

Patterson International School

Prevention and Intervention Manual 2025-26



Who We Are: Mission & Vision

Our Vision

Developing the whole child to their full potential.

Our Mission

Patterson International is a diverse community where learning is relevant, problem solving through inquiry and collaboration is encouraged, and learners take action as global citizens.



District Alignment

Jeffco Thrives 2025

International Baccalaureate Alignment

International Baccalaureate

In an **International Baccalaureate (IB) school**, behavior and discipline policies are shaped by the IB's core values and learner profile, rather than traditional punitive models.

An IB approach to behavior emphasizes **restorative practices, personal responsibility, and reflection**, grounded in the IB Learner Profile. Students are expected to embody traits such as being **principled, caring, reflective, and open-minded**. Misbehavior is seen not just as a rule violation, but as an opportunity for learning and growth.

Context for this Manual

This manual was created to provide **clear, consistent, and accessible guidance** for students, staff members, and the broader school community. It serves as a central reference for **policies, procedures, and expectations** that support a positive, productive, and equitable shared work environment. By aligning our daily practices with our school's mission and values, this manual helps ensure a cohesive and supportive school culture for all.

The P&I manual was developed collaboratively by the **Proactive Behavior and Safety Team (PBST)** to reflect the collective expertise and experiences of our school community. Input was gathered from teachers, instructional staff, school leadership, and support personnel.

This is the **2025-26** edition of the P&I manual. It was last updated on **June 1st, 2025**. A formal review and update process will occur annually, typically each summer, to ensure that the manual remains current and responsive to our school's evolving needs.

We encourage all stakeholders to share feedback on the contents and implementation of this manual. If you notice a policy that is unclear, outdated, or not working as intended, please contact **a member of the PBST team** directly. Additionally, all staff will be invited to submit suggestions prior to the annual review.

Our Philosophy of Discipline

As an International Baccalaureate (IB) World School, our approach to discipline is rooted in **restorative practices** and guided by the **IB Learner Profile**. We believe that we are all part of a learning community—students, staff, and families alike—and that positive relationships are the foundation for personal and academic growth.

Discipline in our school is not about control or punishment. It is about **developing principled, caring, and reflective individuals** who understand the impact of their actions and take responsibility for making things right. Whether in the classroom, the office, or during conversations with families, we strive to create opportunities for meaningful connection, healing, and growth.

We recognize that conflict is a natural part of any community. When it occurs, we pause to reflect on how our behavior affects others, engage in honest dialogue, and support students in developing thoughtful action steps to repair harm. This approach supports equity by addressing the unique needs of each learner and acknowledging the diverse identities and lived experiences they bring to our school.

Restorative discipline does not mean lowering expectations. On the contrary, it calls our students to live up to the ideals of the IB Learner Profile—acting with integrity, empathy, and resilience. Our goal is to ensure that every behavioral challenge becomes an opportunity for learning—for students and adults alike.

International Baccalaureate Learner Profile



The graphic features a silhouette of a person's head in profile, facing right. The interior of the head is filled with a word cloud of the 10 IB Learner Profile attributes: INQUIRERS, KNOWLEDGEABLE, THINKERS, COMMUNICATORS, PRINCIPLED, RISK-TAKERS, OPEN-MINDED, REFLECTIVE, CARING, and BALANCED. The words are in various colors and orientations. To the right of the head is a circular logo with the text 'THE IB LEARNER PROFILE' around the perimeter and a smaller silhouette of a person's head in the center.

IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.	OPEN-MINDED We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
KNOWLEDGEABLE We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.	CARING We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
THINKERS We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.	RISK-TAKERS We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
COMMUNICATORS We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.	BALANCED We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.
PRINCIPLED We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.	REFLECTIVE We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

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Avenues of Communication: Where do I go for support?

