

# **Rudy Elementary School**

## **Student/Parent Handbook**

### **School Year 2021-2022**



**5370 Cracker Barrel Circle  
Colorado Springs, CO 80917  
719-328-7600  
Attendance: 719-328-7612**

School Web Site: <http://rudy.d11.org>

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## Rudy Elementary Mission Statement

We dare to empower the whole student to profoundly impact our world.

### Our Vision:

We believe that high expectations for teachers and students are essential for all students to grow socially, emotionally, physically, and academically. Learning will be personalized and aligned with the state standards in order to build critical thinkers. We believe that building a school community requires all participants to understand and take responsibility for their roles. We will have honest, effective communication that advocates for ALL Rudy students, staff, and families. We will empower our families by collaborating with parents and community to provide necessary resources to create a positive home-school connection.



School District #11, Board of Education

The regular meetings of the Board of Education are held on Wednesdays at 6:30 p.m. All Board meetings are open to the public. District 11 board meetings can be seen live on Comcast Channel 16 and are rebroadcast on Saturday and Sunday evenings at 6:00 p.m.

**Board of Education Members**

Shawn Gullixson	President
Julie Ott	Vice President
James Mason	Secretary
Parth Melpakam	Treasurer
Darleen Daniels	Director
Jason Jorgenson	Director
Chris Wallis	Director

**School District #11 Superintendent**

Dr. Michael Thomas

**Important Phone Numbers**

Rudy Elementary School	328-7600
D11 Administration Office	520-2000
D11 Transportation Dept.	520-2940



# RUDY ELEMENTARY STAFF

Julie Fahey, **Principal**

## **Kindergarten**

Renee Smiley  
Jessica White

Judy Bayer-Aide  
Courtne White-Aide

## **Third Grade**

Angela Fike  
Diane West

## **School Psych**

Jill Payne

## **Teaching & Learning Coach**

Penny Cushing

## **Gifted & Talented**

Kessa Scott

## **ELL Teacher**

Shannon Walker-Silvey  
Vilma Rovira-Aide

## **Secretaries**

Noel Wood

TBD

## **Nurse**

Sue Heidelberg  
Melinda Jackson-Aide

## **Building Technicians**

Gerardo Gutierrez  
Antonio Hernandez  
Lio Hernandez

## **First Grade**

Lori Ossolinski  
Penny Graham

## **Fourth Grade**

Kelsy Davis  
Melissa Skattum

## **Specials Teachers**

Aaron Crews	PE
Denise Lindstrom	Library/Technology
Marla Sonksen	Art
Tracy Taylor	Music
Hannah Atencio	Theater

## **Special Education**

Kimberly Sisson-Crow	SPED Teacher
Sandy Darling	SPED Teacher
Elise Platz	Speech/Language

## **Special Ed Paraprofessional**

Katie Kleiber  
Angela Kirksey  
Melissa Harrison  
Kathleen Horton  
Jodi Wagner

## **Food Services**

Tammy Packard  
Kathy Fernandez

## **Band**

Debby Blake

## **Orchestra**

Tanesha Reeves

## **Second Grade**

Tricia Jock  
Heather Shaw

## **Fifth Grade**

Charlee Archuleta  
Chrissie Hensley

# Staff Voice Mail Numbers

(All staff numbers begin with the prefix “328” unless otherwise noted)

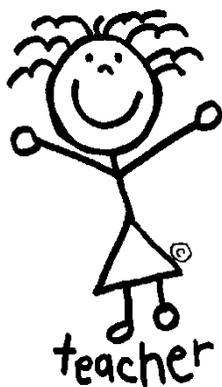
Archuleta, Charlee	7241	Packard, Tammy	7632
Atencio, Hannah	4425	Payne, Jill	520-2781
Blake, Debby	6192	Platz, Elise	3144
Crews, Aaron	7296	Reeves, Tanesha	7566
Cushing, Penny	7397	Rovira, Vilma	7606
Darling, Sandy	7398	Scott, Kessa	4560
Davis, Kelsy	6177	Shaw, Heather	6184
Fahey, Julie	7602	Sifford, Dorie	6185
Fellinger, Sherre	520-2319	Sisson-Crow, Kim	6186
Fike, Angela	6191	Skattum, Melissa	6187
Fernandez, Kathy	7632	Smiley, Renee	6189
Graham, Penny	6178	Sonksen, Marla	6190
Gutierrez, Gerardo	7633	<b>TBD Staff Assistant</b>	7611
Heidelberg, Sue	7618	Taylor, Tracy	6192
Hensley, Chrissie	6180	Trujillo, Camey	7397
Hernandez, Lio	7633	Walker-Silvey, Shannon	7553
Hernandez, Antonio	7633	West, Diane	6193
Jackson, Melinda	7616	White, Jessica	7791
Jock, Tricia	6181	Wood, Noel	7610
Lindstrom, Denise	7624		
Ossolinski, Lori	6182		



## *Rudy Expectations*

- **Everyone Reads** (15-20 minutes each night)
  - **Students attend school every day and are on time!**
    - **Every Parent Knows their Child's Teacher**
- **Parents and Teachers Interact and Partner for the Achievement of**  
**Students**

When we have all of the above in place, **ALL** students at Rudy will achieve grade level and appropriate academic growth!



