absence:

- Illness or injury that entails 3 or more days of consecutive absences, the parent or guardian must provide a formal note from a healthcare provider with professional letterhead. If there is an extended time of absence due to illness or injury, IBCS will work with the family to create an attendance plan.
- Extra-curricular activities and/or family vacation during the academic school year that create absence(s) may be considered an excused absence if the following steps are completed prior to activity or family vacation:
  1. classroom teacher is informed of scheduled absence at least 2 weeks in advance
  2. parent or guardian initiates the completion of the IBCS **Excused Absence Proposal Form** (link to form)
  3. classroom teacher completes form with appropriate amount of academic work to be completed upon the date the student will return from activity/family vacation
  4. classroom teacher submits completed **Excused Absence Proposal Form** to the front office/administration for approval
  5. upon approval of the form, the absence will be excused (up to 5 days per request and 10 days per school year) **only if:** all academic work outlined on form is completed, the academic work is turned in to the front office upon return date to school building and the submitted work is graded to be satisfactory by the classroom teacher
- Go to Work with Parent Day
  - a short, written synopsis written by the student that includes: 1) what the student learned, 2) what the student enjoyed, and 3) what valuable lesson he or she learned about future career choices
- Death/Funeral/Family Emergency
  - please contact the front office staff, school family liaison or school mental health provider to work out an attendance plan, as each scenario is very specific and unique

## **TRUANCY**

Truancy is also known as an unexcused absence, which is an absence without parent or school permission.

## **HABITUALLY TRUANT**

Habitually truant is defined as four unexcused absences in one month OR 10 unexcused absences in the school year. The school may notify parents or guardians of absences by one or more of the following methods:

- telephone call
- letter
- parent conference
- home visit or Truancy Notice after the student is habitually truant

In order to support the family of a student who is habitually truant, the school will attempt to understand reasons for the student's absences. To do so, the school will provide support that could include meeting with the student, counseling, tutoring, meeting with both parent and student, referral to support program and/or implementing an attendance plan or medical plan. We encourage families to stay in close communication with school staff to address reasons that the student might be missing school. A truancy court proceeding may be initiated if the student continues to miss school.

## **TARDY**

Tardy refers to a student being late to school. IBCS's final school bell in the morning rings at 8:00am. Any student arriving after the school bell rings is marked tardy by the front office, or by the classroom teacher if the student does not enter the classroom with the classroom group. The first morning bell rings at 7:55am and is the cue for students to line up with their classmates on the playground to then follow their teacher into the building to be entering the classroom at 8:00am. If a student is tardy more than 10 times, the IBCS Attendance Officer will contact the student's family and work toward making a plan to support the student arriving on time. If the time accumulated by tardiness becomes significant during the school year, the student's attendance record may reflect unexcused absence(s) related to accumulated tardiness.

## **E. PROMOTION REQUIREMENTS**

It is the aim of the school to meet the academic needs of each child, and it is necessary for each child to demonstrate a basic understanding of both the knowledge and the skill components of the curriculum in order to qualify for the next academic year's course of study.

A student who does not demonstrate sufficient academic and/or social/emotional growth and development as measured by a number of evaluative tools may be recommended to repeat the current grade. This possibility will have been discussed with parents prior to the end of the school year and will be implemented only with parent agreement.

Students not achieving a minimum level of proficiency in one or more core academic subjects will be provided the opportunity to make up all pertinent course work, the specifics of which will be determined in collaboration with the school's teaching staff and leadership.

## **F. COMPUTER AND TECHNOLOGY USE GUIDELINES**

Students will be taught appropriate use of the school network, e-mail and other general uses of the Internet. The network is provided for students to conduct research and complete assigned activities and projects. Access to network services is given to students, faculty and staff who agree to adhere to the IBCS guidelines. Access is a privilege and as such entails responsibility. Students are responsible for appropriate behavior on school computer networks just as they are in a classroom or in any school facility. Students are held responsible for seeking appropriate materials and avoiding those that are potentially offensive. Within reason, freedom of speech and access to information will be honored.

School leadership and/or classroom teachers will discuss responsible computer use with the students with the goal of arriving at a collaboratively created list of computer use agreements. It is important that the list of agreements addresses system integrity, and that it ensures that the system is being used responsibly.

Students are expected to honor the computer use agreements they have created and reviewed in collaboration with the school's teaching personnel, and that they then sign as evidence of their support. Violations will be addressed on an individual basis, and the appropriate course of action, including possible loss of access, will be determined by school personnel, the student committing the offense, and the student's parents.

### **Computer Use Agreement**

As mentioned above, in order to gain access to the network all students and their parents will be asked to sign the Computer Use Agreement that outlines responsible use of the Internet.

### **Cyber Bullying**

Cyber bullying involves the use of information and communication technologies to support deliberate, repeated, and hostile behavior by an individual or group that is intended to harm someone else. IBCS neither supports nor tolerates any form of cyber bullying. Violations will be addressed on an individual basis.

Students are expected to abide by the DPS guidelines for the Internet (<http://www.dpsk12.org/>).

## **G. TELEPHONE/CELL PHONE USAGE**

### **Use of Telephones**

We request that students get permission from an adult prior to making a phone call. In order to interrupt the school day as little as possible, we would like phone calls to be kept to a minimum. In case of an incoming emergency, students will be informed as soon as the call is received. During school hours, urgent messages may also be left with the school secretary at the school telephone number. Non-urgent messages can be conveyed through email, text or calls to teacher cell phones. Teachers will respond to calls during non-instructional times in order to minimize interruptions to the school day. Classroom phones may be used by students with permission from staff. The phones in the office are available, with permission, to students who must contact their parents for transportation needs or if they are ill and must go home.

### **Use of Cell Phones**

Because they are frequently distracting to student learning, we request students leave cell phones at home unless prior arrangements have been made with school leadership and/or their classroom teacher. In the event arrangements have been made, we request cell phones remain off during school hours and in backpacks. Students who need to communicate with their homes may do so at the end of the day or request permission to use the school secretary's phone or one of the teachers' phones. Electronic devices seen at school will be collected until the end of the school day and must be picked up by the parent(s).

## **H. PERSONAL PROPERTY**

### **Personal Property**

Students should not bring toys, games, and items of value or personal importance to school. Because IBCS values the development of meaningful relationships and interaction with the learning materials available at school, we request that students leave electronic games at home. We encourage students to invite school friends over to play if they would like to play with personal toys and/or electronic devices. It is advised that all jackets, clothing, lunch bags, etc. be clearly marked with the student's name. Lost items are placed in the lost and found near the front office. Any item not claimed by the end of the month will be donated to a charitable cause.