Role	Name	Areas of Support
Teacher		Instructional planning and delivery, creating a positive and inclusive classroom environment, monitoring student progress and providing feedback, communicating with families, implementing school and district initiatives, and contributing to a collaborative professional culture.
Grade Level Partner/ Other Teachers		Collaboration on lesson planning and pacing, sharing instructional strategies and resources, support with classroom management ideas, coordination of assessments and student data, mutual problem-solving for student needs, and peer encouragement and professional camaraderie.
Registrar	Shelby Smith	Student enrollment and withdrawal, maintenance of student records and cumulative files, Infinite Campus data entry and updates, attendance reporting and corrections, student transfers and records requests, and support with demographic and enrollment reporting.
Health Technician	Sabrina Montanez	Providing first aid and basic health care, managing student health records, administering medications as prescribed, supporting students with chronic health needs, conducting health screenings, and coordinating communication between families and health professionals.
Digital Teacher Librarian (DTL)	Tom Gilgenback	Information literacy and research skills instruction, digital citizenship education, technology integration support, co-teaching and lesson collaboration, management of library resources and systems, support for student

		access to digital tools and equitable learning resources.
Facilities Manager	Elaine Cooper	Maintenance and repair coordination, managing building safety and security, overseeing custodial services, facility usage scheduling, compliance with health and safety regulations, and coordinating emergency preparedness and response. Furniture.
Learning Specialist	Shannon Knight (4th-6th)	Special education service delivery and instruction, development and implementation of IEPs, progress monitoring and data collection, collaboration on accommodations and modifications, support with inclusive practices and co-teaching, and coordination of IEP meetings and compliance documentation.
Culturally and Linguistically Diverse Education (CLDE) Teacher	Deborah McDowell	Supporting English language learners with language acquisition, providing tailored instruction and intervention, collaborating with classroom teachers on differentiation, assessing language proficiency, facilitating family communication and engagement, and promoting cultural responsiveness and inclusion.
Counselor	Alex Randolph	Student social-emotional concerns, friendship and peer conflict, classroom guidance lessons, individual or small group counseling, crisis situations (non-emergency), family support and referrals.
Social Worker		Chronic absenteeism or truancy support for students with IEPs, mental health and trauma-related concerns for students with IEPs, family crisis or home life concerns impacting students with IEPs, connection to community resources for IEP families, behavior intervention planning (Tier 3) for students with IEPs, coordination with outside providers for students with IEPs.

Social Emotional Learning Specialist (SEL)	Kelly Cory	Classroom SEL implementation and planning, coaching on SEL strategies and practices, modeling or co-teaching SEL lessons, schoolwide SEL programming and initiatives, data collection and progress monitoring for SEL goals, staff training and support for trauma-informed practices.
Family Engagement Liaison (FEL)	Lindsay Crano	Building relationships with families, coordinating family outreach and communication, supporting family involvement in school events and decision-making, connecting families to community resources, facilitating translation and interpretation services, and advocating for family needs within the school.
Instructional Coach	Colby Hansen	Curriculum implementation and alignment, instructional strategies and best practices, data analysis to inform teaching, support with lesson planning and differentiation, coaching cycles and teacher feedback, professional development and collaborative learning facilitation.
IB Coordinator	Colby Hansen	Support with unit planning and IB documentation, alignment to the IB Programme Standards and Practices, guidance on the IB Learner Profile and approaches to learning, coordination of professional development related to IB, communication with the IB organization, and oversight of programme implementation and evaluation.
Business Manager	Becky Fuhrman	Staff scheduling and time-off tracking, procurement and ordering of materials, budget monitoring and financial reporting, payroll and timesheet support, coordination of facility needs and maintenance requests, and support with vendor and contract management. Keys and door fobs.

Assistant Principal	Chris Brinster	Student behavior and discipline, schoolwide safety and crisis response, support with instructional leadership and coaching, coordination of assessments and data analysis, family communication and support, staff supervision and evaluation, and daily operations and logistics.
Principal	Lorrie Joseph	School vision and leadership, staff supervision and evaluation, instructional planning and implementation, family and community engagement, schoolwide culture and climate, budget and resource allocation, and overall responsibility for student achievement and school operations.

School-Wide Behavior Expectations

Location	Principled Panthers (PK-6)
Hallway	<ul style="list-style-type: none"> • Walk calmly and quietly to respect learning. • Keep hands, feet, and objects to yourself.
Library	<ul style="list-style-type: none"> • Treat books and materials with care. • Use quiet voices and stay focused.
Bathroom	<ul style="list-style-type: none"> • Use time wisely and respect others' privacy. • Keep the space clean and report any problems.
Cafeteria	<ul style="list-style-type: none"> • Use good manners and kind words. • Clean up your area and help when needed.

