



IRVING
ELEMENTARY SCHOOL
Unity Through Diversity

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Dear Parents,

On behalf of the staff, I extend a welcome to all the families who have joined or have returned to the Irving School community for the 2020-2021 school year. The end of last year was a difficult time for our community and our world. We are excited to get back to in-person instruction!

Central to Irving School's mission is our intent that all children - regardless of race, religion, or nationality - will receive a quality education in an atmosphere that is fair, safe, intellectually stimulating, and characterized by high academic standards. We recognize that we are a nation of many peoples, many cultures, and many histories - all worthy of respect, study, and celebration. Therefore, we strive to open our students' education and their minds to the diversity of our country and of our world.

From its founding 81 years ago, Irving School has been staffed with caring, effective professionals who work closely with parents. We will continue this strong tradition of parent-teacher collaboration.

This promises to be another amazing year. Over the years, Irving School staff, students, and parents have built a strong instructional program and a friendly, positive school community.

We want you to be actively involved in your child's education. Our teachers and I welcome the opportunity to answer your questions and to hear your concerns and consider your suggestions. Also, we urge you to join our Irving parents' organization, Parents of Irving Children (PIC) by attending monthly meetings and by participating in PIC programs and activities. Together, we will continue to maintain a positive and supportive school environment for your children.

I am looking forward to a great year at Irving School.

Respectfully,

Jennifer Westphal
Principal

Irving Elementary Parent Handbook

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IRVING SCHOOL OFFICE HOURS and TELEPHONE NUMBERS

In order to better serve you and your children, we ask you to use the following phone numbers when you call Irving School between the hours of 7:30 and 9:00 A.M. Please use the Irving voice mail system whenever possible.

Call:

* **522-6565** if you are reporting your child absent or tardy. You will encounter a message at this number until 9:00 A.M.

* **522-6600** if you have a routine message that can be delivered before noon.

After 9:00 A.M., please call **522-6600** to leave messages or to talk to the school staff.

Irving Mission Statement

The Irving School community dedicates itself to helping each child become an academically successful and socially responsible citizen by providing quality instruction, support and time. To this end, we work together in a respectful, nurturing manner to create a safe environment that embraces children and families of many cultures and nationalities. Through challenging learning experiences across the curriculum with an emphasis on literacy and scientific inquiry, we focus on studies of our local environment as a model for understanding the wider world.

We believe the following about...

Citizenship/Responsibility/Respect:

- Positive citizenship requires appropriate social skills.
- All children have the right to learn in a physically and emotionally safe environment.
- All people need a positive, safe, environment where growth and risk-taking are encouraged.

The School Community:

- Diversity of opinion and a variety of teaching styles are encouraged while being accountable to district goals and instructional practices.
- A variety of parent and community partnerships are crucial to student success.
- Our schools and classrooms must be small and accessible enough to allow personal communication among parents, teachers, students and community members.
- Effective schools are open to current information and different perspectives about practice and are willing to make changes in response to that information.

Learning/Teaching:

- Learning has meaning when it is actively experienced, personal, and applied.
- Excellence in teaching is necessary to achieve excellence in learning.
- Children learn at different rates and must be challenged to learn at their appropriate instructional level.
- Wonder, excitement, and curiosity are key components of learning.
- Good teaching requires sustained lifelong learning by teachers.

Curriculum:

- Citizens in a democracy must be capable of engaging intelligently and ethically in informed decision making in matters of public concern.

- People must think logically and creatively and use various modes of inquiry to solve problems and make sound decisions.
- Scientific content, processes and their application provide common ground for explaining our world.
- Our community is the initial place for learning about all places.
- Experiencing the arts fosters aesthetic, creative, and cognitive growth.
- Every student must study world systems, cultures, and languages in order to ensure mutual respect and understanding for his/her place in the world.
- Children learn best when curriculum connections are made in a meaningful way.
- Listening, speaking, reading, writing, and mathematics are the essential foundation for successful students.
- People must be prepared to live in and adapt to an increasingly technological world.

PARENTS OF IRVING CHILDREN (PIC)

All parents of Irving School students are members of PIC. The goals of PIC include the following:

- 1) To create a community, which includes students, parents, families, teachers, and administrators, by encouraging better communication and involvement of parents in the school.
- 2) To assist in the identification, planning, and coordination of the students' educational and social programs, projects, and activities.
- 3) To help develop an awareness among parents of the patterns of growth and development of students.

PIC maintains a volunteer file of parents willing to help out with various projects. More help is always needed and welcomed. You will be contacted by our Parent Volunteer Coordinator.

Parents are urged to attend PIC and participate fully in the life of Irving School. PIC meets as announced at Irving School, usually the third Tuesday of every month.

PIC OFFICERS 2020-2021

OPEN
Co-President

OPEN
Co-President

Lynsey Peek
Treasurer

WHERE DO I PARK WHEN I COME TO SCHOOL?

