

2025/2026

Cory Caregiver Handbook



Contact Information

Office: 720.424.8380

Cafeteria: 720.424.8386

Health Room: 720.424.8385

Discovery Link: 720.424.8403

Website: www.cory.dpsk12.org

As an integrated HGT/GT magnet and neighborhood school, Cory engages every student in **challenging** and **meaningful learning experiences**. We build **authentic** and **lasting relationships** within our school community. We **inspire** students to be **globally aware**, **inquisitive** and **compassionate individuals**. **We bring life to learning and learning to life.**

Cory Mission:

As an integrated HGT/GT magnet and neighborhood school, Cory engages every student in challenging and meaningful learning experiences.

- *Through:*
 - Differentiated instruction that drives academic growth and sparks the curiosity of every child.
 - Explorations of the world around us.
 - Opportunities for creative expression using technology and the visual and performing arts.
 - A focus on a healthy mind and body

We build authentic and lasting relationships within the school community.

- *Through:*
 - A focus on social-emotional learning and mindfulness practices.
 - Celebrating each other's differences and accomplishments.
 - Respectful, caring, and responsible actions.

We inspire students to be globally aware, inquisitive, and compassionate individuals.

- *Through:*
 - Authentic connections to the community, country, and world.
 - Inquiry based learning.
 - Service learning and social action projects.

We bring life to learning and learning to life.

Message from our Principal & Assistant Principal

Dear Cory Community,

Welcome Back! We can't believe the first day of school is right around the corner. We hope everyone is having a wonderful summer full of new adventures, quality time with family and fun in the sun! We are so excited to share our upcoming plans for this school year. Our driving focus is on the whole child to ensure that all students have the academic and social skills to engage and connect in meaningful ways. We want students to have agency and ownership of their learning opportunities to really grapple with real world problems. We look forward to sharing more of our instructional, social emotional and whole child goals on Back to School Night.

Joan Wieser

Principal

jwieser@dpsk12.net

Anna Meyer

Assistant Principal

anna_whistler@dpsk12.net

Children Need Practice to Develop

- **Critical thinking and problem solving skills.**
- **The ability to function in multicultural, diverse society.**
- **Comfort with technology**
- **The ability to access information.**
- **Positive a attitude toward education, school, health and physical fitness.**
- **Confidence to accept responsibility for their own decisions.**
- **Strong skills in all communication modes, science and math.**
- **The ability to work will with others in a group setting to accomplish s task.**

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ATTENDANCE POLICY

According to the DPS Handbook for Families and Students, there are strategies and interventions that we as a school are responsible for implementing which encourage students to be at school all day, everyday, and on-time (8:15 am-3:15 pm). **Strong attendance helps each student develop socially, emotionally, and academically.** Not only does one student's strong attendance help that individual student, but it also helps their classmates, teachers and broader school community by ensuring consistency and stability. We understand that there are circumstances in which students are unable to attend school; however, we also know that when a student is absent, missed instructional time is impossible to replace.

Whether an absence is excused or unexcused, time away from the structured educational environment makes it more difficult to provide children with the best possible learning experience. Therefore, any work that is missed will need to be made-up when the child returns to school. Exceptions to this will be made on a case by case basis for excused absences.

Excused Absence- An excused absence requires approval by both the parent or guardian and the school. In some cases, documentation from the parent may be required so that the school can excuse an absence. Examples can include a note from the school nurse or a health care provider.

Examples of Excused Absences from the Colorado School Attendance Law:

- Temporary illness or injury;
- Physical, mental, or emotional disability
- Suspension, expulsion, or denial of admission; and
- Legal custody by public agency

NOTE: Vacations taken while school is in session are *not* an exception and are therefore considered unexcused. Other examples of unexcused absences are taking a student out when a younger or older sibling has a field trip to attend (eg. field trips, theatrical performances, etc).

Early Dismissal (Early-Outs)- It is strongly recommended that all appointments and extracurricular activities be scheduled outside school hours, as the loss of class time is detrimental to the student. Parents must arrive in the office to officially sign the child out of school *before* students will be called from class. A valid photo ID is required, no exceptions. Cory staff is instructed not to release children from the classroom, lunchroom or playground without official authorization from the office. This procedure is followed to protect your child and to keep classroom interruptions to a minimum. A child will not be released to anyone who is not on the student pick-up list (unless the office has been notified by the parent in writing) or to anyone under 18 years of age. **The office will allow early pick-up until 2:45 pm. After that, families must wait for dismissal.**

All missed learning, regardless of the reasons for missing school, impacts student success. Because of this, DPS focuses on decreasing **Chronic Absenteeism: missing at least 10 percent of the time enrolled in a school year for any reason, including excused and unexcused absences and suspensions.** The focus is on the impact on academic and social emotional learning as a result of missed school attendance.

When calculating chronic absenteeism and attendance rates, **each minute** of the school day is counted. This means that the minutes of class that a student misses when arriving to school late or getting picked up early from school

impact that student's chronic absenteeism status and attendance rate. We want each student at school all day, every day!

It is important for students to be on time and stay for all classes every day in order to improve academic performance and be ready for college and career opportunities.

- Children in Colorado are encouraged to attend school from ages 4 to 18.
- Children in Colorado must attend school from ages 6 to 16.
- DPS students attend school Monday through Friday.
- DPS school years begin in August and end in May or June.
- When your child misses school, you must notify the school's front office.

Each school in Denver Public Schools has an attendance target. **The attendance target for Cory for the 2025-26 school year is 95%.**

Please let us know how we can support your family in ensuring your child is at school everyday. The following strategies & interventions for absences and tardies will be implemented as follows:

Cory's Attendance Approach

At Cory, we work to implement a comprehensive approach to support strong student attendance. The following describes the six (6) components of our attendance system:

1. Daily Attendance Practices
 - a. All teachers take attendance within the first 10 minutes of each class
 - b. We inform guardians when students are absent and no absence request was received
 - c. We communicate with all guardians about student absences
2. Attendance Team
 - a. The School Attendance Leadership Team is an established group of school personnel who regularly and frequently meet to
 - i. create school wide attendance systems,
 - ii. ensure strong implementation and fidelity to those systems,
 - iii. analyze attendance data, and
 - iv. support all school staff in responding to data in a tiered fashion
 - b. The Attendance Team Lead at Cory during the 2025-26 school year is Jenna Javernick, Senior Team Lead/Intervention, jenna_javernick@dpsk12.net.
3. Safe & Welcoming School Environment
 - a. At Cory, we believe that all students should feel safe and welcomed. To support a positive foundation for learning, we prioritize:
 - i. Social-Emotional Learning Opportunities using Trails (DPS curriculum).
 - ii. Greeting routines at the beginning of each class
 - iii. Individual support for students as needed, including through our school psychologist and support staff.
4. Universal (Tier 1) Activities
 - a. Universal, or Tier 1 Activities include activities for all students at Cory Elementary. During the 2025-26 school year, we will
 - i. Communicate with all guardians each month about how much school each student has missed, and whether or not each student is considered chronically absent
 - ii. Communicate with all families regularly about the importance of attendance

- iii. Celebrate students with strong attendance, and students with improved attendance at each monthly First Friday assembly.
- iv. Offer attendance incentives and recognitions for classes, grade levels and individual students

5. Targeted (Tier 2) Interventions

- a. Targeted, or Tier 2, Interventions will occur once a student has missed 6-9% of their time enrolled at Cory, for any reason, including excused and unexcused absences as well as suspensions.
- b. Targeted Interventions focus on increasing a positive connection between Cory, the student and their family. This could include helping the student join a school activity, providing a peer or adult mentor for the student, or having the student connect with a staff member around goals.