Playground	<ul style="list-style-type: none"> • Include everyone in games, take turns, and use kind words so everyone feels welcome on the playground. • Play fair and take responsibility for your actions.
Classroom	<ul style="list-style-type: none"> • Listen, Think, Act • Lead your learning. Own your impact.
Voice Levels	<p>Level 0: Silent</p> <ul style="list-style-type: none"> • No talking. Used in hallways and during independent work. <p>Level 1: Table Talk</p> <ul style="list-style-type: none"> • Quiet talking with your group or partner. Social conversations in the cafeteria. <p>Level 2: Outside</p> <ul style="list-style-type: none"> • Loud voice for recess and covering long distances.

Integrated Practices within a School-wide Social, Emotional, & Behavioral Support Framework

Tier 1	Practices
Tier 1/Universal practices are intended for ALL students and creates a culture of safety and belonging.	<ul style="list-style-type: none"> • Build and maintain meaningful relationships • School-wide expectations and routines are identified, taught, and posted <ul style="list-style-type: none"> ◦ Patterson Student Recess and Lunch Procedures • Specific feedback (e.g. acknowledgement and correction) • Direct instruction of SEL <ul style="list-style-type: none"> ◦ Impact vs Impact • Restorative/affective language • Community building circles • Effective de-escalation strategies
Tier 2	Practices

Tier 2/Targeted practices and strategies are intended for SOME students, in addition to Tier 1 practices, to meet an increased level of need.	<ul style="list-style-type: none"> ● Check-In, Check-Out ● Skills Groups ● Function-based Tier 2 supports ● Restorative conversations ● Low level responsive circles
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Tier 3	Practices
Tier 3/Individualized interventions and supports are intended for FEW students, in addition to Tier 1 & 2 strategies, to meet intensive needs.	<ul style="list-style-type: none"> ● Individualized student supports ● Functional Behavior Assessment and Behavior Support Planning ● Formal Restorative Conferencing ● Reintegration Practices <p>Disciplinary responses in conjunction with intervention may be appropriate, but discipline alone is not a Tier 3 intervention.</p>

Integrated Practices within a Classroom Level Social, Emotional, & Behavioral Support Framework

Tier 1	Practices
Tier 1/Universal practices are intended for ALL students within the classroom and creates a culture of safety and belonging.	<ul style="list-style-type: none"> ● Build meaningful relationships ● Designing effective classroom environments ● Developing and teaching predictable classroom routines ● Define, teach, post 2-4 expectations based on School Wide expectations ● Delivering engaging instruction ● Providing prompts and active supervision ● Acknowledging students with specific praise ● Responding to challenging behavior with redirections and corrections <ul style="list-style-type: none"> ○ Mild Negative Consequences ● Classroom circles

Tier 2	Practices
Tier 2/Targeted practices and strategies are intended for SOME students within the classroom, in addition to Tier 1 practices, to meet an increased level of need.	<ul style="list-style-type: none"> ● Increase structure ● Re-teach routines ● Increase connections ● Target prompts & supervision ● Target reduction of known triggers ● Restorative Conversations ● Peace Path

Tier 3	Practices
Tier 3/Individualized interventions and supports are intended for FEW students in the classroom, in addition to Tier 1 & 2 strategies, to meet intensive needs.	<ul style="list-style-type: none"> ● Individualize physical design ● Individualize routines ● Intensify connections ● Intensify & individualize prompts for SEB skills ● Individualize reduction of known triggers

Policies and Procedures (A-Z)

JeffcoPublicSchools.org

[Jeffco Public Schools Student and Family Handbook](#)

[Patterson International Website](#)

[Jeffco Office of School Leadership School Procedures \(Staff Link\)](#)

Attendance

Regular attendance is essential for academic success. Absences disrupt learning and cannot be fully replaced with make-up work. State law requires schools to address habitual truancy.

Reporting Absences & Tardies

Parents must report absences before 7:35 a.m. using the 24-hour attendance line at 303-982-8466 or the electronic form under the Family Resources tab on the Patterson website. Students arriving after 7:35 a.m must check in at the office.

Excused and Unexcused Absences

Absences must be reported by 7:35 a.m. and may require documentation; valid reasons include family emergencies, legal obligations, religious observances, and illness. Pre-arranged absences of three or more days require a form and are approved based on academic standing and attendance history. Absences that do not meet excused criteria are considered unexcused.

