Minnequa Elementary School

Family Handbook

What it Looks Like to be a Minnequa Hero



2026-2027

INNOVATION ZONE

PUEBLO SCHOOL DISTRICT 60

Minnequa Elementary School,
a School in the Pueblo School District 60's Innovation Zone (iZone)

PUEBLO SCHOOL DISTRICT 60 2026-27 Instructional Calendar

August 2026

S	M	T	W	T	F	S
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2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 2026

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October 2026

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November 2026

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29	30					

December 2026

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27	28	29	30	31		

January 2027

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24	25	26	27	28	29	30
31						

AUGUST

New Teacher Orientation 3, 4
Innovation Professional Development.....5, 6
Teachers Begin.....10
Principal Led Professional Development/ Building Meetings 10
District/Bldg. Professional Dev. Day.....12, 13
Teacher Work Days 11, 14
Assessment/Transition Day K-12 17
Classes Begin.....18
No School 7, 14, 21, 28

SEPTEMBER

No School 4, 11, 18, 25
Labor Day 7
District/Bldg. Professional Development.....11

OCTOBER

No School 2, 9, 16, 23, 30
1st Grade Period Ends 15
Teacher Work Day 16
Parent/Teacher Conference Window.....19, 20, 21, 22, 23

NOVEMBER

No School 6, 13, 20, 27
Innovation Professional Development.....6
(1/2 Day = 3 hours 15 minutes)
District/Bldg. Professional Development.....13
Thanksgiving Break.....23, 24, 25, 26, 27

DECEMBER

No School 4, 11, 18, 25
2nd Grade Period/1st Semester Ends 18
Teacher Work Day 18
Winter Break 21, 22, 23, 24, 25, 28, 29, 30, 31

JANUARY

No School 1, 8, 15, 22, 29
Winter Break 1
District/Bldg. Professional Development.....15
Innovation Professional Development.....29
(1/2 Day = 3 hours 15 minutes)

FEBRUARY

No School 5, 12, 19, 26
District/Bldg. Professional Development.....19

MARCH

No School 5, 12, 19, 26
3rd Grade Period Ends.....18
Teacher Work Day 19
Spring Break 22, 23, 24, 25, 26

APRIL

No School 2, 9, 16, 23, 30
District/Bldg. Professional Development.....9
(The hours from this day will be utilized for Fall Parent Teacher conferences.)

MAY

No School 7, 14, 21, 28
Teacher Work Day 7
(The hours from this day will be utilized for Spring Parent Teacher conferences.)
Graduation:
Paragon..... 6 p.m. / Thursday, May 20
East ..... 3 p.m. / Friday, May 21
Centennial..... 7 p.m. / Friday, May 21
Central ..... 8 a.m. / Saturday, May 22
South..... 12 p.m. / Saturday, May 22
Memorial Day 31

JUNE

Classes End.....3
Teachers' Last Day 4
Possible Make-up Days.....7, 8
(for inclement weather overage)

JULY

February 2027

S	M	T	W	T	F	S
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28						

March 2027

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April 2027

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May 2027

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June 2027

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July 2027

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25	26	27	28	29	30	31

PUPIL CONTACT DAYS

August	9	February	16
September	17	March	15
October	17	April	17
November	13	May	16
December	11	June	3
January	16	July	0
		Total	**150**

DAYS PER SEMESTER

1st Grade Period	35	3rd Grade Period	44
2nd Grade Period	32	4th Grade Period	39
1st Semester	*67*	*2nd Semester*	*83*
		Total	**150**

KEY

- Classes Begin and End
- Teachers Begin / End
- No School
- Teacher Work Day
- New Teacher Orientation
- District Led Professional Development
- Professional Development
- Innovation Professional Development
- Parent/Teacher Conference Window
- * Grade Period End
- Semester Ends
- Assessment/Transition Day K-12
- Graduation
- Principal Led Professional Development/Building Meetings
- Possible Make-up Day *(for inclement weather overage)*

PUEBLO SCHOOL DISTRICT 60
Educating for Purpose and Impact

Current as of December 10, 2024

APPROVED BY THE BOARD OF EDUCATION December 10, 2024

General Information

School Personnel Schedule:

School Office: 7:15 – 3:45
Teachers: 7:30 – 4:00

School Hours:

Grades K-5:
7:45 – 3:05 Monday - Thursday
Preschool
Monday – Thursday
8:00 – 2:30 p.m.

School Contact Information:

Office: 719-549-7580
Principal, Katie Harshman : 549-7581

School Context...Why Innovation?

Minnequa Elementary School is a Pre-K through 5th-grade Innovation school located in the heart of the Bessemer community in Pueblo, CO. The rich history in the area is linked to the Colorado Fuel & Iron Company. The school was opened in 1902 serving many of the families living around the Steel Mill. Today, we continue to serve local scholars who live within a mile radius of the school. Minnequa Elementary School supports a scholar population of approximately 264 scholars. Minnequa's free and reduced lunch rate is 93%. Additionally, many of our scholars enter school with a limited vocabulary, social-emotional needs, and are academically below grade level. High scholar mobility also impacts scholar learning rates. Oftentimes, differentiating and individualizing instruction for scholars is a challenge due to the immense needs within each classroom. Implementing specific programming models that are intentional and designed to support struggling learners and models that accelerate learning for all scholars is needed. Minnequa has met many challenges over the last several years in regard to academic achievement and growth through the implementation of a strong behavioral and academic culture, instruction that is informed by data, and a variety of coaching of staff. Many systems and levers are implemented at the school including a data-informed instruction process, observation feedback cycles, real-time coaching, and climate and culture routines and procedures. Additionally, the school has partnered with Relay Graduate School of Education and 2 Partners (Mathematics Consulting) to continue establishing strong systems within the school. We will continue to have a standardized assessment system that allows us to access data, analyze the data through data meetings, create re-teach plans, and reevaluate. We started implementing these systems years ago and will continue to do this work with iStation, an ongoing assessment tool. Although we are noting observable changes in instruction and learning, we continue to work towards increased scholar achievement.

The schedule at Minnequa is designed around data-informed instruction and professional learning communities and provides teachers time to engage in active learning about instruction and allows them to adapt instruction to accelerate learning for scholars. The need for professional growth and development for staff members is also critical. Ensuring time is built in for teachers to receive high-quality and highly effective PLCs and professional development is essential when designing a calendar to support the teaching-learning cycle. School-specific programming that meets the needs of children within the school is very important. We understand the importance of a high-quality curriculum and realize that the curriculum alone is not enough to impact scholar achievement and growth. Through the implementation of innovative and specific program models and designs, we will be able to meet the needs of our scholars and have the ability to ensure that scholar learning and understanding are differentiated and accelerated. The staff at Minnequa and our surrounding community believe that our scholars are intelligent and capable of meeting rigorous academic learning expectations. We believe that if we engage scholars in a rigorous academic curriculum in conjunction with mindful habits, we will create proficient scholars that are prepared for secondary education and beyond. Our participation in the Innovation Zone allows us to build upon the work that we have started and will allow us to engage in meaningful work around scholar learning with an understanding that innovative ideas such as Blended Learning, and After-School Academy Opportunities are critical to the success of our school and the schools within the Zone. We also believe that additional time, flexibility, and resources will allow us to better prepare scholars for success in our local and global community.

Minnequa Elementary School's

Vision

To create a culture of learning that develops each student into an extraordinary citizen in their local community and beyond.

Mission

As an Innovation Zone, we will create learning experiences that address all aspects of student development including their academic, social, and emotional learning. In this environment, students will be empowered to embrace a growth mindset, to take ownership of their learning, and to lead a life of purpose and impact.

School Culture Philosophy

At Minnequa Elementary School, we believe that school culture is a foundational component for the exceptional academic achievement of all scholars. We believe that 100% of scholars are capable of achieving excellence so we set the bar high for all scholars, expecting anything less would be an injustice to our scholars. We rest this principle on seven core values that all scholars need to achieve success: Responsibility, Effort, Self Control, Perseverance, Empathy, Curiosity, and Tenacity (RESPECT).

To support this vision we have intentionally created a school culture that is consistent, predictable, and safe for all scholars in all areas of the building. Rituals, routines, and expectations are pre-taught to scholars and retaught throughout the year as necessary. They are reinforced through a robust series of positive reinforcement and accountability systems.

At Minnequa, we believe that behavior is best addressed at the early stages, quickly and effectively, to minimize ongoing behaviors and reduce the likelihood of behaviors becoming more serious. We term this approach “Sweating the Small Stuff” and demonstrate it in our actions each day in the use of our classroom management system, Classroom Dojo, and through use of the Behavior Management System.

The level of expectations is balanced by a significant amount of joy (J-Factor) and positive reinforcement. Exceptional performance is recognized through a vast set of positive reinforcement systems on a weekly, monthly, and quarterly basis. Additionally, each classroom has designed positive reinforcement systems specific to the scholar population in each classroom to engage scholars, create community, and a sense of classroom identify.

Community is a focal point of the School Culture at Minnequa Elementary. On Wednesday and Thursday mornings scholars gather for a Community Meeting. The meetings are designed to increase joy factor, build community, set standards for the school, focus on the core values of RESPECT, the school rules- HEROES, leadership, pride, college readiness, kindness, and to celebrate successes. Each classroom has adopted a college to create a sense of classroom identify while increasing classroom community and pride, and increasing the expectation that our scholars will be prepared for the workforce and college. Each classroom has a chant which identifies their classes’ purpose, goals, and college which is shared in community meetings.

Minnequa School Rules

Minnequa Lil' Cats are Heroes

Helpful

Engaged

Respectful

On Task

Empowered

Successful

Minnequa Core Values

R-RESPONSIBILITY IS…Coming to school on time prepared to learn. Following school and class rules. Admitting when I am wrong and working to fix it. Keeping my hands and feet to myself. Speaking to ALL Minnequa Community members with caring and kind words.

E-EFFORT IS…Putting my best foot forward. Having the GRIT to stick with a project even after experiencing failure. Completing all classwork and activities the best way that I can. Giving 100% to all that I do. Celebrating our efforts.

S-SELF CONTROL IS…Being prepared, following directions, paying attention, remaining calm when criticized, not interrupting, and being polite to adults and peers.

P-PERSEVERANCE IS…Continuing to try even when something is hard. Never give up!

E-EMPATHY IS…Feeling and showing concern for others, caring. Offer to help others when they need it.

C-CURIOSITY IS…Eager to explore new things. Ask questions and take an active interest in learning.

T-TENACITY IS…Finishing what you start. Staying focused on your goals. Believing that you can do whatever you put your mind to. Work Hard, Get Smart..Work Harder, Get Smarter!

HALL Vision

At Minnequa Elementary School, we expect ***all*** members of the community to walk through the school in HALL. This ensures that minimal interruptions occur in the hallway and enhances scholar learning in classrooms. HALL promotes safe movement through transitions.

H – HANDS AT YOUR SIDE

A – ALL EYES TO THE FRONT

L – LIPS ZIPPED

L – LEGS WALKING SAFELY

Dress Code Vision

Scholars will be allowed to wear items of their choice as long as it follows district policy.

What it Looks Like

Monday-Wednesday – Scholar's Choice
Thursday – Minnequa Day!

Shirts and Bottoms

Student Dress Code File: JICA A safe and disciplined learning environment is essential to a quality educational program. District-wide standards on student attire are intended to help students concentrate on schoolwork, reduce discipline problems, and improve school order and safety. The Board recognizes that students have a right to express themselves through dress and personal appearance; however, students shall not wear apparel that is deemed disruptive or potentially disruptive to the classroom environment or to the maintenance of a safe and orderly school.

Unacceptable items Students are expected to abide by the following general guidelines:

1. Shirts must be long enough to naturally touch the top of the lower garment and/or be tucked in.
2. Shirts must cover the shoulders.
3. All attire should be sized to fit without exposing undergarments, buttocks, stomachs or cleavage.
4. Shorts and skirts must be appropriate length—no more than 4 inches above the knee.
5. Shoes must be worn at all times.

The following items of clothing are specifically prohibited:

1. Spaghetti straps, tank tops and halter tops
2. Transparent/mesh clothing
3. Make-up that makes a student unidentifiable
4. Exposed undergarments
5. Pajamas and house slippers
6. Shirts with revealing necklines or armholes
7. Shirts hanging longer than fingertips when arms fully extended or pants sagging below the waist
8. Hats, caps or sunglasses worn indoors
9. Gloves worn indoors
10. Hair nets, bandanas, and do-rags
11. Caps, athletic headbands and armbands (prohibited indoors except when the wearer is participating in a school sporting event) 16 Pueblo School District 60 • Student Conduct and Discipline Code • 2023–2024
12. Clothing or accessories that promote drugs, alcohol or tobacco either by brand or message
13. Clothing or accessories with sexually suggestive language or messages
14. Clothing or accessories that promote any activity prohibited by the student code of conduct and/or law
15. Clothing or accessories that could readily be used as a weapon or might otherwise injure the wearer, including items with spikes or loose hanging chains
16. Attire, accessories or manners of grooming indicative of affiliation with a gang, secret society or disruptive group. This includes, but is not limited to clothing, gang-related colors or numbers, bandanas, make-up, hats, emblems, trademarks, badges, insignia, logos, belt buckles, colored shoe strings and jewelry
17. Trench coats and other like jackets capable of easily concealing weapons

Shoes

Basic tennis shoes or dress shoes are required. All scholars must wear tennis shoes on PE days. Students may keep their tennis shoes in their backpack to change into on PE days. Students are not allowed to wear shoes with wheels.

Spirit Days

Periodically we have spirit days. Scholars are expected to dress in spirit wear. Should they choose not to participate, they are expected to wear attire that follows district expectations.

What it Feels Like

Staff, scholars and parents are knowledgeable about the dress code expectations.
All staff, scholars and parents share responsibility for upholding dress code expectations.

Morning Timeline Snapshot

- 7:35 — ALL doors will open, scholars will need to enter through the assigned door and support staff will be on duty. Scholars will be given a symptom and temperature check at the threshold and attendance will be taken.
- 7:36 — Scholars can begin to do the assigned DO NOW from their teacher.
- 7:45 — School OFFICIALLY begins
- 7:46 — Doors are shut and all scholars who are tardy will need to enter through the main entrance of school.

Building Threshold Greeting

Every morning scholars are greeted with a friendly smile and “good morning” at the building threshold and upon entering their classroom by their classroom teacher. This is done to start each scholar’s day off in a positive way and build relationships with every scholar.

MINNEQUA HEROES EXPECTATIONS MATRIX

	H	E	R	O	E S
	Helpful	**Engaged**	**Respectful**	**On Task**	**Empowered and Successful**
Classroom/ Specials	• Be a friend • Make a friend • Help others	• Try your best • Never quit • Listen • Follow directions	• Be truthful • Hands off • Be kind to others	• Finish work • Stay focused	• Do what's right • Succeed
Office	• Be patient • Indoor voice • Have a pass	• Listen • Follow directions	• Be honest • Accept consequences	• Do what is asked of you	• Be on your best behavior
Hallway	• Stay to the right • Second tile • Single file	• All eyes forward • Use 0 voice	• Be courteous and nice • Hands and feet to self	• Being in your space • Attention to adult	• Doing what is right • Helping scholars to learn
Cafeteria	• Wait patiently • Stay in line • Finish your meal	• Indoor voice • Raising hand to get up	• Use your manners • Say please and thank you	• Wait your turn • Clean up your area	• Eat healthy • Clean area • Polite
Media Center	• Have AR bookmark • Put books back correctly	• Be quiet • Find a book at your level • Know your AR goal	• Check out all books • Be honest	• Enter library calmly • Get book and get back to class	• Read to succeed • Return materials on time
Restroom	• Take care of business • Indoor voices • Have a pass	• Have permission • Use correct restroom • Keep restroom clean • Turn off water	• Hands off • Report vandalism • Be kind to others	• Keep clean • Wash hands • Flush toilet	• Keep the restroom clean and safe
Playground	• Pick up all equipment • Invite others to play • Follow the rules	• Follow the rules • Walk until you reach the sign	• Play fair • Be kind • Hands and feet to yourself • Good sportsmanship	• Line up when whistle blows • Line up 0 voice	• Play fair • Be safe • Have fun
Assemblies and Events	• Listen the entire time • Follow rules	• Greet visitors politely • Look at speaker	• Applaud when appropriate • Avoid side conversation	• Think about the message	• Enjoy yourself • Leave guests impressed with Minnequa

Behavior Tracking Vision

The school culture at Minnequa Elementary is foundationally based on high expectations, celebrating success, consistency, and sweating the small stuff. Universal interventions implemented across the school, for all scholars, in all environments are key components of this vision. In addition to a robust positive reinforcement system, staff members at Minnequa also utilize a classroom behavior system as a consistent classroom management and behavior teaching tool. It is being implemented to increase our positive HEROES expectations of scholars being Helpful, Engaged, Respectful, On task, Empowered and Successful behavior while decreasing behavior that violates our HEROES expectations in all classrooms and environments at Minnequa.

Overview

At Minnequa Elementary, staff members address behaviors using a process referred to as the Positive Behavior Intervention Supports (PBiS) which includes setting clear expectations, pre-teaching behaviors, giving clear directions, checking for understanding, using the least invasive intervention, and utilizing the classroom behavior system.