### **Student Supplies**

EduKits, purchased by IBCS parents before school begins, along with those materials purchased by IBCS, help to provide basic learning supplies for all students. Students may be loaned additional school materials for use during the academic year. Students are expected to return all school materials prior to the end of the academic year. Students and parents are responsible to pay for any lost or damaged school materials. The school's teachers will notify parents if any additional supplies are needed for classroom studies. Any unrequested materials brought to the school, such as art supplies or sports equipment, should be done with the understanding that they likely will be used by the entire classroom and/or school community. If needed, funds for school supplies/EduKits may be obtained by filling out scholarship information, available in the office. If the date for purchasing EduKits has passed, supply lists to purchase materials at the store are available on the school website and in the office.

### **Toys**

Toys distract students from their learning activities. Students are asked to leave toys at home except to bring on their sharing days and then they are asked to leave toys in backpacks except to share. It is recommended that expensive toys not be brought to school, as the school cannot be responsible for any lost or broken personal items.

### **School-wide Community Meetings/Performances/Sharing**

Students attend school-wide Community Meetings and performances with their classes. During the school-wide Community Meeting or performance, students are expected to be respectful of the presenters. Each school year begins with an assembly about assembly expectations for all students.

### **Bicycles**

Bicycle racks are located at the front (to the south) of the school building. Students riding their bikes to school should use a bike lock when leaving their bikes at the bike rack. If the student has a key lock, a duplicate of the key should be kept at home. The codes to combination locks should be written down in a safe place. The school expects bicycle riders to wear helmets.

### **Carpools**

Many students carpool to school. Families can coordinate carpools by contacting other families in their area. This can be done by accessing the IBCS directory.

### **Class Lists**

Class lists are made available by teachers once families have been registered and know their student's class placement. Teachers spend many hours discussing class composition in order to create well-balanced classes. No changes will be made until four weeks after school begins, unless mitigating circumstances arise. Parents may request a meeting with school leadership and the grade-level team to discuss changes after this two-week period, with the understanding that it may not be possible to move the student.

### **Copier Use**

The school copiers are to be used for school-related activities.

### **Student Behavior Support**

The IBCS community adheres to district policies and state laws regarding the suspension and expulsion of students for inappropriate and dangerous behavior. Please refer to the Denver Public Schools publication, Students' Rights and Responsibilities (<http://www.dpsk12.org/>).

## I. DROP-OFF AND PICK-UP PROCEDURES

**Please review the following procedures so everyone can have efficient and safe drop-off and pick-up experiences.** Please share this information with anyone who has permission to pick up your child(ren).

**Morning Drop-Off** (please refer to the map that follows.)

Please drop off or bring in all ECE students at the west entrance (Kingston Street). All other students can be dropped off at the front entrance of the building on Lima Street or to the playground. For safety and security, drop off children from the Drop-Off lane only. Do not let children out of the car from the Drive-Thru lane. Children are asked to exit from the school side of the car. We ask that families drop off and pick up students from the school side of all streets adjacent to the school so that children are not required to cross a street in order to reach school grounds. Please do not leave your car unattended in any of the drop-off areas at any time.

### Afternoon Pick-Up

All ECE - K students will exit from the doors facing Kingston Street and all of the 1st-5th graders will exit the building to the playground area for pick up.

## Pick-Up Procedures

Dismissal is at 3:00 p.m. each day.

Please pick up your child(ren) on the playground. There are no crossing guards on Lima, 26th or Kingston so students and drivers need to be especially careful to stop and look both ways before crossing. Please remain patient. Patience will ensure everyone's safety!

Elementary students who are not picked up by 3:15 will be taken to the Discovery Link after-school program; cost for this program is \$8.50/hr.

## J. DROP-OFF AND PICK-UP MAP



## **K. LUNCH**

### **The Lunch Period**

Lunch periods vary by grade level. See your child's teacher for a specific schedule.

### **Individual Lunches**

All students are expected to provide their own lunches, unless they are purchasing a DPS school lunch.

### **Outside Recess/Inside Lunch**

In order to encourage students to eat their lunches, they begin their lunch period by participating in outdoor time. Students then go to the Community Room to eat their lunches. Students are asked to use table behaviors and conversation that support the rights of others and to follow the directions of the cafeteria supervisors. Cafeteria and playground expectations are reviewed regularly throughout the school year.

### **Inside Recess/Inside Lunch**

When the weather necessitates, students will not go to the playground to play prior to eating lunch. Instead, they will use their outdoor time to participate in quiet activities in their classrooms. Quiet activities will be determined by the duty team. After an indoor recess they will go to the Community Room (cafeteria) for lunch.

### **Clothing**

Students are expected to go out for outdoor time whenever the weather permits. They are asked to bring appropriate outdoor clothing with them from home so that they can participate in all outdoor times.

## **L. PLAYGROUND EXPECTATIONS AND GUIDELINES**

### **Playground Expectations and Guidelines**

The outdoor area at IBCS provides students with many options during recess. There are certain boundaries that students need to stay within for supervision.

### **Playground Behavior**

Students are encouraged to play together and share equipment. They are encouraged to problem solve together when conflicts arise. Teachers, other adult supervisors, and trained older students will use Heart Talk to help mediate conflicts when intervention is necessary.

### **Students are expected to:**

- Stay within the playground boundaries
- Respect other people's space, choice of activities, and personal property
- Clean up after themselves
- Show good sportsmanship and respect for games they are watching and/or participating in
- Respect games that are set up for specific age levels
- Help to make sure that games are open to anyone who chooses to play
- Show respect for classroom activities by playing quietly near windows
- Play away from the sports fields when the orange cones are out—this means the fields are too wet to use
- Avoid tackling, wrestling, roughhousing, carrying other students on your shoulders, and swinging students around
- Be respectful of and follow instructions of the playground supervisors at all times
- Ask for a pass to enter the building during lunch or recess—then return the pass
- Keep the playground litter free
- Leave rocks, gravel, and sand on the ground
- Leave snow on the ground (rolling snow to build with is okay)
- Stay off of icy areas
- Walk rather than run on sidewalks and stairs
- Line up or walk to the appropriate entry point and return promptly to class when the single whistle is blown



- Observe agreements/rules with students and adults about games, especially football (including, but not limited to no tackling or pushing and staying in boundaries)

### **Playground Equipment**

Correct use of playground equipment is required to ensure student safety.