## **Rudy Elementary Goals:**

### *Every student becomes a successful reader*

- We will communicate with you on a regular basis to let you know how your child is doing compared to grade-level expectations
- We will share with you what we are doing in school to help your child succeed
- We will provide you with options you can use at home to support your child
- **Together, we can help every student to become a proficient and avid reader**

### *Families read aloud with their children at least 15 minutes a day*

- Research shows that reading aloud daily with your children, especially from womb to classroom, is the single most important factor in helping a child become a successful reader

### *Students arrive at school on time each day and stay the whole day*

- When students are at school, on time every day, they receive the maximum benefit of their education. Parents/Guardians are highly encouraged to make doctor or other appointments after school or on days off from school.



## **Accidents or Illness at School**

In case of serious injury or illness of a student at school, the home or work numbers are called first. If a parent/guardian cannot be reached, the person listed on the emergency data card is called. If there is no response at this number, 911 will be called. *It is extremely important that this information be kept updated, as current information is vital when a child needs parental attention.*

**Children are expected to play outdoors each day during each recess if weather permits. Normally, a child too ill to participate in this short activity is not well enough to be in school.**

Our school has a nurse only one day a week; we have a health tech for 5 hours each day, and the secretaries are trained on health basics, which serve us in time of emergency. The facility is adequate to care for a child for a short period of time. If a child is sent to the office feeling ill, the parents will be contacted to come for him or her as we are neither staffed nor equipped to care for ill children over long periods of time.

## **Attendance**

When a student misses any part of a school day, and that absence is not excused within the appropriate time allowed by policy, a student becomes truant. Students who are “skipping” school regularly, or who are absent from school for reasons that do not meet the excused absence criteria, are considered habitually truant. **Habitually truant students are those students who miss more than four days of school in a month, or ten days of school in one year.** This truancy greatly impacts a student’s achievement. Students and parents who violate this policy can be subject to disciplinary action at the school and through the judicial process.

### *Absences*

- Please call **328-7612** by 8:30 a.m. if your child is going to be absent. We need to know the child’s name, the teacher’s name, and the reason for the absence. Please send a written excuse or doctor’s note the following day.
- If you need to take your child out of school during the school day, please send a note to your child’s teacher, and sign your child out at the office. ***Then wait in the office while your student is called down.***
- We encourage you to make appointments on early release days, or school breaks, as these absences do count against your child’s attendance.
- Students will be counted absent for the morning session if they arrive after **8:20 a.m.**, or absent in the afternoon session if they leave before **2:10 p.m.**
- We make every attempt to contact the parents of children who are absent and have not called in by 8:30 a.m. Parents will receive an automated message about an unexcused absence.
- If an absence is more than two days, please request schoolwork. Each teacher has a make-up work plan.

### *Tardiness*

- Please sign your child in at the office upon late arrival.
- Any time a student is late (after the 8:00 bell) **OR leaves before the 2:30 bell**, he or she will be counted as tardy.

If a student must leave school during school hours, a parent or guardian must check the child out through the office. Students returning to school during the day must also check in with the office. *The person signing a child out must be listed on the student's emergency card.*

Taking a child out of school prior to the scheduled dismissal time, and/or before weekends and holidays is discouraged.

### **Breakfast Program**

Breakfast is served each morning in the cafeteria from 7:30-7:50 a.m. **For the 2021-2022 school year, all breakfast and lunch is free to students!** Only students coming for breakfast are to arrive at 7:30 a.m. Students not having breakfast are to arrive at 7:45 a.m. when there is adult supervision on the school playgrounds.

### **Bus Transportation**

To ensure the safety of our students being transported on school buses, district guidelines have been established. The following information is for students who regularly ride a bus as well as those who ride for a Field Trip.

The privilege of riding a school bus is contingent upon a student's good behavior and observance of the student code of conduct and established regulations for student conduct both at bus stops and on board buses.

The driver of a school bus shall be responsible for the safety of the students on the bus; both during the ride and while students are entering or leaving the vehicle. Therefore, it is the bus driver's duty to notify the transportation supervisor, parents, and the school principal if any student persists in violating the established rules of conduct. After due warning has been given to the student, the bus driver will suspend the student from the bus for the number of days according to the infraction. The parent/guardian shall be notified of the occurrence and the consequences.

### **Capturing Kids' Hearts**

***Rudy is a National Showcase Award Winning School for Capturing Kids' Hearts!*** Capturing Kids' Hearts is an immersive, participatory experience. Teachers, staff, and administrators learn and practice skills they will use and model in their classrooms, schools, and districts, including:

- How to build meaningful, productive relationships with every student and every colleague.
- How to use the Capturing Kids' Hearts EXCEL Teaching Model to create a safe, effective environment for learning.
- How to develop self-managing, high-performing classrooms using team-building skills and a Social Contract.
- High payoff techniques for dealing with conflict, negative behavior, and disrespect issues.
- Capturing Kids' Hearts is a transformational, multi-year process for teachers and administrators at the campus or district level.

### **Child Abuse Information**

It is the policy of the D11 School District Board of Education that the school district complies with the Child Protection Act.