6. Intensive (Tier 3) Interventions

- a. Intensive, or Tier 3, Interventions will occur once a student has missed 10% or more of their time enrolled at Cory for any reason, including excused and unexcused absences as well as suspensions.
- b. Intensive Interventions will begin with a meeting with the student, their family and school staff to understand the reasons behind the student's absences. The goal of the meeting is to help problem-solve barriers to attendance, and collaboratively develop a plan to improve the student's attendance.

We are looking forward to partnering with you to ensure your student develops socially, emotionally and academically through strong attendance!

If you have any questions about Cory's attendance policy, please contact the school.

CELL PHONES AND ELECTRONIC DEVICES (watches included)

Cory has a zero tolerance policy with students using and carrying cell phones during school hours. We prohibit students from using and carrying cell phones and other electronic devices (watches) during the school day. These create interference with instruction, privacy and may impede school safety in a real emergency. We know that sometimes parents need to reach their children after school, therefore your child may keep a cell phone in their backpack (on silent) at all times during the school day. If a child is out of compliance with this policy, cell phones will be confiscated by the teacher or other staff. It will then be necessary for the parent to come to school to obtain possession of the cell phone. Please note that Cory is not responsible for any lost or stolen cell phones or electronic devices.

We also ask that parents and visitors kindly take cell phone conversations into the hallway and not use them in classrooms or the office so as not to interrupt instruction or the daily operations of our school. We also want to best serve you and answer your questions without the interruption of a cell phone conversation.

[Cory Technology Agreement](#)

CHANGE OF CLASSROOM PLACEMENT POLICY

Great care and thought is used to place each child in the optimal learning situation. Students are given a minimum of four weeks to adapt to a new classroom environment before any changes in placement will be considered. We believe that students need time to adapt to a variety of environments and expectations. Requests for classroom changes will not be considered until after the minimum period of four weeks, and then only for specific situations which must be approved by the Principal.

In regards to students who have difficulty with other students in their classroom, please be sure to make the teacher aware of this so they can help support your child. The teacher cannot do anything if they are not aware that the situation is occurring. We teach all students conflict-resolution skills and advocacy throughout the year. We believe these skills are life-long and critical for success and will rarely change a child's classroom based on difficulty with another student. Knowing this, safety of children is our number one priority and exceptions to this will be made on a case by case basis.

If placement concerns arise, the following steps will be initiated:

1. The parent/guardian meets with the present teacher and child, where appropriate, to identify concerns, to establish open communication, and to develop a plan to address and try to resolve any concerns. The plan must be implemented for a minimum of two weeks before proceeding to step two. The teacher and parent(s) must explain the plan to the child.
2. After the plan has been implemented for two weeks and all collaborative efforts are exhausted, if the parent continues to have concerns, the parent must notify the principal in writing about those concerns. The principal will arrange a formal conference with the parent and teacher to discuss the previous plan and its outcomes, and the continuing concerns. A placement decision will be made at this meeting and a record of the conference kept on file in the office.
3. If a change in placement occurs, the receiving teacher will be the teacher with the lowest student/teacher ratio at that time. Individual teacher requests will not be accepted. A meeting will take place between the receiving teacher, the current teacher, parent/guardian, and the principal to review the change.

COMMUNICATION AT CORY

Communication is key to ensuring that there is a strong home/school connection. We will do our very best to ensure that we are communicating with you and would expect that, in return, you take the time to also communicate with us and use our website as often as possible.

Due to your child being in a learning environment, we limit interruptions to the classroom and only allow children to call their parents during the day if it is an urgent issue or an emergency. If you need to talk to your child in a non-emergency situation, contact the office and we will make sure your child calls you during their recess time. If it is an emergency, then we will pull them out of class to speak with you.

Home to School Communication - Below are ways you can communicate with the school:

1. Contact the Office - The school's main telephone number is 720-424-8380. A secretary is on duty from 8:00am - 3:30pm. Outside of those hours, messages can be left on the voicemail. If your child is sick or absent, please leave a voicemail on the attendance line.

Please make sure your child knows where you expect them to go at the end of the day PRIOR to your child's departure from home. In the event that you need to convey a change of plans for dismissal, simply contact the office via phone and we will make sure both the teacher and your child receive the message. **If your child has a change of dismissal plans, please call the office by 2:00 pm to give us enough time so we can deliver the message to your child regarding this change.** Emailing your teacher regarding this change will not guarantee your child will receive the message on time as teachers are busy instructing and most likely will not have time to check email during the instructional day.

2. Classroom Phones - Maximizing student time in the classroom is critical. It is important to your child's success to fully maximize their time in the classroom by limiting interruptions. Due to this, any phone call to the classroom will go directly to voicemail during the instructional day. Should there be an emergency and you need to speak with

your child's teacher, kindly call the main office number and we can deliver the message immediately.

3. Email - You may email your child's teacher anytime. Please know, however, that teachers most likely will not have time during the instructional day to check email. Teachers will respond to your emails within a 24-48 hour business day time frame.

4. Teacher Check-Ins - We believe it is very important to have good communication from school to home and realize that there are limited opportunities during the school day for this to happen in person. While we encourage you to make an individual appointment with your child's teacher if you need to talk with them at length, we also realize that there are times when you just need to quickly touch base with them. Below are opportunities for "Teacher Check-Ins":

- After School will be time for teachers to plan.
- Email and Phone Calls - Our staff is required to return emails and/or phone calls within 24-48 hours (1-2 business days). Please do not hesitate to reach out if you need to talk to anyone on our staff.
- Urgent Appointments - If you find yourself needing an urgent appointment in the morning, simply go to the office and they will gladly help you figure out the best way to touch base with your child's teacher.

In addition to the above "check-in's", teachers will be communicating with parents regularly regarding your child's academic progress. These forms of teacher communication include but are not limited to classroom weekly updates (newsletters, emails, etc), parent-teacher or student-led conferences (once a year), report cards (trimesters) and informal and formal communications.

5. Appointments with the Principal and Assistant Principal: We encourage parents and guardians to communicate questions and concerns to the appropriate staff first, before contacting the principal. In the event that it is a general question or concern, Ms. Wieser and Ms. Meyer are visible and available both at morning arrival and afternoon dismissal and these are some of the best times to have questions answered. For longer conversations, please ask the secretary in the office to schedule a meeting with Ms. Wieser. During the school day, it is important for Ms. Wieser to support the instructional programming happening in your child's classroom, therefore, the majority of the school day is spent supporting teachers and students. Your concerns are important, please feel free to email her at joan.wieser@dpsk12.org or make an appointment by calling 720-424-8380.

School to Home Communication- Below are the six ways our school communicates with families:

1. Website: Our website is an important form of communication and will have all of the latest updates and information for our school (Calendars, schedules, etc). Check it out and bookmark it as a favorite!

<http://cory.dpsk12.org>

2. Friday Parent Post: Every Friday, all Cory Families will receive an email blast with the weekly Parent Post (news and updates). If you are not receiving these email blasts, please email Debbie Morrison (Secretary) at d_adelstein-morriso@dpsk12.net.

3. Friday Folders: Every Friday a folder will go home with any *classroom* specific information and school information (extra advertising for school events, etc). Remember, all school-wide information is posted on our website, so please do not depend on receiving things in the Friday Folders regarding school events.

4. Weekly Classroom Communication: Classroom Teachers will be communicating with all families at least once a month via a classroom newsletter, blog, Dojo, Thrillshare or email. Newsletters will include curriculum updates, celebrations, and upcoming classroom events. Many teachers choose to communicate more often and this is left up to each individual teacher.

5. **Facebook:** We encourage everyone to “like” our Facebook Page (facebook/coryelementary). We will be posting various things throughout the year and you don’t want to miss out on the fun!