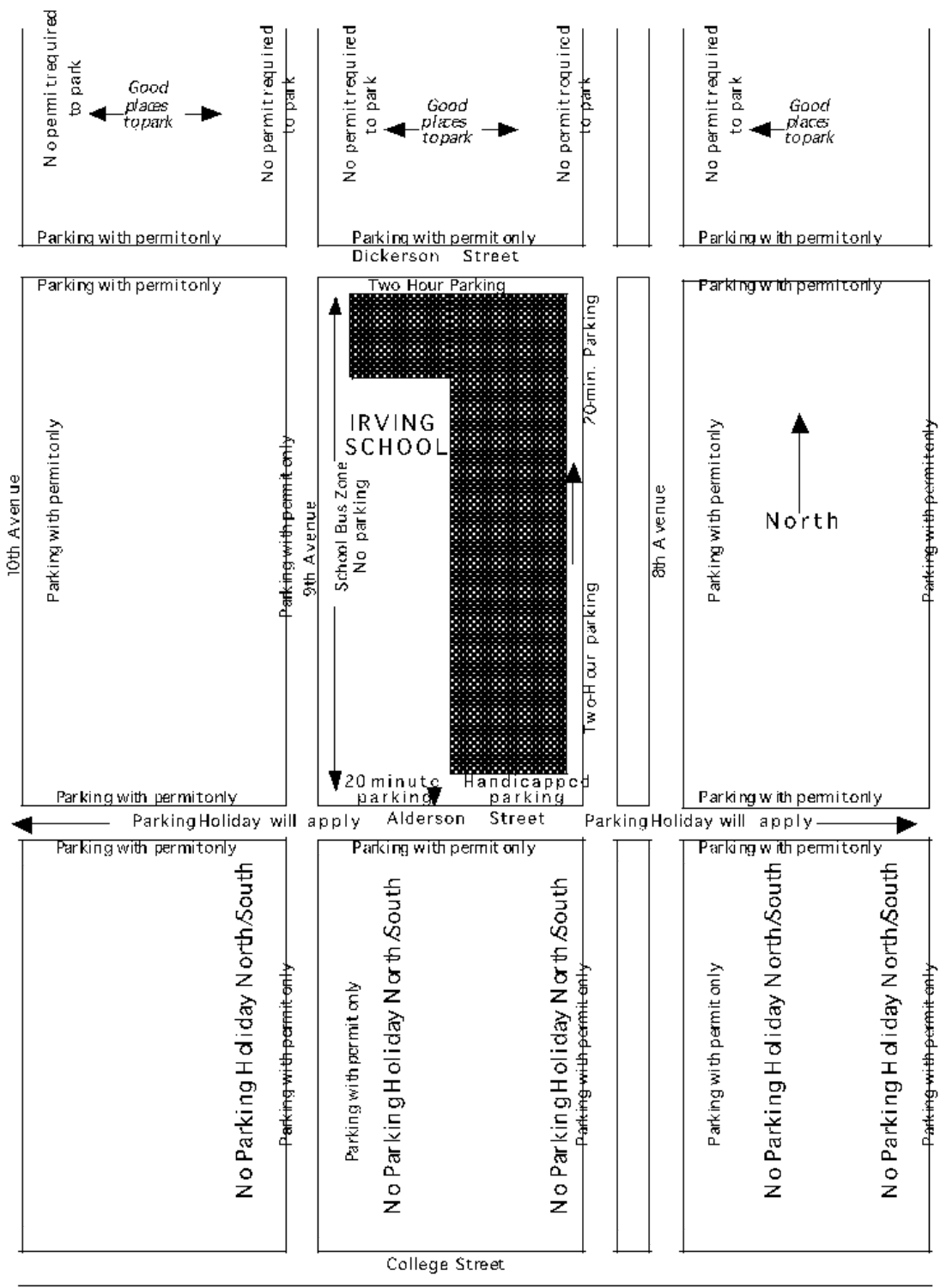
You will quickly notice that many streets around Irving School are posted “Resident Parking Only - Permit Required.” Irving School is in the MSU Residential Parking District (RPPD) which is an attempt to reduce serious parking congestion on the streets in the area immediately surrounding Montana State University. On weekdays (Monday through Friday, excluding holidays, from 8:00 AM to 5:00 PM.), parking within this area will be by permit only. All other hours, the general public is welcome to park in the area.

What are Irving parents to do when they want to visit the school? Irving School parents have several parking options:

- (1) On special days or events such as parent-teacher conferences, the principal obtains a special parking dispensation (a “Parking Holiday”) from the Bozeman Police Department which will allow parents to park within the RPPD without a permit. Watch for announcements of these “Parking Holidays” in the Monday Memo sent out weekly. I have asked the Police Department to declare a parking holiday during the first week of school for convenience of parents, particularly those of kindergartners. Morning drop off and afternoon pick up times are also parking holidays for the permit only parking areas 8:00am-8:30am (M-F), 3:00-3:30 (M-F).
- (2) Parents may park without a permit on both sides of 8th Avenue *north* of Dickerson and *south* of Alderson.
- (3) Parents may park without a permit on 9th Avenue north of Dickerson.
- (4) Parents may park for two hours on the south side of Dickerson between 8th and 9th Avenues, and on the east side of Irving on 8th.
- (5) Parents who must visit the school for teacher conferences etc. or who are doing volunteer work at Irving School may sign out a temporary visitor’s parking permit at the Irving school office. This visitor’s pass will allow them to park within the boundaries of the RPPD for the time that they are in the building. At the conclusion of their visit, the parent will return the pass to the office.

PLEASE NEVER PARK IN THE “NO PARKING” BUS ZONES ON THE INSIDE CURB OF THE SOUTH (ALDERSON ST.) AND WEST (9TH AVE.) SIDES OF THE IRVING SCHOOL BLOCK.