To that end, any school official or employee who has reasonable cause to know or suspect that a child has been subjected to abuse or neglect or has observed the child being subjected to circumstances or conditions which would reasonably result in abuse or neglect, as defined by statute, shall immediately report or cause a report to be made to the El Paso County Department of Social Services or appropriate law enforcement agency. Failure to report promptly may result in civil and/or criminal liability. A person who reports child abuse or neglect in good faith is immune from civil or criminal liability.

### **Child Care Information**

The Rudy Adventure Club is on Rudy Elementary campus located in the portables on the North East side of the playground. This daycare service is a separate service from D11, enrollment and payment inquiries can be made by calling 719-573-1288 and asking for Brittney.

### **Communication**

Communication between home and school means a better education for your child. Some guidelines for successful communication are:

- If you have a concern about your child and/or school, please let us know. If we are unaware of a problem, we will not be able to help remedy it. Often miscommunication is cleared up through the teacher and parent talking.
- **Deal with the person most directly involved first.** If your child is having a learning problem, talk to his/her teacher first. This is the person most familiar with your child.
- Make an appointment to see the person involved whenever possible. Staff hours are posted near the office so you can see particular teachers' availability. When making the appointment, state the nature of your

concerns. This will allow the person to have any necessary materials on hand and save you unnecessary delays.

- See the principal when you have a general school concern.

One means of communication used at RES is the school web site. School information will be updated regularly and, in addition, each teacher will have a web site with specific information pertaining to grade level and classroom news and events. Our web address is <http://d11.org/rudy>. You may also find us on FaceBook!

The monthly school newsletter will be sent through the Blackboard Loop electronically. We hope it will keep you informed about events at Rudy as well as students' successes and opportunities for you to become involved in our school. Outcalls and emails take place when important events are happening at our school, as well.

Another means of communication is through the use of "Friday Folders." Friday folders are used to transport the monthly newsletter, classroom newsletters, business communications, and homework. We encourage parents to use the folder as a means of communicating with the classroom teacher and keeping informed about current events.

### **District Retention Policy** (File IKE)

Because the public schools of this district are dedicated to the best total and continuous development of each student enrolled, the professional staff shall be expected to place students at the grade level best suited to them academically, socially and emotionally. Students normally will progress annually from grade to grade. Exceptions may be made when in the judgment of the professional staff such exceptions are in the best educational interest of the students involved. Exceptions may be made after prior notification and explanation to the student's parents, but the final decision shall rest with the school administration.

### **District Assessments**

Quality assessments help identify the strengths and weaknesses of a student and measure student growth. They also contribute important information and guidance for improved learning and instruction.

<b>District 11 Assessment Plan</b>					
<b>Kindergarten</b>	<b>First</b>	<b>Second</b>	<b>Third</b>	<b>Fourth</b>	<b>Fifth</b>
-DIBELS Next	-DIBELS Next	-DIBELS Next - Galileo K-12 (Reading & Math)	-DIBELS Next - Galileo K-12 (Reading & Math)	- Galileo K-12 (Reading & Math)	- Galileo K-12 (Reading & Math)
D11 Sight Words	D11 Sight Words	D11 Sight Words		- Social Studies Online (CMAS)	- Science Online (CMAS)
TS Gold			CMAS ELA	CMAS ELA	CMAS ELA
			CMAS Math	CMAS Math	CMAS Math
				AimsWeb Plus	AimsWeb Plus
CoGAT Achievement Testing is administered in the spring to second grade students.					

## **Dress Code** (File JICA)

The Colorado Springs School District 11 Board of Education (the Board) is committed to creating a learning environment that is safe, conducive to high student achievement, free from unnecessary disruption and gang activity or influence. The Board believes that the manner in which students dress, accessorize and groom themselves affects the learning environment. By their acceptable appearance (which includes dress, accessories and other body adornments, and grooming), students help create an environment that is conducive to their own, as well as all students' learning. Students' appearance, therefore, clearly has a direct and indirect influence on school discipline, academic achievement, and student success.

During school hours students' appearance shall be acceptable for the classroom and reinforce a positive learning environment. In addition, students' appearance at school-related functions including, but not limited to, special occasions and activities under the jurisdiction of the school, shall be acceptable for these occasions, regardless of where or when such occasions or activities occur. Clothing for school or school functions is hereinafter referred to as school attire.

The Principal of any school may establish additional guidelines for its students with the approval of the Superintendent. Such guidelines may not fall below the minimum standards set out in this policy. Guidelines must ensure that the dress code does not single out or discriminate against religious expression or any other protected right. Students and parents/guardians shall be informed of the existence of the dress code, any guidelines, and consequences for violations at the time of initial enrollment and at the outset of each school year.

The Board supports the development of school uniform programs in order to maintain and promote orderly school functions, student safety and a positive learning environment. School uniform decisions shall be left to the school site, subject to Superintendent approval and the requirements of this policy. The input of staff, students and parents/guardians will be encouraged, in all such decisions. Parents/guardians may opt their students out of the uniform program by submitting a waiver request to the building principal. Any parent/guardian whose student has been granted an opt out waiver by the principal or his/her designee shall not be denied attendance at school, penalized or otherwise subject to disciplinary action for failing to wear a uniform. Any student who does not wear the designated uniform, or who does not have an approved opt out waiver, is subject to disciplinary action by the principal or his/her designee.