6. **Thrillshare Rooms:** Families will access Rooms through the new DPS app

<https://info.apptegy.com/for-parents-and-guardians>

- **Where can I download the district app?**
- Caregivers can find and download our district app from the AppStore (iPhone/iOS) or the PlayStore (Android) for free, or by visiting the footer on the district website and look for "Download on the App Store" or "Get it on Google Play" buttons. If you keep your phone up to date the app will work smoothly. The app will run on phones with Android version 8+ or iPhone versions 7+.

Say “hello” to even more in
the Denver Public Schools app.



DIRECTORY

The PTA publishes a full school directory on an annual basis. Signing up for the directory releases the information you provide to currently enrolled families. We encourage everyone to sign up for the directory, as it helps connect our community. When you choose to sign up for the directory, you receive the following benefits:

1. Classroom Parent Liaisons will have the ability to contact you about classroom specific events and activities, including fundraising opportunities that benefit your child's classroom and the school.
2. Other Cory Parents will have the ability to contact you for play dates, birthday parties, etc. We are happy to pass out invitations to students if you are inviting the entire class. If you are only inviting specific students, invitations should be sent via postal mail or email to the specific child you would like to invite (to help curb potential hurt feelings).

When you sign up for the directory and you release your information, we cannot control what people send to you. However, we ask everyone to be aware of how they use the information and ask that it is not used to advertise or promote anything that is for personal gain or not directly related to the school.

You will still receive weekly school-wide announcements through the Parent Post and through short email-blasts, whether you choose to sign up for the directory or not.

DRESS CODE

Students should dress for the weather, especially on inclement weather or field trip days. Students who are not dressed for the weather will come to the office for recess and will call home for delivery of appropriate clothes. Please label all outer garments and your child's backpack with their full name. **On PE days, students must have tennis shoes on to participate.**

Arrival Procedures

- 7:45-8:10 Breakfast will be served at no cost to families.
- 8:00 Students can arrive at Cory and play on the playground.
- 8:10 First Bell - Students will line up on the blacktop
- 8:15 Learning Begins - Students arriving after 8:15 need to go to the office to get a tardy slip. Students will get a tardy slip in the office before coming to class.

Important Campus Information:

Kiss & Go Arrival

- Please arrive at Kiss and Go on Iowa to drop students off at 8:05
 - Vehicles will pull up to the Kiss and Go zone on Iowa Street.
 - Once the front vehicle reaches the cones, students can exit the car.
 - When the student is unloaded the vehicle will drive forward.
 - Vehicles will not be permitted to make U-Turns upon leaving the Kiss and Go lane.
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- Please do not drop students off in the front of the building. Either use the Kiss & Go Drop off or park in the lot and walk them onto the playground.
 - If you are running late please go to the Front office to check your student in.

Walkers/Bike Riders Arrival

- Students will go to their designated spot when the bell rings to walk into school with their teachers
- Students on bikes and scooters or anything else with wheels must be walked to the bike racks once a student arrives at the campus.

Dismissal:

The school day ends at 3:15. We are asking families to arrive at Kiss and Go at 3:15 because C3's dismissal time is 5 mins before ours. We do not want to create a traffic jam. It will take the students at least 3-4 mins to walk to the Kiss and Go area.

Kiss & Go Dismissal

- Kiss and Go dismissal will begin at 3:15 PM. Please do not arrive before 3:15 so we do not interfere with C3. It takes students at least 3-5 minutes to walk to the Kiss and Go.
- All Vehicles will pull up into the Kiss and Go zone on Iowa Street.

- Drivers will **remain in their vehicles** and wait for their students to be dismissed.
- Cory staff will dismiss students in the order of vehicles in the lineup.
- When the student is safely loaded the vehicle will drive forward.

Walkers/Bike Riders Dismissal

- Students will walk with paras out to their designated spot
- Students will be released to parent/guardian or if parent has completed the form for students to walk themselves or bike home, they can proceed to go home without being released to parents
- When leaving school grounds, ALL students and families must use crosswalks.

Parent Permission to walk and bike home alone- <https://forms.gle/aBZ4R2YSyPxKUGtv8>

Parking

- Families who need to park and enter the school will be allowed to park in the lot or side streets (not Iowa)
- Vehicles will not be allowed to park in the Kiss N Go Lanes on Iowa.

The parking lot is not a Kiss and Go. **PLEASE DO NOT DROP OFF STUDENTS IN THIS AREA.**

Cory Kiss & Go Safety Improvements	Goal: Control pedestrians and vehicles • Monitors located at tennis courts and at Cook & Iowa cross walk • Pedestrians may only cross at designated cross walks along Iowa Ave (Steele St, Cook St, & Monroe St) • Restrict left hand turns into the kiss and go lane which disrupts the safe flow of the kiss & go lane • Vehicles may only enter the kiss & go lane by lining up after the last vehicle in the queue. Enter from 4 way stop at Monroe St and Iowa Ave. Eliminate jutting in and out throughout the line. • Improve signage and communicate expectations to parents, students and crossing guards (staff and parent volunteers) • Partner with DPD for enforcement (jaywalking, cell phone usage, etc) • <i>Optional Phase 2, remove the temptation to jay walk by restricting parking on the south side of Iowa Ave and along Adams Street</i>	Goal: Reduce congestion • Reimagine your routine...utilize existing DPS bus services to Cory!!! Existing stop located at Clayton St and Filmore St with additional strategic community stops a possibility for 2022/23. • <i>Limit parking along Iowa and Adams Street (optional Phase 2 if additional mitigation is required)</i>	Monitor #1: • Manage the safe entry and exit of kids from vehicles Monitor #2: • Keep intersection clear • Maintain traffic flow thru the kiss and go line • Walk kids across the street • Manage Iowa Ave thru traffic
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BREAKFAST, LUNCH, SNACKS and ALLERGIES

Free Breakfast: Students can grab a breakfast at the front of the cafeteria starting at 8:05. There is no charge for the grab and go breakfast. Please note: There is no supervision. Parents need to accompany and supervise their children until that time. Children will need to give us their name to keep track of each breakfast served, but will not be

charged.

Students receive a 20 minute lunch block everyday. If they do not finish within that time allotment, they may stay with the next lunch to finish eating if they choose. Students have the option of bringing their own lunch to school or purchasing milk and/or a hot lunch. We're excited to share that **ALL DPS students** will receive free of charge Breakfast and Lunch, thanks to the Healthy School Meals for All program. Meals will continue to be free during the Fall Semester 2025. Due to the uncertainty of State funding for free Healthy School Meals for All, DPS is highly encouraging all families to complete the Meal Benefits Form. **Apply online:**

1. Visit www.dpsk12.org
2. Click: Departments → Food & Nutrition Services → Meal Benefits → Submit Application
Parents **must check the consent box** to allow the disclosure of eligibility status for other benefits.

Snacks: All grades have a designated snack time each morning. Students are responsible for providing their own snack. Snacks need to be nutritious; candy, high-sugar or high-fat snacks negatively impacts students' ability to focus and learn. Students may put these items in their lunch boxes and eat them during the lunch period.

Allergies

For students with severe peanut allergies or any food allergy, we will ensure your child will not be in contact with another student who has that food item. We have a table outside/inside that is peanut and tree nut free.

Recess/Lunch Expectations

Students...Safety First!

- Follow all the expectations below so you can have a great time at lunch and recess!
- If you do not follow the expectations, here is what will happen:
 - Verbal Warning. If behavior continues then...
 - A 5-Minute Time Out. If behavior continues then...
 - You are sent to the Re-Focus Area

Lunch EXPECTATIONS

Enter the cafeteria quietly. Once students get their lunch, students will go to the lunch break area outside.

