



Bradley International School

Parent/Student Handbook 2021-2022



3051 S. Elm Street
Denver, Colorado 80222
Office: 720-424-9468 Attendance Line: 720-424-9398

bradley.dpsk12.org
www.dpsk12.org
IBO website-*www.ibo.org*

Mission Statement

Bradley International School strives to develop inquiring, knowledgeable, and caring young people with a sense of community, a respect and tolerance for diversity, and a love of learning.

Bradley provides a challenging 21st century curriculum to prepare our students' for a promising future.



Dear Bradley I.B. Families,

Welcome back Bradley Eagles to the 2020-2021 school year! We look forward to the first day of school on August 23rd with **NEW SCHOOL HOURS!** The school day will be **8:15am - 3:15pm** for all full-day ECE programs through 5th grades. *ECE half-day programs will be from 8:15am - 11:00am for the morning classes and 12:30pm - 3:15pm for the afternoon classes.* Please see the [Bradley 2021-22 School Calendar](#) for important dates.

At Bradley, our cornerstone philosophy is the International Baccalaureate Primary Years Programme, which focuses on integrated and rigorous units of inquiry. The Programme's IB attitudes and attributes continue to be at the forefront, reminding us to be open-minded, patient, resilient and flexible. We continue to use the *Ready* curriculum for math, reading and writing, which has proven to be comprehensive and challenging. In addition to *Ready*, our teachers will also continue to supplement literacy with *Accelerated Reader*. Our teachers will be integrating social emotional teaching and learning strategies in order to continue to build positive classroom communities and ensure the health and well-being of every student. You will receive more classroom specific information during Back to School Night (see Bradley website for more details)!

Providing our students with high-quality instruction in an engaging learning environment remains our top priority. School information will be communicated through web-based applications such as School Deets, School Messenger emails and voicemails, and the [Bradley Website](#). Please let our office staff know if you are not receiving the School Deets or school-based emails, as this is our primary method of regular communication. Specific classroom information will also be sent in the weekly Friday Folders.

I am excited to begin the 2021-2022 school year with our award-winning National Blue Ribbon School staff and look forward to working with our Bradley families. We are committed to being one of the top schools in Colorado and our dedication to your children's success is unwavering. We remain optimistic and will continue to offer support to our Bradley families during this school year.

I cannot wait to see all of our Bradley Eagles! Please contact the school office at (720) 424-9468 with any questions or concerns.

Sincerely,

Stephen Wera, Principal

Bradley Staff List ~ 2021-2022

Office Staff

Stephen Wera	Principal
Karen Maggio	Assistant Principal
Emma Dunrud	Secretary
Chris Canady	Secretary

Teaching Staff

Lisa Zinn	ECE 4's
Helen Campos	ECE 4's
Amy Atherton	ECE 4's
Abigail Siok	ECE 3's
Haley Neil	ECE 3's
Megan Eggleston	Kindergarten
Laura LeQuesne	Kindergarten
Anna Rosales	Kindergarten
Jennifer Dougherty	1st
Ellen English	1st
Natalie Dines	1st
Becki Hays	2nd
Alyssa Kapner	2nd
Megan Bobroske	2nd
Heather Nicola	3rd
Angie Brown	3rd
Elaine Reisman	3rd
Katie Butcher	4th
Heather Sanchez	4th
Blair Leier	4th
Lori Musselman	MM/4th
Kristen Grotegut	5th
Harriet Pryor	5th
Tracy Cress	5th
Charla Basky	AN (3rd-5th)
Sara Gallegos	GT
Graca Pereira	ESL
Michael Greene	ESL
Rachel Barnes	ESL
Zoe Yabrove	MM

Specials Teachers

Stacy Nishioka	LMC
Anabel Gratton	Spanish
Andy Hoffer	PE
Imkong Yaden	Music
Karen Kenney	Art

DU Student Teachers

Taylor Parker – Becki Hays
 Meredith Harrison - Megan Bobroske
 Natalie Volle - Jennifer Dougherty
 Madeline Rholf - Lainey Reisman
 Bryn Skosey - Laura LeQuesne

IB Coordinator

Jodie Leatherman	IB Coordinator
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Support Staff