Check Out Procedures

Children being dismissed early must be signed out in the office by a parent or another adult listed on Campus Parent Portal. Medical appointments during school hours require documentation within 24 hours for the absence to be excused.

- [Pattersonon Attendance Procedures](#)
- [Patterson Website Attendance Page](#)

Bicycles/Scooters/Skateboards

Students in grades 3-6 may ride bikes to and from school. Students in grades K-2 may ride bikes to and from school when accompanied by an adult or older sibling with parent permission. A bicycle rack is available behind the school. The rack is not locked, so bicycle locks should be used by students. Students are to walk their bikes while on school grounds.

Roller blades, skate shoes or 'wheelies,' skateboards, and any type of scooters may be brought to school but not used on school grounds. Students can lose this privilege if used inappropriately. The school is not responsible for damaged or stolen property.

Before and After School Care

Before and after school daycare is provided by [Kids SmART](#) and is located on school property. You may contact Kids SmART directly by calling: 720-550-6728 or emailing admin@Kids-SmART.com. Before school care is available at 6:30 a.m. and after school care is available until 6:00 p.m.

- [Kids SmART](#)

Breakfast

Breakfast is served daily from 7:15 to 7:30 in the cafeteria. Pre-School parents are required to sit with their children for breakfast. K-6 students eat independently for breakfast. Two staff members are in the cafeteria to monitor breakfast.

Birthday Celebrations

At Patterson International, we celebrate student birthdays in a non-food manner to ensure a healthy and safe environment for all students.

Non-Food Celebration Ideas

If you'd like to honor your child's birthday at school, please consider:

- Small gifts for classmates (pencils, bookmarks, stickers, erasers)
- Donating a book to the class (option to read it aloud)
- Contributing school, music, or art supplies
- Providing playground equipment (balls, jump ropes, etc.)

Guidelines

- Please check with your child's teacher before bringing any items to ensure they are appropriate and fit within class time.
- Food treats, party invitations, and decorations are not allowed.
- Additional classroom activities are at the teacher's discretion.
- [Jeffco Healthy Schools](#)

Cell Phones and Smart Watches

To maintain a focused learning environment, the following rules apply to cell phones and smartwatches during school hours:

Cell Phones

- Student cell phones must remain powered off and stored in backpacks during school hours.
- Students may not use cell phones on school grounds

Smartwatches

- Smartwatches may be worn but can only be used to tell time.
- Texting, taking pictures, or using other smart functions is not allowed.

If a cell phone is used or a smartwatch is misused:

First offense: The student must keep the phone or watch in their backpack for the rest of the day.

Second offense: A parent/guardian must pick up the phone or watch from the office.

Third offense: The phone or watch will no longer be allowed at school.

Child Custody Plans

The school needs to have copies of Court ordered Child Custody Plans. This helps us to maintain a safe environment for all of our students. If you have child custody plans already in place, or if you have questions or concerns, please contact the office at 303-982-8470.

Dress Code

Student dress and appearance are the responsibility of families. Students are expected to dress appropriately for school and school activities per district guidelines.