What it looks like

- Class Dojo/Shields will be used to track the positive and redirected behavior of each scholar
- Each scholar will have their own system so that they can see the number of positives and redirections they have had and will know what resulted in each one
- Scholars can gain positive points for demonstrating our HEROES expectations and also lose points if not demonstrating our HEROES expectations.
- Scholars will be able to see their points on a daily basis and parents will also be able to track this information daily with their parent Dojo login or by using the planner
- Hero shields can be used to purchase school supplies like pencils, items from the school store and classroom and to earn rewards at our PBIS assemblies
- Keys to delivering
  - Is done with good economy of language. Positive framing and private corrections.
  - Is done quickly so that scholar may return to learning immediately.
  - The staff member will address the behavior using least invasive intervention (1:1 individual correction or lightning quick correction).
  - Specifically tagging the behavior and making the consequence clear and meaningful with the scholar.

What it feels like

- Staff and scholars have a clear understanding about the purpose and overview behaviors being tracked in class behavior system.
- Doing well is important to scholars; the behavior system is a sign of high performance for scholars and they strive to demonstrate our HEROES expectations.
- Staff and scholars have a clear understanding about the purpose and overview of classroom behavior system.
- Scholars know what behaviors constitute a point given or taken away.
  - Not following directions
  - Not respecting environment (ex. Writing on furniture)
  - Classroom Disruption (disrupting learning of others but not overt and public defiance)
  - Low-level disrespect (ex. eye roll, sigh, smacking lips, head shake)
  - Throwing non-dangerous items in class (ex. paper)
  - Low level aggression (ex. slamming hand on table) that is not directed at others
  - Damage to property (immediately and easily repaired by scholar)
- Doing well is important to scholars; the teacher will use a management system that will clearly communicate scholar behavior to both scholars and guardians on a daily basis.

What it sounds like

- It is delivered respectfully and politely with positive framing.
- There is a conversation between staff and scholar that is private and not public.
- Quick redirection so scholar misses as little learning time as possible.
- Staff will look to provide positives when earned to reach our 5:1 positive to negative ratio.

Minor Reflection Vision

At Minnequa Elementary we hold the highest of expectations for academic and behavioral performance. Expectations are clearly taught, practiced, and reinforced. When a scholar receives a minor referral, it is a signal that they have not demonstrated the Minnequa Way or being a HERO during that day. When a scholar receives a minor referral, parents will be notified that day and a copy of the referral will be sent home. After three minor referrals, the next incident may result in a major referral due to the fact that behaviors are not improving.

Office Discipline Philosophy and Procedures

Systems and practices have been implemented at Minnequa Elementary at the Universal Level to address misbehavior in a proactive and positive manner to ensure learning time is maximized. There may be circumstances where a scholar needs to be removed from the learning environment due to overt or habitual behaviors that are detrimental to the safety or learning of Minnequa scholars. The specific behaviors which constitute gradual or automatic or immediate office referrals are outlined in the Office Referral document.

If a scholar needs to be removed from the learning environment, the classroom staff will call the office and state “I have a scholar that needs support”. An administrator or support member will come to the classroom and remove the scholar to the office. While in the office the administrator or support member will use therapeutic, administrative, and/or restorative approaches to alter the behaviors in a manner that builds capacity and creates a genuine teachable moment.

Scholars will return to class as soon as it is determined that they are able to be an engaged, positive scholar who will demonstrate the Minnequa Way. Before a scholar enters the classroom they will have a restorative conversation with their teacher. The teacher will attempt to identify a natural break in the schedule for this conversation; however, if the break is not within a reasonable time he/she will ensure that they follow up with the scholar as soon as possible.

Out of School Suspension (OSS) and In School Suspensions (ISS) will be used only for situations which are direct safety concerns or when time is required to plan effective supports as determined by the Administrator handling the discipline in conjunction with PCS Board Policy.

Scholars who demonstrate an ongoing pattern of behavioral challenges resulting in multiple classroom interventions or office referrals will be referred to the Multi-Tiered Systems of Support (MTSS) team by the homeroom teacher for tier II or III behavior intervention supports.

Teacher Authority and Responsibility

The teacher has the authority and responsibility to maintain discipline in the classroom consistent with district and school policy. Fair policies will be established, announced and consistently enforced. When a problem occurs, a teacher may:

- Conference with scholar
- Conference with parent and scholar
- Use appropriate classroom discipline, which may include, but is not limited to, removal from the group without privileges and a conference after school
- Discipline problems that need further attention can be referred directly to the principal, in the form of an office referral

Principal Authority and Responsibility

The principal has the authority and responsibility to maintain an atmosphere conducive to learning through a fair and consistent application of district policies and procedures. When a problem is referred to the principal, the individual referring needs to identify what the problem is. The principal may then proceed in the following manner.

- Conference with the scholar, parent and teacher or any combination thereof
- Response to Intervention (RTI) meeting with parent, scholar and RTI team.

  The principal will maintain records of scholar referral for disciplinary action. Upon the first office referral, the parents will be contacted and made aware of the referral. Upon the second office referral parents will again be contacted and be placed on an informal behavior plan and temporary interventions will be put in place.

  Upon the third office referral and/or suspension the Response to Intervention team will evaluate the scholar's behavior and put additional interventions in place and may lead to loss of further privileges and or suspension.

  Parents will be required to attend and participate in this process. Upon the next office referral/suspension, parent's will be required attend another meeting with the principal, assistant principal, counselor, and teacher to discuss habitual disruptions and review the RTI plan. After every suspension in school or out of school, parents will be required to attend a re-entry meeting.

  The disciplinary action open to the principal's consideration includes, but are not limited to, the following:
  - Verbal consultations
  - Verbal reprimand
  - Removal from call situation
  - Notification of parents
  - Loss of field trip and field day privileges or club activities, including Scholar Ambassadors
  - Transfer possibilities
  - Suspension or other actions depending upon the individual situation

Discipline Offenses

Discipline offenses that could call for immediate action and parent contact shall include, but are not limited to the following:

- Physical or verbal assault on a teacher
- Disrespect shown to any supervising adult
- Physical or verbal assault on a scholar
- Destruction of property
- Leaving the school grounds without permission
- Willful disobedience
- Disruptive behavior
- Smoking—use of tobacco or marijuana*
- Possession of tobacco or marijuana*
- Possession and or use of a deadly weapon
- Scholastic dishonesty
- Substance infractions
- Sexual misconduct
- Threats, assault and/or battery
- Incomplete school assignments
- Tardiness
- Other inappropriate behavior as defined by school officials

**Marijuana is illegal for children to possess. They should not have access to this. In the event that a child is suspected of possession, the proper authorities will be contacted.*

Suspensions can be from one to 10 days or be open ended to ensure that due process is followed. Parents are notified by phone or in writing that a suspension is being considered. Parents and scholar may be required to have a conference or conferences with the principal and/or a district-level administrator depending on the severity of infraction. Each case is handled on an individual basis.

Anti-Harassment

Reporting, receiving and the consequences of bullying incidents will follow the same procedures and guidelines as the anti-harassment policies JBA and JBA-R. Any person, scholar, adult, school personnel and school visitors will follow the anti-harassment policies set forth by the school board. The school district shall act to investigate all complaints of bullying either formal or informal, verbal or written, and to discipline or take action against any member of the school community who is found to have violated this policy. Appropriate corrective action includes taking necessary steps to end the behavior, to prevent bullying from recurring and to prevent retaliation against anyone reporting the bullying investigation. In addition, the bullying shall be disciplined according to any applicable discipline policy.

Due Process

Pueblo School District 60 adheres to the constitutional principle that a scholar be guaranteed due process whenever involved in a disciplinary situation which might result in suspension or recommendation for a disciplinary adjustment transfer. Due Process is a procedure to insure a scholar is treated fairly when involved in a disciplinary situation which might result in suspension or recommendation for a disciplinary adjustment transfer. The minimum constitutional requirement of due process mandates the scholar be given the following:

- Oral or written notice of the charges against him
- Explanation of the evidence school authorities have
- An opportunity to present his side of the story
- Length of time the scholar will be excluded from school

Parent(s), legal guardian(s), or legal custodian(s) shall be notified immediately that a scholar has been suspended, the grounds for suspension, the period of the suspension, and the time and place to meet with the principal to review the suspension. No scholar shall be readmitted to school until such a meeting has taken place ,or until, at the discretion of the principal, the parent(s), legal guardian(s), or legal custodian(s) has agreed to seriously review the suspension with the Principal. Recommendation for a disciplinary adjustment transfer may be appealed to the Director of scholar Intervention Services. If a parent(s), legal guardian(s), or legal custodian(s) is not satisfied with the decision of that office, the matter may be appealed to the Associate Superintendent for Instructional Services within two school days. The Associate Superintendent shall affirm, modify, or reverse the decision within two school days.

Pueblo School District 60 does not discriminate on the basis of race, color, creed, national origin, ancestry, sex, sexual orientation, age, disability, religion, or other status protected by law in admission or access to, or treatment and employment in, its programs and activities.

The following individual has been designated to handle inquiries regarding the nondiscrimination policies: EEO/Affirmative Action/Title IX/Section 504 Compliance Officer, 315 West 11th Street, Pueblo, Colorado 81003, (719) 549-7154.

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

Field Day Requirements

If a scholar has three or more MAJOR office referrals and/or two or more days of suspensions (ISS or OSS) they will miss field day. After January, if a scholar has two or more MAJOR office referrals and/or two or more days of suspensions (ISS or OSS) they will miss field day.

Recess Vision

Recess is a great opportunity for scholars to engage in active, joyful, and fun activities. Compared to the classroom setting, recess is naturally a less structured portion of the scholars' day. The recess vision has been designed in order to make recess a safe, positive, and inclusive environment for all scholars. At Minnequa, scholars "play before eat". According to an Article in NEA Today, "Recess Before Lunch", Schools that schedule recess before lunch report that scholars eat more fruits and vegetables, drink more milk, waste less food, and are better behaved on the playground, in the lunchroom, and in the classroom, according to an article in the Journal of Child Nutrition and Management. Some schools also note a decrease in visits to the school nurse and more instruction time as benefits of the schedule switch.

Transition to Recess

Recess is an exciting time for scholars; it is also a time in which misbehavior is most likely to occur. To address this trend, structures and systems are in place to ensure transitions to and from recess are structured and safe.

During Recess

During recess, scholars are engaged in group games and individual activities. Recess monitors are responsible for ensuring recess is a positive, safe, and happy experience for all scholars.

What it looks like

- The recess monitors are actively supervising scholars.
- Cellular phones are put away during this time.
- Random and consistent walking patterns.
- Constantly visually scanning the environment.
- Strategically placing themselves for maximum supervision.
- Are physically spread out from one another, not clustered together.
- Addressing behaviors as necessary using the BMC.
- Engaging in minimal and only necessary adult to adult conversations.
- Having brief and positive interactions with scholars.

Scholars involved in group games (ex. football and soccer):

- Are adhering to rules of the game.
- Are working together with good sportsmanship.

Scholars playing on playground equipment:

- Are utilizing playground equipment correctly.
- Are playing safely and positively with others.

Scholars playing in other activities (ex. tag):

- Are inclusive.
- Are following rules of the game.
- Are avoiding physical contact that is not necessary for the game.

All scholars…

- Are getting energy out and having fun.
- Following rules, using good sportsmanship.
- Participating in appropriate activities that have been pre-taught.
- Are including each other in all activities.

What it feels like

- It is fun and energetic.
- Positive interactions, scholars and staff are enjoying one another.
- It is and inclusive and positive experience for everyone.
- Staff and scholars know what is expected and adhere to procedures.

What it sounds like

- Loud and joyful voices.
- Positive interactions and conversations.

Lunch Vision

Building and maintaining a positive, caring school community is a cornerstone of the Culture at Minnequa Elementary. We strive to create opportunities for scholars to interact with each other throughout the day in academic and nonacademic settings. The lunch period has been structured in a manner that creates opportunities of scholars across each grade level to build friendships with a variety of scholars from diverse racial, socioeconomic, and linguistic backgrounds.

Arrival at Lunch

Arrival at lunch is designed to create a consistent procedure in which all scholars enter the lunchroom and receive their lunches. It is done to ensure a safe and orderly period of time in a less structured environment.

What it looks like

- Scholars walk in HALL on the second tile to the cafeteria.
- The first classroom to arrive in each lunch period enters the cafeteria lines directly up in the lunch line (between the two identified lines).
- Once they enter the cafeteria they may use a level two voice.
- Each class arriving after lines up behind the first line.
- If the line extends into the hallway, the class will remain in HALL.

Scholars…

- Follow procedures, remaining in lines.
- Are respectful to others and property, keeping their area clean.
- Are walking in single file lines.
- May use a level two voice while in the lunch line.

Staff…

- Share in supervision of all scholars, address behaviors as necessary using Positive Behavior Supports.
- Work collaboratively to guide scholars, implement procedures, and create an efficient process.
- Positively engage with scholars, refraining from excessive adult to adult conversations.
- Do not have cellular phones out during this time.

What it feels like:

- It is organized and efficient.
- Scholars and staff know what is expected and follow procedures.
- It is a friendly and positive, staff and scholars are engaging with one another.
- What it sounds like
- Voices are quiet until scholars enter the cafeteria.
- Once in the cafeteria there is a joyful but controlled buzz of voices.

Scholar Helpers

Scholar helpers are a critical component of ensuring a clean and well-maintained cafeteria. Being a scholar helper is an exciting role for many scholars who take pride in being able to support a clean environment.

What it looks like

Each week scholar volunteers are selected as lunch helpers by the lunch facilitator.

- Scholars volunteer for a variety of roles including sweeper and wipers
- The names of scholars are marked on the large white board in the cafeteria.
- If a scholar is absent or unable to perform their duties a fill in volunteer will be selected for that day.
- Every Monday, new volunteers are selected and their names are marked on the board.

What it feels like

- Scholars are excited to be lunch monitors.
- Scholars are clear about the roles and responsibilities of being a lunch monitor.
- Staff consistently utilize the lunch monitors to ensure the cafeteria is kept in clean order.

Clean Up

The clean-up process has been designed to create an organized and structured dismissal from the cafeteria while ensuring it is left in a well maintained order. The following procedures are implemented consistently in all lunch periods.

- The lunch monitor uses the following procedure:
  - Stands at the end of the table
  - Holds 1 finger up and says, “One, **Close** your milk, trash on tray.”
  - Holds 2 fingers up and says, “Two, Stand and pick up tray with **both hands**.”
  - Holds 3 fingers up and says, “Three, turn **left** and walk.”
  - Scholars line up in HALL ready to exit for recess

What it feels like

- Organized and efficient.
- Scholars care about their school and environment.
- Staff are actively engaged in the process.

End of the Day Timeline Snapshot

- 3:00 - Intercom bell rings:
  - All classrooms prepare for transition.
  - End of day announcements and celebrations
- 3:05 - Bell Rings
- All scholars walk in HALL with their teacher directly outside.
- Classroom teachers will walk the remaining scholars back into the building at 3:15 and will assist with making phone calls to parents.
- At 3:15, they will write any remaining scholars names on the list at the office for the Community Advocate to assist with pick up.
- The Community Advocate and or Office Assistant will document late pickups after 3:15 in the parent contact section of Infinite Campus.
- It is essential that scholars be picked up on time.

Homework Vision

At Minnequa Elementary academic excellence for all scholars is the standard. We strive to provide rigorous learning experiences throughout the day and extend learning beyond the school day by providing engaging and challenging homework that supports learning in the classroom and prepares scholars with necessary study skills they will need to be successful learners in middle school, high school, and college.

Homework Expectations

- Each night, every scholar at Minnequa Elementary does a combination of independent reading and additional grade-level differentiated homework to strengthen academic skills and build exceptional study habits.
- Teachers will work collaboratively to plan for homework.
- Homework may be given in a week-long packet of assignments.
- As a general rule, scholars should have ten minutes of homework each night per the grade they are in. For example, a 3rd grade scholar may have 30 minutes and a 5th grade scholar may have 50 minutes.
- Every night, scholars are asked to do independent reading, writing, and math facts.
- The scholar will place the homework in their homework folder or binder and take it home with them each night.

Scholars…

- May be expected to complete homework each week.
- Homework should be completed thoroughly and accurately.

Parents…

- Are expected to provide a quiet place for scholar to complete homework.
- Ensure that the homework is completed.
- Sign the child's folder, binder, or planner daily.
- Make sure that the scholar is prepared with their homework, folder and binder every day.

Staff…

- Teacher checks homework for completeness and accuracy.
- Should have prepared and purposeful homework that extends learning and builds on skills and knowledge.
- Will give meaningful homework each night.

What it feels like

- Homework is purposeful, builds on learning and skills.
- Staff encourage 100% of scholars to complete homework assignments.
- Scholar feels accomplished and proud for completing all weekly homework.

Addressing Scholars Who Do Not Complete Homework or Return Folder

While the majority of scholars complete homework consistently, some scholars do not do so. The following is a guide to support teachers to address lack of homework completion.