Shannon Kleinbach	Nurse
Zachary Martin	PSY/SW
Kendra Long	PSY/SW
TBD	OT
Tracy Sachs	PT
Michelle Danielsen	Speech
TBD	Speech

Paraprofessional Staff

Veronica Sims	ECE 3's
Najat Charif Jarfaoui	ECE 3's
Emilie Archuleta	ECE 3's
Theresa Saavedra Montoya	ECE 3's
Brenda Prime	ECE 4's
Jennifer Sanders-Ford	ECE 4's
Kimberly Payne	ECE 4's
Sherry Wicks	Kindergarten
Michelle Remelts	Kindergarten
Josephine Tierney	General
Sydney Egeler	Kindergarten
Joan Jones	1st
Jean Doty	General
Stephanie Carpenter	RtI/Math
Deanna Draper	AN
Sarit Shvartz	AN
Ingrid Bendzsa	AN
Julia Wysocki	Health
Rehab Elfkhakhre	ESL
Charlene Branch	1st/2nd

Discovery Link

Yvette Jarvis	Supervisor
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Facilities Staff

Remer Smith	Facility Manager
Ralph Peacock	Crew Lead
Tyler Clapp	Custodian

Lunchroom Staff

Maria Hardiman	Manager
Maria Payan	
Maurice Chafai	

Crossing Guard

Craig McClain	
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School Hours

Full Day K – 5th Grade	ECE 4s - Full Day	ECE 3-4 Half-Day
8:00 a.m. (First Bell)	8:15 a.m.(Arrival)	AM - 8:15 (Arrival) 11:00 (Dismissal)
8:10 a.m. (Line Up)	3:15 p.m. (Dismissal)	
8:15 a.m. (Tardy Bell)		PM - 12:30 (Arrival) 3:15 (Dismissal)
3:15 p.m. (School Dismissal)		

Office Hours

7:30 a.m. to 4:15 p.m.

Breakfast

Students will receive a free breakfast if desired.

Lunch/Recess

- Please check with your teachers as we stagger lunches and rotate cafeteria and playground times.

Buzzer Policy – All parents/guests must use the main entrance to enter the building. After proper identification, parents/guests will be “buzzed” in and need to sign in at the main office. Due to COVID guidelines, visitors will not be allowed past the main office and **MUST** wear a mask. Parents/guests will not be allowed into the building from 3:00-3:15 *unless they have made prior arrangements with the office.* Students will be dismissed by their teachers at 3:15 p.m.

Morning Playground Supervision - THERE WILL BE NO PLAYGROUND SUPERVISION UNTIL 8:00 a.m.

8:00 a.m. - 8:15 a.m.: *To ensure the safety of all students, students who are not eating breakfast at Bradley should not arrive prior to 8:00 a.m. ECE students need to be checked in by a parent/guardian outside no earlier than 8:10 a.m.*

Bus Supervision

Bus supervision of students will start upon bus arrival and end upon bus dismissal.

School Policies

Bradley International School follows all policies set by Denver Public Schools. Please visit the [Board of Education Policies](#) for more detailed information.

COVID-19 Guidelines: All staff, students and visitors are required to wear masks inside school buildings. We are asking that parents and families wear masks at drop off and pick up as those are close contact environments.

Arrival and Dismissal of Students

To ensure the safety of our students, please adhere to all parking signs and speed limits. Before and after school are particularly busy times and we ask that everyone drive with extreme caution. Students will only be permitted to cross the street in designated crosswalks. Students will not be permitted to enter cars that are parked in the middle of the street. Denver Police as well as DPS security often patrol the area and may issue a ticket for any illegal action.

Upon arrival, students should report to the blacktop area on the playground unless they choose to eat breakfast in the cafeteria/classroom. 1st - 5th graders will line up on the blacktop according to their grades (shapes). Teachers will pick their students up on the playground at 8:10. **If weather does not permit outside activity, students will report to the gymnasium, auditorium or classrooms.*

Full Day ECE students/parents will sign in and sign out at the southwest doors on the blacktop/playground. Half-Day ECE students/parents will sign in and sign out at the southeast doors on Elm Street.

Kindergarten students will line-up at the southwest corner of the kindergarten rooms on the blacktop/playground (shapes).