#### **Students are expected to:**

- Care for class/school playground equipment that is taken outside and return it to its proper storage container after it is used
- Share the school's sports equipment with other students, as well as any personal sports equipment from home
- Use jump ropes only for jumping
- Play baseball only with a soft ball and plastic bat
- Play lacrosse only with a soft ball, like a tennis ball (NOT a lacrosse ball)

#### **Guidelines for Play Structures:**

- Jumping off the structure is only permitted from platforms designated for this use
- Do not go on top of the play structure roofs
- Food and drink should be consumed in the eating area near the Community Room
- Tag should only be played in open areas

#### **Guidelines for Swings:**

- Sit while using the swings and dismount when the swing has come to a stop
- Swing chains are only used for back and forth swinging - twisting the chains can cause them to break
- Only one person at a time may use a swing
- Children not playing on the swings are asked to stay clear of them to avoid injury
- Refrain from climbing up the poles of the swing set
- "Saving" swings is not allowed

#### **Guidelines for Slides:**

- Go down slides feet first
- Only climb up the ladder
- Slide "trains" should be no longer than four students

#### **Consequences for Inappropriate Behavior:**

If students choose not to follow the guidelines for safe play on the playground, they may participate in conflict mediation supervised by an adult and/or lose playground privileges for the remainder of the day. All students are responsible for the consequences that may result from their behavior. **Physical, verbal, or emotional abuse of others may result in suspension of playground privileges until restorative justice measures can be implemented.**

## **M. SCHOOL DRESS PROTOCOL**

As with other decisions that affect the students' lives, at IBCS we believe that students can assume an instrumental role in establishing a suitable protocol for dress. Consequently, as needed, and with teacher input and guidance, students discuss and decide upon both the parameters for appropriate dress, and the language used to describe those parameters. Among other considerations in reaching agreement about school dress are comfort, ease of movement, versatility given a broad range of learning settings and experiences, weather conditions, and sensitivity toward other students' cultures and practices. Once a protocol for dress has been established, we request parents' assistance in ensuring that their children come to school wearing clothing that supports the agreed-upon protocol. Dress protocol infractions will be addressed on an individual basis.

Students wearing clothing with symbols or sayings that other students or adults find offensive will be asked to turn the clothing inside out or to call their parents for a change of clothes. Individual teachers may make

classroom agreements regarding the wearing of hats or caps in the classroom. Hats should be left in the classroom during school performances and school-wide community meetings.

## **N. ADDITIONAL SCHOOL POLICIES AND PROCEDURES**

### **Open Enrollment**

In order to apply to the school, families are asked to attend an informational meeting and school tour. Interested parents must submit an open enrollment application to DPS (<http://www.dpsk12.org/>) for each individual student by the district's published deadline. DPS uses a computerized lottery process to randomly select student's names from the pool of applicants and notifies the parents of the results. Siblings of currently enrolled IBCS students and children of employees are given first priority in filling available openings.

### **Emergency Preparedness**

Teachers and staff members at IBCS are expected to be familiar with the school's Emergency/Crisis Plan. Each classroom has a fire and tornado evacuation plan posted. IBCS classes carry out monthly fire drills, a fall and spring tornado drill and two yearly lockdown drills. It is important that students and adults take these drills seriously and remain quiet and calm.

### **Gum**

In order to preserve the cleanliness and comfortable use of all of the IBCS learning spaces, chewing gum is not allowed at IBCS unless it is of specific and clearly stated benefit to a student's learning needs as determined on a case-by-case basis.

### **Hall Behavior**

When in the halls, students are expected to move in an orderly, respectful fashion consistent with the protocol taught by their homeroom teachers.

### **Field Trip Permission**

Only students having written parental permission are allowed to leave school grounds on field trips. Each year IBCS parents are asked to sign a general permission form to allow students to walk off school grounds to neighborhood destinations with IBCS staff members. For all other field trips, parents will receive a permission form describing the trip and asking for written permission for their student to participate.

### **Illness**

Students who are ill or hurt are sent to the office with a teacher or an adult supervisor's consent, where their injury or illness is assessed by office personnel. If the student is ill or has been physically hurt, a phone call is made to the parent's home, work, or emergency contact person. Students with abrasions receive a soap and water cleaning of their cuts, and students with bumps have ice applied to the area. Under no circumstances can a school employee distribute medicine without an appropriate, signed doctor's medical form. Parents of sick/injured children are asked to come as soon as possible for the comfort of their child and the health of the other students at IBCS.

### **Leaving School**

IBCS has a closed campus; students may not leave the school grounds without parent permission and notification of office personnel. Students are asked to inform their classroom teachers and report to the office before leaving school for any reason. Parents are asked to check students out with teachers and in the office and to meet students on the playground after school hours or inside the school during school hours. Students without parental permission will not be allowed to leave school alone.

### **Pets**

For health and safety reasons, DPS district policy does not allow employees and families to bring pets to school except for special curriculum purposes

### **Restrooms**

Restrooms are located in each pod of the building, in the main entryway, or in ECE/Kindergarten classrooms. During class, outdoor time, or lunch, students can obtain a restroom pass from a staff member. They may leave class, to use the restroom, with teacher permission.

#### **School Closure Information**

School closure information is available on the homepage of the DPS website (<http://www.dpsk12.org/>) and on local TV and radio stations.

#### **Smoking**

In accordance with state law, no smoking by any individual is permissible in the school or on school grounds.

#### **Transportation**

Parents living within a mile radius of the school are responsible for arranging transportation for their children to and from school. All students who live beyond a mile radius and live within the Stapleton boundary are eligible to receive DPS bus transportation. Carpooling and use of alternative transportation, i.e. bicycle are greatly encouraged.

## **IV. Curriculum and School Programs**

### **A. SCHOOL-WIDE LEARNING EXPECTATIONS**

Our School-Wide Learning Expectations grow from the school's Guiding Principle of Meaningful and Inclusive Curriculum and are the foundation that guides decisions about our instructional program inside and outside of the classroom. When students leave our school, we expect them to be prepared for their next educational experience by being:

#### **Academically well prepared**

- Being effective thinkers and problem solvers, critically analyzing information
- Being competent in all curricular areas
- Demonstrating inquisitiveness and curiosity
- Communicating effectively
- Being responsible, independent learners

#### **Socially and environmentally responsible, and culturally sensitive**

- Demonstrating social and environmental responsibility, as well as a respect for cultural and individual differences
- Working cooperatively and collaboratively with others
- Having a global perspective, recognizing the interrelatedness of human beings across gender, culture, language, ability, etc.
- Actively participating in community service efforts that promote social justice and environmental sustainability

#### **Personally fulfilled**

- Being self-confident, open-minded, and adaptable
- Developing a balanced, healthy lifestyle
- Being principled, demonstrating fairness, honesty and integrity
- Being reflective about life choices and personal goals
- Demonstrating resilience in the face of challenge
- Working toward their full potential
- Displaying attributes of effective and life-long learners

## **Program Components**

### **Individual Learning Goals**

IBCS students collaborate with teachers and parents to identify individual learning goals. Homeroom teachers conference with the student and his or her parents twice during the school year to review student progress. Each student's abilities, strengths, interests, and learning styles are used to establish challenging, achievable learning goals. IBCS students have the opportunity to demonstrate mastery of learning in a variety of ways, including projects, presentations, exhibitions, portfolios, and test performance.