## **DRESS CODE**

### **School Attire**

Dress code policies are established to promote uniformity of dress and to define and prohibit students from wearing apparel that is deemed disruptive to the learning environment or to the maintenance of a safe and orderly school. Student appearance is expected to be acceptable for a K-12 educational environment. Any clothing accessories, or body adornments that interfere with or disrupt the

educational environment are unacceptable. Parents/guardians of students requiring accommodation for religious beliefs, disability, or other good cause should contact the principal.

- 1) Clothing should be worn as designed and should cover private parts of the body. Clothing that inappropriately bares or exposes private parts of a body, including but not limited to the stomach, areas above mid-thigh, buttocks, back and breasts is unacceptable school attire.
- 2) Clothes, paraphernalia, jewelry, or body adornment that contain advertisements, symbols, words, slogans, patches, or pictures that are sexually suggestive; gang-, drug-, or alcohol related; obscene, profane, promote hate, or are disruptive or potentially disruptive to the learning environment are unacceptable school attire.
- 3) Ill-fitting clothing (i.e. clothing that is too tight or too loose) is unacceptable school attire.
- 4) Clothing must cover undergarments. Clothing that is worn in such a manner as to expose undergarments (i.e. boxer shorts, bras, underwear) is unacceptable for school.
- 5) Cut-off t-shirts, half shirts, midriffs, tops with spaghetti straps, tube tops, see through or revealing tops are unacceptable school attire.
- 6) Pants or shorts that are in the mid-thigh range or longer where the waistband rises to at least the hips are acceptable school attire
- 7) Skirts or dresses that are mid-thigh or longer where the waistband rises to at least the hips are acceptable school attire.
- 8) Acceptable footwear is required to be worn at all times. Bedroom slippers are considered unacceptable school attire.
- 9) Items considered sleepwear or lounge pants are considered unacceptable school attire.
- 10) Sunglasses and hats are unacceptable school attire, unless being worn for protection from sun and approved by a teacher or administrator to be worn during an outside school activity.

### **Implementation**

Any students who come to school without proper attention having been given to their appearance, which includes cleanliness, in violation of this policy may be asked to cover the non-complying clothing, disciplined, sent home to be properly prepared for school, and required to prepare himself or herself for the classroom before re-entering school. Students who violate this policy in a continuing or flagrant manner may also be recommended for suspension and/or expulsion.

A Principal or her/his designee may authorize exceptions from the above dress restrictions for specially-designated days, health reasons, or for school-sponsored activities.

## **Drop-off and Pick-Up Procedures for Students:**

In response to our family, staff, and community concerns, we have changed the way students will be dropped off and picked up each day!

### **Drop-off between 7:45-8:00 a.m.:**

- Cars will line up along the coned-off area in front of the school. Students will enter directly onto the playground. Teachers will be there to supervise and help keep students safe.
- Rudy teachers & staff will make sure your children are safe and ready to learn. All adults must come to the front, ring the doorbell, and sign-in.
- It is SO important to have your students to school on time, ready to learn! If you are dropping off after 8:00 a.m., you will have to enter through the front, ring the doorbell, and sign your child in, as they will be tardy.

### **Pick-up at 2:30 p.m.:**

- Cars will again line up along the coned-off area in front of the school. Students will be excused through the playground gates to find their cars or walk home. Teachers will be there to supervise and help keep students safe.
- *Students are not allowed to cross in the middle of the street!* Please help us keep your children safe by meeting them at crosswalks if you are parked across the street from the school!

***\*\*TO ENSURE THE SAFETY OF ALL, PLEASE LEAVE YOUR PETS AT HOME WHEN DROPPING-OFF OR PICKING-UP YOUR CHILD/CHILDREN FROM SCHOOL!***

## **Fire/Tornado/Lockdown/Lockout Emergency Drills**

Fire, tornado, lockdown, and lockout drills are scheduled on a regular basis during the school year. They are required by law and are important safety precautions. It is essential that when the alarm sounds, everyone at the school obeys instructions and moves to designated areas as quickly as possible.

## **Health**

### *Health Screening*

- Every year, children in all grades are screened for hearing defects. If a problem is detected, parents are informed.
- Vision acuity tests are given to all students yearly. Parents are informed if vision problems are detected.

### *Dispensing of Medication*

- **If your child must be given medication of any type, including over the counter medicine, during school hours, a school medication form must be completed and signed by the doctor. Medication must be in a pharmacy-labeled bottle containing the medication and dispensing instructions. All medications, including cough drops, are kept, and must be taken, in the office.**

### *Immunizations*

- In accordance with state law, each child must have all immunizations within 14 days of entrance. Forms are in the school office. Failure to complete these means the child will not be allowed in school until immunizations are current. If immunization is against your religious beliefs, you must sign the exemption on the reverse side of the Colorado Department of Health Certificate of Immunization.

### **Kindergarten Registration**

The district provides kindergarten for all children who have reached the age of five years on or before October 1<sup>st</sup>. Students who have not attended kindergarten are eligible for first grade if they reach six years of age on or before October 1<sup>st</sup>. First time registration in the district for kindergarten or first grade students cannot be completed without the child's birth certificate, immunization records, proof of residency, and legal guardian photo Id. A physical examination by your family physician is recommended for all children before beginning school, but is not required, only immunization records.