Upon dismissal, families need to pick-up their Kindergarten students outside of their exterior classroom doors. Half-day kindergarten students will be dismissed from exterior classroom doors. Students in 3rd grade will exit through the southeast front doors on Elm Street. 5th graders will exit out the southwest back doors on the blacktop/playground. 1st and 2nd will exit from the main north entrance on Elm Street. 4th grade will exit out of the north entrance on Cornell Avenue.

Due to COVID restrictions and for the safety of our students, we require parents and family members to wait for your children outside. To ensure the safety of our students, all doors to the school will remain locked at all times.

Attendance (Absences and Tardiness)

Daily attendance and being punctual are essential to success in school. Students arriving after 8:15 a.m. will be considered tardy and should report to the office to receive a pass to enter class. If your child will be absent or tardy, please call Bradley's attendance line at **720-424-9398 prior to 8:15 a.m.** Please leave a message with your child's name, teacher and reason for the absence or tardy. Please call the main office at 720-424-9468 **after** 8:15 a.m. to report an absence or tardy. Make-up work will be provided upon the request of the student or parent. If you know your child is going to be absent in advance, inform your child's teacher so that assignments may be given.

Early Dismissal at the Request of Parent/Guardian

If your child needs to leave school early, please call the school or send a note indicating the reason and time for dismissal. Upon your arrival to pick up your child, ring the doorbell at the main entrance and **you must first sign him/her out** with the main office. Your child will then be called to the office. For safety reasons, **we will ask to see a photo ID** before releasing your child to you. A child will only be released to the adults that are listed on their emergency information. *It is important that this information is kept current.*

***Parents/guests will not be allowed to enter the building from 3:00-3:15 without prior notification.**

School Closures/Delayed Opening/Early Closure/Bad weather dismissal

The decision regarding school closures, delayed openings, and early closures are made by the Superintendent and appropriate authorities. Information regarding school closures, delayed openings, and early closures will be posted on the front page of the DPS website at www.dpsk12.org and announced on social media. **Please do not call the school.** In the event that severe weather occurs during dismissal, students will remain in the school until the weather subsides. If a Heat Day is called – you will be notified via social media and DPS of an early release.

Weather Delay: Two-Hour Delay to Start of School Day - Two-hour delay start will be used for days when weather conditions are less than favorable but allows district staff opportunity to clear school grounds, staff more travel time and city to clear streets. In the event of a two-hour school day delay, the school day will begin exactly two hours later than the regular school opening for each school. All buses will pick up students exactly two hours later than the regular pickup time. There will be no **AM ECSE 3's/4's** on days that have a two-hour start delay.

School Dress/Dress Code

Student dress is an essential aspect of creating a school environment that is safe and conducive to learning. Student dress and personal appearance shall meet reasonable standards of cleanliness and safety and must show respect for others. *Students should also dress appropriately for the weather.* The following are not permitted: clothing referencing drugs, violence, gangs etc.; skirts and shorts shorter than mid-thigh length; sunglasses, hats, hoodies or head scarves worn inside a building; clothing that exposes the stomach or back (including shirts with thin straps – 3 adult finger rule); low-waist trousers or excessively baggy clothing; and unsafe footwear including rubber-soled thongs (flip-flops). Make-up is also not allowed unless it is for a designated Spirit Week, picture day or continuation/ graduation

ceremony. Generally, the initial consequence for violation of the dress code will be a request for immediate change of dress or a request to remove the attire or make-up. If this is not possible, the student's parent/guardian will be contacted to bring clothes or the student may be sent home. Exceptions to the dress code may be made by the principal due to religion or a medical condition.

School Property

Willfully damaging, destroying, or stealing school property may be a cause for suspension or possible expulsion. If a student accidentally causes damage, they should immediately report it to their teacher so that it is not misconstrued as vandalism. Items that are loaned, such as textbooks and library books, are expected to be returned in good condition. In the event that material is lost or damaged, payment is expected for its replacement. Progress reports may be withheld until all payments have been made. Parents of students with Technology Contracts will need to have parents sign and return them before Technology is checked out.

Tobacco-Free/ Drug-Free

DPS is a tobacco and drug-free district. Therefore, no tobacco or drug products are allowed on school property.

Pets

Special permission must be given by the principal for any type of pet to be brought on school grounds. This includes dogs that are leashed. Guardians with pets at drop off and pick up must keep pets on the perimeter sidewalks only.