### **Looping Model**

In an effort to forge strong bonds and facilitate optimal learning IBCS employs a looping model in which students remain with the same teacher for a two year period. The looping combinations include 1<sup>st</sup> – 2<sup>nd</sup>, and 3<sup>rd</sup> – 4<sup>th</sup>. Fifth grade stands alone and focuses on middle school readiness.

### **Role of Teachers**

The teachers, as facilitators of learning, have responsibility for developing curriculum, differentiating instruction, and assessing student progress.

### **Special Needs**

Teachers, the Special Education Team, and Paraprofessionals collaborate to address student needs in the classroom. Individual Education Plans (IEPs) are developed and implemented in accordance with DPS, state of Colorado, and federal guidelines.

## **B. CURRICULUM GUIDELINES**

### **Academic/Curriculum Standards**

The IBCS program is grounded in best practice as identified in educational research. The curriculum is structured such that students can meet or exceed content standards adopted by the Colorado Department of Education and the Common Core State Standards. These standards are written to address the development of skills in reading, writing, mathematics, technology, science, and social studies. Integrated curricular Units of Inquiry, developed by the faculty, are correlated to the above standards as well as DPS curriculum, and guide the development of school-wide and homeroom learning activities for each school year.

### **Yearly Curricular Emphasis**

The IBCS faculty develops and adapts integrated curricular Units of Inquiry for science and social studies for grades ECE-5. (Please refer to classroom websites where they'll be posted when completed.)

The course of study at Isabella Bird Community School includes literacy learning, mathematics, scientific and social inquiry, information and computer technology studies, fitness/movement/dance, creative expression/the fine arts, and Spanish. State and Common Core Learning Standards are used to guide the scope of student learning across subject areas, and to ensure important content, concepts and skills are covered at each grade level during the school year.

### **Curriculum Integration and the Inquiry Model**

When reading about the various learning areas, please keep in mind that learning in the school continually moves across discipline boundaries. Rarely are the subjects listed above taught in isolation. When children focus on a particular topic or Unit of Inquiry, they may discuss, interview, read, write, research, graph, measure, and make models; they may inquire, test ideas, calculate, paint, sing, dance, perform or do any number of learning activities that are not narrowly tied to one specific subject area. Instruction and assessment at IBCS are founded on the principles of multiple intelligence theory, knowing children and adults often have strong learning style preferences, and thus learn and make meaning of subject matter in a variety of ways. Therefore, as much as possible, we organize learning so that it is connected to real world experiences, and accessible and assessable through many avenues.

We use the term “integration” to describe our commitment to the principle of ‘bringing things together’ and making meaningful and real connections in learning. This approach is valued and planned for on a continual basis, and grows in large part from teachers’ and students’ questions and interests. Comprehensive Units of Inquiry, organized around a two year repeating cycle, promote the integration of science, social studies, language arts, computer science, and fine and performing arts regularly. It is important to note that this approach does not exclude or diminish the need for also explicitly and discretely teaching many skills and concepts.

### **Literacy Curriculum and Approach**

At IBCS we build our students’ literacy learning experiences within **The Daily 5** framework in order to encouragement students to take the lead role in guiding their literacy development. This structure, and the expectations for independence that go with it, creates opportunities for students each day to learn and practice using language in all the ways described above, and includes these essential elements: Listen to Reading, which helps students to build their reading response and comprehension skills; Read to Self, which promotes individual application and practice of decoding and comprehension skills that have been taught; Read to Someone, which promotes fluency and comfort in oral presentation; Work on Writing, during which skills are taught and students have the opportunity to practice elements of good writing, while applying the writing process across genres; and Word Work, during which students build knowledge of the rules of English, including spelling patterns, at the same time that they expand their reading, writing and oral vocabulary.

### **Reading**

IBCS starts with a curriculum as the foundation of learning in the classroom. We use the Benchmark Reading Curriculum for K-2<sup>nd</sup> Grade and Expeditionary Learning Curriculum for 3<sup>rd</sup>-5<sup>th</sup> Grade. The IBCS teachers see learning to read as learning to make sense of print. The teacher’s task is to help all readers search for meaning using a variety of clues, to keep the flow of meaning going and to know what to do when meaning breaks down.

Children who are just learning how to read are able to make sense of written text when they can:

- Draw on their experience and/or knowledge of the topic, along with the flow of language, to predict the meaning of new words.
- Call on their memory of the shapes of words or parts of words.
- Apply their knowledge of the ‘sounds’ of letters or combinations of letters.

Similarly, teachers provide important instruction to students who already know a great deal about decoding the printed word. When working with more experienced readers, the instructional focus turns from teaching skills associated with learning to read to skills associated with reading to learn. In all IBCS classrooms the students focus on building comprehension skills, reading accuracy and fluency across multiple genres, and on the development of new vocabulary.

### **Writing**

This year, we will begin use of the Lucy Calkins writing curriculum as the core of our writing instruction.

There are two major strands in writing:

1. The Writing Process: From the beginning of school, children are helped to think about their ideas before drafting them. They may then discuss their drafts in conferences with their classmates and/or teacher, and revise them. They are also encouraged to publish some of their writing for others to read, and to present some aloud to an audience of peers and/or adults. The skills associated with spelling, capitalization, punctuation, and grammar are also taught within the context of the writing process.
2. The Forms of Writing (often called “genres”): Children are taught that the form of writing depends very much on the author’s purpose and audience. They still write imaginatively (e.g. stories and poetry), but also learn how to use writing for a variety of other purposes (e.g. to provide instructions, report facts, recount past events, persuade, explain a process, or argue a position).

In addition to having in-depth experiences with the writing process, students also benefit from focused word work. They will learn how language works, and the rules that inform accurate use of spelling,

punctuation, and other writing conventions. They also devote time within all content areas to grow their vocabulary.