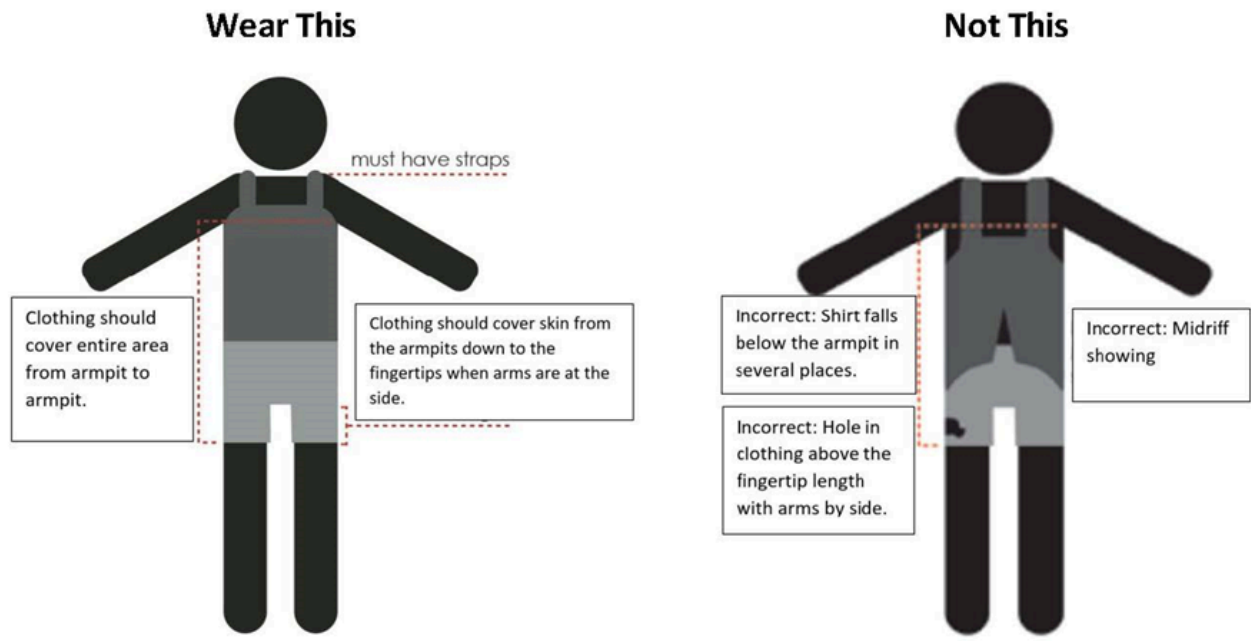
Guidelines

- Safe shoes must be worn at all times (no cleats, wheelies, or roller shoes).
- Clothing must not be distracting to the learning environment (teacher discretion applies).
- Clothing with references to tobacco, alcohol, drugs, sex, violence, gangs, or offensive messages are not allowed.

Jeffco Public Schools' dress standards support a focused, safe, and respectful learning environment.

- Students with dress code violations will be directed to the office for loaner clothing or can call home for a change of clothes.

Clothing must cover the student as seen in the diagram below:



Emergency Information

Please keep student emergency information updated on Campus Parent Portal with current phone numbers, addresses, etc. Only individuals listed on Campus Parent Portal may pick up the student.

Field Trips

Field trips are focused on academics and safety. Please adhere to the following standards.

- Only pre-arranged volunteers may attend the field trip with the class.
 - Non pre-arranged volunteers may attend the field trip if they pay their own way, provide their own transportation, and coordinate with the teacher in advance.
- Only students in the class can attend (we are unable to accommodate siblings)
- Chaperones are responsible for the safety and learning of their group. Their focus should be on their assigned students.

- Cell phones should be used for keeping track of time, contacting the teacher through district approved tools, photographing the experiences (check with teacher for permission), or for emergency purposes only.
- Please have one volunteer per family unless pre-arranged with the teacher.
- It is expected that students stay until the end of the school day and not be checked out early.
- Students will ride the bus to and from the venue with the class. Chaperones may ride the bus if there is room or be responsible for their own transportation if needed at the teacher's request

Guest teachers (how to request, required preparations)

Health Room

Student Health & Illness

- Our health room is available for students who become ill or injured at school.
- Parents will be contacted if a child has a fever, illness, or injury requiring medical attention.
- Patterson follows all Jeffco Public Schools health policies. For questions, contact the Health Tech or District Nurse at 303-982-8470.
 - [How Sick is too Sick?](#)

Medication

- All medications (prescription and over-the-counter, including cough drops, lotions, and lip balms) must:
Be in original pharmacy-labeled or unopened OTC containers.
 - Have a signed medication form from both a parent and physician before administration.
 - Be brought to school by an adult (not the student).
- Students must go to the office at designated times for medication.
- Students may self-carry medication only with a signed self-carry document on file, updated annually.
- All medications must be picked up by an adult at the end of the school year.

Exemptions

- Medical Exemption: Requires a physician's certification stating immunization would endanger the child's health.
- Non-Medical Exemption:
 - Parents must file a certificate signed by an immunizing provider/pharmacist OR Complete the state's online education module and submit the certificate. [Access the module here.](#)
 - Non-medical exemptions must be renewed annually (expires June 30 each year).

For questions or forms, please contact the school office.

Homework

Homework expectations may differ by grade level and teacher philosophy. Some teachers assign regular homework to reinforce skills, while others focus on in-class learning. Please refer to your child's teacher for specific guidelines.

Purpose of Homework

When assigned, homework is intended to:

- Reinforce classroom learning.
- Support long-term projects (e.g., research papers, book reports).
- Develop study skills and work habits for future success.