What it looks like

- Managing homework completion is addressed within each classroom system.
- Each classroom teacher is responsible for designing how they will address lack of homework completion.
- The classroom plan should address scholars who rarely or occasionally do not complete homework as well as chronic homework challenges.
- Ideas may include:
    - Positive reinforcement system (class-wide or individual).
    - Phone calls to parents/guardians.
    - Face to face meetings with parents and scholars.
    - PLan will be put in place with parents and scholars to complete homework.

MINNEQUA ELEMENTARY
BULLYING-PREVENTION PROTOCOL

Our school's social vision

As HEROES, we rise together! (Helpful, Engaged, Respectful, On-Task, Empowered, Successful)

Why we implemented a schoolwide system to stop bullying

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

What is bullying?

Bullying occurs when a scholar, or group of scholars, repeatedly tries to hurt, humiliate, or get power over another scholar in any of the following ways.

- Physical bullying is when a scholar uses physical force to hurt another scholar, e.g., by hitting, pushing, shoving, kicking, taking a scholar's belongings, or stealing their money.
- Verbal bullying is when a scholar uses words, images, or gestures to intimidate or humiliate another scholar, e.g., by taunting, name-calling, teasing, put-downs, insults, threats, and blackmail.
- Relational bullying is when a scholar excludes or isolates another scholar, e.g., through leaving them out, manipulating others against them, or spreading false rumors or gossip.
- Cyberbullying is when a scholar uses their cell phone, text messages, emails, instant messaging, the Internet, or social media to threaten, shame, or isolate another scholar. It includes breaking into a scholar's online account and assuming that scholar's identity in order to damage their reputation.
- Bullying is different from **conflict**. Conflict is an inevitable part of life and can occur at school when a scholar perceives another scholar as being an obstacle to what they want or value. If scholars are in conflict but are not bullying, our school is committed to helping scholars talk it through.

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

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

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

How scholars can end bullying

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

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

All scholars agree to:

- Value scholar differences and treat others with respect both online and face to face.
- Tell bullying scholars to STOP and say, "That's not OK at Minnequa, as HEROES we rise together" when I or others around me are the target of bullying.
- Walk away and seek help by telling a trusted adult wherever it happens or place a note in the HEROES BOX in my classroom, if I cannot safely stop the bullying.
- Never take revenge or ask someone to hurt a scholar that has reported bullying.

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

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

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

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

- We recognize that our school contains different abilities, body sizes, races, religions, socio-economic status, gender identities, and sexual orientations. All teachers, staff, scholars, parents, and volunteers support our social vision: As HEROES, we rise together!
    - Our school has created a Bullying Prevention Committee to advise the Administration on preventing bullying at this school and to ensure that scholars receive the relevant education for this to happen. Our committee meets at least once a month and comprises a school administrator, a diverse range of teachers, a parent or guardian (who is not also teacher), a scholar, and a community member.

- Our school has developed an active partnership with parents and community members to help maintain a school environment free from aggression and violence.
- Scholars learn through our Second Step curriculum to get smart in managing their emotions and their relationships and to stand up to bullying at our school.
- Each year we administer a survey to scholars asking their perception of the frequency and intensity of bullying at our schools.

Level 2: We watch out for bullying and refer targets to the classroom teacher.

- Teachers and school staff have been trained to watch out for scholars who appear to be isolated from other scholars, who are put down by others behind their back, or who show signs of being bullied.
- If any teacher or staff member sees any scholar aggression or disrespect, they shall take immediate steps to intervene and redirect the scholar. Steps may include the following:
  - Name the behavior for what it is, e.g., "That's a put down."
  - Speak to the intention behind the words or gestures, e.g., "That was meant to hurt."
  - Remind scholars of our school's social vision and how their behavior is not aligned with this: As HEROES we rise together!
  - Notify the Principal immediately if there are any concerns for a scholar's physical safety.
- If any member of staff learns or suspects that a scholar is the target of continued bullying, they shall check in with the scholar as soon as reasonably possible. If this appears to be ongoing bullying or harassment, they shall report the bullying through email to the classroom teacher within 24 hours.
- If a parent or guardian knows or suspects that their child is being harassed or bullied, we encourage your scholar to ask the bullying scholars to stop or to seek help from his/her classroom teacher in person, by phone, or through email. The classroom teacher will attempt to solve the situation. If this does not solve the situation, please report the bullying to the Assistant Principal. The school can only help you if you reach out and tell us what is happening.
- If a scholar is the target of cyberbullying, please take screenshots and/or print any electronic or digital messages and share these with the school.

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

- The Assistant Principal investigates and resolves the situation and shall ensure that any report of bullying or harassment and its resolution is documented in the school's database at Infinite Campus.
- Our school uses a variety of methods to resolve ongoing incidents of bullying and harassment.
  - We may refer the target of bullying to get help from a school Bullying Prevention Coach. Bullying Prevention Coaches are teachers and staff members who have

been trained to support scholars who are the target of bullying and to create solutions to bullying by bringing scholars together, including bullies, bystanders, and positive scholar leaders. The Bullying Prevention Coach may use solution-focused discussion, redirection, skill building, and counseling and shall report progress to the Assistant Principal.

- We may use progressive discipline to redirect bullying scholars depending upon the severity of the bullying. The Assistant Principal may meet with the bullying scholar, notify their parent or guardian, determine consequences to change behavior, and inform the scholar that graduating consequences will occur if the bullying continues.

Level 4: Implement a classroom or grade wide action plan
If a pattern of harassment or prejudice is apparent across an entire class or grade, the Bullying Prevention Coach brings together relevant school staff to implement a plan to teach respect for differences and create a supportive peer culture.

Timeline for a bullying report under this protocol

Week One

- The Principal is notified of an ongoing bullying situation and logs the incident in Infinite Campus.
- When appropriate, the Principal refers the target of bullying to a school Bullying Prevention Coach.
- The Principal may engage the progressive discipline process.

Week Two

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

Week Three

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

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

Minnequa Elementary School's Volunteer Handbook:

Dear Volunteer,

This handbook is directed to all volunteers, who are willing to devote a portion of her or his time to one of the most important systems in any community - public schools. One hour a week, one day a week, one day on a special project - your efforts make a difference.

Schools, scholars, teachers, staff, parents and the community benefit from the work of individuals like you who freely volunteer to share their talents and resources. We also know that as a volunteer, you too, will be rewarded.

You are appreciated! Volunteers cannot replace staff, but a volunteer can extend the staff person's ability to serve scholars (individual tutoring) or enhance what a staff person already does in her or his job (special projects). Teachers and staff know they are fortunate to work with so many committed volunteers. Volunteers in schools help in many ways and will continue to play important and valuable roles at Minnequa Elementary School with tutoring, classrooms, playgrounds, field trips, and special projects.

This handbook offers information that we hope you will find helpful. On behalf of the teachers, staff, and scholars–thank you and welcome.

INTRODUCTION

- Minnequa Elementary wants to welcome you and help you make the most of your volunteer experience. There are so many different ways to participate at Minnequa Elementary, we hope this handbook will help guide you.
- As a parent and a volunteer, you are an important part of the Minnequa community. When you become a volunteer, your work takes on special significance -- though you are not part of the staff, you share their responsibilities while working with scholars.
- When you volunteer at Minnequa, you help . . .
    - your child
    - other children
    - teachers
    - administrators
    - the community.

We also encourage you to take advantage of our volunteer training. It is a great way to meet people and get started on the right foot.

BUILDING A STRONG VOLUNTEER COMMUNITY

It is important for all volunteers to remember the following:

- Be responsible and safe -- always put children first.
- Respect confidentiality. scholars and staff have a right to privacy.
- Be professional.
- Communicate.
- When things come up and you can't fulfill a promise, let someone know.
- Ask for help -- don't suffer in silence!
- Share your experience with others and encourage new volunteers.
- Try to replace yourself when you move on and help train the new person.
- Commitment-Once you become a volunteer, others depend on you.
- Try to pick what is manageable and interesting to you.
- Be prepared. Communicate with teachers and coordinators ahead of time. Communicate with designated staff members to ensure clear expectations, task assignments, and feedback on volunteer activities.
- Be on time. If you can't make it, call the front office.

GETTING STARTED

- Always report to the office and sign in and out at the school office. It is important for staff to know that you are in the building and it makes it easier to locate you in an emergency. For the safety of scholars, all prospective volunteers will be asked to complete a parent volunteer information form (located on the District 60 website) for Mrs. Harshman, principal, and submit a background check.
- Always wear a "Visitor" badge while participating in volunteer activities. This will be provided by the front office.
- As a courtesy to others, please turn off cell phones or put them on vibrate while in the school building (halls, classroom, etc). It is not appropriate to take calls or send and receive messages while volunteering with children so that scholars may concentrate on their school work.

CONFIDENTIALITY

To make sure that scholars, staff and families feel comfortable, we all need to respect each other's privacy. Volunteers must be especially careful to honor confidentiality. Breaching confidentiality, and repeating a seemingly harmless comment can lead to misunderstanding and hurt feelings to children, their families and the staff. What you hear and observe about scholars, families, and staff while volunteering in school is confidential. For schools to provide the best environment for learning, everyone's privacy must be respected. To help, here are some sample issues that can arise.

"Wasn't it cute when John . . ." No matter how innocent, cute, funny or charming a classroom event may be, it is not okay to repeat stories about scholars. What happens in the classroom stays in the classroom.

When parents ask you questions . . . Many parents are tempted to ask you about how their children behave at school. This is especially likely if you are friends outside school. It is not okay to put volunteers in this awkward position. Don't ask! Don't tell! If parents do have concerns, encourage them to talk to the class teacher.

When you see or overhear something . . . As a volunteer, you might see or hear things from staff or scholars which they would not want to have repeated outside the school. What happens in the classroom (or the hall, or the gym) stays at school. If you have concerns about something you see or hear, please talk to the class teacher, counselor or Principal.

When scholars tell you about their family, pet, vacation, etc. . . . As scholars become comfortable working with you, they might decide to share something personal. You need to keep this information private, even if you know the child and their family outside of school.

When you have a concern . . . If a scholar tells you something that causes you concern, tell the classroom teacher. If you observe something that troubles you, tell the classroom teacher. The teacher is in the best position to deal with the issue appropriately.

Approach - Be professional and be positive!

- Strive to give each child the best you can and know that other Minnequa volunteers do the same when working with your child.
- Respect each child as an individual.
- Respect your co-workers and all school employees.
- If working in your child's classroom, try not to single them out for attention as this may make them uncomfortable.
- Don't distract teachers while they are teaching. If you have questions wait until there is an appropriate moment.
- Honor your commitments and be on time.
- Find ways to be positive and notice things that are working well
- Volunteers are not here to correct or argue or make suggestions with the staff at Minnequa Elementary. Especially when a teacher has a lesson plan planned out

with an agenda. You follow their instruction. Remember, this is their classroom. In the cafeteria, para-professionals and aides do lunch duty in the cafeteria. Minnequa Elementary staff is in charge of the scholars, and are the people responsible for the children. Volunteers do not have permission to yell, scold, or re-direct scholars. This is the staff member in charge of that group's responsibility. IF you see something that is inappropriate, please report this to the staff member in the room.

Working with Children:

- ***Safety - Act as a good role model for the children.***
- *Use your common sense*: Never isolate yourself with a scholar. Volunteers should be helping in public areas, e.g. hallways, classroom, library, cafeteria, etc., anywhere a staff member could stop by anytime and check on a volunteer, no locked doors or secluded areas.
- Discipline or behavior problems: As a school volunteer you may notice scholars disobeying school or classroom rules. Your responsibility is to call such matters to the attention of the teacher or other supervising school personnel. To the best of your ability, do not take corrective measures into your own hands. Work under the direction of school staff, recognizing that instructing, supervising, grading, and disciplining scholars are school staff responsibility.

CODE OF CONDUCT

Supervision: Volunteers perform under the direction and supervision of school personnel. Volunteers should know and follow all school policies and rules.

- **We count on our volunteers, whether you are volunteering** on a regular basis or a one-time project or event. Arrive a little early so there is time for communicating and direction. Also, be sure to let the teacher or whoever is supervising your work as a volunteer know in advance if your schedule changes or if you cannot make it when you are expected. Determine ahead the best way to communicate.
- **Communicate and remember, you're part of a team.** Do your best to communicate with the teacher or school staff. Similarly, school staff should contact you if your volunteer time is canceled or changed for any unforeseen reason. We recommend you check the volunteer board, or volunteer calendar so you know when and where you are needed and if school is not in session.
- **Volunteer hours/Weather Cancelation:** Volunteers help in schools during regular school hours, usually the same hours that the school office is open and children are attending school. On special occasions, volunteers are asked to volunteer on an evening or weekend, but always under the supervision of a staff person.
- **When volunteering:** at Minnequa Elementary, we ask that you treat everyone you encounter fairly and with respect regardless of gender, size, ethnicity, race, sex, age, religion, political beliefs, or economic status. We expect you to display high personal standards, which require:

- **REFRAIN FROM PUBLIC CRITICISM** of fellow volunteers, adult leaders, which include teachers, teacher aides, cafeteria employees, custodians, paraprofessionals, secretaries, administrators, counselor, and any employee of Minnequa Elementary. As a volunteer, you are there to do what is instructed, and not verbally or publicly disagree or argue with a staff member. We do not refer to teacher aides as "the help". This is very offensive to the individuals that work in this profession. Volunteers will not confront one another. If there is an issue between two volunteers, a mediator needs to be involved and this includes Mrs. Harshman or Mrs. Stoddard.
- **Please, no side conversations in the front office area**: Mrs. Jackson, secretary, has a job to do, and it makes it is very difficult when people are conversing in her area. She has phones to answer, parents and scholars to attend to, and she is unable to focus when these distractions are occurring in the office area.
- **Please do not interrupt two adults when they are conversing**. Stand back and wait for their conversation to end, then move towards that adult to speak to them when they become available.
- **Adult Restrooms:** Adult restrooms are available for adults, and adults only. If you have children, please take them to the scholar restroom area.
- **Use of School Phone:** There is a phone available to parents in the nurses station.
- **Refraining from the use of profane, insulting or otherwise offensive language**. Just as we expect scholars to refrain from using inappropriate language while at school, we also expect the same from teachers, staff, and volunteers. Most adults realize how easily children pick up on what we say, although, keep in mind that what is a harmless slang term to you may be offensive to another adult or scholar.
- **Cell phones:** It is not appropriate to take calls or send and receive text messages while volunteering with children. Please shut off cell phone or put them on vibrate and refrain from using cell phones when in the building (halls, classroom, etc) so that scholars may concentrate on their school work.
- **What to Wear:** Wearing appropriate clothing when you volunteer is one more way you can be a role model. If you have a question on what is appropriate, feel free to ask for the copy of the school's dress code or talk with the principal or counselor.
- **Transportation of scholars**: Volunteers are not allowed to provide transportation for scholars unless they have prior approval from the child's parent/guardian.
- **No smoking**: Pueblo School District 60 has a strict and enforced No Smoking Policy. In order to promote the general health, welfare and well-being of scholars and staff--smoking, chewing or any other use of any tobacco products and the conspicuous possession of tobacco products by any person while in or on school properties, or under the school's jurisdiction during school hours, or while participating in a school-sponsored event is prohibited. For purposes of this policy, the following definitions shall apply:

1. "School property" shall mean all property owned, leased, rented or otherwise used by a school including but not limited to the following:
   a. All interior portions of any building or other structure used for instruction, administration, support services, maintenance or storage.
   b. All school grounds over which the school exercises control including areas surrounding any building, playgrounds, athletic fields, recreation areas and parking areas.
2. "Tobacco" shall include cigarettes, cigars, pipe tobacco, snuff, chewing tobacco and all other kinds and forms of tobacco prepared in such manner as to be suitable for chewing, smoking or both. "Tobacco" shall include cloves or any other product packaged for smoking.
3. "Use" shall mean lighting, chewing, inhaling or smoking any tobacco products
   - **Abstaining from the illegal consumption of alcoholic beverages or possession or use of any legally prohibited substance.**
   - **Refraining from any conduct that causes damage to or the destruction of District or personal property.**

SCHOOL SAFETY/EMERGENCIES

- **Fire Drill/Emergency Exit Drills:** Safety drills at regular intervals are required by law and are important safety precautions. It is essential that when the alarm sounds everyone obeys instructions and clears the building by the assigned route as quickly as possible. The teacher in each classroom will give the scholars instructions.
- **Lock Down Procedures:** In the event of a lock down, no one will be allowed to either enter or leave the building. All doors will be locked until it is determined by the proper authorities that the building, staff, and scholars are safe.

OPPORTUNITIES

Volunteer skills, interests and time commitments vary. We hope you will be able to find something that you will enjoy doing.

- Classroom opportunities: Some teachers may like to have volunteers help in their classroom or on field trips.
- School-wide opportunities: Minnequa has many programs outside the classroom. Volunteers might help at recess, in after-school programs, or reading to scholars in the classroom. Be sure to check out the range of opportunities, so you can find the perfect match for you! Some of these opportunities may be weekly or on-going.
- Projects - *larger commitments that may span several days or weeks*.