PLAYGROUND EXPECTATIONS

EXPECTATIONS: General Playground

- **Wheels:** If you ride a bike, you are responsible for making sure it is properly locked up. In addition, it is expected that you will walk your skateboards, scooters and bikes on the playground both before and after school. This will help avoid accidentally hurting other people. You can park and lock your bike on the bike rack on the north side of the school and bring your scooters and skateboards inside to be placed by their backpacks.
- **Food:** Eating on the playground is only allowed during morning or afternoon snack time when you are with your teacher.
- **Be Safe, Be Aware and Be Considerate**

- Please ask permission from an adult in a Purple Duty Vest if you need to leave the playground area for any reason.
- Use all playground equipment as intended (Teachers, Mr. Conklin will be going over the specific playground equipment rules).
- If a student takes out equipment, it is their responsibility to put it back when they are done.
- Trees, fences and backstops are not for climbing.
- Walk in the patio area and on the stairs.
- Play tag and other chasing games on the field only.
- No “groundies” anywhere on the playground
- Rocks under the shade structure are not for jumping on.
- Speak positively and keep your hands to yourself.
- Be respectful of plants and trees. Being kind to them includes not picking them or tearing off their bark.
- Do not bring your own sports equipment to school.
- Be a good sport. If you choose to participate in games, there are times during the game that you may receive a minor injury and you may lose.
- Last but not least...Have FUN!

Emergency Contacts

It is **imperative** that additional addresses and phone numbers, other than the home address and telephone number, are on file at school for emergencies and updated in Infinite Campus (IC). These emergency numbers will be used only when a parent or guardian is not available. Also, please notify the school immediately of any change of home address, telephone numbers, or names of the adults allowed to pick up your child.

EXTREME WEATHER POLICY

Heat/Winter Weather Policy

- **Arrival** - Arrival time is currently 8:10 am. We will not let anyone inside the building until 8:15 am, so please do not send your child early. On days that are too hot or too cold, students will be allowed in the building at 8:05 in the auditorium.
- **Weather Delay Schedule** - When DPS schools are on a 2-hour delayed start due to winter weather and road conditions, all schools will start two hours later than their normal start times, with bus routes adjusted accordingly.
- All DPS employees will also be on a two-hour delay of their typical start time of work, except essential personnel (including those in Facilities, Enterprise Management, Safety, Food Services and Transportation), who should report to work at their usual start time. Morning Discovery Link is cancelled on two-hour delay days. If you have questions, please reach out to your school leader.
- **Winter Gear** - Please dress your child in warm winter gear as we only call indoor recess when it is extremely cold. Otherwise, you can assume your child will be outside playing in the fresh air! They will need coats, gloves, hats, and any other outdoor winter clothing you see fit.

HEAT Day Policy

The Cory staff will follow the following guidelines to support mitigating high temperatures:

- Turn off or minimize lighting whenever possible, especially when not in the classroom. We will keep limited lighting in hallways as we cannot shut lights off completely in the hallways.
- Close doors and windows whenever outside temperature exceeds inside temperature. (The office will monitor

- when the outside temperature exceeds 80 degrees, we will call for windows to be closed.)
- Use window blinds smartly to minimize heat intrusion. Close blinds at night and open windows early in the morning to capture cool air movement. This is done by our custodial staff at 3 am.
- Turn off all smart and promethean boards whenever not in use and especially at the end of each day.
- Unit ventilators must be kept clear of books, materials and any articles that may limit air flow.

The decision to keep schools open or to close them during winter weather conditions or close early due to extreme heat is not a simple one, but it is made with one overriding factor in mind: the well-being of our students, their families and staff. It is a good idea to decide in advance how to best keep up with the changes, what childcare arrangements are needed, and how to adjust if schools are closed due to inclement weather.

School Closure Communication

- If the decision is made to close school, the DPS Communications Office will immediately notify local television and radio stations, which will broadcast regular announcements of school closures or delays. Information is also available at DenverChannel.com, 9News.com, KDVR.com and denver.cbslocal.com. Notifications in Spanish will be made on radio newscasts at 1150 AM, 1280 AM and 1090 AM.
- Emergency school closures will be posted on the district's homepage (www.dpsk12.org) and the DPS transportation homepage (<http://transportation.dpsk12.org/>) immediately.
- Announcements to close school will also be posted to the district's Facebook (www.facebook.com/DenverPublicSchools) and Twitter (@DPSNewsNow) pages, as well as the DPS Transportation Facebook (www.facebook.com/DPSTransportation) and Twitter (@DPSschoolbus) pages.
- A message announcing the closure or late start will also be left on the school district's closure hotline at 720-423-3200, as well on the DPS Transportation hotline at 720-423-4699.

HEALTH POLICIES

Cory has a school nurse available every day. If your child becomes ill or injured at school, they will receive temporary care and first aid and the family will be notified immediately so that the child may be picked up if necessary. Please be sure accurate emergency phone numbers are on file.

Regarding medication, DPS policy states, in accordance with state law, that medication may be dispensed with physician and parent/guardian authorizations at school. The parent must provide the medication in a separate prescription bottle that stays at school. The bottle must have a prescription label clearly stating the student's name, doctor's name, name of the medication, dosage and time(s) to be taken.

ALL medication must be turned into the nurse and not carried around by students. Please do not send pills or capsules in plastic bags or over-the-counter medications such as cold pills, Tylenol or cough drops. Medications will be stored and locked in the school office and dispensed by the office staff.

Illness

The following are suggestions that will aid in helping to maintain a healthy school environment, keep children well, and stop the spread of illness. Please keep apprised of any updated policies by reading the Health Tab on the Cory Website.

Parents should be aware of the early signs and symptoms of illness such as:

- Decreased activity – droopy, tired appearance
- Irritable behavior – sleepy
- Sore throat / swollen glands
- Runny nose / cough
- Skin eruptions / rashes (students with undiagnosed rashes are not allowed to be in school)
- Nausea / vomiting / diarrhea
- Abdominal pain
- Fever (100° or higher is considered a fever in Denver Public Schools and students are not allowed to be at school). They need to be fever-free (without being on fever-reducing medication) for 48 hours before they can return to school.

Parents can help:

- Check students health before they leave home
- Keep students home when they have signs/symptoms of illness
- If your child is on an antibiotic for strep or other infections please keep them home for 24 hours after the start of antibiotics.
- Keep children home 24 hours past the last vomiting event
- Keep children home 48 hours after last diarrhea event
- Please contact the school if your child comes down with a contagious illness such as strep throat, chicken pox, whooping cough etc.

Thank you for your help in providing a safe and healthy school environment.

Lice Policy

DPS follows the Center for Disease Control policies regarding Head Lice. Please check out the CDC website for the latest information on Head Lice, including treatment and prevention. <https://www.cdc.gov/lice/caring-head/>

Please visit our website for the most up to date information on how we handle lice at school and how you can help at home: <http://cory.dpsk12.org/our-school/health-room/>

HOMEWORK

At Cory, we believe in supporting the development of the whole child. Teachers will provide minimal homework to practice skills. Each grade level will communicate their homework policy.

INSTRUCTIONAL DAY, GT/HGT INTEGRATED MODEL & PLATOONING

The Gifted and Talented teacher will push into classrooms to support students. The Core instructional subjects at Cory include the following:

- Literacy (Reading and Writing)
- Math

Students will receive differentiated instruction based on their individual needs. Differentiation includes support for struggling students and opportunities for enrichment.

Gifted and Talented/Highly Gifted and Talented Integration Model

Cory is a magnet site for Highly Gifted children (HGT) in grades 1st- 5th. Cory offers the integrated model with HGT students placed in every classroom in the school and an Advanced Learning Plan is written for each identified HGT/GT student. All teachers at Cory participate in ongoing gifted and talented professional development. Many teachers have their GT Endorsement and provide differentiated instruction to all students in their classrooms.