Valuables and Toys

Personal belongings such as stuffed animals, toys, fidget spinners, athletic equipment etc. should remain at home. The school will not be responsible for lost, damaged or stolen items.

Cell Phones & Electronics

Cell phones/electronic devices are not to be brought to school. Exceptions will be made on an individual (extenuating circumstances) basis by appointment with the principal. Confiscated cell phones or electronics will be turned into the Principal or Assistant Principal. Again, ***the school will not be responsible for lost, damaged, or stolen items and it can be/has been a police matter.*** ***When parents or visitors are at the school, we ask that cell phones be turned off or switched to silent mode so as to not interrupt instruction.

Visitors

Parents are always welcome and encouraged to visit the school, but due to COVID restrictions at this time, all visitors will not be allowed past the main office. **It is required that all visitors wear a mask and sign-in at the office.** Visitors will need to leave a driver's license/I.D. with the front office staff until they sign out.

Volunteers

Bradley welcomes and encourages volunteers. There are many ways parents and community members can support the students at Bradley. Please ask your child's teacher or inquire in the office as to how you can be of help! Due to COVID restrictions, all volunteers must be vaccinated, wear a mask inside the school building, and complete the DPS paperwork/background check prior to volunteering.

Student/Emergency Information

It is important that we have appropriate information to contact all parents in case of an emergency. Please **ensure that the information for your student is kept current.** Keep us informed of any changes in your address, email and/or telephone number.

Illness or Injury

Due to COVID and an abundance of caution, if your child is sick or exhibiting any symptoms, please keep them home until the symptoms clear!

We will be sending home students or isolating them if necessary.

- [When to Keep Sick Children Home \(English\)](#)

When minor injuries occur at school, first aid will be administered by trained school staff. In the event of a serious accident, paramedics will be called and parents will be contacted. **Keeping your phone number and your emergency number current is extremely important.** Parents will be called to pick up a child who has a fever at or above 100 degrees, or who is obviously in pain, stressed, or who has a contagious disease. As a general rule, a student ill enough to require several doses of medication during the school day should stay home. If your child has any existing medical problems or allergies, please ensure you record this information on your child's **registration form**.

Medication

Medication (prescription) will only be given when a parent specifically makes a request and completes the **Student Medication Request Release Agreement/Physician's Order Form**. If your child needs to take medication at school, please contact the office to obtain the proper forms. **ALL medication must be turned into the office.** Over-the-counter medication, including cough drops, will not be given or permitted at school.

Emergency Drills

Fire drills are conducted monthly. Each class has an assigned escape route that will take them to a safe distance from the school. Additionally, Severe Weather and Lockdown drills are conducted at least once per semester. For a Severe Weather drill, each class has an assigned location. During a Lockdown drill, students will remain in their classrooms. Exterior doors to the school will be locked at all times. During a Lockdown, no one will be permitted to enter or leave the school. A sign will be posted on the front doors of the school to inform parents that a Lockdown drill is taking place.

Homework/Reading Expectations

Homework provides reinforcement of the learning that took place during the school day. Parents can support their child with their homework by reinforcing the importance of completing assignments as well as providing a quiet and comfortable place to work. Reading and reading times will be communicated by the classroom teachers. It is of the utmost importance that our students read or be read to each night! Each classroom has its own homework/reading schedule that will be communicated at the beginning of the school year. Please contact your child's teacher if you have any questions.

Celebrations/Parties in the Classroom

Celebrations are an exciting time for our students. Please contact your child's teacher to arrange for a time to celebrate your child's birthday so as to not impact instruction. In an effort to support our students with health and wellness, we ask that you save special food/treats for celebrations at home. If your child would like to give a small item to fellow students, please consider sending stickers, erasers or pencils. For classroom celebrations, such as Valentine's Day, we encourage parents to contribute healthy, nut-free foods. Teachers will coordinate with parents how they can support them with classroom celebrations. *Please note: Per DPS Policy, food prepared at home is not permitted at school. All items must be pre-packaged and store-bought with labels (nut or allergy free).*

Communication

Bulletin Boards & Monitors

School information will be posted on the bulletin boards and on the school monitors located at the main entrance or on the second floor. Each classroom displays student work outside of their classroom. In addition, PTO and information from the Collaborative School Committee is located outside of the office

Friday Folders

Each student will receive a **PURPLE Friday Folder** to bring home every Friday. It will contain current information regarding school events and updates. Parents should take the time to read this important information. Folders should be brought to school the following Monday and returned to their classroom teacher.