  Examples: help with the talent show, 5th grade graduation, fundraising and celebratory activities (e.g. Halloween, Christmas Party).
- Sharing Knowledge, Tips and Ideas: Although Minnequa has many special traditions, new ideas arise each year. We encourage volunteers to share their insights with Mrs. Ott, and/or Mrs. Harshman. We don't want to hear that teachers are hearing ideas from parent volunteers. Mrs. Harshman will relay information to teachers.

MISCELLANEOUS

Clean up

After you have finished any activity within the school, it is important to tidy up afterwards. For obvious reasons scissors, glue guns etc should not be left lying around. Classrooms and other public areas should be left clean and tidy.

Other General Information

School Attendance

The Colorado State Legislature passed Senate Bill No. 140, which deals with school attendance. This bill was signed into law by Governor Roy Romer on April 19, 1993. The law stipulates that annually, at the beginning of the school year and upon any enrollment during the school year, the parent of each child enrolled in the school district be notified in writing of the parent's obligations with regard to compulsory school attendance.

Excused absences are categorized as illness, (substantiated by a doctor's statement) death in the immediate family, or religious activity. Unexcused absences are considered to be anything not covered above. Severe attendance problems will be referred to the Community Advocate. Please see the district Code of Conduct book for more information.

Minnequa Scholar Attendance Protocol

One criteria of a scholar's success in school is regular and punctual attendance. Frequent absences may lead to poor academic work, lack of social development and possible academic failure. Regular attendance is of utmost importance for school interest, social adjustment and scholastic achievement. No single factor may interfere with a scholar's progress more quickly than frequent tardiness or absence. scholars who have good attendance generally achieve higher grades, enjoy school more and are more employable after leaving school.

According to state law, it is the obligation of every parent/guardian to ensure that every child under their care and supervision receives adequate education and training. The courts may issue orders against the child, child's parent, or both compelling the child to attend school or the parent to take reasonable steps to assure the child's attendance. The order may require the parent, child, or both to follow an appropriate attendance and/or behavior plan that addresses problems affecting the child's school attendance and that ensures an opportunity for the child to obtain a quality education.

Excused Absences

The scholar's parent/guardian shall notify the school of a scholar's absence before 9:30 a.m. on the day of the absence via telephone, written notification or other verifiable documentation. If the parent/guardian is unable to provide an excuse before 9:30 a.m. on the day of the scholar's absence, the school may accept a written excuse from the parent/guardian, including a written statement from a medical source if necessary, for a period of three days following the absence.

If the parent/guardian has not notified the school of a scholar's absence before 9:30 a.m., school personnel shall make reasonable efforts to notify the parent/guardian of the scholar's absence by a personal telephone to the parent/guardian at work or at home. Recorded messages may be used if the parent/guardian cannot be reached in person.

Excused Absences have the following criteria:

1. A scholar who is temporarily ill or injured or whose absence is approved by the administrator of the school. Prearranged absences shall be approved for appointments or circumstances of a serious nature only which cannot be taken care of outside of school hours. A scholar who has an appointment or serious circumstance that cannot be resolved outside of school hours shall be excused if the scholar's parent/guardian obtains prior approval from the school or has a medical note from a doctor. Such absences shall be considered on a case-by-case basis.
2. A scholar who is absent for an extended period due to physical, mental or emotional disability. A medical note is required.
3. A scholar who is attending a school-sponsored activity of an educational nature with advance approval by the administration. Approval for school-sponsored educational activities shall be determined by the school principal or designee on a case-by-case basis in accordance with but not limited to the following criteria: a The scholar must be passing all classes with a grade of C – or better b. The scholar must not have any unexcused absences or tardies, c. The scholar must not have more than five excused absences in a semester and/or no more than nine excused absences for the school year.
4. Family business: A scholar's parent/guardian may request that the scholar be excused for family business (i.e. funerals, weddings, etc.). Such absences shall not exceed three days per school year. The principal or designee may make exceptions.
5. A scholar who is suspended or expelled.
6. If a scholar is in out-of-home placement, absences due to court appearances and participation in court-ordered activities shall be excused. The scholar's counselor, community advocate or designated school representative shall verify the scholar's absence was for a court appearance or court-ordered activity.

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

Unexcused Absence Protocol

Each unexcused absence shall be entered on the scholar's record. The parents/guardians of the scholar receiving an unexcused absence shall be notified orally or in writing by the district of the unexcused absence. In accordance with law, the district may impose appropriate penalties that relate directly to classes missed while unexcused. Penalties may include a warning, school detention or in-school suspension. The maximum number of unexcused absences a scholar may incur before judicial proceedings may be

initiated to enforce compulsory attendance is 4 days in one month and/or 10 days during the school year.

When a scholar has **two** unexcused absences, the school principal or designee shall contact the parent/guardian to discuss the scholar's absences and to make an effort to resolve the situation. If the parent/guardian cannot be reached, a letter shall be sent.

When a scholar has **three** unexcused absences, the school shall contact the parent/guardian to discuss the district's attendance intervention options and, if necessary, possible court involvement. If the parent/guardian is contacted by telephone, a follow-up letter shall be sent reiterating the details of the telephone call. A home visit will be required if a telephone conversation is not possible.

When a scholar has **four** unexcused absences in any one calendar month or ten unexcused absences during the school year, the school shall immediately contact the district's Truancy and Family Support Specialist from the Office of scholar Support. School personnel along with parents will evaluate the reasons for the scholar's absences. An attendance RTI plan will begin and documentation will be signed by parents and teacher. If the plan is not being followed through by parents, the school personnel will then file a truancy petition.

When school officials become concerned about a scholar's tardies and/or absences, whether excused or unexcused, the school principal or designee may issue a referral and order a home visit by a school representative or community advocate. The school representative shall visit the scholar's family within 48 hours of receiving the referral, if reasonably possible, but no later than one week after receiving the referral. The school representative or community advocate shall record the outcome of the home visit and share the information with the school principal or designee.

Make-up work shall be provided for any class in which a scholar has an excused absence unless otherwise determined by the building administrator. It is the responsibility of the scholar to pick up any make-up assignments permitted on the day returning to class. There shall be one day allowed for make-up work for each day of absence. Make-up work shall be allowed following an unexcused absence or following a scholar's suspension from school with the goal of providing the scholar an opportunity to keep up with the class and an incentive to attend school. This work may receive full or partial credit to the extent possible as determined by the teacher.

Tardiness is defined as the appearance of a scholar without proper excuse after the scheduled time that a class begins. Because of the disruptive nature of tardiness and the detrimental effect upon the rights of the non-tardy scholar to uninterrupted learning, appropriate penalties may be imposed for excessive tardiness. Parents/guardians shall be notified of all penalties regarding tardiness. Parents/guardians will receive a phone call to discuss efforts being made to arrive on time and a follow-up letter. After 10 tardies in a calendar month and/or 20 tardies in a year, parents will be contacted to come in and sign an attendance policy. Court intervention will be discussed and an RTI plan will be created.

Scholar Information Card

During the first week of school, the teacher will send home an information card (white enrollment card) for you to complete. Having this information returned is very important. The card is kept in the office so that you can be contacted. In the event that your child must be released to someone, you must designate this information on the card. All telephone numbers and addresses must be current, accurate and clearly written on both sides of the card. If your child is receiving medicaid services, please include their number on the information card.

Custody Changes or Name Changes

It is the responsibility of the custodial parent or legal guardian to notify the school of a change in custody or a child's name change. Copies of legal papers attesting to the change must be presented to the school. Scholar records are kept under a scholar's legal name, and this name cannot be changed until legal documents are presented to the school.

Release of a child to his or her natural parent cannot be denied unless one of the following documents is on file with the school office:

- A restraining order issued by a court against that parent
- The portion of a legal custody agreement that indicates the rights and privileges of each parent with regard to child care and visitation

Scholar Records

Scholar records are kept in all elementary schools and are available for examination upon parental request. If you wish to discuss your child's records, notify the principal and an appointment will be made for you to see the records and receive appropriate explanations.

Parent Information

Parents, grandparents, and community members are encouraged to participate in our school programs and activities. We appreciate and rely on the additional support provided for our school. Parents may volunteer time at school in a wide variety of activities. Interested parents should contact the school or a PTCO officer for further information.

Parent Responsibility

We believe the support and cooperation of our scholars' parents are essential for all aspects of our school program to be highly successful. The area of scholar discipline is no exception. By working together the school and home can assist the scholar in developing the self-discipline he/she will need to function successfully in our society. Again, the parent is EXTREMELY important in the educational process. We strongly encourage the parents of

Parents Rights to Know

As a parent of a student at Minnequa you have the right to know the professional qualifications of the classroom teacher who instructs your child. This is a requirement for all districts that receive Title I funds. Federal law allows you to request certain information about your student's classroom teacher. The law also requires the district to give you this information in a timely manner upon request. Listed below is the information about which you have the right to ask for regarding each of your student's classroom teachers.

- Whether the Colorado Department of Education has licensed or endorsed your scholar's teacher for the grades and subjects taught.
- Whether CDE has decided that your student's teacher can teach in a classroom without being licensed or qualified under state regulations because of special circumstances.
- The teacher's college major; whether the teacher has any advanced degrees, and, if so, the subject of the degrees.
- Whether any teachers' aides or similar paraeducators provide services to your child and, if they do, their qualifications.

Please contact Katie Harshman at 719-549-7581 if you would like to receive any of this information.

Check Policy

For a check to be an acceptable form of payment it must include the payer's current full and accurate name, address, and telephone number. When paying by check, the check writer authorizes checks returned unpaid and any state allowed fee of $25.00 to be recovered electronically or by draft. Alternative forms of payment may be used instead of a check payment (cash or money order). Payments by check may be denied when multiple checks have been returned from the same account or check writer.

School Improvement Accountability Committee

The Minnequa School Site-Base/Accountability Committee meets quarterly to plan and assesses the school's progress in reaching building goals and objectives. The committee members participate in planning and implementing school programs. The school improvement plan is updated yearly and available in the school office. The committee is composed of parents, principal, community members, and staff representatives. Please contact the office if you are interested in participating in our Site-Base/Accountability Committee.

Parent-Teacher Conferences

Parent-teacher conferences are scheduled twice during the school year. Parents are required to conference with teachers if concerns arise. It is the school's desire that every scholar work to the best of his/her ability at all times. Occasionally, however, we need to inform parents or guardians of a scholar's unsatisfactory progress in a timely manner so the scholars can improve his/her work before the next grade report is prepared. Report cards are distributed every nine weeks.

Homework

Parents should be aware of the purpose of homework and should encourage and support the school in requiring that each scholar complete all assignments. Homework is given to:

- Review and reinforce what has been taught in class
- Make up work missed when scholar has been absent
- Finish incomplete class work
- Develop good study habits

Scholars may be required to attend the Personal Accountability Club during lunch to complete homework or missing assignments.

Colorado Basic Literacy Act

It is in the intent of the General Assembly that after third grade, no pupil may be placed at a grade level or other level of schooling that requires literacy skills not yet acquired by the pupil.

- Colorado educators will work in partnership with parents to teach all students to read by the end of third grade.
- To that end, educators will routinely assess student progress toward proficiency in reading.
- Schools will provide intensive reading instruction for students who need additional help.
- Our responsibility is to be in compliance with the Colorado Basic Literacy Act including:
- Assessing the reading performance of all children.
- Placing students on ILPs (Individual Learning Plans) if students are not reading on grade level.
- Reporting to the state:
    - The number and percentage of pupils enrolled in the third grade and reading on or above grade level.
    - The number and percentage of pupils who enrolled in the district who are on ILPs.
    - The number and percentage of pupils who have increased their literacy and reading comprehension levels by two or more grades during one year of instruction.

Third Grade Proficiency Levels

By the end of third grade, scholars will be fluent readers with a full range of reading strategies to apply to reading a wide variety of increasingly difficult narrative and expository text at the third grade level. This requires:

- An understanding of the text that shall include, but is not limited to, students being able to:
  - Adjust reading pace to accommodate purpose, style, difficulty of text;
- Summarize text pages;
  - Apply information and make connections from reading.
- An integration of cueing systems that shall include, but is not limited to students being able to:
  - Apply word attack skills to read new and unfamiliar words (graphophonics).
  - Use sentence and paragraph structure, text organization, and word order (syntax).
  - Use and apply background, experience and context to construct a variety of meanings over developmentally appropriate complex texts (semantics).
  - Use strategies of sampling, predicting, confirming and self correcting quickly, confidently and independently (graphophonics, syntax and semantics).

Newsletter and Other Communications

Parents will be informed of special events, schedule changes, and other school-related news items by means of School calendar, School Messenger, and notes sent home with scholars. Please discuss with your children the importance of taking home these communications and giving them to you.

School Counselor – Allison Stoddard

A full-time counselor coordinates the guidance/counseling program. The counselor provides services that enhance the development of your child's social, emotional, and educational growth. The counselor facilitates classroom activities, parent sessions, staff inservices, small groups for children, and resource materials. The counselor is available for individual consultation and concerns. The counselor may be reached at 549-4165.

Special Programs and Services

Preschool
After School Academy
Gifted and Talented
Site Based Decision Making
Computer Technology ELL Program
Heroes in Public Schools program
Accelerated Reading Parent Volunteer Group
Junior Achievement
Boys and Girls Club
Community Advocate
Zoo Adoption
AVID
Blended Learning
Extended Learning Opportunities
Restorative Justice
Random Acts of Kindness
PLTW
YMCA Sports

Field Trips

Field trips are designed to provide learning experiences for scholars outside the school setting. The goal is to supplement educational activities provided in the classroom. scholars are expected to follow the rules of the school even though the scholars may be far from the actual school building. The rules are necessary for the safety of scholars, to maintain order on the bus, or to comply with the regulations of the facility being visited.

Following the rules and displaying proper manners are requirements for scholars on all field trips. Parents may be required to attend field trips because of poor behavior prior to the trip. If scholar behavior is unacceptable during the field trip, uncooperative scholars may be excluded from participating with the other scholars and may be required to remain on the bus or wait in another area under adult supervision until the activity has been completed.

For reasons of liability, scholars who attend field trips must ride to and from the destination on the school bus. Parents may not transport scholars in their own vehicles. Siblings or friends of scholars are not permitted on the bus.

School Phone

Scholars are permitted to use the school phone only in cases of emergency. The school office is a place of business, and without restrictions on their use, phone lines could be tied up when a parent is trying to contact the school.

Classroom Phones

Many classrooms have phones which are to be used at the discretion of the teacher. A scholar is never allowed to use the phone during class time except in emergencies, and then only with teacher permission. Phones are set at “sleep” during class time and will not ring. You may leave messages for teachers and they will return calls during non-scholar contact. Cell phones are allowed at school, however must be turned off and kept in scholar’s backpack during the school day. Teachers may collect cell phones at the beginning of the day and give them back at the end of the day. Teachers will take cell phones from scholars not following the rules and will give them back at the end of the day or request that parents come and pick them up. The school is not responsible for lost or stolen cell phone or electronic items.

School Meal Program

Pueblo School District 60 is participating in a Universal Lunch and School Breakfast Program for the current school year at all D60 schools. All students enrolled at at D60 schools may participate in the breakfast and lunch program at no charge to them. Snack items and adult meals will be available for sale each day.

Community Eligibility Provision Participating Schools

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

Families should submit a Family Economic Data Survey* in the school office, online at www.pueblod60.org, by visiting https://www.myschoolapps.com/Home/PickDistrict, or scan the QR code to the right ➡.

- Families are encourage to **fill out the Family Economic Data Survey*.**
- **You only need to submit one application per household, even if your children attend more than one school in** Pueblo School District 60.

*This form may be used only for schools participating in the federal child nutrition programs. All D60 schools are participating in the Community Eligibility Program (CEP), receipt of school meals does not depend on households returning this form. **In all schools, this form is also used in connection with other federal, state and local education programs, including determining whether the school district is eligible for state additional funding on the behalf of the student(s). By filling out the form, the parent is ensuring the district will receive the additional state funding to which it is entitled based on the population of students served by the district.**

Families are encouraged to submit an application

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

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

Non-discrimination Statement: In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, religion, sex, gender identity (including gender expression), sexual orientation, disability, age, marital status, family/parental status, income derived from a public assistance program, political beliefs, or reprisal or retaliation for prior civil rights activity, in any program or activity conducted or funded by USDA (not all bases apply to all programs). Remedies and complaint filing deadlines vary by program or incident.

Persons with disabilities who require alternative means of communication for program information (e.g., Braille, large print, audiotape, American Sign Language, etc.) should contact the responsible Agency or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program discrimination complaint, complete the USDA Program Discrimination Complaint Form, AD-3027, found online at How to File a Program Discrimination Complaint and at any USDA office or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by: (1) mail: U.S. Department of Agriculture, Office of the Assistant Secretary for Civil Rights, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410; (2) fax: (202) 690-7442; or (3) email: program.intake@usda.gov.

Food Charge Policy

PROCEDURES

Food Pre-Payments

B**reakfast and lunch are provided free of charge to all District 60 students. This is the benefit of the Community Eligibility Provision. Any additional foods chosen by students MUST be paid for either prior to service or at the time of service. NO CHARGES WILL BE ALLOWED AT ANY GRADE LEVEL. Please be sure your student has a payment method *prior to purchases* or the sale will not be completed.** Prepayments may be made on-line by clicking on the link, www.myschoolbucks.com or scanning the QR code to the right. **.**

Charging Foods is NOT allowed in any D60 School

District meal charge policy goals are:

Students who wish to purchase additional foods beyond those provided at no charge under the Community Eligibility Provision must pay for those foods.