### **Parent Support for Literacy**

- Encourage family conversations, tell stories, invite your children to express ideas and feelings, play games together.
- Read to your children from the earliest age. Later, encourage them to read to you, but continue bedtime reading to them for as long as they wish.
- Order books in English from the Scholastic Book orders that are sent home, or purchase them while traveling, give books as presents, buy bed lamps and encourage reading before they go to sleep.
- Be seen as a reader yourself.
- Talk about what your children have written and celebrate their achievements. Ask about anything that puzzles you and perhaps suggest they re-think a word or sentence.
- Display everyone's writing at home; get a notice board for lists of things to do, invitations, and so on. Avoid negative comments about children's spelling. Instead, encourage younger children to attempt unknown words by writing the sounds they hear. Older children should be encouraged to read over their written work looking to revise their message as appropriate and to notice possible errors. When in doubt, they should be encouraged to use a dictionary or ask someone else.
- Remember that spelling belongs to writing, and spellings are best written down. You might try the look-say-cover-write-check method of learning new words that we teach your children at school and that we ask them to use while studying the spelling words that are sent home as homework: LOOK at the word and SAY it to yourself (spell it aloud). COVER it; close your eyes and 'see' it. (notice its shape). WRITE the word down. CHECK to see if it is correct — if not, repeat the steps.
- Viewing is also seen as part of the literacy curriculum. Encourage your children to become critical and discriminating viewers of TV and videos. Talk about likes and dislikes; characters' personalities, emotions, needs, and challenges; stereotyping and the assumptions that programs and advertisements make about their audiences.

### **Mathematics**

At IBCS, the students' mathematics experiences are based in the **Bridges Mathematics** program, and supplemented and extended using other internationally recognized materials. During the course of the school year, the students explore the mathematical genres of number and number operations (with whole numbers, fractions, decimals and percent), patterns and functions (algebraic problem solving), data analysis and probability, measurement, and geometry.

### **Parent Support for Math**

- Build confidence. Express positive attitudes toward mathematics and celebrate your children's efforts.
- If helping with math, make it fun — and always remember the importance of understanding. You will find that demonstrating with solid objects (matches, buttons, lengths of string, etc.) will help children of all ages gain a better understanding.
- Try to cultivate a sense of number, size, volume, area, weight, time and distance in everyday life. Join them in estimating, counting, and calculating.
- Let your children see you using mathematics. Show how you decide on the different quantities you buy at the shops or while cooking, how you check your bills or how you measure a piece of material or wood in preparation for a household job.
- Encourage the use of a calculator as a useful tool of mathematical problem solving, not as a substitute for clear thinking. Before helping with calculations, check on what methods are being taught to avoid confusion for your child.

### **Scientific Inquiry**

As mentioned above, scientific topics are typically integrated into broad Units of Inquiry. Students learn scientific principles within a variety of contexts and in a variety of ways. The study of science leads children

to inquire into the natural and constructed world and to search for explanations of natural phenomena. As they observe and reason, as they learn about the importance of controlling variables, and build and test theories, they learn scientific ways of thinking and problem solving, and develop their ability to distinguish between factual evidence and personal opinion.

Teachers stress the importance of developing scientific ways of investigating as an essential element of every child's education. The school's Units of Inquiry, built around an integration of scientific and social inquiry, cultivate certain key attitudes and values:

- An openness to new ideas
- A respect for evidence and objectivity
- A commitment to reasoning and clear thinking

Children are helped to think and work scientifically to reinforce the attainment of conceptual knowledge.

### **Parent Support**

- Encourage curiosity about why things happen and why they are the way they are. Draw attention to changes in the weather, different types of soil and vegetation, different landforms, the rise and fall of the tide, the weathering of buildings.
- When possible, make family visits to places that will stimulate scientific interest: museums, zoos, national parks, observatories, rock pools on the seashore, natural bush land, science exhibitions.
- Give presents that will prompt investigations, such as a magnifying glass, microscope, telescope, thermometer, mirrors, magnets or some elementary science equipment.
- With your children, watch nature and science programs. Ask them to share their thoughts and observations with you.
- Buy books on nature and science topics.
- Share an interest in pets or gardens with your children. Talk about what pets need in order to enjoy healthy lives. Show how plants can be helped to grow; explain the importance of watering, drainage, sunlight, fertilizers, and compost.
- Display or draw attention to news items about environmental changes, scientific breakthroughs, cyclones, floods and droughts, and the human adaptation of nature.

### **Social Inquiry/Study of Societies**

In this learning area, children study the way people relate and have related to each other in various places and at various times through history; they study their natural and built surroundings as well. The school's social inquiries, which are also integrated into the school's two-year Units of Inquiry cycle, include topics in history, sociology, political science/civics, psychology, economics, and geography. The inquiries the students make and the experiences they have will help them to develop as informed and global citizens, actively participating in their society and in the world as a whole.

### **Parent Support**

- Encourage an interest in people from all over the world, a respect for their dignity as human beings and an understanding of different ways to do things.
- Give your children a real interest in your home country—its geography, its past, its various people and their ways of life, its contribution to the world and its place in the world.
- On special occasions (such as cultural festivals in other countries) give books on how different groups of people live.
- Encourage your children to value and cultivate such qualities as acceptance, cooperation, generosity, compassion, open-mindedness and respect for legitimate authority. Point out such qualities when you see them demonstrated at home or in society at large.
- Watch and discuss with your children suitable programs that explore current social issues or historical events.
- Ask grandparents and other older family members and friends to share their stories with the children. What are their most vivid memories? Where have they lived and worked? How were things different in the past?

## **Spanish**

At IBCS we recognize that Spanish is becoming an increasingly vital language both locally and globally. Immersion classes in Spanish are offered for all K-5 students who are demonstrating grade level proficiency in English. Spanish classes are taught Monday through Thursday. The school's emphasis on learning a language other than English reflects the IBCS community's commitment to helping students appreciate cultural diversity and become contributing world citizens.

## **English Language Acquisition (ELA)**

The purpose of the IBCS ELA program is to support student success in mainstream content area classes while developing English language proficiency. Depending upon the level of proficiency and prior school experience, students will be placed in either an integrated homeroom experience or a newcomer classroom where sheltered instruction can be provided throughout much of the school day. There they will have the opportunity to interact with peers, many of whom will speak another language. All English Language Learners (ELLs) will be provided access to content material at their grade level with appropriate English Language Development (ELD) support methods.

## **Computer/Technology**

The Computer/Technology Education program integrates the use of technology into the students' daily school experiences. We see the various technologies available at IBCS as tools for learning. Our goal is to provide students with frequent and easy access to iPads and/or Chromebooks and the other technology tools available, as well as to teach the skills necessary to use them responsibly and capably.