Website, School Deets, Email and Parent Portal

Bradley has a website that contains the most current information about school events. Please visit our website at: bradley.dpsk12.org. Emails will be sent frequently via the School Messenger or Deets. Sign up for emails or Deets in the front office. Please note this is a no-reply email. You can receive student specific information on the DPS Parent Portal @ myportal.dpsk12.org. A sign up is required for the Parent Portal.

Newsletters

A classroom newsletter will be posted on the school website at the beginning of each trimester. It contains information regarding classroom curriculum, school events, community information and district information.

Marquee

Bradley has a marquee on the front of the school on Elm Street. The marquee will be changed to reflect the current events occurring at Bradley.

Parent/Teacher Conferences

Scheduled conferences are in fall, winter and again in the spring. Information will be sent home as the time comes closer to schedule individual times. All students will have a scheduled conference in October. Winter conferences (usually in February) will be scheduled only for students whom the teacher or parent considers necessary. Spring Student-Led conferences will be after Spring Break. The staff at Bradley is always willing to meet with parents. Due to the responsibilities of our teachers during the instructional day, we ask that you contact your child's teacher to schedule a time to meet when it is convenient for the both of you.

Progress Reports (Report Cards)

Progress reports will be issued three times per year through DPS Parent Portal at <https://myportal.dpsk12.org>. Please contact your child's teacher if you have any questions regarding your child's progress.

General Information

Discovery Link

Before-and-After school care is provided by the Discovery Link program. Please contact the Discovery Link office at (720) 423-1781 for fees associated with this program. Information is also available in the school office. Discovery Link is for students in Kindergarten through Grade 5.

School Pictures

Individual school pictures are taken early in the school year. Class pictures are taken in the spring. Specific dates will be sent home in Friday Folders.

Lost and Found

We encourage parents to write your child's name on his/her outerwear, backpacks and lunch containers. Items found on school grounds will be placed in our Lost and Found located in the stairwell across from the office. Smaller items such as jewelry or eyeglasses will be kept in the office. Items from the Lost and Found will be donated to a shelter in need on a monthly basis.

Bradley International Student Conduct

The IB *Learner Profile* is the foundation for the student conduct expected at Bradley. The *Learner Profile* consists of the following attitudes/attributes:

Attitudes: appreciation, commitment, confidence, cooperation, creativity, curiosity, empathy, enthusiasm, independence, integrity, respect, tolerance

Attributes: inquirers, thinkers, communicators, risk-takers, knowledgeable, principled, caring, open-minded, well-balanced, reflective

Three basic processes are used to support the *Learner Profile*— preventative, informal, and formal:

- **Preventative** measures support students with making appropriate choices and preventing unwanted behavior. They include implementing positive classroom management systems, positive reinforcement, teaching of the *Learner Profile* and conflict management strategies.
- **Informal** processes are necessary at times to deal with minor discipline problems that arise. As a general policy, infractions of classroom rules will be dealt with by the teacher.
- **Formal** discipline process constitutes a “referral” to an administrator. This process provides a series of steps as outlined by DPS policy for dealing consistently, fairly and effectively with students who are in violation of expected student conduct. You can visit the DPS website at www.dpsk12.org for more information in regards to the discipline policy.

Referral Process

The goal of positive student conduct is to maximize instructional time and to support our students in becoming well-rounded citizens. As a general rule, the consequences associated with not meeting these expectations are:

- **Verbal Warning and Teaching of Replacement Behavior:** The first time an expectation is not followed, a verbal warning will be given. Bradley staff will also support the student in learning how to make an appropriate choice.
- **Refocus Form:** A student will complete a Refocus Form if he/she continues to not follow the expectation. This allows the student to reflect on his/her actions. *Refocus forms will be sent home for a parent signature and should be returned the following day to the classroom teacher.*
- **Office Referral Form:** An Office Referral will be given after a child has received three Refocus Forms. An administrator will discuss the actions of the student and consequences will be implemented. *The consequence will follow DPS policy and correlate as closely to the behavior as possible, so the two are seen by the student as logically related.* Parents/Guardians will be contacted.
- If behavior becomes habitual, a conference will be scheduled with the parent/guardian and a behavior contract may be implemented.