### **Legal Custody and Visitation**

Either legal parent will be allowed to visit at school unless legal documents stating otherwise are provided to the principal. Any questions regarding legal custody of students between parents should also be settled with appropriate legal documents.

### **Lost and Found**

Lost and Found is maintained in the school near the gym. We encourage children and parents to reclaim the items. Valuable and small items are kept in the office. Please check there for items not found in the lost and found box. Items not claimed will be given to Goodwill at the end of each quarter.



## **Lunch Program**

**\*\*For the 2021-2022 School Year, all Breakfast and Lunch is FREE to all students! The following information is for every other year.**

K-5 grade students may purchase lunch at school for **\$2.55**. Students are encouraged to bring money for the week or the month. An account is set up for each student, and as the student purchases lunch, his/her account will be debited. <http://www.myschoolbucks.com> is a great website to register to pay for lunch accounts at Rudy. You must have your Student ID # to register on that site. Parents may fill out Free/Reduced Lunch paperwork at the following address: <http://www.d11.org/FNS/Pages/Free-and-Reduced.aspx>.

### *Elementary Lunch Charges Policy*

- Effective August 1, 2001, **MEAL CHARGES ARE NOT ALLOWED!**
- Students who forget their money may be provided an Alternate Meal (peanut butter or sun-butter sandwich, fruit, vegetable, and milk) on a case by case basis.

## **Nondiscrimination/Equal Opportunity** (File AC)

The board is committed to a policy of nondiscrimination in relation to race, creed, color, sex, religion, national origin, ancestry, age, disability, sexual orientation and protected activity. The District values the diversity of the family, social and cultural backgrounds of the students, parents, and personnel who participate in its programs and activities. Respect for the dignity and worth of each individual shall be a consideration in the establishment of all policies by the board and in the administration of those policies by the administration.

In keeping with these statements, the following shall be objectives of this School District:

1. To promote the rights and responsibilities of all individuals as set forth in the state and federal constitutions, pertinent legislation and applicable judicial interpretations.
2. To encourage positive experiences in human values for children and adults who have differing personal and family characteristics or who come from various socio-economic, racial and ethnic groups.
3. To consider carefully, in all decisions made which affect the schools, the potential benefits or adverse consequences that those decisions might have on the human relations aspects of all segments of society.
4. To utilize educational experiences to build each individual's pride in the community in which he lives.
5. To initiate a process of reviewing all policies and practices of this School District in order to achieve to the greatest extent possible the objectives of this policy.

## **Parent-Teacher Association/ School Advisory Council**

The Parent-Teacher Association serves as a valuable link between the school and parents. All parents are welcome to attend. The monthly meetings are announced on Facebook and on our website.

The School Advisory Council:

- Represents the community point of view
- Presents recommendations and/or advice to the school administration
- Serves to facilitate communication to the community and the District Accountability Advisory Committee, including the School Improvement Plan and achievement of the school's goals

## **Parties**

Parents are encouraged to provide store-purchased treats for class parties and birthday treats. This is to ensure that students with food allergies have knowledge of the ingredients that could be potentially problematic for them.

## **Pets**

*Bringing pets to school is not allowed.* Many students have allergies and having pets in the building causes concern for student safety.

## **READ Plans**

In School District 11, a READ Plan is written for students who are not meeting grade-level reading proficiencies. The State of Colorado, in conjunction with the Colorado Department of Education, is introducing new Literacy legislation called the *Reading to Ensure Academic Development (READ) Act*. The READ Act more closely aligns with the Response to Intervention (RtI) instructional framework for supporting and monitoring a student's progress in identified areas of need.

While the classroom teacher initiates this plan, it is developed and supported by a team including the parents, school administrators, and other school staff, as needed. Each member of the team has a role to play in supporting the student's reading success. No part of the team, working alone, can guarantee academic success. By working together, we increase each student's literacy achievement. For further information about the READ Act:

<http://www.cde.state.co.us/coloradoliteracy/ReadAct/>.

## **Reporting Student Progress**

Mid-quarter progress reports are sent home during the fourth week of each quarter and report cards are issued at the end of each quarter. Parent-teacher conferences are held in October and May. Parents are encouraged to schedule additional conferences whenever necessary.

We use a standards-based report card to report students' progress for grades K-2. The following marking system is used:

ADV- Advanced	P – Proficient	PP – Partially Proficient	M – Marginal	U - Unsatisfactory
- student is performing in an accelerated curriculum	- student meets grade level expectations	- student is working towards proficiency with support	-student is attempting the work but very little growth is shown	- student is not showing adequate progress on grade level skills or is working below grade level

Students in grades 3-5 will receive the traditional A, B, C, D, or F grade per subject area, based on their mastery of the curriculum standards.

## **Response to Intervention (Now known as MTSS)**

MTSS (Multi-Tiered System of Supports) is a school wide model that allows for the use of resources, such as curriculum, personnel, etc. for students in need of academic and/or behavioral support. MTSS provides a seamless system of interventions and resources which allows students to make significant progress whether they are at-risk for failure or are gifted and talented students not meeting their full potential. MTSS uses strategies such as assessing all students regularly to inform the instructional decisions teachers make, flexible use of building personnel with students, as well as encouraging staff and parents to work together to enhance all students' performance.