- To encourage parents to assume the responsibility of meal payments and to promote self-responsibility of the student;
- To treat all students with dignity in the serving line regarding meal accounts;
- To establish policies that are age appropriate;
- To establish a consistent district policy regarding charges and collection of charges.
- Charging is not allowed at any grade level

MEAL PROGRAM COMPUTER SYSTEM

Nutrition Services uses the MCS computerized Point of Sale System that operates like a debit account. Students must prepay into their account and access their money by entering an account code into a pin pad. The Manager can also help the child look up their account at the computer terminal.

Students must prepay for additional foods

- **No cash will be accepted on the serving line in grades K-5**
- Prepayments are accepted via cash or check in the school cafeteria before 10:00 am.
- Make checks to ***Nutrition Services*** and write your child's name on the memo line
- This process has been established so that all students are using the same method of exchange
- Receipts are available on request

Parental Control

Parents may control how money is spent. Parents may designate if their child is not allowed to spend account money on a la carte food items.

As an additional courtesy to parents, they may request a report showing when deposits were made and when the student ate meals.

Scholar Health

Scholar Health Problems

A parent should inform the school of any special health problems a child may have. Copies of reports from the doctor explaining the nature of the condition will assist the school in meeting the needs of the scholar.

Emergency Medical Authorization

All scholars must have emergency information listed on a scholar information card in the school office. The card must include a current telephone number so that parents may be notified, and assistance may be given in providing proper care in case of illness or accident. This record is mandated by school district policy.

Scholar Insurance

Scholar accident insurance is available at a reasonable price. These forms are provided to you during the first week of school.

Illness

If a scholar becomes too ill to remain in class, we will reach you by phone. That is why it is so important that we have an updated, working phone number on the emergency card. We have some temporary facilities to help comfort the sick child, however, transportation cannot be provided for sick children. If your child is ill, please do not send him/ her to school. A scholar who contracts a contagious disease or condition, such as conjunctivitis (pink eye), chicken pox, ringworm, or impetigo, will be sent home from school and must remain home until the condition or disease is corrected. A written doctor's release may be required in the cases of conjunctivitis, chicken pox, ringworm, impetigo, or other infectious disease.

Immunizations

Please see the letter and chart on the following three pages.

Colorado law requires proof of immunizations for children on the FIRST DAY of SCHOOL.

Once the record has been presented, updated copies of additional required immunizations must be taken to the school to prove additional vaccinations as required by law. Immunization information and requirements may be found on the Colorado Department of Public Health's web site at http://www.cdc.gov/vaccines Current schedules may be viewed/downloaded at: http://www.cdc.gov/vaccines/schedules/. Exemptions to the Immunization Law are also explained.

Vaccination or assistance reviewing your child's record is available by contacting their physician, health care provider, the Pueblo City-County Health Department at 719-583-4380, or Pueblo School District 60 Wellness Centers at 719-253-6155.

COLORADO
Department of Public Health & Environment

Advancing Colorado's health and protecting the places we live, learn, work and play

Dear families of students attending Colorado kindergarten through 12th grade schools for the 2026-27 school year:

This letter includes important information and other resources about Colorado's immunization requirements to attend school. There's nothing more important than making sure your child stays healthy and learning all year long. Routine vaccination can prevent the spread of diseases like measles, mumps, varicella (chickenpox), whooping cough, and others, so kids can just be kids. The vast majority of Colorado families choose to protect their children through vaccination.

Colorado law requires students attending school to be vaccinated against many diseases, unless a certificate of exemption is filed. For more information, visit cdphe.colorado.gov/immunization-policy-and-board-health-rules. Before your student's first day of school, you are responsible for providing at least one of the following to each school your student attends:

1. An up-to-date immunization record.
2. An in-process plan (example).
3. A Certificate of Medical or Nonmedical Exemption for any missing doses of school-required vaccine(s).

Vaccines required to attend school (K-12)	Number of valid doses* to start kindergarten and attend school (K-12)
Hepatitis B (HepB)	3 doses
Diphtheria, tetanus, pertussis (DTaP)	5 doses
Polio (IPV)	4 doses
Measles, mumps, rubella (MMR)	2 doses
Varicella (chickenpox)	2 doses
In addition, at seventh grade entry, your child is required to have:	
Tdap (tetanus, diphtheria, pertussis)	1 dose

*If your child is or was behind on routine vaccines, the number of doses may vary. Colorado's school (K-12) immunization table can help you and your child's health care provider determine if your child has the required number of doses.

Colorado requires vaccines to be given following the vaccine schedules outlined in Colorado Board of Health rule 6 CCR 1009-2 for the number and spacing of doses of the required vaccines. View the recommended vaccine schedule for children birth through 6 years and children/adolescents 7-18 years of age. **Get seventh-grade ready:** Beginning in the 2026-27 school year, Colorado law requires adolescents to receive one dose of Tdap **before their first day of** seventh grade. Adolescents who had a Tdap at sixth-grade entry for the 2025-2026 school year do not need another dose for seventh grade. Questions? Refer to the Tdap letter, linked on our school webpage.

There are other vaccines that are not required for K-12 school but recommended, including: COVID-19, hepatitis A (HepA), human papillomavirus (HPV), influenza (flu), and meningococcal disease (MenACWY and MenB).

Vaccination records
Share your student's updated Certificate of Immunization with their school every time they receive a vaccine. Need to find your student's vaccine record? Visit the finding a student's immunization records for school webpage or COVaxRecords.org for more information.

Exclusion from school
If there is an outbreak of a vaccine-preventable disease at your student's school, and your student has not received the vaccine for that disease, they may be excluded from school for many days. That could mean lost learning time for them and lost work and wages for you. For example, if your student is not up to date with their MMR vaccines, they may need to stay home from school for at least 21 days after someone at the school gets sick with measles.

Exemptions from one or more school-required vaccines
Medical Exemption. If your health care provider determines that your student cannot get vaccines for medical reasons, you must submit a Certificate of Medical Exemption to your school.
Nonmedical Exemption. If you choose not to have your student vaccinated for nonmedical reasons, you must submit a Certificate of Nonmedical Exemption to your school. There are two ways to obtain a nonmedical exemption:

1. Submit the Certificate of Nonmedical Exemption signed by an advanced practice nurse (APN), pharmacist, physician (MD or DO), physician assistant (PA), or registered nurse (RN), licensed in Colorado.
2. Submit the Certificate of Nonmedical Exemption you will be able to access after completing Colorado's Online Immunization Education Module.

Nonmedical exemptions must be submitted on an annual basis. Find more information about exemptions at cdphe.colorado.gov/exemptions-to-school-required-vaccines.

Have questions?
Talk with a health care provider or your local public health agency to ask questions and find out which vaccines your student needs. Read about the benefits and importance of vaccines at childvaccineco.org, HealthyChildren.org, and cdphe.colorado.gov/immunization-education.

Finding and paying for vaccinations
Find a vaccine provider at cdphe.colorado.gov/get-vaccinated. Visit COVax4Kids.org to find free or low-cost vaccines. Dial 2-1-1 for information on Health First Colorado (Medicaid) and vaccine clinics in your area.

How is your school doing on vaccinations?
Annually, schools and child cares must report immunization and exemption numbers (but not student names or birthdates) to the state health department. Colorado law established the Vaccinated Children Standard of 95% for all school-required vaccines, described in §25-4-911, CRS, and schools do not control their specific immunization and exemption rates.

Your child's school's immunization rates from the 2024-2025 school year.
(Find 2024-2025 school year and prior years' data at COVaxRates.org).

School name	2024-2025 MMR immunization rate (required)	2024-2025 MMR exemption rate (required)
Minnequa Elementary	84.6%	1.2%

Schools may choose to include rates for other school-required vaccines below.

2024-2025 HepB immunization rate	2024-2025 HepB exemption rate
2024-2025 DTaP immunization rate	**2024-2025 DTaP exemption rate**
2024-2025 Tdap immunization rate	**2024-2025 Tdap exemption rate**

2024-2025 IPV immunization rate	2024-2025 IPV exemption rate
2024-2025 chickenpox immunization rate	**2024-2025 chickenpox exemption rate**

Vaccine	Number of doses (routine)	Routine (on time) vaccination and catch-up guidance
Hepatitis B (HepB)	3	**Routine:** Three-dose series at age 0 (birth), 1-2 months, and 6-18 months. The minimum age for the final dose is 24 weeks of age. If Dose 3 is given prior to 24 weeks, a fourth dose is required. Four doses of hepatitis B vaccine are permitted when a combination vaccine is used. **Catch-up:** Three-dose series at 0, 1-2 months, 6 months (minimum intervals of four weeks between Dose 1 and Dose 2, eight weeks between Dose 2 and Dose 3, **and** 16 weeks between Dose 1 and Dose 3). There is a two-dose option (adult Recombivax HB, minimum interval of four months between doses) for adolescents aged 11-15, and a two-dose option for adults aged 18 and older (Heplisav-B, minimum interval of four weeks between doses).
Diphtheria, tetanus, pertussis (DTaP) DTaP products are licensed through 6 years of age.	5	**Routine:** five-dose series at 2, 4, 6, 15–18 months, and 4-6 years **Catch-up:** Dose 5 is not required if Dose 4 was administered on or after the 4th birthday **and** at least 6 months after Dose 3. Use the DTaP catch-up guidance job aid for guidance for children 4 months through 6 years.
Tetanus, diphtheria, pertussis (Tdap) For routine use in adolescents and adults age 11 and older. May be used for students aged 7-10 years for catch up.	1	**Routine:** For students who are fully vaccinated with the childhood series of DTaP (see above), one dose of Tdap is required prior to seventh grade entry. Refer to the Tdap letter on the school (K-12) professionals webpage for more information. **Catch-up:** For children **7-9 years** who are **not fully** vaccinated with the childhood series of DTaP, determine the number of additional doses of Tdap/Td required by using the Tdap catch-up guidance job aid. For children and adolescents **10-18 years** who are **not fully** vaccinated with the childhood series of DTaP, determine the number of additional Tdap/Td doses required by using the Tdap catch-up guidance job aid.
Polio (IPV) Doses of oral polio virus (OPV) administered on or after April 1, 2016, should not be counted as valid.*	4	**Routine:** Four-dose series at ages 2, 4, 6–18 months, and 4-6 years. Regardless of the number of doses a student has received, the final dose must be administered on or after the 4th birthday **and** at least six months after the previous dose. **Catch-up:** Dose 4 is not required if Dose 3 was administered on or after the 4th birthday **and** at least six months after Dose 2. For guidance for children 4 months through 17 years, use the IPV catch-up guidance job aid. *Both IPV and valid doses of OPV may be used to complete a polio series. The total number of doses needed to complete the series is the same as that recommended for the U.S. IPV schedule. For students 18 years and older who are known or suspected to be unvaccinated or incompletely vaccinated against polio, refer to the immunization schedule or Appendix A of 6 CCR 1009-2.
Measles, mumps, rubella (MMR) If two live vaccines are not given on the same day, there must be at least a 28-day interval between the two doses.	2	**Routine:** Two-dose series at 12–15 months and 4-6 years. Dose 1 is not valid if administered more than four days before the 1st birthday. Some children will receive Dose 2 before their 4th birthday. This is valid if both doses are given after the 1st birthday and separated by at least 28 days. **Catch-up: Two-doses separated by at least 28 day**
Varicella (chickenpox) If two live vaccines are not given on the same day, there must be at least a 28-day interval between the two doses.	2	**Routine:** Two-dose series at 12–15 months and 4-6 years. Dose 1 is not valid if administered more than four days before the 1st birthday. Note: If a child has previous varicella disease **documented** by a health care provider or a **documented** positive antibody titer, the child has met the varicella requirement, and no varicella vaccine is required. **Catch-up:** Age 7-12 years: three months between Dose 1 and 2. Age 13 years and older: 28 days between Dose 1 and 2

Updated April 2026

Doctor and Dental Appointments

Parents are urged to arrange doctor or dental appointments before or after school whenever possible. If a scholar must be taken from school early, the parent is required to come to the school office and sign out the scholar. A scholar WILL BE RELEASED ONLY TO AN ADULT WHOSE NAME APPEARS ON THE CHILD'S ENROLLMENT CARD. If necessary, office staff may request that a picture identification be presented. This card must be signed by the parent at the beginning of the school year or at the time of enrollment.

Medication (District School Board Policy)

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

Please do not send medication to school with your child. It is the responsibility of the parent to consult with the school if a child requires medication during school hours. Medication will be administered only if a doctor deems it essential and only then after the parent and doctor have completed the required forms. These forms may be obtained from the school office.

To the parent/guardian of students that have/had an IEP or IFSP

Notification to Access Benefits

Colorado Department of Education / School Health Services Program

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

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

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

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

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

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

Response Process

If you or your child have questions, concerns or complaints, please contact any of the following people for assistance.

Your First Telephone Call Should Be To:

School

Minnequa – 549-7580

or

School Counselor
Kim Sandoval, Ott – 595-4167
Student Social/ Emotional Concerns

RTI Coordinators
Christy Vasquez or Arjun Sahdev
595-4168

Teacher
Course work or
grade information

School Secretary
Emilee Chavez
549-7580
Attendance/Health

Parent Advocate
Kathy McDowell – 595-4165

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	Special Education
Mrs. Martinez 549-4166 Mrs. Snedaker 549-4163	Ms. Cura 595-4169 Ms. Behling 423-3405	Mrs. Winters Mrs. Cruz 423-3403	Ms. Urenda Ms. Boehmn 423-3402	Mrs. Ortega 423-3404 Mrs. Cisneros 549-7583	Mrs. Valdez 549-7584 Ms. Nelson 423-3403	Ms. Lauricella Mrs. Swope Mrs. Houser 423-3401

If that doesn't get the questions resolved, then call:

School Principal
Mrs. Katie Harshman – 549-7581

If the question cannot be answered at the school level, then you should go to:

Executive Director of Elementary Education/
Federal Programs – Title I
549-7165

OR

Assistant Superintendent
of Learning Services
253-6242

There are different people assigned to help school sites and parents if they need additional information beyond the school level.

School Support Services	Exceptional Student Services	Food Service and Transportation
Deals with student records, school operations including transfers and safety Student Records – 549-7189 Student Support Services – 549-7188	Deals with special education needs on a school-by-school basis 253-6025	Deals with lunch and transportation questions Director of Nutrition Services – 549-7203 First Student Transportation – 549-7217

In case of an emergency or crisis, parents will be notified via school messenger or by school personnel. Please refrain from calling the school as this can jam the phone lines. We will update parents as often as possible. In the case of certain emergency situations, the school building may be locked down. During this time, no person will be allowed to enter or exit the building. Please know that we have a crisis plan in place to ensure the safety of all students and staff at Minnequa Elementary School.



What your child will be learning in Kindergarten Language Arts and Literacy

In Kindergarten, students will learn the alphabet and the basic features of letters and words. They will break down spoken and written words into syllables and letters and identify the sounds each letter makes. These important skills will enable your child to learn new words and to read and understand simple books and stories. Students will also learn to write and share information in a variety of ways, including drawing, writing letters and words, listening to others, and speaking aloud. Activities in these areas will include:

- Naming and writing upper- and lowercase letters
- Matching letters to sounds and using other methods to figure out unfamiliar words when reading and writing
- Learning and using new words
- Identifying words that rhyme
- Reading common words such as the, of, you, are, she, and my (30 or more words)
- Asking and answering questions about a story the teacher reads out loud
- Students ask and answer questions such about key details in a text using **R**epeat the question, **A**nswer the question, **C**ite evidence, **E**xplain, **S**ummarize **(RACES)**
- Identifying characters, settings, and major events in a story
- Recognizing the person, place, thing, or idea that an illustration shows
- Participating in discussions by listening and taking turns speaking
- Using a combination of drawing, speaking, and writing to describe an event, give information about a topic, or share an opinion
- Write at least 2 complete sentences with correct capitalization and punctuation.
- Taking part in shared reading, writing, and research projects
- Expressing thoughts, feelings, and ideas clearly
- Our goal is that every child leaves Kindergarten a reader.

How to become a partner with your child's teacher

Don't be afraid to reach out to your child's teacher—you are an important part of your child's education. Ask to see a sample of your child's work or bring a sample with you. Ask the teacher questions like:

- Is my child learning to read and write?
- What are my child's strengths and weaknesses?
- What can I do at home to make sure that my child is successful?

Helping your child outside of school

Read to your child and have him or her read to you every day for at least 15 minutes. Pick out words that might be new to your child or words that have multiple or complex meanings. Discuss those words and how they add to what the writer is saying.

1. Read to your child and have him or her read to you every day for at least 15 minutes. Pick out words that might be new to your child or words that have multiple or complex meanings.
2. Ask your child to retell a story in his or her own words by telling what happened first, second, third, etc.
3. Ask your child to think about what the message of a story may be or what he or she learned from an informational book or article.
4. Look for opportunities in everyday places to build your child's vocabulary.