The following behaviors will warrant an automatic Office Referral and/or in or out of school suspension:

- Promoting or participating in any act of violence— fighting, kicking, spitting, biting, etc.; using or bringing tobacco, drugs, or alcohol to school; continuous defiance or disrespect; continuous disruption of the learning environment; bullying or harassment; theft; defacing or destroying school property; any sexual misconduct (i.e. comments, touching, etc.); and misuse of electronics or web-based applications.

Per DPS policy, the following behaviors will warrant an automatic expulsion hearing:

- First or second degree assault; carrying, bringing, using or possessing a knife or dangerous weapon (including “look-alikes”).

Cafeteria (Breakfast and Lunch)

Prices

- Breakfast and lunch are free to all students enrolled in DPS.

- We ask that all families complete a **Free and Reduced Lunch** application online, even if you know you will not qualify. Go to www.myschoolapps.com. The district receives funding for all applications that are completed. New parents may also pick up a form in the main office or cafeteria.
- Menus, current costs and nutrition information can be found on the DPS website at <http://foodservices.dpsk12.org>.

Cafeteria Expectations

- When standing in line for lunch, students should stand calmly and quietly.
- Students may talk in a quiet voice.
- If noise level becomes loud:
 - Staff on duty will raise their hand and ask students to raise their hand for silence.
 - Staff members will remind students to use a quiet voice.
- If noise level becomes loud again:
 - Staff members will turn out the lights and students will not be able to talk until the lights are turned on.
- A student must raise his/her hand to be dismissed.
- Staff members will ensure that the student has eaten at least half of his/her lunch and has cleaned his/her area before being dismissed.

Playground/Recess

It is important that children get fresh air and activity during the course of the day. Students will go outside unless there is severe weather. Please be sure that your child is dressed appropriately for the weather. Please have students wear tennis or closed toe shoes each day for their own safety.

Playground Expectations – SAFETY FIRST!

- **Please have students wear tennis shoes/sneakers & socks DAILY to protect their feet and ankles.**
- Students must stay on the blacktop, playground equipment or field areas away from the fence (outside of the track).
- Students must walk on the blacktop area, unless otherwise designated (i.e. basketball courts).
- Backstop areas are for organized games only. Students should not “wander” around the far ends of the field.
- When the whistle blows, students should line up quickly. Students will stay in their line quietly while waiting for their teacher.
- Students must check with an adult to re-enter the building during recess.
- Students may not play on the playground before or after school hours, unless supervised by an adult.
- Students may only be in the garden under adult supervision.
- The P.E. teacher will teach students the proper use of equipment.
- The P.E. teacher will quiz all students over the playground rules.

Curriculum and Special Programs

International Baccalaureate Programme: Primary Years Programme (PYP)

Bradley International School is an *International Baccalaureate* School offering the *Primary Years Programme (PYP)*. It is the first school in DPS to receive authorization from IBO! The IB PYP is an international curriculum that focuses on the student’s social, physical, emotional and cultural development in addition to academic growth. At the center of the IB PYP curriculum are five essential elements:

- *Knowledge*: what we want our students to know

- *Concepts*: key concept questions that drive the process of inquiry
- *Skills*: what we want our students to be able to do
- *Attitudes*: how we want our students to feel
- *Actions*: how we want our students to act

Through a framework called a *Programme of Inquiry* each PYP school designs units of inquiry that guide a child's education. This inquiry-based programme sets high expectations while providing students with an academically challenging education. For more information about the IB PYP visit www.ibo.org.

Core Content Areas

In conjunction with the IB PYP, Bradley adheres to the DPS curriculum and expectations for reading, writing, math, social studies and science. Daily, students receive 90 minutes of reading instruction, 60 minutes of writing instruction, 30 minutes of skills, 60-70 minutes of math instruction and 60 minutes of social studies/science instruction.

Integrated Arts and Physical Education

Specials classes are an integral part of our curriculum at Bradley! Daily, students receive at least 45 minutes of art, music or physical education.