Benefits of this model include:

- The GT teacher will push in to support students and support grade level planning for literacy and math.

- Students have a core of peers within each classroom to interact with daily, which is an important aspect of gifted and talented education.
- Students are also learning how to move comfortably in the world at large and are not sequestered into special self-contained classrooms. This is an important effective skill for many HGT youngsters who have exceptional academic and socio-emotional needs but sometimes struggle with socialization skills.
- HGT identified students at Cory are afforded the opportunity to have “the elementary school experience” at the same time as their exceptional academic needs are met.
- All Cory students at all academic levels and performance levels benefit from the integrated HGT model as differentiated teaching strategies allow each student to be challenged in areas of strength and supported in domains they find to be more difficult.
- All Cory students are provided individual educational planning with the integrated HGT model.

Platooning

“Platooning” is defined as dividing up instruction according to subject area, with a classroom of students rotating to different teachers. This practice allows teachers to narrow and deepen their focus in specific content areas. Students benefit from teacher expertise, and a support system that includes multiple classroom teachers. An example of Platooning is when one teacher teaches Math and when another teaches Literacy.

At Cory, we begin platooning in our 4th and 5th Grade Classes with Math and Literacy. Ask your child's homeroom teacher for more details!

LEADERSHIP TEAMS

Our mission and vision at Cory can only be accomplished through a partnership with our Leadership Teams. The following teams collaborate together to assist with various functions of the school and are critical to the work that we do. Please visit our website for current officers, board members and representatives, including contact information.

Collaborative School Committee (CSC): CSC is the steering committee for the school. It strives to improve student achievement and school climate by engaging the school community in supporting school and district goals. The CSC provides guidance on and approval of the Unified Improvement Plan (UIP), and staffing allocations, school budget, and school program design. Representatives from the CSC include parents, teachers and the principal.

Cory CSC meetings take place the first Thursday of every month from 4:00-5:00 PM in the Library. A portion of the agenda is reserved for community comment at each meeting. Each meeting is open to the community and all are welcome to attend!

Parent-Teacher Association (PTA): The PTA is a critical component of community building and volunteerism at Cory. They hold monthly family events, publish the school directory, help integrate new families into the Cory community, and fund classroom materials, specialized instruction, and school improvements.

Membership in the PTA is voluntary, but encouraged. Funds are raised primarily through our Friends of Cory Campaign and Annual Auction.

The mission of the PTA is three-fold:

- To support and speak on behalf of children, parents/guardians and teachers/staff in the schools;
- To assist parents in developing the skills they need to support, educate and protect their children; and
- To promote parent and community involvement in the public school system.

PTA Meetings are held the First Friday of every month from 8:45-9:30 in the Cafeteria. We hope you can join us!

LIBRARY POLICIES

We love when students enjoy the library at Cory. Overdue book notices will now be sent electronically to both your child's school email account, and to parent accounts. The notices will be generated every Sunday. As always, students are able to check out books for **2 weeks** at a time. Books can be renewed for an additional 2 weeks. Lastly, there has been quite a bit of research recently about library fines and the effects they have on patrons. One of the main goals of a school library program is to support student reading motivation and access to reading and informational materials. When students owe money to library programs, it blocks their access to reading, and it can negatively impact their desire to interact with libraries. Therefore, as a district, DPS has decided to eliminate library fines. With all of that said, however, please help your child be responsible with their library books and return them on time and in good condition. It is a sad day when Cory's library loses a library book!

The address is <https://sites.google.com/dpsk12.net/corylibrarywiki>. You can find appropriate student websites on the home page, grade level news, and other library and technology related information on the site.

LOST AND FOUND

Please check the lost and found area that is located in the hallway right outside the gym. Also, please put your child's name on coats, mittens, gloves, lunch-boxes and water bottles. All lost items will be bagged and donated on the 10th of each month.

PETS ON CAMPUS

While we love our four-legged friends, Denver City Ordinances prohibit having dogs or other animals on the playground. This includes pets on a leash.

This is for the safety and often the health of our students as there are students who are allergic and/or have fears of strange dogs or other animals. In addition, a pet may be gentle at home but dangerous at school when it comes into contact with so many different children.

We recognize that some dogs are service animals and are therefore exempt from the above policy.

SAFETY & SECURITY

At Cory, we have various safety measures to ensure students and staff are safe both inside and outside the building. Included in our measures:

- Parking and traffic patterns have been established for Cory. Drop-Off/Pick-Up Policies are in this handbook and located on our website.
- All doors are locked at all times. Access to the building is only at the front entrance on Steele Street, where guests and parents have to be buzzed into the school.
- Anyone entering the school is required to sign in/out at the front office upon their arrival and departure times.
 - **Visitor Check-In Process:** Upon entering the school, visitors will check in at the main office and will be asked to sign into the building using our Raptor system.
 - **ID Requirement:** When visiting the school, we kindly ask that all families bring a government-issued ID. This is to help us verify identity and maintain a secure environment for our students. You will be entering your information into the DPS system in the school when you are working or in the building from now on. This process takes a few minutes so give yourself plenty of time.
 - We have an easier visitor check in and check out. Visitors that visit the schools often, can download the application and verify their identity ahead of time, allowing them to not need to sign in with their state issued ID.
 - The QR code resets often (creating a level of security) and is for the individual visitor. The visitor will scan the QR code at the main office and bypass the steps in verifying their identity. Once signed in, they will select

their destination, their badge will print and they are good to go. This process would not take over current main office procedures, the main office staff should still verify the badge picture matches the visitor.

- Here are the instructions on how to set up the Raptor application and the passport, in English and Spanish.
 - [Raptor Safe App and Passport \(English\)](#)
 - [Raptor Safe App and Passport \(Spanish\)](#)
- Crossing Guard is stationed at the highest trafficked crosswalk on Florida and Steele at arrival.
 - Cory Staff are visibly seen when on duty and identified with a purple vest. They also carry walkie-talkies for clear communication when needed.
 - Parents are asked to inform Cory if their child is going to be out of school or tardy.
 - An authorized person for that student must sign students arriving late or departing school early in/out; anyone that is not recognized by the office team will be asked to provide a picture identification.
 - *Suspicious Individuals:* If you see anything suspicious around our campus at anytime, please alert a staff member in a PURPLE DUTY VEST. All staff members on duty have a walkie-talkie to communicate to the office and the Principal to alert us to any assistance they may need.

Emergency Response Procedures

Fire Drills

Fire drills are required by law and are essential practice when an actual emergency should occur. Students learn the evacuation path established for each room they occupy. All building occupants must move quietly and in an orderly fashion to a specified area where they will remain until instructed to return to the building. Practice drills are conducted regularly as required by Denver Public Schools.

In a serious emergency, school administrators must decide to Lockdown, Lockout, Evacuate or Shelter.

Lockdown Procedures

The threat is inside or very close to the school. School administration secures the building and safely shelters all students, staff and visitors INSIDE the school building. A school will go on lock down if a threat is in their building or their neighborhood and endangers the occupants of the school.

- School business and classroom activities cease.
- NO person is allowed to enter or leave the building.
- Staff inside follow additional Lock-Down protocols to ensure the safety of students.

Lockdown Drills: Parents will receive an email notification that a Lockdown Drill has taken place.

Lockdown: Parents will receive an email and/or phone communication from the school when feasibly possible at the end of a Lockdown.

Lockout Procedures

The threat is definitely away from the school. School administration secures the building and safely shelters all students, staff and visitors INSIDE the school building. A school will go on “Lockout” if a threat is in their neighborhood and does not endanger the occupants of the school. NO person is allowed to enter or leave the building. Additional precautions are taken inside the building.