5. Be sure your child has a library card. Children should select books in which they are interested to develop a passion for reading. Many libraries have book clubs and family activities that make reading fun for the entire family.
6. Use technology to help build your child's interest in reading. There are several websites where students can read books or articles online. The computer will help with words the student cannot read independently. Libraries also have computers students can use to access those sites. Feel free to ask a librarian or teacher for suggestions.



What your child will be learning in Kindergarten Math

In Kindergarten, your child will focus primarily on two important areas. The first is learning numbers and what numbers represent. The second is addition and subtraction. Students will also learn to identify and work with shapes and measurement. Activities in these areas include:

- Counting how many objects are in a group and comparing the quantities of two groups of objects
- Comparing two numbers to identify which is greater or less than the other
- Understanding addition as putting together and subtraction as taking away from
- Adding and subtracting very small numbers quickly and accurately
- Breaking up numbers less than or equal to 10 in more than one way (for example, 9=6+3, 9=5+4)
- For any number from 1 to 9, finding the missing quantity that is needed to reach 10
- Representing addition and subtraction word problems using objects or by drawing pictures
- Solving addition and subtraction word problems involving numbers that add up to 10 or less or by subtracting from a number 10 or less
- Count to 100 by ones and tens
- Identify and describe shapes
- Knowledge of calendar and time
- Understand measurement as comparing two objects using words like longer, shorter, heavier and lighter.

In kindergarten your child will use a variety of pictures and models to understand and solve addition and subtraction problems.



Examples of Kindergarten Word Problems

+ **Addition**	Three red apples and three green apples are on the table. How many apples are on the table?
− **Subtraction**	Mom has ten apples. She gives one to Mary Ann. How many apples are left?

Your child will learn to find the "partners" that make ten for any number. This drawing shows that if you have 8, it takes 2 more to make 10.

14

From there, students learn to think of ten as a unit and to break all the teen numbers down to a ten and some leftover ones.

10 + 4

How to become a partner with your child's teacher

Don't be afraid to reach out to your child's teacher—you are an important part of your child's education. Ask to see a sample of your child's work or bring a sample with you. Ask the teacher questions like:

- Is my child at the level where he/she should be at this point of the school year?
- Where is my child excelling?
- What do you think is giving my child the most trouble? How can I help my child improve in this area?
- What can I do to help my child with upcoming work?

Helping your child outside of school

1. Use everyday objects to allow your child to count and group a collection of objects.
2. Encourage your child to construct numbers in multiple ways. For example, what are some ways that you can make 10? Answers might include 5+5, 6+4, 8+2, etc. Have your child explain his or her thinking.
3. Have your child create story problems to represent addition and subtraction of small numbers. For example, "*Ann had eight balloons. Then she gave three away, so she only had five left.*"
4. Encourage your child to stick with it whenever a problem seems difficult. This will help your child see that everyone can learn math.
5. Praise your child when he or she makes an effort and share in the excitement when he or she solves a problem or understands something for the first time.



What your child will be learning in First Grade Language Arts and Literacy

In grade one, your child will build important reading, writing, speaking, and listening skills. All students will continue to learn the letters and sounds that make up words. They will think, talk, and write about what they read in stories, poems, and other sources of information. In their writing, students will work on putting together clear sentences on various topics using a growing vocabulary. Some of the activities that will be included in these areas are:

- Read fluently a variety of stories and show they have an understanding of the lesson
- Read grade level text out loud with accuracy, speed, expression, purpose, and understanding
- Ask and answer questions about the story, including characters, setting, and major events verbally and using: **R**epeat the question, **A**nswer the question, **C**ite evidence, **E**xplain, **S**ummarize (**RACES**)
- Compare and contrast events and characters in the stories
- Make predictions about what will happen in the text and explain why
- Use illustrations and details to describe characters, setting, or events
- Learn that verbal and nonverbal language is used to express and receive information
- Describe people, places, things, and events, express feelings, and ideas clearly
- Learn and use new words. (Vocabulary Challenge words and 300 sight words)
- Identify and manipulate letter sounds in spoken and written words
- Learn how to decode and read words
- Print all upper and lower case letters correctly
- Produce complete sentences in their writing with correct capitalization and punctuation
- Use the writing process to plan, revise, and edit written work
- Write to describe an event, provide information on a topic, or share an opinion

Helping your child outside of school

1. Provide time and space for your child to read independently. This reading time should be free from distractions such as television.
2. Ask your child what topics, events, or activities he or she likes. Then look for books or other material about those topics to help motivate your child to read.
3. It helps for children to see others reading and enjoying it at home. Share what you read.
4. Start a family book club. Let different members of the family pick the book.
5. Be sure your child has a library card.
6. Use technology to help build your child's interest in reading. There are many websites where students can read books or articles online.



What your child will be learning in First Grade Math

In grade one, students will work with whole numbers and place value-including grouping numbers into tens and ones as they learn to add and subtract up through 20. Students will learn about shapes, fractions, and measurement. Students will also use charts, tables, and diagrams to solve problems.

- Quickly and accurately adding numbers together that total up to 20 or less and subtracting from numbers up through 20
- Understanding the rules of addition and subtraction (for example, 5+2=2+5)
- Solving word problems that involve adding or subtracting numbers up through 20 and explain using **RACES**
- Counting to 120
- Understanding what the different digits mean in two-digit numbers (place value)
- Comparing two-digit numbers using the symbols >(greater than), =(equal to), and < (less than)
- Understanding the meaning of the equal sign(=) and determining if statements involving addition and subtraction are true or false (for example, which of the following statements are true? 3+3=6, 4+1=5+2
- Adding one and two-digit numbers together
- Measuring the lengths of objects using a shorter object as a unit of length
- Putting objects in order from longest to shortest or shortest to longest
- Organizing objects into categories and comparing the number of objects in different categories
- Dividing circles and rectangles into halves and quarters
- Tell and write time in hours and half hours using analog and digital clocks

Examples of Grade One Word Problems

+ addition	Jude has 8 green blocks, 4 red blocks, and 2 green blocks. How many blocks does Jude have?
- subtraction	Mike has 8 bananas. He eats 3 of them. How many bananas are left?
Comparison	Zoe has 5 oranges. Juan has 2 oranges. How many more oranges does Zoe have than Juan?

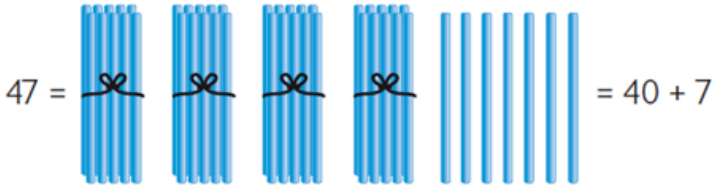
Your child will use pictures and diagrams to show addition and subtraction and to compare amounts.

- Pine trees
- Birch trees

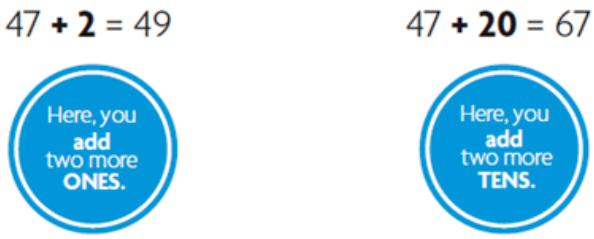
18

9 ?

- Natalie counts 18 pine trees. She counts 9 birch trees. How many fewer birch trees than pine trees does Natalie count?



Your child will use this understanding of place value to add one and two-digit numbers together.



How to become a partner with your child's teacher

Don't be afraid to reach out to your child's teacher - you are an important part of your child's education. Ask to see a sample of your child's work or bring a sample with you. Ask the teacher questions like:

- Is my child at the level where he/she should be at the point of the school year?
- Where is my child excelling?
- What do you think is giving my child the most trouble? How can I help my child improve in this are?
- What can I do to help my child with upcoming work?

Helping your child outside of school

1. Look for everyday opportunities to have your child do mathematics. For example, if you open a carton of eggs and take out seven, ask, "*How many are left in the carton?*"
2. Play math games with your child. For example, *"I'm thinking of a number. When I add five to it, I get 11. What is the number?"*
3. Encourage your child to read and write numbers in different ways. For example, what are some ways that you can make the number 15? 15 can be 10+5, 7+8, 20-5, or 5+5+5.
4. Have your child create story problems to represent addition, subtraction, and comparisons. For example, "*I have seven pennies. My brother has five pennies. How many pennies does he need to have the same number as I have? He needs two more pennies."*
5. Encourage your child to stick with it whenever a problem seems difficult. This will help your child see that everyone can learn math.
6. Praise your child when he or she makes an effort and share in the excitement when he or she solves a problem or understands something for the first time.



What your child will be learning Second Grade Language Arts and Literacy

In grade two, students will continue to build important reading, writing, speaking, and listening skills. They will think, talk, and write about what they read in a variety of texts, such as stories, books, articles, and other sources of information including the Internet. In their writing, students will learn how to develop a topic and strengthen their skills by editing and revising. Activities in these areas will include:

Reading

- Retell stories, and determine their central message, lesson, or moral of a fiction or non-fiction story
- Acknowledge different character points of view including speaking in a different voice
- Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text using **R**estate the question, **A**nswer the question, **C**ite evidence, **E**xplain, **S**ummarize (**RACES**)
- Explain how specific images or illustrations are useful
- Compare and contrast
- Read high-frequency words (600 words) with accuracy and speed
- Summarize a variety of text read or read aloud

Writing

- Students introduce a topic and use facts and definitions to develop points and provide a concluding statement.
- Maintain focus on a topic
- Produce a complete sentence using capitals, punctuation, subject, predicate, and object

How to become a partner with your child's teacher.

Don't be afraid to reach out to your child's teacher. You are an important part of your child's education. Ask to see a sample of your child's work. Ask the teacher questions like:

- Is my child reading on grade level?
- How is my child doing in writing?
- What are my child's strengths and weaknesses?
- What can I do at home to make sure that my child is successful?

Helping your child outside of school

1. Provide time and space for your child to read independently. This reading time should be free from distractions such as television.
2. Ask your child what topics, events, or activities he or she likes. Then look for books or other material about those topics to help motivate your child to read.
3. It helps for children to see others reading and enjoying it at home. Share what you read.
4. Start a family book club. Let different members of the family pick the book.
5. Be sure your child has a library card.
6. Use technology to help build your child's interest in reading. There are many websites where students can read books or articles online.



What your child will be learning in Second Grade Math

In grade two, teachers will concentrate on teaching a more focused set of major math concepts and skills. This will allow students time to master key math concepts and skills in a more organized way throughout the year and from one grade to the next. It will also call for teachers to use rich and challenging math content and to engage students in solving real-world problems in order to inspire greater interest in mathematics.

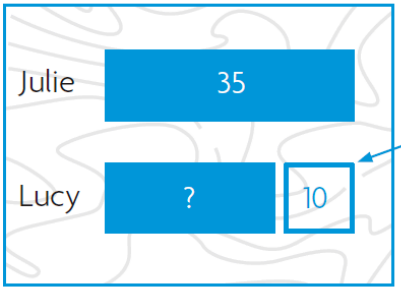
- Solve one and two step word problems by adding or subtracting numbers up through 100
- Understand that 100 can be thought of as a bundle of ten tens
- Understand that three-digit numbers represent amounts of hundreds, tens, and ones
- Add and subtract numbers through 1000
- Measure lengths of objects in standard units such as inches and centimeters
- Solve word problems involving and representing money
- Dividing shapes, circles, rectangles, and triangles into halves, thirds, and fourths
- Finding unknowns in number sentences
- Telling Time

Students in grade two will use diagrams such as this one to think through and solve one- and two-step word problems.

Julie has 35 books. Julie has 10 more books than Lucy. How many books does Lucy have? How many books do they have together?

Step 1: If Lucy has 10 less books than Julie, students first need to figure out what 10 less than 35 is.

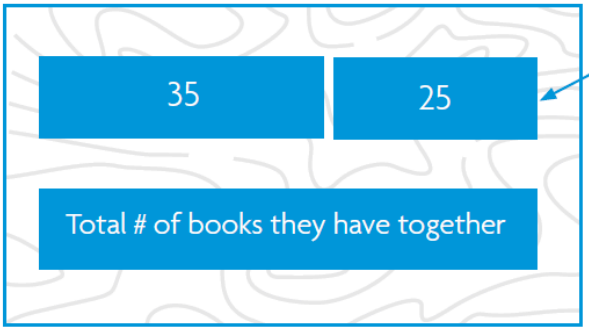
35 books – 10 books = 25 books



25 + 10 = 35
35 - 10 = **25**

Step 2: Students then have to add the number of books Julie has to the number of books Lucy has.

35 books + 25 books = 60 books

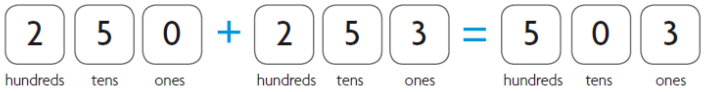


35 + 25 = **60**

Students learn that 250 = 2 hundreds and 5 tens, 25 tens, or 250 ones.



Students apply their understanding that 5 tens + 5 tens = 10 tens, or 1 hundred, that can then be added to the hundreds place.



How to become a partner with your child's teacher

Don't be afraid to reach out to your child's teacher - you are an important part of your child's education. Ask to see a sample of your child's work or bring a sample with you. Ask the teacher questions like:

- Is my child at the level where he/she should be at the point of the school year?
- Where is my child excelling?
- What do you think is giving my child the most trouble? How can I help my child improve in this are?
- What can I do to help my child with upcoming work?

Helping your child outside of school

1. Look for everyday opportunities to have your child do mathematics. For example, if you open a carton of eggs and take out seven, ask, "*How many are left in the carton?*"
2. Play math games with your child. For example, *"I'm thinking of a number. When I add five to it, I get 11. What is the number?"*
3. Encourage your child to read and write numbers in different ways. For example, what are some ways that you can make the number 15? 15 can be 10+5, 7+8, 20-5, or 5+5+5.
4. Have your child create story problems to represent addition, subtraction, and comparisons. For example, "*I have seven pennies. My brother has five pennies. How many pennies does he need to have the same number as I have? He needs two more pennies."*
5. Encourage your child to stick with it whenever a problem seems difficult. This will help your child see that everyone can learn math.
6. Praise your child when he or she makes an effort and share in the excitement when he or she solves a problem or understands something for the first time.



What your child will be learning in Third Grade Language Arts and Literacy

In grade three, students will build important reading, writing, speaking, and listening skills. They will think, talk, and write about what they read in a variety of articles, books, and other texts. In their writing, students will pay more attention to organizing information, developing ideas, and supporting these ideas with facts, details, and reasons. Activities in these areas will include:

- Reading a wide range of stories and describing how a story teaches a lesson
- Describing characters in a story and how their actions contributed to events
- Reading texts about history, social studies, or science and answering questions about what they learned
- Referring to information from illustrations such as maps or pictures as well as the words in a text to support their answers
- Students ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text using **R**estate the question, **A**nswer the question, **C**ite evidence, **E**xplain, **S**ummarize (**RACES**)
- Learning the rules of spoken and written English
- Learning and using new words (700 sight words and including words related to specific subjects (such as science words)
- Participating in class discussions by listening, asking questions, sharing ideas, and building on the ideas of others
- Giving a class presentation on a topic or telling a story using relevant facts and details and speaking clearly
- Writing stories with dialogue and descriptions of character's actions, thoughts, and feelings
- Gathering information from books, articles, and online sources to build understanding of a topic
- Writing research or opinion papers over extended periods of time

How to become a partner with your child's teacher

Don't be afraid to reach out to your child's teacher. You are an important part of your child's education. Ask to see a sample of your child's work. Ask the teacher questions like:

- Is my child reading on grade level?
- How is my child doing in writing?
- What are my child's strengths and weaknesses?
- What can I do at home to make sure that my child is successful?

Helping your child outside of school

1. Provide time and space for your child to read independently. This time should be free from distractions such as television.
2. Ask your child what topics, events, or activities he or she likes. Then look for books, magazines, or other materials about those topics that would motivate your child to read.
3. It is also helpful when your child sees other people reading at home. You could share what you have read.
4. Start a family book club. Let different members of the family pick the book. This could be a good way to enjoy quality family time while experiencing the joy of reading together!
5. Be sure your child has a library card. Children should select books they are interested in to develop a passion for reading. Many libraries have book clubs and family activities that make reading fun for the entire family.
6. Use technology to help build your child's interest in reading. There are several websites where students can read books or articles online. The computer will help with words the student cannot read independently. Libraries also have computers students can use to access those sites. Feel free to ask a librarian or teacher for suggestions.