Consult the parking map on the following page



MSU

THE IRVING SCHOOL STAFF

PRINCIPAL JENNIFER WESTPHAL

SCHOOL SECRETARY CLAUDIA LEAKE

CLASSROOM TEACHERS

KINDERGARTEN APRIL STRUCKMAN, BETH WERTMAN

FIRST GRADE ALENA CHACON, KATHI TULLIS-GRANT

SECOND GRADE SUSAN NICKELSON, EVELYN YBARRA

THIRD GRADE TRACY AYLES, MATT RABINSKY

FOURTH GRADE SAMANTHA PARENT, RUTH CARR

FIFTH GRADE PETER STRAND

INSTRUCTIONAL SUPPORT TEACHERS, SPECIALISTS AND STAFF

ENGLISH LANGUAGE (EL) ELLEN GUETTLER

HEALTH ENHANCEMENT JONNY MORRIS

LIBRARY MEDIA SPECIALIST JUDY MCKENNA

MUSIC/BAND JENNIFER MURPHY

ORCHESTRA BAERBEL PAFFORD

INTERVENTION KRISTIN DANTAGNAN

SPECIAL ED ROOM AMY DEFRANCE

SPECIAL ED ROOM STEPHANIE LARGESS

AWARE LINDSEY HURLEY/JUANA MACIAS

PSYCHOLOGIST PAM HALL

COUNSELOR ELIZABETH JAMES

SPEECH/LANGUAGE PATHOLOGIST LISA SAMARDICH

RESOURCE ROOM AIDE ANNE GUNSELMAN

RESOURCE ROOM AIDE SARELLE DAVIS

RESOURCE ROOM AIDE OPEN POSITION

DISCRETIONARY AIDE BRANDY MAHURIN

DISCRETIONARY AIDE CHRIS SHERWOOD

LUNCH AIDE MARGARET MORRISON

LUNCH AIDE CHRIS SHERWOOD

LUNCH AIDE BEVERLY DODMAN-MOSBACK

LUNCH AIDE BRANDY MAHURIN

CROSSING GUARDS RHONDA BORLAND/EMMA ROBERSON

PARENT AND FAMILY SUPPORT STAFF

PARENT LIAISON/CAP VOLUNTEER COORDINATOR DEBRA DEBODE

CUSTODIAL, BUILDING MAINTENANCE, FOOD SERVICES STAFF

HEAD CUSTODIAN STEVE TOLO

EVENING CUSTODIAN OPEN

SCHOOL COOK CHRIS MEADE

FOOD SERVICE CASHIER CAROL NEIBAUER

AFTER SCHOOL PROGRAM STAFF

AFTER SCHOOL CARE COORDINATOR CHRISTINE NEUMEIER

AFTER SCHOOL AIDE OPEN POSITION

AFTER SCHOOL AIDE OPEN POSITION

AFTER SCHOOL AIDE MARGARET MORRISON

AFTER SCHOOL AIDE LIZ GRITZMACHER

AFTER SCHOOL AIDE MARIANNE MARCHETTE

BUS TRANSPORTATION

School bus transportation is free to children who live beyond the established bus boundary areas. Children living within the transportation boundary areas may ride on a fee basis of \$45/year one way and \$90/year both ways. Refer to the information packet mailed to you by the District Transportation Office for details of the bus transportation policy and the free/pay bus boundaries.

Students may not ride buses other than the one for which they have been assigned.

It is the responsibility of parents to notify the transportation services office of changes in drop-off/pickup locations due to a change in address.

PARENTS PLEASE TAKE NOTE: On days when the school buses do not run in the morning - usually because of extreme weather conditions - they also do not run in the afternoon. So if the weather forces the buses to be canceled in the morning, and your child attends school, you must arrange for his or her transportation in the afternoon. Bozeman radio stations will make announcements regarding delayed or curtailed bus services.

CROSSWALKS

If your children walk to school, please have them use the crosswalks listed below. In previous years, there have been many reports of children deliberately avoiding the crosswalks, jaywalking, and taking dangerous routes to school. If at all possible, please escort your primary grade (K-2) children to and from school for the first few school days to acquaint them with the crossing guards and the safest routes to school.

Currently, we have only one consistent guarded crosswalk. If you wish to volunteer to guard or would like to apply for the position, please contact Claudia Leake at the main office.

The guarded crosswalk, the guards, and their assigned times are as follows:

Guarded Crosswalks:

Dickerson & Alderson
8th & Alderson

Guarded Crosswalk Times:

A.M.: 7:35 - 8:20 (M-F)
P.M.: 3:00-3:30 (M-F)

IRVING SCHOOL POLICIES

IMMUNIZATION REQUIREMENTS

Mandatory school immunizations are required at all grade levels in accordance with MCA 37.114.702. In order to register for school parents/guardians are required to supply their children's immunization records. All students provide documentation of immunization qualified for conditional attendance or possessing a medical or religious exemption as outlined in 20-5-4054 MCA.

STUDENT RELEASE PROCEDURES

If, for any reason, a student must leave school, it is required that the parent or guardian send a note or call the office stating the time and the reason why the child is to be excused. *The school will not release children to any persons except those indicated on the registration card.* **THE PRINCIPAL WILL NOT PERMIT ANY CHILD TO LEAVE THE SCHOOL PREMISES WITH AN UNIDENTIFIED PERSON.**

ABSENCE FROM SCHOOL

Regular attendance is necessary for success in school. However, students should not come to school when their attendance might be detrimental to their own health or that of others. Call the school before 9:00 A.M. at 522-6565 if your child is going to be absent. If a call is not received, you will be called in regard to your child's absence.

More than ten absences during the course of one school year is considered excessive and will result in action by the principal in accordance with the Bozeman School Board Policy, Grades K-8. (#3123).