Spanish

Spanish instruction exposes Bradley students to the richness of the Spanish language as well as the diversity of the many cultures that speak this language. Through their understanding and learning of other countries' cultures, students are encouraged to develop responsible attitudes of internationally-minded individuals who can take positive action to make a difference in their world.

Library/Media Center

Bradley has been recognized by the Colorado Department of Education as being a HIGH PERFORMING LIBRARY (Power Library!). This means that we are a model for library excellence in the use of technology and collaboration with classroom teachers. All students at Bradley will have the opportunity to utilize the library to conduct research, check out books and have exposure to technology. *It is each student's responsibility to return books on time and to abide by the LMC agreement sent home at the beginning of the school year.*

Read A Million Words and Reading Lists

Studies have shown the more children read, the better readers they become! There are two programs at Bradley that encourage students to read: **Read a Million Words** and **Classroom Reading Lists**.

- Information regarding these two programs will be sent home early in the school year. Students will be recognized throughout the year as they work towards these goals!

Accelerated Reader (AR)

AR encourages substantial differentiated reading practice to create strong readers. Based on each student's independent reading level, AR helps teachers set personalized goals for each student, and guide students to books difficult enough to keep them challenged, but not so difficult to cause frustration.

Other programs

- Gifted and Talented
- ESL (English as a Second Language)
- Special Education
- Super Citizen



- Balarat
- Young Author's
- Junior Optimists International (JOI) Club
- After-School Enrichment(s)
- Destination Imagination/Shakespeare
- Garden Club/Farmers Market

**Information regarding these programs will be sent home throughout the year electronically, in newsletters, flyers, and our webpage.*

School Partnerships: Becoming Involved

Volunteer!

Due to COVID restrictions, all volunteers MUST be vaccinated and wear a mask while inside the school. Bradley welcomes parent and community volunteers. There are many ways in which you can volunteer such as supporting students in the classroom; assisting with the playground or cafeteria; providing crosswalk supervision; or participating on a committee. Many parents also support at home by cutting out materials for teachers. Please see your child's teacher or stop in at the office to see how you can volunteer!

Parent Teacher Organization (PTO)

The Bradley P.T.O. serves as the parent/teacher organization. It is the mission of the P.T.O. to promote the welfare of all students; to bring a closer relationship between home and school so that parents, community and teachers may unite in the education of the children; to enhance the educational facility and its opportunities for the students of Bradley that are not otherwise provided for in the school's budget.

Collaborative School Committee (CSC)

The CSC consists of community representatives, parents, teachers and staff members who work together to:

- enhance student achievement and school climate by engaging the school community in collaborative efforts supporting the school and district's goals;
- provide strategic direction in support of the school's mission and vision as stated in the Unified Improvement Plan (UIP); and
- provide guidance, evaluation and approval for the use of the staffing allocations provided by the district as it relates to the UIP, school budget and school program design.

Elections for the CSC representatives are held at the end of each school year. CSC meetings are held once a month throughout the school year and anyone is welcome to attend. Notification of dates and time will be communicated through newsletters, the bulletin board located outside of the main office and via the school webpage or email.

Bradley International School IB-PYP Policies:

Bradley International School Admission Policy 2020-2021

Bradley International School

Bradley is a public elementary school in Denver Public Schools, and therefore has to abide by district admission policies. Being an IB Primary Year Programme school, we follow IB's guidelines to include all students in full day Early Childhood Education classes through 5th grades to be participants in the PYP.

Denver Public Schools Admission Policy

An Emphasis on Neighborhood Schools

Denver Public Schools' first priority is to provide great schools in every neighborhood. The district encourages all families interested in school choice to look first at their neighborhood schools. Every DPS student is guaranteed enrollment in their neighborhood school.

At the same time, if a neighborhood school isn't the best fit for a child, families have the freedom to choose the model and focus they believe works best for their child through the SchoolChoice enrollment process.

Equity: Our Schools Must Serve All Kids

All of Denver Public Schools' public schools are open to, and serve, all kids. No public school in Denver (district-run or charter) may impose any admissions criteria or selectivity in enrolling students.

In Denver, all of our schools must serve all students who enroll, regardless of whether, for example, a student has a disability or is an English-language learner or is off-track academically.