Long-Term Assignments

Projects assigned with at least one week's notice allow families to plan accordingly. These may require library visits, research, or parental involvement and help students build time management skills.

Make-Up Work for Excused Absences

- Students have two days per missed day to complete assignments.
- Teachers will provide opportunities to catch up on missed skills and knowledge.
- Some activities (e.g., science experiments, field trips, guest speakers, group projects) cannot be made up.

For specific homework expectations, please check with your child's teacher.

Inclement Weather, School Closures and Two Hour Delays

- [Jeffco Public Schools Inclement Weather Policies](#)

Library Media Center (LMC)

The Library Media Center (LMC) is not just a space; it's a hub of exploration and learning for our students. Our doors are open for our community to delve into a world of books, resources, and exciting programs.

Special centers and instructional programs are thoughtfully scheduled, identifying the unique needs and interests of our learning community. The dedicated

personnel in the LMC are here to guide students on their independent learning journeys, fostering a love for exploration and discovery.

Families, you're invited too! Explore our collection of parenting and instructional books available for checkout. We believe in creating a collaborative learning environment that extends beyond the classroom.

Our goal is for each child to have two books in their possession. To maintain a vibrant circulation and instill a sense of responsibility, we issue overdue notices periodically. Fines are applied in cases of damaged or lost books. If your student receives a fine, please work with our financial secretary.

Lost and Found

All personal belongings should be labeled with your child's name before being brought to school. Check our lost and found bin immediately if an item is missing. You can find this bin in the hallway by the cafeteria. Items not claimed from the lost and found are given to charity at the end of each month. Small items such as jewelry, coin purses, watches, keys, and eyeglasses are kept in the school office.

Lunch

There is no charge for breakfast and lunch for students in the 2025-26 school year (not including the snack cart items) due to the passage of the Healthy School Meals for All law (2023).

Prepayment into your child's account for snacks can be done weekly or monthly. Please use the Internet SchoolCafe system to view the menu options and add optional money for a-la-carte items. You will need to create your own account.

- www.schoolcafe.com/JEEFCOSD.

Mandatory Reporting of Child Abuse and Neglect

In accordance with Colorado law, all school staff are mandatory reporters. This means that any employee who has reasonable cause to know or suspect that a child has been abused or neglected is legally required to report it to the appropriate authorities immediately. Reports must be made to the county Department of Human Services or local law enforcement. The safety and well-being of our students is a top priority, and we are committed to complying fully with all mandatory reporting requirements.

Messages & Item Drop-Offs

Messages from home are for emergencies only and must go through the front office. Teachers do not check email during instructional time, and messages may not reach students until the end of the day. Please make after-school plans with your child before arrival or after the 2:35 p.m. dismissal. Emergency item drop-offs

should be placed on the cart inside the front door and clearly labeled with your child's name.

Modified Contact Days

Each year, Patterson International schedules Modified Contact Days, and the dates can be found on the school's website. These days are created and approved by the Jeffco School Board to allow teachers to administer one-on-one standardized assessments, some of which are required by state law. Teachers work the entire day assessing students by pre-arranged appointment. Some teachers may also choose to use this day for additional focused instruction of individuals or small groups. You will receive specific information from your child's teacher.

Personal Items From Home

Students are not allowed to bring expensive or disruptive items to school. These items may include, but are not limited to, electronics, stuffed animals, trading cards, and/or toys. Students may have permission to bring these items on special occasions per teacher's direction.

Patterson International is not responsible for lost or stolen items.

- First offense: The student must keep the item in their backpack for the rest of the day.
- Second offense: A parent/guardian must pick up the item from the office.
- Third offense: The item will no longer be allowed at school.

Pets

As a respect and courtesy to our students and staff with severe allergies and phobia of animals we ask that pets remain at home and not come onto school grounds. This applies for before school, after school, and any school-wide function. Pre-approved or certified service animals are always welcome.

Professional Development

- Calendar
- Structure
- Expectations and requirements included in JCEA agreement

Report Cards and Conferences

Quality education requires close and open communication between parents, teachers, and students. Formally scheduled conferences will be held twice a year,

and report cards will be sent home three times a year. Please contact your child's teacher or the principal, for concerns as needed.

Parent Teacher Association (PTA)

PTA is a vital part of Patterson and helps to improve the quality of life and education for our children. We encourage all parents to get involved. For more information call the school or visit their website.