Pupils are considered tardy if they are not in their rooms by 8:15. To compensate for loss of time and instruction, frequent latecomers may be expected to make up lost time. If a student is frequently tardy, the homeroom teacher or school secretary will call the parents and a letter will be sent to the parents/guardians. ***When a student arrives after 8:20am, the parent/guardian must walk the child into the front office and sign him/her in on the office clipboard.***

REMOVAL OF STUDENTS DURING SCHOOL HOURS

Removal of students from school during the school day must follow the following Bozeman School District Board policy and procedures

The Board recognizes its responsibility for the proper care of students during school hours. Students shall not be removed from school grounds, any school building or school function during school hours except by a person duly authorized in accordance with district procedures. Before a student is removed or excused, the person seeking to remove the student must present to the satisfaction of the superintendent or principal evidence of his/her proper authority to remove the student. A teacher should not excuse a student from class to confer with anyone unless the request is approved by the principal. The superintendent is directed to establish procedures for the removal of a student during school hours.

Adopted: 11/24/86

Removal of Student During School Day- General Information

Schools must exercise a high order of responsibility for the care of students while in school. The removal of a student during the school day may be authorized in accordance with the following procedures:

1. Law enforcement officers, upon proper identification, may remove a student from school as provided in 2441P or 4410P.
2. Any other agencies must have a written administrative or court order directing the school district to give custody to them. However, SRS employees of the Department of Public Health and Human Services may take custody of a student under provisions of 41-3-301 M.C.A. without a court order. Proper identification is required before the student shall be released.
3. A student shall be released to the custodial parent. When in doubt as to who has custodial rights, school enrollment records must be relied upon as the parents (or guardians) have the burden of furnishing schools with accurate, up-to-date information.
4. The school should always check with the custodial parent before releasing the student to a noncustodial parent.
5. Prior written authorization from the custodial parent or guardian is required before releasing a student into someone else's custody unless an emergency situation justifies a waiver.
6. Police should be called if a visitor becomes disruptive or abusive.

K-5 Student Release Procedures

Student release during the school day, including lunch Procedures and expectations:

1. An adult picking up a student must first check in at the office and sign the student out.
2. An adult other than custodial parent must be authorized through one of the methods listed below:
 - a. Listed in PowerSchool or on school emergency cards as an authorized adult
 - b. Is an adult authorized by the parent by way of a note or phone call
3. An authorized adult not known to school staff will be asked to provide identification. Unauthorized adult - parent is called to ensure permission.
4. Unable to verify the adult - student is not released.
5. During recess, no student is allowed to leave with an adult directly from the playground. Parents or authorized adults must check the student out from the office.
6. In all cases above, adults not known to school personnel will be asked for identification.
7. Staff members who observe adults in the school or on school property will approach those individuals to verify their legitimate presents at school.
8. Individual schools may have additional procedures that do not contradict the procedures above. See Sign In/Sign Out below.

SIGN IN / SIGN OUT

Parents are required to sign out their students at the Irving Office before taking them out of school before the end of the school day. If parents bring their students back to school before the end of the school day, they are required to sign them back in. Only parents or guardians of students may take them from school before the end of the school day. **The sign out sheet is located on the secretary's desk topper.**

CUSTODY ARRANGEMENTS

A noncustodial parent, who is not barred or otherwise restricted from access to his/her children by legal documents filed in the child's cumulative school folder, has the same rights of access as the custodial parent to the child during school hours. In order to comply with restraining orders and custody arrangements barring access to the child by one parent, the principal must have the appropriate legal documents on file in the child's records.

In October and April, we schedule one parent-teacher conference for each Irving student to which we invite both of the student's birth parents. In addition, we will send copies of their children's quarterly report cards to noncustodial parents. Though not required, noncustodial parents are asked to send four self-addressed, stamped envelopes for this purpose to Irving School. We expect that birth parents no longer living together in the same household, will work out arrangements to ensure regular and full communication regarding their children's school career.

MESSAGES FOR STUDENTS

Because the number of phone messages to students and teachers has become so excessive, we will no longer deliver them to students after 2:30 p.m. unless they are of an emergency nature. Reminders of doctor and dentist appointments and music lessons will no longer be taken at all. Please remember to discuss your after-school plans with your children before they come to school in the morning. **If you have a change of plans during the day and are unable to notify the office before 2:30, it will be your responsibility to inform your child personally when school is over. Please do not involve the office in making these arrangements.**

MAKEUP WORK

Teachers often do not have enough planning time during the school day to prepare makeup work for your child on the day that you request it. Instead, plan ahead by notifying your child's teacher at least three days before you take your child out of school for doctor appointments, vacations, etc. If the child's absence is unanticipated, call the office early in the morning for makeup work. If your child's teacher has any planning time during the day, he/she usually will be able to provide some makeup work for you to pick up at school around 3:30 P.M. Please pick up all homework *after school* in the *Irving office*. Remember, makeup work is no substitute for attendance at school.

ILL CHILDREN

At Irving School, the health and safety of your children take priority even over their academic progress. However, Irving School has neither an adequately supervised sick room nor a school nurse in residence to care for sick children. Children learn better when they feel well. [Here](#) are common recommendations to help you when you need to make decisions about your child's health care needs.

Because it is our responsibility to prevent our students from contracting communicable diseases transmitted by sick children, we ask parents to keep their sick children at home during the infectious stages of their illnesses. Keep your child at home under your care when he or she is running a fever (even a low-grade fever), has a hard and persistent hacking cough, is nauseous or vomiting, or is weak and listless. If your child comes to school displaying the symptoms of the infectious stages of some communicable disease, the staff will call you and request that you take your child home - unless, of course, you have a note from a physician stating that your child is not infectious and has the stamina to benefit from school attendance.