Each classroom will be equipped with a Promethean Board. Students in grades 3 – 5 will have access to Chromebooks and students in grades K – 2 will have access to iPads. Students in grades 2-5 will receive instruction in keyboarding skills.

Eight strands of skill areas are taught during the course of a student's pre-K to 5<sup>th</sup> grade Computer Education experience: Computer Awareness, Ethics and Values, Keyboarding, Word Processing, Applications, Multimedia, Spreadsheets, and Internet.

## **Fitness/Movement/Dance/Physical Education**

We believe that a physically educated person has learned skills necessary to perform a variety of physical activities, is physically fit, participates regularly in physical activity, knows the implications of, and the benefits from involvement in physical activities, and values physical activity and its contribution to a healthy lifestyle. A physically educated person also understands the value of healthy eating, good sleep habits, and sound decision-making when in the company of friends.

All students, pre-K-5, engage in physical activities every day. To help wake up their brains and ready them for a day of learning, the students begin each morning with different movement class each day. Among the possible classes are: jumping rope, engaging in Stimulating Maturity through Accelerated Readiness Training (SMART) Room activities, fitness training, walking and Mindful Movement. Physical education is embedded in these morning activities and also taught during the students' weekly Physical Education classes. The developmental ages and skill abilities of the students are taken into account with all Physical Education classes. All classes and lessons generally have a fitness component to them. Students learn locomotor skills, gross motor and fine motor skills, fitness games, body awareness activities, balance activities, flexibility and strength activities, rules, strategies and mutually-supportive behaviors for sports, games, Mindful Movement, and dance.

## **Music**

Music education enables all learners to explore, create, perceive and communicate thoughts, images and feelings through music. Shared experiences in music also significantly contribute to the students' multicultural awareness and appreciation through activities that respect and reflect the diversity of human experiences. In teaching music to children, we want to remember how important it is that music be enjoyed and appreciated from an early age.

At IBCS, students will learn to sing a varied repertoire of music. They will be introduced to instruments as well, among them, djembe drums, Orff, and recorder. With both singing and instruments, students learn



about improvising melodies, variations, and accompaniments. Listening to, analyzing, and describing music are skills developed, as are evaluating music and music performances. An important part of music learning is to understand its relationship to history and culture. Students at all levels will explore movement and dance and engage in meaningful performance.

### **Creative Expression/The Fine Arts**

IBCS believes that artistic experiences increase creativity and self-expression, while contributing to a positive self-image. The study of the arts develops critical, creative and reflective thinking, as well as problem solving. Art provides a source of pleasure and enjoyment, and allows students to gain a deeper awareness of themselves as well as their place in history, culture and the world.

Students will be encouraged to explore, develop, expand, and practice their skills with a wide range of media, and within a wide variety of artistic pursuits, beginning with drawing and painting, and including the dramatic arts. They will similarly study the lives and works of different artists and how they have influenced the evolution of art during their own lifetimes and beyond.

### **Exploratory Classes**

Throughout the year, students in grades K-5 are offered a variety of classes based on student and teacher interest, often integrating and enhancing current curriculum. Students attend their chosen Exploratory classes Friday afternoon during certain months. See the school's monthly calendars for more info. Exploratory elective classes are taught by IBCS teachers, parents, and experts from the Denver community. Over the course of the school year, students are asked to choose from a broad range of offerings. As a result, multiple intelligences are reinforced and students are able to discover and pursue individual talents and interests at the same time that they are exposed to new possibilities. Exploratory electives are funded with monies raised by the IBCS community and managed by the IBCS Council.

### **Field Trips**

Connecting the students' in-school learning with the rich cultural and natural opportunities that surround them is an important element of their school experience at IBCS. As a result, we arrange both walking and driving field trips to destinations where students will have the chance to interact with other adults and/or children, to enjoy cultural experiences, and to explore and study nearby environments. Each of these opens doors to learning, enhances cultural understanding and appreciation, and helps to integrate and deepen subject matter knowledge.

### **Community Service and Service Learning**

Community service serves as an important pillar of the school curriculum. Each year students participate in activities and projects based in "making a difference" in the world, all of which are designed to enhance the students' sense of themselves as powerful and capable contributors, and to positively impact some part of their world. Whether hosting students from another classroom for shared learning, visiting them in their classroom for games and other collaborative activities, or envisioning and carrying out service projects in the school community or beyond, the students are offered many opportunities to grow their collective good will. Over the course of the school year, they may participate in any number of activities that help promote social justice and equity, or environmental awareness, respect and sustainability.

Students participate in a wide variety of service learning projects. The goals and priorities of service learning reflect two central themes: (1) to create and expand experiences of making a difference in the world, and (2) to contribute to community needs in a creative and educational manner.

## **C. HOMEWORK**

It is important to acknowledge that learning does not end at the conclusion of the school day. Learning takes place in all environments and at all times. Homework assignments provide an important opportunity to reinforce new concepts and skills students are learning, and they help to build desirable work and study habits. Homework may be used to allow students to finish assignments/projects not completed in class, to

provide enrichment and greater understanding of the material currently being studied, and to develop research skills.

### **IBCS Homework Policy**

One goal of teachers at IBCS is to enable each student to reach a high level of academic achievement. This goal is supported through homework assignments.

The work that students are expected to complete at home is designed to be developmentally appropriate and to extend current classroom curriculum. Homework is given to develop study habits, personal responsibility, and organization, and to foster the home-school connection. Reading is an essential component of homework at all grade levels. The use of homework planners begins in 2<sup>nd</sup> grade and continues through 5<sup>th</sup> grade. When reading through the homework guidelines, you will notice increasing homework time requirements as your student moves through the grades. As students become more self-directed in their learning, we expect increased independence in the completion of homework.

Parents can show their commitment to their child's education by setting expectations that students complete their homework, and bring their homework folders, planners, materials, and/or books to school each day. This allows teachers to receive and evaluate student work, to monitor progress, and to provide feedback and support.

Classroom teachers will communicate the expectations for homework. Please contact your student's teacher with any questions or concerns regarding homework during the school year.