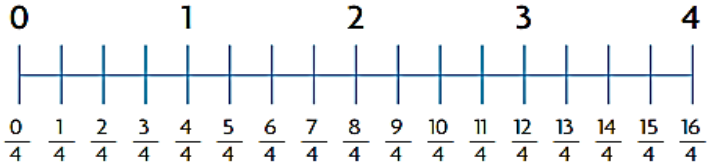


What your child will be learning in Third Grade Math

In grade three, students will continue to build their concept of numbers, developing an understanding of fractions as numbers. They will learn the concepts behind multiplication and division and apply problem-solving skills and strategies for multiplying and dividing numbers up through 100 to solve word problems. Students will also make connections between the concept of the area of a rectangle and multiplication and addition of whole numbers. Activities in these areas will include:

- Understanding and explaining what it means to multiply or divide numbers
- Multiplying all one-digit numbers from memory (knowing their times table)
- Multiplying one-digit numbers by multiples of 10 (such as 20, 30, 40)
- Solving two-step word problems using addition, subtraction,
- multiplication, and division
- Understanding the concept of area
- Relating the measurement of area to multiplication and division
- Understanding fractions as numbers
- Understanding and identifying a fraction as a number on a number line
- Comparing the size of two fractions
- Expressing whole numbers as fractions and identifying fractions that
- are equal to whole numbers (for example, recognizing that 3⁄1 and 3 are the same number)
- Measuring weights and volumes and solving word problems involving these measurements
- Representing and interpreting data

Using a number line helps students think of a fraction as a number.



How to become a partner with your child's teacher

Don't be afraid to reach out to your child's teacher - you are an important part of your child's education. Ask to see a sample of your child's work or bring a sample with you. Ask the teacher questions like:

- Is my child at the level where he/she should be at the point of the school year?
- Where is my child excelling?
- What do you think is giving my child the most trouble? How can I help my child improve in this are?
- What can I do to help my child with upcoming work?

Helping your child outside of school

1. Play math games with your child. For example, "I'm thinking of two numbers whose product is between 20 and 30. How many pairs can you think of that would satisfy this problem?" Have your child explain the solutions. How does he or she know that all the number pairs have been identified?
2. Encourage your child to write or describe numbers in different ways. For example, what are some different ways to make 1450? 1450 = 1 thousand, 4 hundreds, 5 tens, and 0 ones, or 1000 + 450, 14 hundreds and 50 ones, 13 hundreds + 15 tens, etc.
3. Use everyday objects to allow your child to explore the concept of fractions. For example, use measuring cups to have students demonstrate how many 1/3's are in a whole, how many 1/4 cups you need to make 1 1⁄4 cups, and how many times you have to refill a ½ cup measure to make 1½ cups.
4. Encourage your child to stick with it whenever a problem seems difficult. This will help your child see that everyone can learn math.
5. Praise your child when he or she makes an effort and share in the excitement when he or she solves a problem or understands something for the first time.



What your child will be learning in Fourth Grade Language Arts and Literacy

In grade four, students will continue to build important reading, writing, speaking, and listening skills. They will read more challenging literature, articles, and other sources of information and continue to grow their vocabulary. They will also be expected to clearly explain in detail what they have read by referring to details or information from the text. In writing, students will organize their ideas and develop topics with reasons, facts, details, and other information. Activities in these areas are:

- Identifying the theme or main idea of a story, play, or poem
- Comparing stories from different cultures
- Explaining how an author uses facts, details, and evidence to support their points
- Students ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text using **R**epeat the question, **A**nswer the question, **C**ite evidence, **E**xplain, **S**ummarize (**RACES**)
- Reading and understanding information presented in charts, graphs, timelines, and other illustrations
- Learning the rules of spoken and written English
- Learning and using new words, (1000 sight words and include words related to specific subjects (such as science words)
- Participating in class discussions by listening, asking questions, sharing ideas, and building on the ideas of others
- Giving a class presentation on a topic or telling a story using relevant, organized facts and details and speaking clearly
- Writing stories with dialogue and descriptions of character's actions, thoughts, and feelings
- Taking notes and organizing information from books, articles, and online sources to learn more about a topic
- Writing research or opinion papers over extended periods of time

How to become a partner with your child's teacher

Don't be afraid to reach out to your child's teacher. You are an important part of your child's education. Ask to see a sample of your child's work. Ask the teacher questions like:

- Is my child at the level where he/she should be at this point of the school year?
- What do you think is giving my child the most trouble? How can I help my child improve in this area?
- Where is my child excelling? How can I support this success?

Helping your child outside of school

1. Provide time and space for your child to read independently. This time should be free from distractions such as television.
2. Ask your child what topics, events, or activities he or she likes. Then look for books, magazines, or other materials about those topics that would motivate your child to read.
3. It is also helpful when your child sees other people reading at home. You could share what you have read.
4. Start a family book club. Let different members of the family pick the book. This could be a good way to enjoy quality family time while experiencing the joy of reading together!
5. Be sure your child has a library card. Children should select books they are interested in to develop a passion for reading. Many libraries have book clubs and family activities that make reading fun for the entire family.
6. Use technology to help build your child's interest in reading. There are several websites where students can read books or articles online. The computer will help with words the student cannot read independently. Libraries also have computers students can use to access those sites. Feel free to ask a librarian or teacher for suggestions.

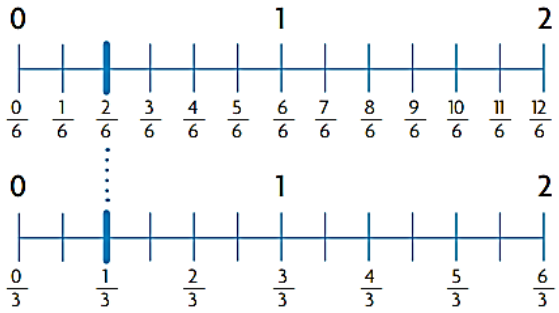


What your child will be learning in Fourth Grade Math

In grade four, your child will use addition, subtraction, multiplication, and division to solve word problems, including problems involving measurement of volume, mass, and time. Students will continue to build their understanding of fractions—creating equal fractions, comparing the size of fractions, adding and subtracting fractions, and multiplying fractions by whole numbers. They will also start to understand the relationship between fractions and decimals. Activities in these areas will include:

- Adding and subtracting whole numbers up to 1 million quickly and accurately
- Solving multi-step word problems, including problems involving measurement and converting measurements from larger to smaller units
- Multiplying and dividing multi-digit numbers
- Extending understanding of fractions by comparing the size of two fractions with different numerators (top numbers) and different denominators (bottom numbers)
- Creating equal fractions using multiplication (3⁄4 = 6⁄8)
- Adding and subtracting fractions with the same denominator
- Building fractions from smaller fractions (3⁄8 = 1⁄8+1⁄8+1⁄8)
- Connecting addition and subtraction of whole numbers to multiplying fractions by whole numbers
- Connecting addition of fractions to the concept of angle measurement
- Representing and interpreting data
- Converting fractions with denominators of 10 or 100 into decimals
- Locating decimals on a number line
- Comparing decimals and fractions using the symbols > (greater than), = (equal to), and < (less than)

Students will use the number line to break fractions into smaller fractions and to show that ⅔=⅓.



How to become a partner with your child's teacher

Don't be afraid to reach out to your child's teacher - you are an important part of your child's education. Ask to see a sample of your child's work or bring a sample with you. Ask the teacher questions like:

- Is my child at the level where he/she should be at the point of the school year?
- Where is my child excelling?
- What do you think is giving my child the most trouble? How can I help my child improve in this are?
- What can I do to help my child with upcoming work?

Helping your child outside of school

1. Use everyday objects to allow your child to explore the concept of fractions. For example, use measuring cups so students see how many times you have to refill a 1⁄4 cup to equal a 1⁄2 cup or how many 1⁄3's are in two cups. Have students describe two fractions that are equal using a measuring cup (filling a 1⁄4 measuring cup twice is the same as filling one 1⁄2 measuring cup).
2. Have your child write or describe fractions in different ways. For example, what are some different ways to make 3⁄4? Answers could include 1⁄4+1⁄4+1⁄4 or 3x1⁄4
3. Ask your child create and describe equal fractions. For example, have students take a sheet of paper, fold the paper in half, and then unfold and shade 1⁄2. Then have students take the same sheet of paper and fold the paper in a half again. Unfold the paper and have students discuss the number of parts that are now shaded. Encourage your child to talk about ways to show that 1⁄2 =2⁄4. (Students may continue this process creating other equal fractions.)
4. Encourage your child to stick with it whenever a problem seems difficult. This will help your child see that everyone can learn math.
5. Praise your child when he or she makes an effort and share in the excitement when he or she solves a problem or understands something for the first time.



What your child will be learning in Fifth Grade Language Arts and Literacy

In grade five, students will continue to build important reading, writing, speaking, and listening skills. They will read more challenging literature, articles, and other sources of information and continue to grow their vocabulary. Students will also be expected to understand and clearly summarize what they have learned from readings and classroom discussions, referring to specific evidence and details from the text. Students will write regularly and continue to develop their ability to gather, organize, interpret, and present information. Activities in these areas will include:

- Determining the theme of a story, play, or poem, including how characters respond to challenges
- Students ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text using **R**epeat the question, **A**nswer the question, **C**ite evidence, **E**xplain, **S**ummarize (**RACES**)
- Comparing and contrasting stories that deal with similar themes or topics
- Explaining how authors use reasons and evidence to support their points or ideas
- Drawing on information from multiple books, articles, or online sources to locate an answer or to solve a problem quickly
- Learning the rules of spoken and written English
- Learning and using new words, including words related to specific subjects (such as science words)
- Understanding figurative language
- Participating in class discussions by listening, asking questions, sharing ideas, and building on the ideas of others
- Giving a class presentation on a topic or telling a story, introducing relevant facts and details in a clear, logical order
- Writing research or opinion papers over extended periods of time

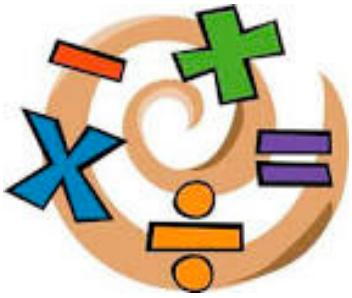
How to become a partner with your child's teacher

Don't be afraid to reach out to your child's teacher. You are an important part of your child's education. Ask to see a sample of your child's work. Ask the teacher questions like:

- Is my child at the level where he/she should be at this point of the school year?
- What do you think is giving my child the most trouble? How can I help my child improve in this area?
- Where is my child excelling? How can I support this success?

Helping your child outside of school

1. Provide time and space for your child to read independently. This time should be free from distractions such as television.
2. Ask your child what topics, events, or activities he or she likes. Then look for books, magazines, or other materials about those topics that would motivate your child to read.
3. It is also helpful when your child sees other people reading at home. You could share what you have read.
4. Start a family book club. Let different members of the family pick the book. This could be a good way to enjoy quality family time while experiencing the joy of reading together!
5. Be sure your child has a library card. Children should select books they are interested in to develop a passion for reading. Many libraries have book clubs and family activities that make reading fun for the entire family.
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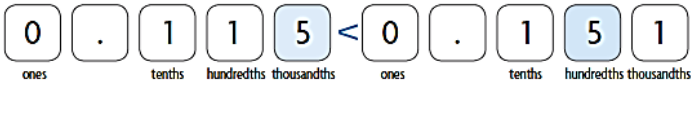


What your child will be learning in Fifth Grade Math

In grade five, your child will learn the concept of rates and ratios and use these tools to solve word problems. Students will work on quickly and accurately dividing multi-digit whole numbers and adding, subtracting, multiplying, and dividing multi-digit decimals. Students will extend their previous work with fractions and decimals to understand the concept of rational numbers—any number that can be made by dividing one integer by another, such as ½, 0.75, or 2. Students will also learn how to write and solve equations—mathematical statements using symbols, such as 20+x = 35—and apply these skills in solving multi-step word problems. Activities in these areas will include:

- Quickly and accurately multiplying multi-digit whole numbers
- Dividing numbers with up to four digits by two digit numbers
- Using exponents to express powers of 10 (in 10^2, 2 is the exponent)
- Reading, writing, and comparing decimals to the thousandths place
- Adding, subtracting, multiplying, and dividing decimals to the hundredths place
- Writing and interpreting mathematical expressions using symbols such as parentheses. For example, "add 8 and 7, then multiply by 2" can be written as 2×(8+7).
- Adding and subtracting fractions with unlike denominators (bottom numbers) by converting them to fractions with matching denominators
- Multiplying fractions by whole numbers and other fractions
- Dividing fractions by whole numbers and whole numbers by fractions
- Analyzing and determining relationships between numerical patterns
- Measuring volume using multiplication and addition

Students recognize that a 5 in the thousandths place is only one tenth the value of a 5 in the hundredths place.



How to become a partner with your child's teacher

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- Is my child at the level where he/she should be at the point of the school year?
- Where is my child excelling?
- What do you think is giving my child the most trouble? How can I help my child improve in this are?
- What can I do to help my child with upcoming work?

Helping your child outside of school

1. Use everyday objects to allow your child to explore the concept of fractions. For example, have your child divide a candy bar (or a healthy snack) between three people. Ask, "How much does each person receive?" (Each person would receive 1⁄3). Suppose there are three candy bars that you plan to share with two friends. Have your child describe the amount that each person will receive.
2. Have your child explain how to write fractions in different ways. For example, what are some different ways to write 4⁄3 ? He or she could answer 4÷3, 1 1⁄3, 2⁄3 + 2⁄3, 2 x 2⁄3, 8⁄6, 4x1⁄3 , etc.
3. Ask your child to give you a fraction equal to a decimal. For example, what are two fractions that can be used to represent 0.6? Answers could include 6⁄10, 60⁄100, 12⁄20 , or 3⁄5.
4. Encourage your child to stick with it whenever a problem seems difficult. This will help your child see that everyone can learn math.
5. Praise your child when he or she makes an effort and share in the excitement when he or she solves a problem or understands something for the first time.

Policies and Regulations (School District 60)

***District Policies and Regulations are available on the District website at:**
www.pueblod60.org/policies or from the school office.

All District policies and regulations apply
regardless of whether they have been specifically highlighted in this handbook

*See also the District's **Student Code of Conduct** also available on the District's website at: www.pueblod60.org.*

JJJ: Extracurricular Activity Eligibility

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

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

JQ: Student Fees, Fines, and Charges

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

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

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

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

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

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

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

Issued: June 25, 2013

JS: Suspension/Expulsion of Students

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

JS-E: Acceptable Use Agreement. S*ee complete exhibit.**

JKD/JKE: Student Use of Internet and Electronic Communications

The Board of Education shall provide due process of law to students, parents/guardians and school personnel through written procedures consistent with law for the suspension or expulsion of students and the denial of admission. *See complete policy.**

JKE-E: Grounds for Suspension/ Expulsion

The following may be grounds for suspension or expulsion from a public school: 1) Continued willful disobedience or open and persistent defiance of proper authority. 2) Willful destruction or defacing of school property. 3) Behavior on or off school property which is detrimental to the welfare or safety of other pupils or of school personnel including behavior which creates

a threat of physical harm to the child or other children. 4) Declaration as a habitually disruptive student. 5) The use, possession or sale of a drug or controlled substance on school grounds, in a school vehicle, or at a school activity or sanctioned event. 6) The commission of an act on school grounds, in a school vehicle, or at a school activity or sanctioned event that, if committed by an adult, would be robbery. 7) Possession of a dangerous weapon. 8) Repeated interference with a school's ability to provide educational opportunities to other students. 9) Carrying, using, actively displaying, or threatening with the use of a firearm facsimile that could reasonably be mistaken for an actual firearm in a school building or in or on school property. 10) Failure to comply with the provisions of Part 9, Article 4, Title 25, C.R.S. (immunization requirements). 11) Making a false accusation of criminal activity against an employee of an educational entity to law enforcement authorities or school district officials or personnel. *See complete policy.**

JKE-R: Suspension/ Expulsion of Students

Through written policy the Board of Education has delegated to any school principal the power to suspend a student for not more than five or 10 days, depending upon the type of infraction. Pursuant to policy JKD/JKE, the superintendent has been delegated the power to suspend a student for additional periods of time. However, the total period of suspension will not exceed 25 school days. As a general rule, a suspension will be 10 days or less. *See complete regulation for procedures.**

JEA: Compulsory Attendance

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

JH: Student Absence/Excuses

One criteria of a student's success in school is regular and punctual attendance. Frequent absences may lead to poor academic work, lack of social development and possible academic failure. Regular attendance is of utmost importance for school interest, social adjustment and scholastic achievement. No single factor may interfere with a student's progress more quickly than frequent tardiness or absence. According to state law, it is the obligation of every parent/guardian to ensure that every child under their care and supervision receives adequate education and training and, if of compulsory attendance age, attends school. *See complete policy.**

JHB: Truancy

"Habitual truant" shall be defined as a student of compulsory attendance age who has four total days of unexcused absences from school in any one month or 10 total days of unexcused absences during any school year. Absences due to suspension or expulsion shall not be counted in the total of unexcused absences for purposes of defining a student as "habitually truant." *See complete policy.**

JICA: Student Dress Code

A safe and disciplined learning environment is essential to a quality educational program. District-wide standards on student attire are intended to help students concentrate on schoolwork, reduce discipline problems, and improve school order and safety. The Board recognizes that students have a right to express themselves through dress and personal appearance; however, students shall not wear apparel that is deemed disruptive or potentially disruptive to the classroom environment or to the maintenance of a safe and orderly school. This policy is designed to ensure that all students are treated equitably regardless of race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, or body type/size. *See complete policy.**

JICJ: Student Possession and Use of Cell Phones and Other Electronic Communication Devices

The Board of Education recognizes that electronic communication devices can play a vital communication role during emergency situations. However, ordinary use of electronic communication devices in school situations disrupts and interferes with the educational process and is not acceptable. For purposes of this policy, "electronic communication devices" include any privately-owned, portable technology capable of cellular communication, text messaging, data storage, or internet access. This primarily includes smartphones, personal gaming devices, headphones, and any other hand-held equipment with audio, video, or photographic recording capabilities. This definition excludes school-issued or school-approved instructional equipment.