We will keep a child in from recess for up to two days if we have a current, written instruction from a physician to do so. However, our general rule is if a child is too sick to go outside for recess, the child is too sick to be at school.

Children learn better when they feel well. [Here](#) are common recommendations to help you when you need to make decisions about your child's health care needs.

INJURY OR ILLNESS AT SCHOOL

If your child becomes ill or sustains a minor injury at school, the classroom teacher or the school secretary will call you and ask you to take your child home. You may make the decision to pick up your child at school or allow your child to walk home. However, no child will be allowed to walk home if, in the school's judgment, the child is too ill, lacks the good judgment to get home safely, or will go home to an empty house.

On those very rare occasions that a child is seriously injured at school, several things will happen simultaneously: the staff will administer first aid, and they will contact you, the fire department, and Halls Ambulance Service. The EMTs of Halls Ambulance Service will determine if the child will require emergency transportation. If you are at the scene of the accident, you may refuse emergency transportation for your child. If you refuse or if the EMTs determine that emergency transportation is not required, Halls will not charge you.

MEDICATION

The school cannot administer any medicine to students. If any medicine must be given to a student, the parent is responsible for stopping by school and giving the medicine. In some cases, special medication arrangements will be made for children whose medical conditions limit their educational opportunities. Under those circumstances, we formulate a special health plan that will outline the school and the parents' respective responsibilities in giving medication. Please read the Medication Policy outlined in the School District Policies of the handbook.

EMERGENCY EVACUATION

In the event of a bomb threat, earthquake, fire or civil emergency that requires an evacuation of the Irving School building, students will be evacuated to the Willson School at W. 404 Main between College and Alderson. Parents may pick up their students at this location after signing a Student Release form.

RECESS POLICY

Children should dress properly for inclement weather, i.e., boots, mittens, hats, warm jackets or coats. As a rule of thumb, outside recess may be canceled when the temperature (including the wind chill factor) is lower than +10 degrees Fahrenheit. Furthermore, students that are healthy enough to attend school are healthy enough to attend recess – unless a doctor's note is presented to the teacher and main office. Parents and younger siblings are not allowed out at recess.

PETS

Due to allergy and safety issues, pets **are not allowed** on the Irving Campus.

VISITORS

Adult visitors are required to use our Raptor digital check in system located in the front office when visiting Irving. Please bring your driver's license the first time you use the system. All subsequent visits just require a simple check-in. All visitors must check in with the front office.

Visits by children not officially enrolled in Irving School are not allowed. Extended visits by these children pose both academic and legal problems and are regarded as a babysitting service. Please do not ask to have your child's school-age friends, relatives, or visitors attend school with them.

CLOTHING, LABELS, LOST AND FOUND

All clothing and equipment should be plainly marked with name, tapes or ink.

Unclaimed clothing and articles are kept in the lost and found. Check school lost and found for lost articles. The lost and found is located just outside the library. Unclaimed clothing will be disposed of periodically throughout the year.

DRESS CODE

Irving School abides by the district's dress code policy. All students are asked to come to school appropriately dressed for learning and for the weather. Standards of appropriate dress shall normally rest with the students themselves and their parent/guardian. Appropriate dress will also be left to the discretion of the classroom teacher. Any article of dress or adornment that is distracting to learning is not acceptable. Furthermore, it is school policy that no student, while at school, may wear any article of clothing that advertises or promotes alcohol, tobacco, or drugs. Articles of clothing which display lewd or coarse language or pictures are similarly prohibited. If your child comes to school in dress deemed inappropriate, we will call you to bring to school more appropriate clothing into which the child can change.

Students should dress according to the weather. All children need boots, mittens, hats, etc. during the cold months. We do go outside when there is light rain, so children should dress accordingly. During our few months of warm weather, shorts are acceptable.

The following guidelines will be enforced:

- Appropriate footwear for Health Enhancement (P.E.) classes and that is not a safety hazard (flip flops are discouraged as students can easily stub their toes, etc.).
- Students must also cover all private parts and are not allowed to cover their face to the point they can't be identified.

These guidelines are not intended to limit the right of the building and/or district administration to establish rules or restrictions regarding other paraphernalia or dress that disrupts or threatens to disrupt the learning environment of any school. If there is a disagreement between students and/or parents/guardians and the staff regarding the appropriateness of clothing or other paraphernalia, the principal will use his/her discretion to make the final decision.

BICYCLE POLICY

Irving School recommends that all children riding bicycles wear a helmet and follow the bicycle safety rules used in the city of Bozeman. We also recommend a bike chain and lock for your child's bike. Please lock bikes only to the bike rack, not to trees or handrails. The Irving School staff will not accept responsibility for lost, stolen, or damaged bicycles.

FIELD TRIPS

Philosophy: The district recognizes that field trips, when used as a device for teaching and learning, are integral to the curriculum and are an educationally sound and important ingredient in the instructional program of the school. At Irving School, it is our belief that learning has meaning when it is actively experienced, personal, and applied, and that our community - natural and human designed - is the initial place for learning about all places. Therefore, both day and overnight field trips into the surrounding community and the Gallatin River watershed are integral to our K-5 program. All field trips are designed in accordance with school board policy (2320 & 2320P)

Field trips and parental permission: At Irving School, trips beyond the school grounds generally fall into three categories:

(1) Relatively brief walking excursions of no more than an hour into nine square block area of the immediate Irving neighborhood. You will be notified of these trips by teacher note; but you will not be required to sign a note giving your child permission to participate.