Evacuation Procedures

If it is unsafe for students, staff, and visitors to remain inside the building they will evacuate to designated evacuation locations on campus or off-site. The most common evacuation is a fire drill.

- All students and staff will exit the school and go to designated locations.

- Everyone will remain outside until the “all clear” message is given.
- If students and staff need to leave school grounds, we will walk or go by bus to our designated off-site emergency evacuation locations
- Students will be released to parents or guardians who are listed on the emergency card and have proper I.D.

There are two off-site emergency evacuation locations for Cory Elementary and parents will be notified via email of these locations should an emergency evacuation occur.

Shelter Procedures

Severe weather is any weather condition that may cause injury to students and staff or damage to structures. Different types of weather call for different types of actions. Schools will go into shelter if the threat of severe weather is in the area. Examples of severe weather are:

High winds

Thunder and lightning storms

Hail

Tornadoes

The Site Administrator will monitor the National Weather Service announcements and will notify staff and students to move away from rooms on the perimeter and go to the designated Inside Safe Assembly Locations as necessary. The Site Administrator will direct students and staff to take the protective kneeling position if indicated.

In the Event of a School Emergency

We understand that every parent’s first reaction is to come immediately to the school site to make sure their child is safe. In order to increase the chances of all students remaining safe during an emergency, we ask the following of our parents:

- DO check the DPS website for updated information (<http://www.dpsk12.org>).
- DO tune into local TV/radio stations for school news alerts.
- DO listen for information regarding reunification with your child.
- DO contact DPS Communications at **720.423.3414** should you need to talk to someone
- Refrain from going to your child’s school. This will create traffic congestion hampering the efforts of first responders.
- Refrain from calling your child or your child’s school. Excessive phone calls could jam the phone system and interfere with emergency communications.

Safety Video Resources

Go to <http://riskmanagement.dpsk12.org/parents> to see the following resources:

- Preparing for Emergencies: What Parents and Guardians Need to Know
- Getting to School Safely: Traffic safety videos for parents and students.
- 3 Steps Back Video and Curriculum: This video is about personal safety for kids and adults. It teaches children what to do if approached by a stranger, or someone other than a trusted adult.

SCHOOL WIDE EXPECTATIONS

At Cory, we believe the student, teacher and parent culture is vital for academic success. We can define consistent practices, across our school, that support students’ growth and development as learners and people. We can work on staff culture through practices that foster collaboration and are grounded in our vision and mission to ultimately serve our students better. We build genuine and lasting relationships within the school community through a focus on social-emotional learning and mindfulness practices and respectful, caring and responsible actions.

- [Cory Culture](#)

Transformative Social Emotional Academic Learning (TSEAL) Block - Community Time

CORY TSEAL FRAMEWORK

At Cory, we are committed to developing students' fundamental social and emotional skills because of their impact on learning and success in life. Research shows that intra-personal, interpersonal, and decision-making skills are key to children's readiness to learn, persist, collaborate, and make good choices. The teaching of such skills is done most effectively in schools with a safe, caring environment and by classroom teachers and other staff with whom students have ongoing relationships.

**** Family partnership through adding the BESS Parent facing portion as well as communicating BESS results each trimester with parents to prevent instead of react to students' social-emotional challenges****

Cory TSEAL Expectations - Required. Cory TSEAL Scope and Sequence will be shared with parents in our weekly Parent Posts.

Responsive Classroom: Community Meeting is an engaging way to build a strong sense of community, and set children up for success socially and academically. Students and teachers gather together for 20 minutes and interact with one another to support Mindfulness, Social Emotional Learning, and Cory expectations. Below is one **way** to set up your meeting time.

1. **Greeting:** Students and teachers greet one other by name.
 - a. Or Message: Students read and interact with a short message written by their teacher. The message is crafted to help students focus on the work they'll do in school that day.
2. **Sharing:** Students share information about important events in their lives. Listeners often offer empathetic comments or ask clarifying questions.
3. **Group Activity:** Everyone participates in a brief, lively activity that fosters group cohesion and helps students practice social and/or emotional skills that aligns with CASEL.

Another framework that is commonly used...

1. **Warm Welcome**
 - a. Welcoming inclusion activity, routine, or ritual that builds community and connects to the work ahead. They establish safety, predictability, and connection.
 - b. During this time, students and teachers can greet one another by name, students can respond to the welcoming prompts or engage in activities connected to the learning ahead. Listeners practice active listening, share empathetic comments, or ask clarifying questions once everyone has shared.
2. **Engaging Practices**
 - a. Everyone participates in lively TSEAL activities that fosters healthy relationships and help students learn and practice social and emotional skills.
3. **Optimistic Closure**
 - a. REFLECTIONS AND LOOKING FORWARD
 - b. End each learning by having participants reflect on, then name something that helps them leave on an optimistic note.
 - c. This provides positive closure, reinforces the topic and creates momentum toward taking action.

TRAILS - Required. The TRAILS SEL curriculum nurtures important social and emotional skills like empathy, self-awareness, and respect. Through brief classroom lessons, educators help their students learn to manage strong emotions, make responsible decisions, and build healthy relationships.

<https://trailstowellness.org/>

TRAILS Social and Emotional Learning (SEL) - Divided into 5 units that align with the 5 SEL competencies identified by the Collaborative for Academic, Social, and Emotional Learning (CASEL).

- Unit 1: Self-awareness - Noticing our thoughts, feelings, and urges to act.
- Unit 2: Self-management - Using skills to manage our thoughts, feelings, and behaviors in ways that are helpful in both the short- and long-term.
- Unit 3: Social awareness - Understanding the thoughts and feelings of others, and responding to them with empathy and respect.
- Unit 4: Relationship skills - Initiating, defining, and maintaining healthy relationships with others.
- Unit 5: Responsible decision-making - Approaching problems and decisions systematically, using our values and goals as a guide.

Random Acts of Kindness (RAOK)- To supplement TRAILS and TSEAL - *highly recommended but not mandated*.

<https://www.randomactsofkindness.org/>

We have taken our CASEL approved, highly effective, evidence-based Kindness in the Classroom® social emotional learning curriculum and made it better. By including a focus on equity, teacher self-care, and digital citizenship, we are excited to share a more engaging, relatable, and inclusive curriculum.

It is required that each teacher complete one RAOK lesson a week during their community time. The lesson should align with the value of the month.

RAOK Values: Teachers will have the posters hung in a visible location in your classroom.

<https://www.randomactsofkindness.org/printables#kindness-posters>

Supplementary RAOK videos:

<https://docs.google.com/document/d/1dHFRb2APvpwJb2oFD2uuil4jusDCooPS7r5HsY23Ayk/edit>

Value schedule is as follows: (bold months will include First Fridays assembly)

Caring - August and **September**

Responsibility - **October**

Inclusiveness - **November**

Respect - December and **January**

Responsibility - **February**

Integrity - **March**

Courage - **April**

Review of all values - May

Second Step - To supplement TRAILS and TSEAL - *highly recommended but not mandated*.

Second Step provides instruction in social and emotional learning with units on skills for learning, empathy, emotion management, friendship skills, and problem solving. The *Second Step* program teaches skills in the following four areas:

1. **Skills for Learning:** Students gain skills to help themselves learn, including how to focus their attention, listen carefully, use self-talk to stay on task, and be assertive when asking for help with schoolwork.

2. **Empathy** : Students learn to identify and understand their own and others' feelings. Students also learn how to take another's perspective and how to show compassion.
3. **Emotion Management** : Students learn specific skills for calming down when experiencing strong feelings, such as anxiety or anger.
4. **Problem Solving**: Students learn a process for solving problems with others in a positive way.