### **Parent Support**

- Talking with your child about what she or he is learning and doing in school
- Establishing a nightly homework routine
- Providing a quiet place to study
- Answering questions once your child has tried to work things out
- Reviewing completed work
- Informing the teacher when problems arise
- Spending time reading with your child every day
- Encouraging your children to do their best
- Giving your children all the positive support you can: asking questions, demonstrating a skill (e.g. using a dictionary) while resisting the temptation to do the work for them. Remember, too, that learning progresses at an uneven pace; try to guard against becoming impatient or overly critical

## **D. HOME-SCHOOL COMMUNICATIONS**

Communication between home and school is crucial for student success. A critical part of this process is having up-to-date information regarding parent telephone numbers and email addresses. Please let the school know the best way or ways to reach you during and after school hours. Parents change locations, businesses, Internet service providers and telephone numbers and we do not always hear about it immediately. Please do not assume that your child will tell us. We ask that whenever there is a change that you inform us as soon as possible.

The school will communicate with you through a variety of means:

### **Leadership Welcome and Back to School Night**

To start each school year, we will host a Leadership Welcome (a quick overview of important things to know for the year) and a Back to School Night. The details of Back to School Night are sent home shortly before the event. The staff will talk to parents about the curriculum, the expectations, and about the various activities that will happen throughout the year. They will also talk about communication since this is an important element in supporting your child. We encourage all parents to attend this event.

### **Council Meetings**

Each Council meeting begins with an Open Forum, which is an opportunity to share (up to 2 minutes) about a subject you think is of interest and/or benefit to the school community. Many Open Forum items become agenda items at later meetings. The remainder of the meeting is spent considering agenda items.

#### **School Newsletter (Notes from the Dragon Cave)**

The communications team will send out a weekly newsletter that provides an overview of school-wide activities, important information, and upcoming events.

#### **Classroom Newsletters and websites**

Classroom Newsletters will be sent out and/or posted to the web as well. With signed parent permission these newsletters will include photos of children at work. Newsletters will include information about things that have occurred in the classroom as well as information about upcoming events.

All of the above communications with families will be posted on the classroom website, unless parents request otherwise.

## **E. ASSESSMENT AND REPORTING**

### **Student Assessment**

Research has shown that regular assessment of students' learning is essential to their growth as learners, and thus is a vital part of all effective programs. We at IBCS believe in the value of observing children's learning in an ongoing way, and of using a variety of tools to measure their progress and development. Teacher-designed assessments and commercial standards-based assessments are two of the more formal means we will use to measure the students' learning. In addition, we will observe and document their daily performance in school, and use those observations and data, along with pertinent work samples, to provide evidence of their progress. It is a combination of all of these tools and methods that will give us the most complete picture of students' growth, and will assist us in planning the appropriate next steps in their learning.

Additionally, children will be actively involved in learning how to evaluate their own work, and how to identify their own logical next steps in learning. Student learning is enhanced when they understand what their learning goals are, and when they have an active role in deciding upon them. Similarly, they benefit greatly from the opportunity to determine what they need to do to reach those goals, and then how to evaluate and describe the progress they have made.

IBCS currently utilizes the following assessments, beyond unit and formative assessments in the classroom, throughout the year:

#### **ECE-Kinder**

- TS Gold

#### **Literacy**

- iStation (K-5)
- School-created interim and Beginning and End of Year assessments (1<sup>st</sup>-5<sup>th</sup>)
- PARCC/CMAS (3<sup>rd</sup>-5<sup>th</sup>)

#### **Math**

- School-created interim and Beginning and End of Year assessments (1<sup>st</sup>-5<sup>th</sup>)
- PARCC/CMAS (3<sup>rd</sup>-5<sup>th</sup>)

### **Standards-Based Testing and Other Assessment Tools**

Standards-based assessments are administered to students in grades K through 5. These comprehensive assessments are recognized and used nationally. They measure each student's level of competency within the assessed subject areas, and the data collected from them provide one of many pieces of information that can be used to evaluate the academic growth of a student. The information gathered from the standards-based assessments will be presented and viewed in combination with many other achievement indicators including, but not limited to, teacher observations and anecdotal records, conferences with students, student work samples and portfolios, student reflections on work completed, subject matter tests

and quizzes, and writing and reading assessments/rubrics. At IBCS, we use all assessments to help guide subsequent instruction and practice. We will provide parents with any assessment results they would like to see.

#### **PARCC (Partnership for Assessment of Readiness for College and Careers) Assessment**

Yearly assessments are state mandated in grades 3-8 by the Colorado Department of Education to determine if students have reached identified proficiency levels for their grades. Students in grades 3 and 4 currently test in Reading, Writing, and Math; students in grades 5 – 8 test in Reading, Writing, Math and Science. PARCC is administered during April. We request that every effort is made to have 3<sup>rd</sup>-5<sup>th</sup> grade students rested and present so that they can be tested during that time. Although we believe in a body of evidence to assess student learning, this yearly test is one indicator of our school's success and is used to determine our score on the district's School Performance Framework.

#### **Interim Literacy and Math Assessments**

Teachers of grades K-5 administer Interim Literacy and Math Assessments at prescribed times throughout the year.

#### **Portfolios**

The purpose of assessing student progress at IBCS is to measure growth toward and beyond DPS, Common Core and state academic standards. Student mastery of individually set goals is of great importance. IBCS students set and evaluate their own goals in cooperation with their parents as facilitated by their homeroom teachers. A portfolio collection of student work (hard copy and/or electronic) provides evidence of progress. Individual student portfolios include personal goals, self-evaluations, assessments, and work samples in all content areas.

#### **Report Cards**

Report Cards are issued three times yearly. We use a system of lettering that describes each student's relative level of mastery and progress across the different areas of the curriculum, including their approaches to learning. Report cards also include a narrative statement from the student's teacher.

### **F. ACADEMIC INTEGRITY**

At IBCS, we strive for a healthy and responsible learning environment. We request and expect students to be principled in their school interactions, and this includes academic honesty. We value original thought. In the event that a student is found to be academically dishonest, we will support the student's independent completion of the assignment. In the event the behavior continues we will notify the student's parents, and meet to discuss the appropriate measures to be taken.

Examples of academic dishonesty include:

- Copying the work of others in any form.
- Allowing / assisting others to copy work.
- Attempting to or altering grades/scores or falsifying a parent's signature.
- Accessing and copying work from the Internet or another source and presenting it as original work.

## V. School Health and Safety

### A. SAFETY AND SECURITY

The safety and security of the students is our first concern. Individuals other than the parent or legal guardian of one or more students at IBCS may pick up students, only if the school has received written or phone permission from the parent or legal guardian naming the person who will collect the students. Similarly, students may be picked up by another student's parent if written or phone arrangements have been made. We will ask to see a picture ID from anyone other than a parent/legal guardian who wishes to pick up a student.

If parents are leaving their child(ren) under the guardianship of another person, we request that the school be notified in writing—stating the dates involved and the name and telephone number of the temporary guardian.