(2) Field trips of longer than an hour, walking trips in which your child's class goes beyond the immediate Irving neighborhood, or trips of a school day or less in duration that require bus transportation. You will be asked to sign a field trip permission form, indicating your consent to your child's participation and allowing Bozeman School district employees or volunteers in charge of your child to obtain all necessary emergency medical treatment in the event your child is injured.

(3) Overnight field trips: These trips require the approval of both the principal and the assistant superintendent. They generally are limited to the 3rd, 4th, and 5th grades, and require parental signature of field trip permission form. Parents will be notified well in advance of any such trips and generally are involved in the planning.

Adult and parent chaperones and volunteers. Adequate supervision of elementary grades field trips generally is defined as one adult supervisor for every ten students. Therefore, these trips require that parent and other adult volunteers supplement the supervision of the classroom teacher. We greatly appreciate the donation of time and energy given by our parent volunteers. We require the following of all parent and adult volunteers:

(1) Any parent wishing to volunteer must fill out the volunteer permission form, Policy#5430F1, and have that form on file in the main office.

(2) Volunteers must supervise for the full duration of the activity. Volunteers must let the teacher know if they wish to ride the school bus or walk with the class, or if they will meet the class at the field trip site.

(3) Volunteers must stay with the assigned group of students at all times. Any changes in the composition of the group or the supervisors of the group must be approved by the teacher.

(4) Volunteers should help students in their assigned group be successful learners, whether this involves listening politely to a speaker, participating in an activity, or getting along with others.

(5) Volunteers must make arrangements to leave younger siblings, preschoolers, and infants at home or at school. All of a volunteer's energies and attention must be given to the students whom he/she is supervising.

(6) No pets may be brought on any field trip.

(7) Volunteers must let the classroom teacher know as soon as possible if their plans change.

BIRTHDAYS, CELEBRATIONS AND INVITATIONS

Birthdays are exciting events for children and parents. Here's how we celebrate these special events in our schools: .

- We welcome parents, grandparents, other family members or special friends to visit the classroom to read a book to the class. It can be a special one that the child has picked out or one that the reader has chosen. Please contact your child's teacher to arrange a time that is suitable for you both.
- Purchase a gift for the classroom, wrap it and the teacher will have your child unwrap the gift and share it with the class. Examples are a puzzle, book, or game for the classroom. Contact the teacher for other suggestions for the room. Your child will be surprised and the gift will be used over and over during the year!
- Goodie Bags filled with non-edibles such as: pencils, erasers, stickers, rings, little puzzles, books, small notebooks, crayons, yoyo's, bubbles, balls, etc. would be enjoyed.
- Have your child bring his/her favorite book to be read to the class. Your child or the teacher can read the book.
- Arrange with the teacher to play a game or do a special activity for a few minutes and provide the supplies for the activity.
- Please coordinate in advance with your child's teacher and please remember, ***no food!***

To prevent hurt feelings and other awkward situations, we ask that you please mail invitations to children your child wishes to invite rather than sending them to school for distribution. Your sensitivity and cooperation in finding other avenues for delivery of invitations will be greatly appreciated. Please feel free to use the school directory (if available) to obtain student address/phone numbers. Addresses not listed in the school directory cannot be given out.

PHONE USE (BSD7 Policy [#3630](#))

Students need to ask permission in order to use school telephones. **Cell phone use by staff and students will conform to the principles set forth in the Bozeman Public School Policy [#3630](#).** Cell phone use is discouraged while at school. If it is necessary for your child to have a cell phone at school, please make arrangements with your child's teacher prior to use. If cell phones are brought to school, with teacher knowledge, they must remain turned off and in the child's desk or locker. Permission to use them is at the consent of the teacher.

Parents who choose to provide and/or allow students to possess and use cell phones acknowledge the risk of theft, loss and/or damage if they are brought to school. Bozeman Public Schools are not responsible for lost, stolen, or damaged phones and other electronic devices brought by students to school. Investigations into lost or stolen devices will be at the discretion of the building administrator.

Parents making or receiving cell phone messages while on school grounds are expected to move to a location in the building or outside the school building where their conversation will not be a distraction to the learning environment. Please turn off all cell phones when visiting.

Irving's Cell Phone Policy

Irving does not allow cell phones and other electronic devices to be out and used while on school grounds. These devices must be turned off and inside lockers at all times (or in backpacks before the first bell and after school). These devices include smart watches/Gizmo watches. Tablets, video games, Ipods, etc. should not even be brought to school. We understand the need for some students to have cell phones/watches to be able to contact parents, but while on school grounds, they cannot be used. If you have any questions about this, please see the principal.

LUNCH PROGRAM

Irving School sponsors a hot lunch program and breakfast program. Both breakfast and hot lunch are served in the Irving Gym. Breakfast is served from 7:30 to 8:10 AM

Hot lunch prices for the current school year are located on our bsd7.org website. Snack milk for kindergartners is not covered under the free and reduced lunch program.

Irving School uses "My SchoolBucks," an automated system for collecting money for hot lunches. Parents who want their children to participate in the hot lunch or milk programs must deposit enough money in their children's accounts to purchase at least four hot lunches and/or four milks. Send a check to school in an envelope marked with your child's name.

Only one complete lunch per day can be debited from a student's account: Siblings may not use each other's accounts.

Reduced lunch rates are available for those families with incomes at or below a specified level. If your income is greater than the specified amount, but you have unusually high medical bills, shelter costs in excess of 30% of your income, special education expenses due to mental or physical condition of a child, or disaster or casualty losses, your children may still be eligible. For information about this program call the Business Office at 522-6042.

If you want to eat lunch with your child, please call the Irving Office (522-6600) before 8:45 A.M. on the day of your luncheon date.