MTSS defines a process whereby students access appropriate levels of support and intervention, given their academic and/or behavioral needs. Moreover, MTSS is effective only through team problem-solving approach to identify student needs, target instruction, assess students to measure progress as a result of the instruction, as well as to monitor how well instruction is provided. The MTSS process requires the involvement of the classroom teacher, parent(s), student (where appropriate), and building specialists (e.g., Intervention Specialist, Instructional Coach, Special Education teachers, ELL teachers, counselors, Gifted and Talented specialists, speech therapists, school psychologists, school social workers, building leaders). ***The ultimate purpose of MTSS is not to determine if a student qualifies for special education, but rather, to enhance the success of students with a variety of academic and/or behavior needs.***

**THE THREE TIERS of MTSS ARE:**

Tier I instruction includes high quality, research-based curricula and instructional strategies that support the district's curriculum guidelines. Tier I provides core instruction for all students. Flexible grouping that targets specific skills are included so that the instructional goals of all students can be met.

Tier II offers supplemental instruction in addition to the standards-based curriculum received in Tier I. The curriculum and instruction at Tier II is designed to meet the needs of students not progressing as expected in Tier I.

Tier III instruction includes more explicit instruction that is focused on a specific skill need, whether that be an accelerated need or a remedial need.

## ***Frequently Asked Questions About MTSS:***

### ***How do students move between Tiers?***

Moving between tiers is a fluid process and there will likely be some fluctuation for many students whether they exhibit academic and/or behavioral concerns. Essentially, students move between tiers based on the gap demonstrated through progress monitoring as well as with the intensity level of the intervention.

### ***Is a student ever involved in more than one intervention at a time?***

Students should typically participate in one intervention at a time for individual skill deficits. For example, if a student has a deficit in reading, a single problem should be determined and a single intervention should be developed to address the identified problem. However, in some situations a student may be participating in a standard protocol intervention such as a flexible reading group to address reading skills in general, but may also be in a more intense (Tier III) intervention to address the specific skill deficit. Additionally, a student may participate in more than one intervention if there are a variety of skill deficits in different academic or behavior areas. For example, a student may be receiving a behavior intervention and a reading intervention at the same time or a reading intervention and a math intervention at the same time.

### ***How long is the problem-solving process?***

The length of time a student participates in the problem-solving process depends on the significance of the gap between the student and peers as well as the skill deficits a student has. For example, if a student in 4th grade needs an intervention in math calculations to gain the skills necessary to succeed with multiplication, there may be a need for several specific skill interventions to close the gap with peers. Data may demonstrate that the gap is closing, but the length of time to close the gap may be lengthy. On the other hand, a student who is in 1st grade and needs an intervention addressing short vowels may need a limited Tier II or III intervention and once the skill is gained the gap is closed with peers and the student can participate in the core curriculum. This student's length of participation may be shorter.

### ***What documentation is used with the MTSS Model?***

Graphs and charts are a basic component of MTSS documentation. Furthermore, schools should document the assessment and intervention strategies and outcomes using data collection systems. The strategies that are utilized and charted data should produce documentation of a student's progress or lack of progress (e.g., graphs, charts).

### ***Is MTSS just a way to avoid providing special education services?***

No. MTSS is a way to integrate the mandates of No Child Left Behind (NCLB) and Individuals with Disabilities Education Act (IDEA) so that all students receive high quality, effective instruction in the general education setting and beyond. Also, MTSS is a framework of instruction for students who do receive special education services. The intent is to generate a seamless system of support that is available to **ALL** students at the first sign of need.

### ***Can MTSS be used for students who are Gifted and Talented and/or underachieving?***

Absolutely, not only can MTSS be used, but should be used for students identified as Gifted and Talented or underachieving. Students who are Gifted and Talented and are underachieving based on screening measures and progress-monitoring tools should be provided strength-based intervention to increase the potential for sufficient progress.

Because the MTSS Model is a system wide model, all students who are making insufficient progress should be provided more intensive interventions based on their individual needs. Gifted students need strength-based tiered interventions based on programming needs. Gifted students with learning difficulties will also need interventions for skill deficits.

***Does the MTSS Model have to be used to determine eligibility for students who are identified as having a Specific Learning Disability?***

To align with federal laws, CDE revised the Exceptional Children's Education Act to utilize a problem-solving process to determine eligibility for a Specific Learning Disability. The expectation is that the majority of data are collected through the MTSS process; however, other data may need to be collected for a full and individual evaluation to qualify as having a Specific Learning Disability.

***How/what do we communicate to parents?***

Regardless of whether the parent initiated a concern or the teacher initiated a concern, parent involvement is critical and should be facilitated throughout the process, beginning with the problem identification phase. Parents should always be invited to the problem-solving meetings, and if parents are unable to attend the meeting the progress monitoring information should be provided to the parents each time the data are analyzed. Parents should be involved in all the decisions regarding modifications to interventions.