### B. EMERGENCY PROCEDURES

Our first action in any situation is to assure the safety of all students and staff.

#### **School Evacuation**

In the case of fire or any other type of emergency requiring evacuation, students and staff must be prepared to evacuate the school in a timely and orderly manner. Evacuation drills will be planned by the school leaders and in alignment with school district requirements. Students and staff will practice the school's fire drill evacuation procedures at least once per month. Fire drills will be announced on some occasions and unannounced on others. When the evacuation signal is given, students, staff and visitors must proceed quietly in single file to the agreed upon meeting space. Supervising staff may adjust the stopping distance from the school building based on the nature of the emergency.

#### **Shelter in Place**

A shelter in place procedure requires that students move to their practiced positions inside the school building where they are away from windows. Students are to remain in these positions until the "all clear" signal has been given.

#### **Lock Down Procedure**

A lock down is implemented when an extraordinary event occurs creating a dangerous situation either inside or outside the school. In case of a lock down, all school and classroom doors will be closed and locked. Students and staff will quietly remain out of sight in their secure and practiced positions until emergency personnel have unlocked the doors.

If school personnel believe it is unsafe to allow students to travel home, the students will be kept at school and supervised by the school staff until it is safe to travel home, or until their parents come to collect them. The school will endeavor to contact all parents by phone or text to explain what is happening and provide them with the opportunity to collect their children from school. In case of an emergency, we will update the community via remind. Therefore, we ask that parents not phone the school and/or teaching staff as this will prevent us from contacting parents as efficiently as we would like.

#### **Temporary School Closing or Delayed Opening**

In the event of severe weather conditions or other emergencies that arise while school is not in session, IBCS may either cancel or delay the opening of school as recommended or mandated by the district. This decision will be made as early as possible and will generally be available on local news channels. We will also work to get word out on Remind.

## **C. BULLYING, WEAPONS AND SUBSTANCE ABUSE**

At IBCS we support safe and healthy living. This includes, but is not limited to, freedom from sexual, racial, or any other harassment, including bullying by any member of the school community. Although the likelihood of students in our ECE-5 grade school engaging in the kinds of behaviors that are discussed in this section is very low, it is still important to state the school's position and policy.

We request that all members of the school community be responsible for their behavior and treat others with respect and dignity. Any individual who believes that he or she is a target of sexual, racial, or other harassment, or who witnesses such harassment of another is strongly encouraged to make it known that the behavior is unwelcome. Behavior that continues after it is known to be unwelcome should be reported to school leadership immediately so appropriate protective measures can be taken.

Similarly, in establishing a safe environment for learning, we support a weapon-free school. Using an object in a threatening manner as a weapon will also be considered a violation of the IBCS safety policy, and consequences will be determined on an individual basis.

Finally, in an effort to promote healthy living, we do not support the possession and/or use of alcohol, tobacco, or non-prescription drugs on the school grounds, or during any school-sponsored activity. IBCS encourages parents to take the lead role in educating and supervising their children with regard to substance abuse.

In the event that a student brings a weapon, alcohol, tobacco, or non-prescription drug to school, a conference with parents will be arranged immediately, and a suitable course of action will be discussed and determined. Suspension or expulsion will be among the options discussed.

## **D. MEDICATIONS AND IMMUNIZATIONS**

If a child is to be given medication while at school, parents will be asked to provide it in its original container and mark it clearly with the child's name. A doctor's prescription must accompany the medication. We request that all medications be handed to the school secretary, site nurse, a school leader (or another designated trained staff member.) A designated trained staff member will administer the medication to the child.

We request that the following information be clearly stated on the bag/container:

- Name of medication
- Required dosage
- What it is for
- Time it is to be given
- Doctor's name and telephone number
- Parents' emergency telephone number

In the event of a serious injury or illness, a school leader, or designated trained staff member, will contact the parents or guardian so that the child can be taken home or transported to a medical facility for further attention. In extreme emergencies, a school leader or a designated trained staff member may accompany the student to the facility and meet the parents there.

If your child has a condition such as asthma or has had a severe allergic reaction in the past, please speak with the school about these or any other conditions you have concerns about prior to the beginning of your child's enrollment. In this way, the condition can be properly noted in your child's records, proactively planned for, and communicated to all staff members in a timely way,.

### **Immunizations**

IBCS families are required to follow the DPS immunization protocol. Parents are asked to provide documentation of immunizations with the dates of vaccinations **at time of registration**. If you have any questions regarding the above, please contact the school.

### **Illness**

If your child is ill, please do not send her/him to school. Many children's illnesses are very contagious. If in doubt, please keep them home and/or contact a school leader.

### **Allergies**

This school year we have a number of children with severe peanut/tree nut allergies. We understand that many of our students are not yet old enough to make sound decisions when it comes to their diet and are less able to manage their allergies. And while our staff does a great job of cleaning and wiping down playing surfaces, toys, and chairs, there are some children within our school who have a serious allergic reaction from contact with even a microscopic amount of the allergens. There are many instances where children use common space within our building and it is because of this that we have made the decision to make our school a **Peanut/Tree Nut-Aware School**. We ask that no peanuts or tree nuts be brought into our school. Foods sent in for snack, lunch, or any class event (including parties, field trips, etc.) should be carefully checked to make sure they are peanut/tree nut-free. Families can help ensure that our school stays peanut/tree nut-free by reading packaging labels and reminding children not to share food with other children at school. We need to make sure that there is little opportunity for a child to be exposed to foods that could seriously harm him/her.

While we understand that this will create an inconvenience for many school families, we deeply appreciate your support with this policy—the sacrifice of not having nuts or nut products in the school is a small one to make compared to the consequences a child with severe allergies could face. If you have any questions, please feel free to contact us.

### **Peanut & Tree Nut-Free Snacks & Treats Ideas:**

- No-Nut Butter (made with peas)
- Yogurt – plain or mixed with fruit
- Fruit Roll-ups
- Pudding Cups
- Baked tortilla chips with salsa
- Applesauce
- Canned fruit in juice
- Vegetables with dip
- Fresh fruit
- Teddy Grahams
- Low-fat granola bars (not peanut)
- Pretzels
- Unsweetened cereal
- Pasta or rice salad
- Graham or goldfish crackers
- Hard-boiled eggs
- Bagel w/ cream cheese
- Low/No fat cottage cheese
- Multigrain Crackers
- Cheese or cheese sticks
- Popcorn (NO Crunch-N-Munch)
- Cran-Raisins and other dried fruits

Thank You!