HOME ROOM PARENTS

Most classrooms have one or two parents who spend the year assisting the classroom teacher with things such as parties, field trips, etc. They are also called upon to help with some of the Parents of Irving Children (PIC) projects.

Interested parents are encouraged to notify their child's teachers if they are willing to be a home room parent and fill out the proper volunteer form (Policy 5430F1).

SCHOOL LIBRARY

The purpose of the elementary libraries in the Bozeman School District is to support and enhance classroom curricula, provide enrichment in literature, and provide instruction in library use skills

The library is open from 8:15 A.M.- 3:15 P.M. daily. Each classroom has a scheduled time to visit the library for instruction and for library check-out. Students may check out library materials for two weeks. Those items may be renewed. The library is also a learning center where children, with teacher permission, are free to come throughout the day to check out books, complete projects, and access on-line electronic services.

Parents who would like to help out in the library, either on a regular basis, or only occasionally, are urged to contact Judy McKenna, our school library/media specialist. Help is always welcome for filing, shelving, displays, and bulletin boards and clipping magazine articles.

OVERDUE AND LOST BOOKS can cause much confusion and heartache. Our policies are not intended to be punitive. If a child has overdue library materials he/she may NOT check out another book until it returns. If a book is lost, we work with children to encourage them to become responsible library patrons. If a lost and paid for book is found, please return it to the library and we will GLADLY refund your money. We would always rather have the book than the money.

If parents have any questions about overdue or lost books, call the library immediately.

Irving Library houses a collection of about 8,000 titles, including fiction, nonfiction, reference, and biography. An extensive Native American collection, computer software, and access to on-line services are just a few of the highlights. *Students must have signed permission forms on file with the district before they may access any on-line service.* The Librarian will send home permission forms for your approval and signature at the beginning of the academic year. In addition, the fiction collection contains numerous titles that are marked with a "Young Adult" label. Although these books are available to anyone, this label is used as a reminder to parents that, as with many things, there is no substitute for parental supervision.

STUDENT PLACEMENT

Placements of students promoted to the next grade are made in the late spring of each year by the principal. Students are sorted into two heterogeneous classroom groups to obtain a relatively equal balance of students according to gender, achievement, special needs, and participation in special programs. The principal then assigns two teachers at the next grade level to each of these classroom groupings. The principal may examine the groups for any mismatches and will switch students accordingly. For example, students who might not work well together will be put in different classrooms. Furthermore, the principal may consider parent input (see below) and place students in the classroom environment that the parent feels would best suit his/her student if that placement does not detract from the balance of students in either classroom.

Parent observations in classrooms for the purpose of comparing teachers and choosing student placement are not an Irving School policy for the following reasons. First, this practice may not result in the best placement. Second, any competition between teachers undermines staff solidarity upon which the effectiveness of any school is based. Finally, unrestricted parent choice of teachers may result in unbalanced classrooms.

The placement of students in multi-grade classes will follow essentially the same procedure as for placement of students in single-grade classes as per the policy above. The goal is to achieve heterogeneously balanced classes which serve the best interests of students.

*Written parent input is accepted in the form of a preferred classroom environment description NOT teacher request. To be considered during the student placement process, written requests must be turned in to the Irving School Office **on or before August 1** of any academic year.*

SPECIAL PROGRAMS AT IRVING SCHOOL

ENGLISH LEARNERS (EL)

Because of its commitment to educate all children within its boundaries, Bozeman Public Schools has established an EL program at Irving School to accommodate the large numbers of foreign children living in Bozeman. The purpose of EL is to teach the English language to students who cannot benefit from regular classroom instruction because they possess little or no knowledge of English. It is also designed to accommodate Native American children whose first language is not English.

The EL program operates on a pullout model in which the students are taken out of their regular classroom individually or in groups of 2 to 3 to work with the EL Instructor/paraprofessional in a separate location. The goal of the program is to give the children the necessary skills to effectively function in their regular classroom. This "mainstreaming" process can take anywhere from 1 to 3 years, depending on the needs of the individual students.

We are very fortunate that so many children from different cultures attend Irving School. Irving students have the opportunity to see and know children from all over the world. They are learning tolerance, acceptance, and respect for other cultures in an age when cooperation and understanding are crucial for world peace.

INDIAN EDUCATION

The district's Indian Education Program is a federally-funded program that provides educational services such as academic tutoring and cultural support such as Indian culture clubs to over a hundred tribally registered Native American students and families. For more information about these programs, contact Casey Bertram, Deputy Superintendent Technology and Curriculum, at 522-6028.

INTERVENTION PROGRAM

Individualized supplementary instruction for students with weakness in the area of language arts and math is part of the official job description of our Intervention program. Students in the program work daily in the classroom on a variety of activities that help them gain skills and confidence in their reading, writing or math. Irving's Intervention program uses a combination of inclusion and limited pullout approaches to help children achieve academically. The Intervention staff works closely with the classroom teachers and parents in order to achieve these goals.

Students are chosen for the program on the basis of teacher and/or parental referral, reading and math test scores, and any additional relevant data. Parents are notified of their child's needs for Intervention services, and have conferences with the Intervention teachers during the year.

MULTI TIERED SYSTEM OF SUPPORT (MTSS)

MTSS is an initiative that supports general education school improvement goals. It is intended to help as many students as possible meet proficiency standards without special education. MTSS unifies general, gifted, and special education programs in order to benefit students through greater continuity of services, and it is focused primarily on effective instruction to enhance student growth. Examples of MTSS are the workshop teaching model, the collaborative teaching model, centers based instruction, walk to programs and pull out small groups.