**Rudy Pre-school**

This program provides comprehensive, high quality services in the areas of education, early childhood development, nutrition, and parent involvement for three and four year old children. Families must qualify to enroll.

For more information about Rudy Pre-school, call the number below:

D11 Pre-school Office:  
520-2540

**School Hours**

The school day begins at 8:00. Students may be dropped off at 7:45 a.m. and report to the playground.

Grades K-5	8:00 a.m. - 2:30 p.m.
Office Hours	7:00 a.m. - 3:30 p.m.

**Snacks/Gum**

Students are allowed to bring healthy snacks to school provided they have teacher permission. **Gum is not allowed at any time.**

**Special Programs**

***Gifted and Talented***

The gifted and talented resource teacher is available to work with teachers to design, adjust, and augment classroom curriculum for students who need more challenge or curriculum extensions. The G/T resource teacher also helps

teachers develop centers, independent work, and project ideas for students in the regular classroom.

In addition, third, fourth, and fifth graders who qualify, participate in G/T. Students are identified for G/T based on teacher recommendations, classroom performance, and achievement scores. Gifted/Talented students meet with the G/T teacher once a week for subject-based activities.

Student performance is evaluated at the end of each quarter.

### **Special Education Services**

Students who qualify for services through the special education department will receive instruction and support from special education resource teachers, paraprofessionals and itinerant staff (speech therapist, occupational therapist, physical therapist and counselor) as indicated in their Individual Educational Program (IEP).

Our goal is to keep students with special services in the regular classroom setting as much as possible so the special education teachers work closely with the classroom teachers to provide appropriate support. Students may also go to the resource room to work one on one or in small groups to build skills, reinforce concepts, or take tests.

If you have questions regarding your child's services, please call the Special Education department through the school office, 328-7600.

### **Student Conduct** (File: JIC)

The District's policies and procedures concerning conduct and discipline shall be known as the "Conduct and Discipline Code." The Conduct and Discipline Code is designed to meet the following objectives:

- 1) To foster sound educational practice and productive learning and equip every student in the District for success today and in the future
- 2) To develop in every student in the District a positive attitude toward self-discipline, regular attendance, and socially acceptable behavior.
- 3) To help every school in the District maintain a learning atmosphere which is safe, conducive to learning, and free from unnecessary disruption.
- 4) To ensure that every student in the District shows respect for authority, follows district rules and policies, and follows state and federal laws regarding conduct, discipline, and attendance in school.
- 5) To serve as a guide for District employees and community members regarding reasonable and appropriate interventions and consequences for unacceptable behavior and attendance.

The Conduct and Discipline Code can be found on the District website at [www.d11.org](http://www.d11.org), under the Parents Tab.

**Rudy Guiding Principles of the Student Code of Conduct**

The **students** of Rudy Elementary can help contribute to personal success and the success of Rudy Elementary if they:

- Accept responsibility for their education, decisions, and actions
- Act in a way that best represents the school, parents, community, and self to promote a safe, healthy environment
- Are active in the school and community
- Support fellow students and their activities
- Respect cultural diversity, individuality, and the choices and rights of others

The **parents** of Rudy Elementary can contribute to the success of their students by fulfilling the following commitments:

- Establish high expectations for our students. We will not accept minimal effort or indifference to quality of work.
- Communicate with teachers and know what is expected of our students.
- Insist on good attendance
- Insist that our students accept responsibility for learning and conduct

The **staff** of Rudy Elementary can contribute to the success of all students by fulfilling the following commitments:

- Provide an environment that ensures student learning and growth
- Promote respectful, courteous behavior
- Interact positively with students by treating them with respect and building nurturing relationships with each student
- Monitor behavior within the classrooms as well as in the halls throughout the day
- Discuss classroom and school rules with students and enforce them as needed

## **Expected Behavior**

### **Playground**

**Goal:** The playground will be a safe place where students play cooperatively and treat adults and each other with respect.

#### **Expected Behavior:**

- Respond appropriately to Playground Supervisors
- Play constructively and respectfully with others
- Stay within playground boundaries and within view of playground supervisors
- Ask permission to go inside the building
- Bring in what you take out
- Use equipment properly
- Follow playground rules
- Wear clothing appropriate for the weather
- Use conflict resolution skills
- Include others

- Pick up & throw away trash
- Avoid the following for safety reasons:
  - Fighting, either “play” or “real”
  - Deliberate injury to another
  - Throwing sand, rocks, ice, snowballs, and other potentially dangerous objects
  - Unsafe use of playground equipment
  - Improper language, name calling, harassing, bullying
  - Rough play such as pushing, shoving, tackling, pulling on clothing
  - Sliding on ice or snow
  - Eating food while playing

### **Cafeteria**

**Goal:** The cafeteria will be an enjoyable place to eat together where people use appropriate manners and treat each other with respect

#### **Expected Behavior:**

- No cutting in line
- Line up quietly & in an orderly manner
- Allow for personal space
- Be respectful and polite to cooks, supervisors, custodians, and each other
- Use appropriate manners
- Use inside voices
- Raise your hand when something is needed
- Stay seated at tables until dismissed
- Clean up your area and throw away all trash when dismissed
- Consume all food in the lunchroom
- Walk quietly when entering or leaving the cafeteria