BASE Education- To supplement TRAILS and TSEAL - *highly recommended but not mandated*.

BASE Education uses all evidence-based practices derived from clinical foundations including Cognitive Behavioral Frameworks, Motivational Interviewing, Dialectical-Behavioral Theories, Strengths-Based Approaches, Brief Solution-Focused Theories, Mindfulness, and Person-Centered Approaches. This can be used in place or in addition to lessons from 2nd step.

Mindfulness- To supplement TRAILS and TSEAL - *highly recommended but not mandated*.

Mindfulness is the basic human ability to be fully present, aware of where we are and what we're doing, and not overly reactive or overwhelmed by what's going on around us. While mindfulness is something we all naturally possess, it's more readily available to us when we practice on a daily basis. Whenever you bring awareness to what you're directly experiencing via your senses, or to your state of mind via your thoughts and emotions, you're being mindful. Cory will be doing mindful minutes after arrival, recess and before dismissal.

Emotional Check In/ Check Out- Required.

It is required that all teachers create a daily, emotional check-in/check-out system for their classroom. This can look very simple. For example, students drag a magnet with their name each morning on a whiteboard to “feeling good” or “need a check in” box. This is a quick and easy way for teachers and support staff to measure and provide appropriate social-emotional supports, as needed, on a daily basis.

Inclusivity and Autism Resources

https://docs.google.com/document/d/13F_A7U9efOeIlJ5i5EbcoBVZEKygiYPv2wN8l1PgCN0/edit?urp=gmail_link

PBIS - Required.

Cory PBIS Snapshot - [link here](#)

What is PBIS?

PBIS is also a part of SEL that is preventative and proactive, has clear behavior expectations, and reinforces/ praises kids for engaging in those positive behaviors related to the Cory/ RAOK Values!

- **Cory Cougar Tickets:** Teachers will reward students who demonstrate any of the Cory values a Cory Cougar ticket. Students will drop their tickets into the bucket by the Cougar Corner (located by the office) and will be randomly selected for a relationship-building prize (e.g. Gaga ball with Ms. Wieser, principal read aloud, dance party, game time with teacher, etc.). You may hold all of the tickets in your classroom until your tally sheet is totalled at the end of the week, if you so choose. It is encouraged that classrooms still continue to do a class-based PBIS system as well (e.g. Class Dojo).
- **Cory Pride Ticket:** Students that go ABOVE and BEYOND! Students will be given a golden ticket and these tickets will be saved (please hand them into Ms. Debbie in the office) and announced at First Friday assemblies. Students will get to select from one of the following prizes for being awarded a Pride Ticket. [Pride Ticket Menu](#): lunch with a teacher or support staff member, indoor recess for 1 day, selfie with the principal, sit in the teacher's chair for 1 hour, pick a video to show the class, pick a song for the RAOK announcements on Friday, 10 min dance party in class, hold onto a stuffy for 1 day. Please click “PBIS Templates” below for copies of the Pride Tickets! Write the reward that the student selected on the back of the Pride Ticket.

- **Cory Kindness Counters:** Each week (highly encouraged to do every day, required to do the last school day of each week), all students will reflect on what peers they have observed to demonstrate the value of the month during classroom Community Time. Example for August: “I saw Joan demonstrate RESPECT when she cleaned up from free choice time without another reminder from Debbie.” You may tally at the end of the week or tally throughout the week, whatever works best for your class, the total amount of Cougar tickets earned. Each class will complete their Cory Kindness Counter sheet and place it outside by their classroom door for Ms. Wilberg to total the tallies on Friday. Once the whole school reaches X amount of tallies there will be an all-school celebration (e.g. extra 10 minutes of recess for all grades, 15 min of movie, etc.). Your classroom tallies have been counted when your Kindness Counter board has been erased. Check out the Cory Cougar board to see how close we are to reaching our all-school goal (by the front office)!
- *Note:* Physical copies of the Cory Cougar Tickets and Cory Kindness Counters will be provided to you by the front office. Please see Ms. Debbie if you need more copies. All templates are also in the Cory MTSS drive.

Cory PBIS Templates: [ALL resources can be found in the Shared Drive: Cory MTSS: PBIS/RAOK folder](#)

Click here for more information: <https://www.pbis.org/>

Peace PALS- All 5th graders receive this opportunity in Spring.

What is a Peace PAL?

P A L S is an acronym to represent the goals of the program.

P is for Peace including conflict resolution, no bullying, mediation, peace place, and communication.

A is for Acceptance including tolerance, accepting differences and gifts in all, appreciating the uniqueness of each individual, and reducing prejudice.

L is for Love including kindness, respect, and caring.

S is for Social Responsibility including sportsmanship, fairness, service, responsible citizenship, and civility.

Our 5th graders will be trained in conflict resolution and peer mediation. This means, the 5th grade, Peace Pals will support our younger students in resolving conflicts during their recess time. With the assistance of trained peer mediators, our students will resolve conflicts in a fair and meaningful manner using the 5 Step Peace Process. Please look for these students wearing orange vests coming to your recess soon, to help and support you in solving problems.

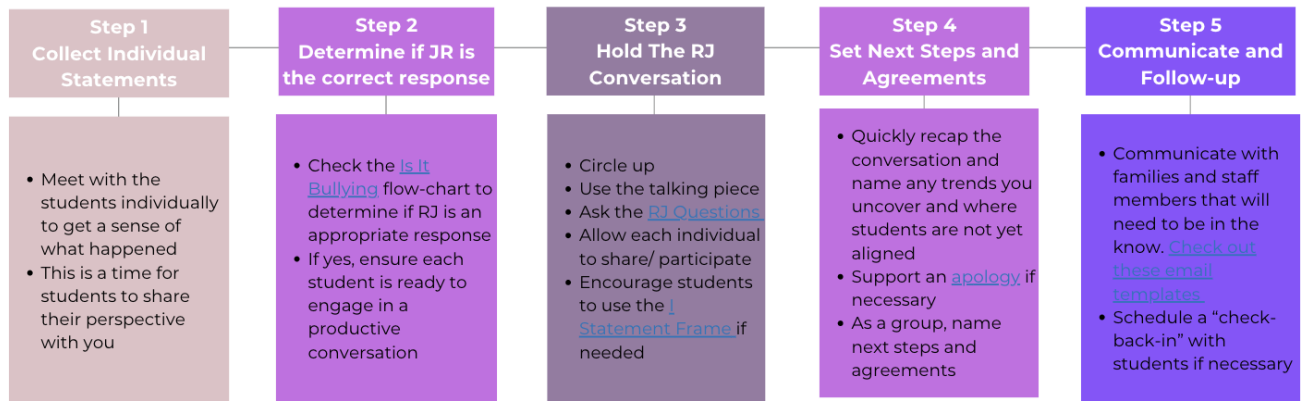
Staff on duty - please report to Rachel Wilberg with any questions or concerns regarding Peace PALs. Rachel will be responsible for training the PALs. Reminder that being a PAL is a privilege and this may be taken away for any students that abuse the opportunity.

First Fridays- Required to attend (see section above for more details about First Fridays). First Fridays happen the first Friday every 2 months. We will focus on Mindfulness, TSEAL, student shout-outs, and building school wide common language to support student success. Primary will begin at 12:55 and intermediate will be at 2:55. Each assembly will last about 20 minutes. First Fridays will support and build upon morning meeting topics.