PARENT LIAISON PROGRAM

The ability of parents to communicate and solve problems with schools and the ability of schools to engage parents as partners directly impacts the child's ability to succeed. The goal of the parent liaison program is to serve as the link between home and school to facilitate the development of this critical relationship.

The Irving School Parent Liaison is a professional who works as part of a school team to establish positive and productive communication between parent and teacher, parent and other school staff. Parent liaisons build relationships with parents, which focus on the positive attributes present in every family and on the parents' critical role in their child's success. Our Parent Liaison also assists parents in accessing community resources, provides emotional support for parents dealing with complex issues, assists parents in developing effective parenting techniques, establishes positive learning environments for children and encourages parental involvement with schools. Liaisons support teachers by making them aware of the challenges parents face and assist teachers in finding the most effective approach to engage parents.

CHILD ADVANCEMENT PROJECT (CAP)

The primary goal of the Child Advancement Project (CAP) is to provide one-on-one mentoring for students in our local schools with the objective of enhancing their academic and/or social skills. CAP has been a part of the Bozeman Public Schools since 1990.

Most students are referred to the program by their classroom teacher or by other school personnel; some are referred by their parents. The mentors are volunteers who are recruited, screened, and trained by CAP staff. A team consisting of the referring teacher, school principal, CAP staff, and other appropriate professionals reviews the goals set for each student and determines how best to achieve those goals. Care is taken in matching the student with a mentor who can best help that student achieve his or her potential. The student/mentor team meets at school weekly for the entire academic year.

SPECIAL EDUCATION

Irving School features a resource room and a multi-categorical special education room designed to accommodate students with special learning needs. Students are admitted to the program if it is determined by an interdisciplinary team that the student's need cannot be met by accommodations in the regular classroom. Referrals for evaluation are made by teachers, parents, or other concerned individuals. Parent rights pamphlets are available at the school or from the Special Services office at Willson School.

Services provided depend on the individual needs of the student.

PSYCHOLOGICAL AND COUNSELING SERVICES

Psychological and counseling services at Irving are provided through both group and individual sessions. The purpose of the program is to provide education and not therapy. Students may participate in social skills groups, a drug prevention program, or in specialized groups designed to help children deal with divorce, loss, low self-esteem, poor study skills, or social problems.

The psychologist and counselor provide individual counseling to students. The psychologist and counselor are trained to intervene in crisis situations or to help determine the most appropriate referral for therapy. Additional counseling may be available through a cooperative training program through Montana State University.

The parent or teacher may make referral to these programs. Group participation requires signed permission from the parent.

Students in elementary school are at a stage in development that requires them to confront many tasks. We believe, in order to discover and to understand one's place in the world, those connected to Irving Elementary School need to:

- Learn to work respectfully as a diverse group striving toward common goals
- Make an enthusiastic commitment and passion for life-long learning
- Utilize and be aware of valuable resources such as youth, parents, teachers, administrators, and others in the community
- Build a positive self-concept and an awareness of one's abilities, aptitudes, interests, and limitations
- Learn to live a productive, caring and healthy lifestyle by being kind, safe, respectful, and responsible
- Create and encourage innovative and creative styles of teaching with high expectations of students to master the basic academic skills
- Plan for the future by preserving the best from the past and making educated choices in the present

The Irving Elementary School counseling program is centered on the belief that education provides a set of meaningful experiences that serve to prepare our students to thrive and succeed in a changing world.

SPEECH THERAPY

Children with either a speech disorder in which individual sounds or sound combinations within words are omitted, distorted or substituted for different sounds, or language disorders in which the proper use of grammar, syntax, and usage rules for his age level are not used, may work with the speech therapist. Parents are notified of their child's need for speech therapy.

AWARE

The AWARE program and Irving work in partnership to provide a range of services to children and families seeking assistance with difficulties in their lives. They work with children whose struggles with life challenges cause difficulties in relationships, schoolwork, behaviors, self-esteem, and/or general well-being. Such life challenges might include divorce, loss of a loved one, family illness, learning disabilities, family substance abuse, peer and relationship issues, etc. We help with issues including making friends, grief, anger management, impulse control, study skills, bullying, positive self-expression, character development, conflict resolution, self-esteem, goal-setting and others. With assistance in these areas, it is our hope that your child can feel more confident and successful. Alleviating stressors in children's lives leads to better academic achievement, better concentration in class, better relationships with others, and ultimately a better learning experience. Our services are provided at the school and during the school day to help alleviate transportation or scheduling issues. Our services are available to all children with several ways to make it affordable. Our services are free to children with Medicaid and at low or no cost for children with CHIP. We are also able to provide services through private insurance or on a sliding fee scale.

GIFTED EDUCATION

The identification process occurs district-wide in third and fifth grade during the identification window. Screening for identification may occur outside of this window as outlined in the MTSS Identification Process flowchart.

Teams comprised of the principal, gifted coordinator, building psychologist/counselor, and grade-level teachers convene to consider multiple screening measures to support recommendations for individual ability testing. The district criteria typically maintains identification of 6-8% of the student population.

Students with Prior District Identification

District enrollment forms request prior gifted identification information. When school personnel receive enrollment forms and student cum files indicating prior gifted services, the Gifted Ed. office will review the file for identification criteria or contact the prior district for that information. For students identified with criteria equivalent to BSD standards, the identification will transfer and student records will be flagged. Parents will be notified when this occurs. When district criteria is not met, the MTSS identification protocol will be followed to determine if next steps are necessary.