### **Hallways**

**Goal:** The hallways will be places where people treat each other with respect.

#### **Expected Behavior:**

- Be quiet in the halls
- Keep your hands to yourself
- Use good manners at all times
- Walk facing forward
- Go directly to your destination
- Pick up & throw away trash
- Use drinking fountains appropriately and quickly



## **Restrooms**

**Goal:** The restrooms will be safe places where people treat each other with respect and courtesy.

### **Expected Behavior:**

- Show respect for other's privacy
- Be quiet
- Flush the toilet
- Use restrooms closest to your classroom
- Use equipment properly
- Wash your hands
- Keep restrooms clean & report problems to an adult
- No vandalism

## **School Assemblies**

**Goal:** Students and staff will treat performers and each other with respect and courtesy.

### **Expected Behavior:**

- Keep hands, feet, & objects to yourself
- Stay with your class
- Enter and leave quietly
- Demonstrate appropriate audience participation
- Give "Five:"
  - \*Legs tucked in
  - \*Hands are still & to yourself
  - \*Eyes are on the speaker
  - \*Ears are listening
  - \*Mouths are closed
- Take your belongings with you when you leave

## **Arrival/Dismissal**

**Goal:** Students will be safe and respectful when entering or leaving our building.

### **Expected Behavior:**

- Listen to the teachers on duty
- Walk quietly
- Go straight to your destination
- Have notes from the office with you
- Have all of your belongings with you
- Board the correct bus or get into the correct car
- Make needed phone calls about transportation before 2:30 p.m.

## **Bullying**

Bullying behavior is not acceptable and as a staff we will teach and model appropriate, respectful behavior for our children. Through Capturing Kids' Hearts we will develop and use a consistent vocabulary to help students develop appropriate interpersonal skills.

## **Behavior Interventions**

To support the classroom expectations throughout the school, and to maintain consistency in our expectations, serious misbehavior (listed below) or chronic misbehavior (misbehavior is repeated three or more times) will be referred to the administration. A referral form, explaining the behaviors, will be sent home for a parent signature.

## **Serious Offenses**

Behaviors listed below require immediate action:

- Fighting or deliberately trying to harm others
- Defiance. Not complying with reasonable requests after several attempts at redirection.
- Using disrespectful and/or abusive language and/or gestures
- Bullying behaviors
- Sexual, racial, and/or verbal harassment
- Cheating/stealing
- Possession of a weapon or an instrument used as a weapon
- Possession of a harmful substance (drugs, alcohol)

## **Telephone Use**

Calls should be limited to emergencies. After school plans should be made prior to the school day. ***Cell phones may not be turned on or used during the school day OR on school grounds OR on school buses!***

## **Textbooks and Supplies**

Textbooks are supplied by the school district. No deposit is required for books, but students are responsible for maintaining the condition of the books. Parents are asked to furnish the supplies listed on grade level supply lists.

## **Visitors & Parents**

Parents are encouraged to visit their child's classroom throughout the school year. For the safety of our students, all visitors are required to make prior arrangements with the school for the visit, and to check in at the office upon arrival and pick up a visitor's pass before proceeding to a classroom. If parents are just dropping off items for their student, we ask that it be dropped off at the office, and that class is not interrupted.

## **Valuable Items/Toys**

Electronic items such as iPods, MP3 players, hand-held games, collectable trading cards or toys of any kind are not allowed at our school and need to be left at home. FIDGET SPINNERS are considered toys and are not allowed at school!

## **Volunteers in the Classroom**

The school appreciates help from parent volunteers. If you have time and would like to help by working with children or doing some clerical work, please let your child's teacher know. These volunteer times must be arranged in advance, a volunteer registration form must be filled out every year prior to volunteering in the classroom or to go on a field trip with your student. Please see the front office for this information. Please keep in mind that if you volunteer in the classroom or on a field trip, siblings cannot come with you, due to safety concerns.

## **Weather Related School Closing and Cancellations**

Colorado weather is very unpredictable and sometimes very severe. During severe weather, parents are asked to help by making a decision regarding their own child. If, in a parent's judgment, it is too hazardous to send his or her child to school, the child should be kept at home. The child will not be penalized for the absence or tardiness and will be given ample opportunity to make up missed assignments.

If at any time during the day, in the parent's judgment, the weather is severe enough that he/she or a verified adult representing them wants to come to school to pick up the student, the principal will release the student to them. The school will maintain a log of students who are released early and to whom they were released.

Check the district web site at [www.d11.org](http://www.d11.org) for current information about closures and delays. Local radio and television stations will be notified of school closings or delays between 5:45 and 8:00 a.m.

If school is in session and a storm develops, the decision to release students early will be made by 10:30 a.m. **by the Central Office** and announced by the local radio stations. Parents/guardians will be responsible for making arrangements so their child will have a place to go if there is no one home on early release days. A completed form for early dismissal plans will be on file with your child's teacher so we will know where the child is to go in case of a school closing.

## **Withdrawals from School**

Children transferring or withdrawing from school must be cleared through the school. Parents must come to the school to inform us of the withdrawal and to complete the withdrawal forms. All texts and other materials belonging to the school district must be checked in and fees paid. All records will be sent to the new school upon request from that school.