- [PTA website](#)

Safety procedures

Safety is our top priority. We follow the Standard Response Protocol (SRP) to ensure consistent, clear responses during emergencies. Additionally, students are encouraged to use Safe2Tell to report any safety concerns confidentially. Together, we create a secure and supportive learning environment.

- [Standard Response Protocol \(SRP\)](#)
- [Safe2Tell](#)

School Celebrations

To help promote a healthy lifestyle from an early age, Patterson will follow a 75%/25% policy for all school-related celebrations. This means that 75% of the food at any event should be healthy while 25% can be "unhealthy." Balance is one of the IB profiles, and we strongly believe that this balance needs to be found in all we do, including parties. Please be aware that some students have food allergies. Check with your child's teacher before bringing snacks and food.

Remember, these are community events and should be treated as such. If there are concerns about a student's safety or appropriateness for a party, have a conversation with administration to see about options and support or suggestions available.

Specials

Children will attend Art, Music, and Physical Education classes on a rotation schedule. This schedule will be provided to the students and staff. Please contact your child's teacher with questions. On P.E. days, please have your child wear recommended footwear for safety purposes. When in doubt, have your child bring athletic shoes! If a child is to be excused from regular P.E. class, a note of explanation should be sent to the physical education teacher and the Health Aide.

Staying After School

If your child is required to stay after school for more than 10 minutes, you will be notified by their teacher.

Suspension and Expulsion

The following offenses are subject to immediate referral to the office and may result in suspension and/or expulsion from school and/or referral to law enforcement:

- verbal or physical injury caused to another student
- use or possession of illegal drugs or alcohol or other dangerous material
- stealing, vandalism, disruptive
- possession of weapon(s)
- violation of the district's policies relating to unlawful discrimination, harassment, sexual harassment and ethnic intimidation.

State Standardized Testing

It is important to have all students present at school during state standardized testing so they can successfully complete the required assessments. There will be no interruptions in the classroom during testing, including late arrivals. If you have any questions about any testing, please contact your child's teacher or the office.

Technology

Technology allows students to create, collaborate, and think critically in an ever-evolving digital world. Our goal is to develop ethical digital citizens by supporting both media consumption and creation.

- The Digital Teacher Librarian (DTL) uses Common Sense Media resources monthly, with teachers extending learning in classrooms.
- 1st-6th grade students receive district-owned devices, while kindergarteners use school-owned devices. These are assigned for four years to promote responsibility.
- If a device is damaged, families should report it promptly to the student's teacher.
- Student safety is a priority—we use Securly to monitor and guide online activity.
- Families can use SecurlyHome to oversee device use at home.

By integrating technology responsibly, we ensure a safe, productive, and engaging learning environment.

- [District Technology Policies](#)

Volunteers

Children love to see parents and grandparents involved in their education. We welcome volunteers in classrooms, the LMC, and on field trips. All volunteers must attend a training session, clear the background check, be briefed on emergency procedures, and sign the confidentiality paperwork. Sessions will be held throughout the first semester and will be added to our calendar website as they are scheduled. All volunteers must follow all current health protocols (including wearing a mask if asked) while on the premises. Call the office for more information. Teachers will contact you directly about volunteering for field trips.

Walkie Talkie Protocols

Radios are for quick, safety-focused communication so we can respond immediately when students or staff are at physical or medical risk.

Use the radio for:

- Behavior support: student is physically unsafe
- Mental health support: students are in crisis and safety is a concern.
- Medical support: immediate medical help is needed.
- Other emergencies: unsafe visitors, playground incidents, or urgent safety issues.

How to Communicate on the Radio

Use clear, common language, Add a brief description of the concern (no student names).

Examples:

- “This is Ms. Rubin. I need behavior support in my classroom. Student is throwing objects and won't stop”
- “This is Mr. Brinster. I need additional behavior support in the hallway near Music. My kindergarten runner is attempting to leave the area, headed towards the library”
- “This is Ms. Smiley. I need mental health support in my classroom. Student is in the calm corner but escalating.”

– “This is Ms. Joseph. I need medical support on the playground. Student fell and is not getting up.”

General Expectations

- Keep radios on and accessible during the school day.
- Classroom teachers keep volume mute until needed; responders keep volume up.
- Move extended conversations to Channel 2.