Restorative Justice (RJ) Practices

[Parent and Teacher RJ Toolbox](#)

Cory RESTORATIVE JUSTICE PROCESS



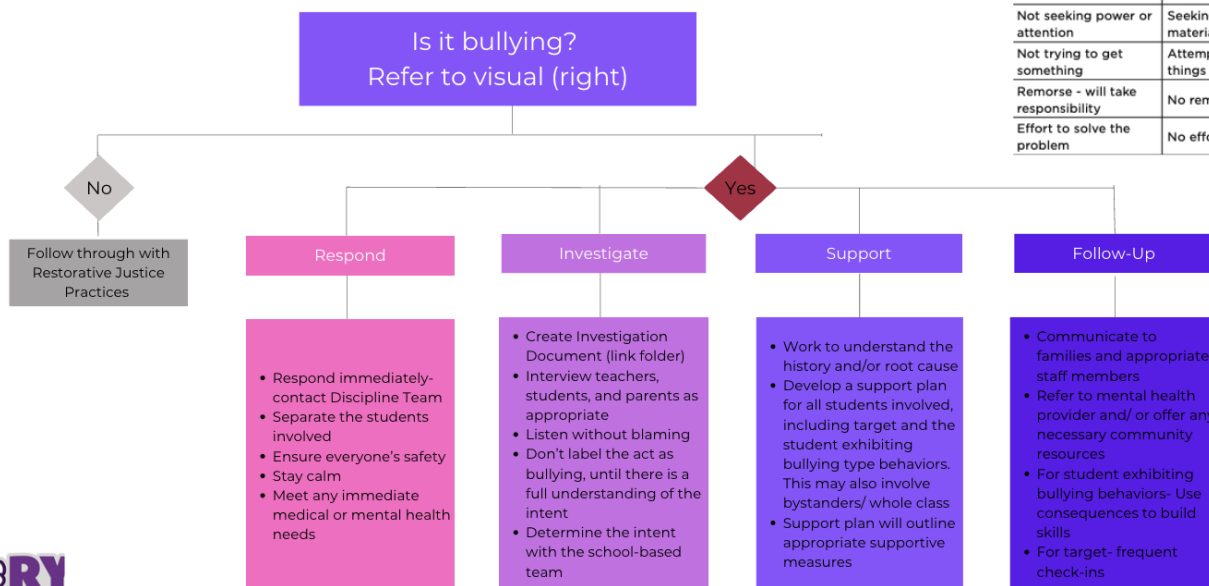
The Goal of RJ is to repair the harm. This is not a time to place shame or blame. If at any point students begin to become escalated again or engage in unproductive behaviors, stop the RJ conversation and let the student know you will resume the conversation when each student is regulated and ready



Bullying

Cory is committed to providing a safe and secure school environment for all students. We believe students should be able to learn in an environment that is free from threat, harassment and any type of bullying behavior, including cyber-bullying. Students who engage in any act of bullying are subject to disciplinary action, which may include suspension or expulsion, and referral to law enforcement.

Cory BULLYING RESPONSE PROCEDURE & SYSTEM



Conflict	Bullying
Equal power	Imbalance of power
Happens occasionally	Repeated negative actions
Accidental	Purposeful
Not serious	Serious with threat of physical or emotional harm
Equal emotional reaction	Strong emotional reaction from victim and little or no emotional reaction from bully
Not seeking power or attention	Seeking power, control, or material things
Not trying to get something	Attempt to gain material things or power
Remorse - will take responsibility	No remorse - blames victim
Effort to solve the problem	No effort to solve problem

Conflict resolution and RJP will not be utilized if bullying is determined



What is Bullying?

Bullying is the use of coercion or intimidation to obtain control over another person or to cause physical, mental or emotional harm to another person. Bullying can occur through written, verbal or electronic means or by a physical act or gesture.

To protect students, Cory and DPS have several procedures and policies in place.

1. Bullying will not be tolerated in our school, buses or during school sponsored activities.
2. Bullying is classified as harassment and may constitute a violation of civil rights when it is based on color, ethnicity, gender, sexual orientation, gender identity, transgender status, religion, national origin, ancestry, age, marital status, veteran status or disability.
3. Students who engage in bullying will face disciplinary action and, *depending on the severity and pattern*, may be suspended or expelled, or referred to law enforcement.
4. We have procedures for investigating all reported incidents of bullying.
5. The School psychologist is available to assist students (both victims and offenders of bullying).
6. The Program is taught in all our classrooms and is used as a preventative measure for bullying. SEE Program above for more information.
7. See the Cory Website for additional resources.
8. Teach your child to tell a trusted adult at school or at home if he or she, or another student, has been bullied.

If, at any time, your child feels unsafe at school, please contact their teacher and/or the principal right away. It is difficult for the school to intervene if we are unaware of situations occurring. If your child feels uncomfortable telling someone at school, they can contact Safe2Tell, a way in which students or parents can make an anonymous report. You can reach them at 1.877.542.SAFE or find more information at www.safe2tell.org

STUDENT SUPPORTS & INTERVENTIONS

Student support and interventions are offered for any child that is struggling academically, behaviorally, or emotionally, whether they need a temporary plan or permanent plan to ensure their academic and/or emotional success. Supports can include English Language Acquisition (ELA) groups, literacy intervention groups, math intervention groups, and/or social-emotional skill building individual/group interventions. If students continue to struggle after receiving interventions for at least 6 weeks, the school may invite the parent or guardian in for a Student Intervention Team (SIT) meeting. This team is made up of teachers, support staff, and parents, and the purpose is to problem-solve and determine the best ways to support the student at school. This process is referred to as Response to Intervention (RTI) which is part of a Multi-Tiered System of Support (MTSS) model. Additional support may be accessed in this model by students with disabilities through an Individualized Education Plan (IEP) or a Section 504 Plan. For more information about this process or model, please contact the office to get you in touch with one of our support staff members.

IEP's, 504's and Student Intervention Team Meetings: For any child receiving these supports, you will be scheduled for a meeting time between 8:15-3:00 and will receive notification two weeks prior with the date and time so you can plan accordingly. We want to ensure we are available to meet with you and set goals for your child in a timely manner. While we completely understand and can relate to work schedules, we are asking all of you to please make an effort to adjust your schedule to attend these very important meetings at these times. If, for some reason, you cannot adjust your schedule with two weeks notice, we can offer the following options:

- Reschedule the time on that assigned day
- Reschedule the date to the next month's slot

- Conduct a conference call during the meeting

Please do not hesitate to contact either the Principal or your child's teacher with any questions or concerns.

[IEP and 504 ONE PAGER](#)

TECHNOLOGY USE

Cory believes that the use of technology is integral to teaching students and enhancing instruction. Our goal is to equip every classroom with a Promethean Board and, in addition, we currently have 1:1 chromebooks for every child.

In addition, DPS currently has a Google Domain with Google, which enables all of our students to use Google Apps for Education in the classroom. By giving your consent during registration, your student can log into their Google accounts and access tools such as Google Docs, Google Forms, and Google Presentation. Classroom teachers and special teachers use these tools in order to improve curricular projects through the use of technology. Google Apps for Education is a safe and secure site for your child to use. [Technology Agreement](#)

TOBACCO-FREE CAMPUS

Denver Public Schools is a tobacco free district. No tobacco products are allowed on school grounds, including E-Cigarettes.

TOYS, SPORTS EQUIPMENT AND PERSONAL BELONGINGS AT SCHOOL

Toys, gadgets, electronic devices, etc. are not to be brought to school.

TOURS

We welcome those families considering making our school their home. Tours are scheduled through our website and are offered at various times during the month.

Visitors/Volunteers

Due to the current DPS Covid policy, parents will only be allowed in classrooms if they have gone through the volunteer process. You may come into the building and come to the office if you need to check your student out for the day. Again, you must go through the below process if you would like to volunteer in the classroom. Thank you for helping us keep Cory safe. Parent Volunteers must complete the application process through this [link](#).