Students may possess electronic communication devices on school property, in school vehicles, and at school-sponsored activities. However, during the instructional school day, meaning the hours between the starting and ending time of the school day as defined by the district, electronic communication devices must be turned off and stored out of sight unless during an emergency, which for the purpose of this policy is defined as an actual or imminent threat to public health or safety that may result in loss of life, injury, or property damage.

This policy does not prohibit a student from using an electronic communication device if the use is necessary as an effective communication accommodation pursuant to the federal "Americans with Disabilities Act of 1990," 42 U.S.C. sec. 12101 et seq.; to comply with the student's individualized education program, as defined in section 22-20-103, C.R.S., or the student's section 504 plan, as defined in section 22-20-123, C.R.S.; or to monitor or address the student's medical condition.

Electronic communication devices with cameras are prohibited in locker rooms, bathrooms, or other locations where such operation may violate the privacy rights of another person.

At no time may students use electronic communication devices in any manner that disrupts the learning environment or otherwise disrupts school or district activities or events, that compromises academic integrity, that violates an individual's right to privacy, or that otherwise promotes or facilitates any conduct that violates the student code of conduct or other district policies.

It is the student's responsibility to ensure that their electronic communication device is turned off and stored out of sight during the instructional day. Violation of this policy and/or use that violates any other district policy will result in disciplinary as prescribed in JICJ-R and applicable district student discipline policies.

Confiscated devices shall be returned to the student at the end of the school day. If the building principal or designee believes a student's possession or use of an electronic communication device may involve a violation of the law, the building principal or designee may also refer the matter to law enforcement, as appropriate.

The district shall not be responsible for loss, theft, or destruction of electronic communication devices brought onto school or district property or while the student is attending school- or district-sponsored activities or events.

Adopted: June 25, 2013
Revised: August 26, 2025
Revised: June 23, 2026

LEGAL REFS.: C.R.S. 18-7-109 (posting, possession, or exchange of a private image by a juvenile)
C.R.S. 22-1-149 (Board required to adopt policy regarding student communications devices in schools)

CROSS REFS.: JIC and subcodes, Student Conduct
JIH, Interviews and Searches
JK and subcodes, Student Discipline
JS, Student Use Technology, the Internet and Electronic Communications

JICJ-R: Student Use of Cell Phones and Other Electronic Communication Devices

In accordance with Policy JICJ, schools shall implement the following procedures regarding student possession and use of electronic communication devices.

Students who violate Policy JICJ shall be subject to progressive discipline measures intended to support appropriate student behavior while minimizing disruption to the educational environment. All violations must be reported to the student's parent/guardian.

1. First offense: A student who violates Policy JICJ for the first time shall receive a verbal warning and redirection from school staff. The student shall be directed to immediately turn off and properly store the electronic communication device.
2. Second offense: A student who commits a second violation of Policy JICJ shall have the electronic communication device confiscated by school personnel for the remainder of the school day. The device shall be returned to the student at the end of the school day in accordance with building procedures.
3. Third offense: A student who commits a third violation of Policy JICJ shall have the electronic communication device confiscated for the remainder of the school day and shall be required to participate in a conference with the student's parent/guardian and appropriate school personnel.
4. Subsequent Repeated or serious violations: Subsequent Repeated violations of Policy JICJ or, refusal to surrender an electronic communication device when directed by school personnel, or use of an electronic communication device in a manner that substantially disrupts the educational environment shall result in additional disciplinary action consistent with Board policy and the district's student discipline code.
5. Serious violations: Use of electronic communication devices involving harassment, bullying, academic dishonesty, unlawful conduct, recording individuals without permission, or violations of privacy shall result in more serious disciplinary consequences and referral to law enforcement when appropriate.
6. Refusal to surrender an electronic communication device when directed by school personnel or use of an electronic communication device in a manner that substantially disrupts the educational environment or that violates another Board policy shall result in disciplinary action consistent with Board policy and the district's student discipline code.

This regulation shall be implemented consistent with any individualized education program (IEP), Section 504 Plan, health plan, or other legally required accommodation.

School personnel have the authority to implement these procedures at their discretion in exigent circumstances, which must be reported to the school supervisor. Building principals or designees shall establish building-level procedures for implementation of this regulation consistent with Policy JICJ and this regulation.

Adopted: June 23, 2026

JICJ-E: Student Use of Cell Phones and Other Electronic Communication Devices. S*ee complete exhibit.**

JLCB: Immunization of Students

The Board directs the superintendent or designee(s) to annually provide parents/guardians of each student enrolled in the district a copy of the standardized immunization document developed by the Colorado Department of Public Health and Environment. The standardized immunization document includes a list of required and recommended immunizations and the age at which each immunization should be given, the school's specific immunization and exemption rates for the measles, mumps, and rubella vaccine for the school's enrolled student population for the previous school year compared to the vaccinated children standard, and a statement that the school is required to collect and report the information, but the school does not control the school's specific immunization rates or establish the vaccinated children standard.

No student is permitted to attend or continue to attend any school in this district without meeting the legal requirements of immunization against disease unless the student has presented one of the following, as provided by law:

1. a written authorization signed by a parent/guardian requesting local public health officials administer the immunizations;
2. a certificate of medical exemption;

3. a certificate of completion of the online education module administered by the Colorado Department of Public Health and Environment; or
4. a certificate of nonmedical exemption.

Students who do not submit an up-to-date certificate of immunization or a written authorization signed by one parent/guardian requesting local health officials to administer the immunizations or a valid certificate of medical or nonmedical exemption will be suspended and/or expelled from school according to regulation JLCB-R.

All information distributed to parents/guardians by the district will inform them of their rights to seek an exemption from immunization requirements.

Adopted: July 16, 1996
Revised: June 25, 2013
Revised: January 25, 2022

LEGAL REFS.: C.R.S. 22-32-140 (annual distribution of standardized immunization document required)
C.R.S. 22-33-106 (grounds for suspension, expulsion and denial of admission)
C.R.S. 25-4-901 et seq. (school entry immunizations)
6 CCR 1009-2 (school immunization requirements)

CROSS REFS.: JF, Admission and Denial of Admission
JF-R, Student Admission and Denial of Admission (Procedures for Students in Out-of-Home Placements)
JKD/JKE, Suspension/Expulsion of Students
JRA/JRC, Student Records/Release of Information on Students

JLCB-R: Immunization of Students

1. No student may attend school in the district unless the student has presented to the school an up-to-date certificate of immunization, a written authorization signed by a parent/guardian requesting local public health officials administer the immunizations or a valid certificate of medical or nonmedical exemption form. *[Note: please refer to current standardized immunization documents developed and updated by the Colorado Department of Public Health and Environment for a list of immunization requirements and recommendations.]*
2. A student will be exempted from required immunizations only upon submission of:
   a. a completed certificate of medical exemption from a licensed physician, qualified physician assistant, or advanced practice nurse that the student's physical condition is such that immunization would endanger the student's life or health or is otherwise medically contraindicated due to other medical conditions (see paragraph 5, below),
   b. a completed certificate of completion of the online education module administered by the Colorado Department of Public Health and Environment (see paragraph 4, below), or
   c. a completed certificate of nonmedical exemption signed by a parent/guardian or an emancipated student and physician assistant, or advanced practice nurse (see paragraph 4, below).
3. In the event of an outbreak of any communicable disease for which immunization is required, no exemption will be recognized and those students will be excluded from school.
4. Parents/guardians or emancipated students who assert a nonmedical exemption must submit either a completed certificate of completion of the online education module administered by the Colorado Department of Public Health and Environment or a completed certificate of nonmedical exemption that is signed by a parent/guardian or emancipated student and a physician, qualified physician assistant, or advanced practice nurse on an annual basis. Such submission will occur at the beginning of each school year that the nonmedical exemption is asserted.
5. Parents/guardians or emancipated students who assert an exemption from immunizations based on a medical reason must submit the required medical exemption form to the school one time. The medical exemption form must be maintained on file at each new school the student attends.
6. Each school in the district annually provides the school's specific immunization and exemption rates for the measles, mumps, and rubella vaccine [optional: the school may also include immunization and vaccination rates for any other vaccine] for the school's enrolled student population for the previous school year compared to the vaccinated children standard.
7. The district will provide upon request an immunization reporting form. The school nurse is responsible for seeing that required information is included on the form and transferred to an official certificate of immunization as required.
8. If there is a failure to comply with the immunization requirements, the school nurse will personally notify the parent/guardian or emancipated student. Such notification will be accomplished by telephone, e-mail, or in person. If this is not possible, contact will be by physical mail. Emancipated Students must be contacted directly rather than through their parents/guardians.

   The parent/guardian or emancipated student will be notified of the following:
   a. that up-to-date immunizations are required under Colorado law.
   b. that within fourteen (14) days of notification, the parent/guardian must submit one of the following: (i) an authorization for administration of the immunization by public health officials; (ii) a completed certificate of medical or nonmedical exemption; (iii) a completed certificate of completion of the online education module administered by the Colorado Department of Public Health and Environment; (iv) or documentation to the school showing that the next required immunization has been given and a written plan for completion of all required immunizations.

c. that if the required documentation is not submitted within fourteen (14) days of notification or if the student begins but does not continue or complete the written plan, the student will be suspended or expelled.

9. A student who fails to comply shall be suspended by the principal for up to five days and notice of the suspension sent to the Health Department.
10. If no certificate of immunization is received during the period of suspension, the superintendent will institute proceedings for expulsion.
11. Any suspension or expulsion under this policy will terminate automatically upon compliance.
12. Record of any such suspension or expulsion will be contained in the student's health file, with an appropriate explanation, not in the student's disciplinary file.

Any student expelled for failure to comply with the immunization requirements will not be included in calculating the dropout rate but will be included in the annual report to the State Board of Education.

Students in out-of-home placements

The following procedure applies to students in out-of-home placements, as that term is defined by C.R.S. 22-32-138(1)(e).

Unless the district or school is otherwise authorized to deny enrollment to a student in out-of-home placement, the district or school must enroll the student regardless of whether the district or school has received the student's immunization records. Upon enrolling the student, the school must notify the student's legal guardian that unless the school receives the student's certificate of immunization or a written authorization for administration of immunizations within fourteen (14) days after the student enrolls, the school will suspend the student until such time as the school receives the certificate of immunization or authorization.

Approved: July 16, 1996
Revised: March 14, 2006
Revised: January 25, 2022

KFA: Public Conduct on District Property

Persons using or upon school district property, including all District buildings, parking lots, and any District vehicle used to transport students, will not engage in the conduct described below.

Any person considered by the Superintendent or designee to be in violation of this policy will be instructed to leave District property and law enforcement may be contacted. Any person who has engaged or District officials reasonably believe will engage in conduct prohibited by this policy may be excluded from District property.

The following conduct by any person is prohibited:

1. Any conduct that obstructs, disrupts or interferes with or threatens to obstruct, disrupt or interfere with District operations or any activity sponsored or approved by the District.
2. Physical abuse or threat of harm to any person or District property.
3. Damage or threat of damage to District property regardless of the location, or property of a member of the community when such property is located on District property.
4. Forceful or unauthorized entry to or occupation of District facilities, including both buildings and grounds.
5. Use, possession, distribution or sale of drugs and other controlled substances, alcohol and other illegal contraband on District property, at District or school-sponsored functions or in any District vehicle transporting students. For purposes of this policy, "controlled substances" means drugs identified and regulated under federal law, including but not limited to marijuana, cocaine, opiates, phencyclidine (PCP) and amphetamines (including methamphetamine). If, however, the administration of medical marijuana is in accordance with the Board's policy on administration of medical marijuana to qualified students, such possession shall not be considered a violation of this policy.
6. Distribution, manufacture or sale of controlled substances or the possession of controlled substances with intent to distribute them within 1,000 feet of the perimeter of school grounds.
7. Entry onto District buildings or grounds by a person known to be under the influence of alcohol or a controlled substance.
8. Unlawful use of any tobacco product.
9. Unlawful possession of a deadly weapon or dangerous weapon, as defined in state law or applicable Board policy, on school property or in school buildings.
10. Profanity or verbally abusive language.
11. Violation of any federal, state or municipal law or Board policy.

Adopted: May 28, 2015
Revised: August 23, 2016
Revised: August 26, 2025

LEGAL REFS.: 21 U.S.C. 860 *(crime to distribute or manufacture controlled substances within 1,000 feet of a school)*
C.R.S. 18-1-901 (3)(e) *(definition of deadly weapon)*
C.R.S. 18-9-106 *(disorderly conduct)*
C.R.S. 18-9-108 *(disrupting lawful assembly)*
C.R.S. 18-9-109 *(interference with staff, faculty or students of educational institutions)*
C.R.S. 18-9-110 *(public buildings – trespass, interference)*

C.R.S. 18-9-117 *(unlawful conduct on public property)*
C.R.S. 18-12-105.5 *(unlawful carrying/possession of weapons on school grounds)*
C.R.S. 18-12-214 (3)(a) *(person with valid concealed handgun permit may have a handgun on school property as long as hand gun remains in his or her vehicle and if, while the person is not in vehicle, the gun is kept in a compartment and the vehicle is locked)*
C.R.S. 18-18-407 (2) *(crime to sell, distribute or possess with intent to distribute any controlled substance on or near school grounds or school vehicles)*
C.R.S. 22-1-119.3 (3)(c), (d) *(no student possession or self-administration of medical marijuana, but school districts must permit the student's primary caregiver to administer medical marijuana to the student on school grounds, on a school bus or at a school-sponsored event)*
C.R.S. 25-1.5-106 (12)(b) *(possession or use of medical marijuana in or on school grounds or in a school bus is prohibited)*
C.R.S. 25-14-103.5 *(boards of education must adopt policies prohibiting tobacco and retail marijuana use on school property)*
C.R.S. 25-14-301 *(Teen Tobacco Use Prevention Act)*
C.R.S. 44-3-901 (1)(i)(1)(A) *(prohibits consumption of alcohol in any public place without a license or permit)*

CROSS REFS.: ADC, Tobacco-Free Schools
GBEB, Staff Conduct
GBEC, Alcohol and Drug-Free Workplace
JICH, Drug and Alcohol Involvement by Students
JICI, Weapons in School
KI, Visitors to Schools
JLCDB, Administration of Medical Marijuana to Qualified Students

NOTE: *The exceptions in state law that permit possession of a deadly weapon on school property are that the person:*

a. has legal authority to carry or possess a deadly weapon. C.R.S 18-12-105.5 (3).
b. is presenting an authorized public demonstration or exhibition for the school or an organized class. C.R.S. 18-12-105.5 (1).
c. is carrying out duties for the school district which require the use of a deadly weapon. C.R.S 18-12-105.5(1).
d. is participating in an authorized extracurricular activity or on an athletic team. C.R.S. 18-12-105.5 (1).
e. has possession of the weapon for use in an approved educational program which includes but is not limited to any course designed for the repair and maintenance of weapons. C.R.S. 18-12-105.5 (3)(h).
f. is a school resource officer or peace officer on duty. C.R.S. 18-12-105.5 (3)(e).

PUEBLO SCHOOL DISTRICT 60

315 W. 11th Street
Pueblo, Colorado 81003

BOARD OF EDUCATION

William Thiebaut, Jr. ..... President
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Dr. Derion Ibarra ..... Board Member
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Susan L. Pannunzio ..... Board Member

Non-Voting Officers

Lana Niehans ..... Treasurer
Geri Patrone ..... Secretary/Assistant Treasurer

SUPERINTENDENT OF SCHOOLS

Dr. Barbara R. Kimzey

Mission

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

PUEBLO
SCHOOL DISTRICT 60
Educating for Purpose and Impact

Pueblo School District No. 60 does not discriminate on the basis of race, creed, color, sex, sexual orientation, gender identity/expression, marital status, national origin, religion, ancestry, age, disability, need for special education services, genetic information, pregnancy or childbirth status, or other status protected by law in admission, access to, treatment or employment in its educational programs or activities. Additionally, a lack of English language skills is not a barrier to admission or participation in activities. The following individual has been designated to handle inquiries regarding the non-discrimination policies: Executive Director of Student Support Services, Andrew Burns, andrew.burns@pueblod60.org, Title IX Coordinator/Compliance Officer for complaints. This individual can be located at 315 West 11th Street, Pueblo, Colorado 81003, (719) 549-7100. Inquiries about Title IX can be directed to Pueblo School District No. 60's Title IX Coordinator/Compliance Officer named herein; the Assistant Secretary for Civil Rights of the Department of Education at (800) 421-3481, OCR@ed.gov; or both. Complaint procedures have been established for students, parents, employees, and members of the public. (Policy AC, AC-R-1, AC-R-2, AC-E-1, AC-E-2, AC-E-3).

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