All Schools Play by Same Enrollment Rules

Denver Public Schools has a single enrollment system in which all schools play by the same rules; admissions, transfers and waitlists to and from all schools (district-run and charter) are controlled by the district's choice office.

School Choice

Colorado has long been an open enrollment state, meaning that students can choose to attend their assigned neighborhood school, or they can apply to other public schools within their district, or even outside it.

Bradley International School
Academic Integrity Policy
2020-2021

Philosophy and Beliefs

Bradley International School believes academic integrity is fundamental to promoting students' acquisition of knowledge, deep understanding of concepts and mastery of skills. Academic integrity will be modeled, communicated and taught in a developmentally appropriate manner. In the 21st century, opportunities for misuse of resources and misunderstanding of expectations are significantly greater than in the past. This policy outlines the areas in which demonstrating integrity can become challenging as well as how teachers, parents, and the learners themselves can share responsibility for ensuring that all actions in support of academic integrity are transparent and consistent.

Connection to Learner Profile

At Bradley International School, learners strive to embody the characteristics described in the **IB Learner Profile**. Because of this, the school has built its academic integrity policy around those attitudes and attributes. We encourage our students to be:

- ***Inquirers*** who acquire the skills necessary to conduct inquiry and research.
- ***Knowledgeable*** as they explore concepts, ideas and issues.
- ***Principled*** as they act with integrity, honesty and take responsibility for their actions.
- ***Open-minded*** as they seek and evaluate a range of points of view.
- ***Risk takers*** who articulate and defend their opinions and beliefs; encouraged to not be afraid to make mistakes and learn from them.
- ***Thinkers*** who make ethical decisions.
- ***Communicators*** who use a variety of resources to research and share their personal thinking.
- ***Balanced*** as they understand the importance of intellectual, physical and emotional balance.
- ***Reflective*** as they give thoughtful consideration to their own learning and experiences.
- ***Caring*** as they show empathy, compassion and respect to the needs of others.

These qualities, when applied to learning and student work, establish skills and behaviors which support practices displayed within the classroom and in everyday life. These practices are introduced, modeled and used throughout the entire school community.

Academic Integrity

Students should:

- Be honest in their school work.
- Take pride in their work and successes.
- Effectively and respectfully collaborate with others.
- Use technology and resources responsibly.
- Be responsible in using a method to cite or give credit when they use ideas and words that are not their own.

Teachers should:

- Model academic integrity.
- Provide clear guidelines and expectations for student work.
- Scaffold citing and giving credit to others' for their ideas.

- Treat minor breaches of the academic integrity policy as “teachable moments” to support student ethical development.
- Support students and help them understand the importance of academic integrity.

Issues Related to Misconduct

- Positive focus on the development of every child.
- The student will be treated through a whole child approach to address any individual circumstances.
- Some examples may include, but are not limited to, cheating, plagiarism and fabrication.
- When handling issues involving academic integrity, stakeholders will discuss opportunities and choices to make better decisions in the future.
- Supporting the student and helping him/her understand the importance of academic and behavioral integrity is essential to the continued growth of the child.
- If a student demonstrates consistent difficulty with academic integrity or portions of this policy, disciplinary action may occur appropriate to both age and circumstance. The student will be provided with support and interventions aligned with the Denver Public Schools Code of Student Conduct.

Bradley International School Assessment Policy 2020-2021

The faculty and administration at Bradley International School believe that continuous assessment is an integral part of teaching. The teachers use a variety of assessment strategies and forms of assessment—pre-assessment, formative and summative, as well as required district tests—to measure the growth and progress of each student. The purpose of the assessments is to allow the teachers, students and school community to reflect upon their strengths and weaknesses.

Pre-Assessment

- Assesses the students’ prior knowledge and experience brought to the topic or task in order to plan and guide the teaching and learning process to meet individual or group needs.

Formative Assessment

- Is interwoven in the daily learning and helps teachers and students find out what they know in order to progress to the next stage of learning.
- Consists of building a profile of students’ achievements of the learning goals/outcomes
- Engages students in reflection on their learning and in assessment of the work produced by themselves and others.
- Has known criteria that are understood in advance of the assessment.
- Allows students to demonstrate their conceptual understandings, knowledge and skills and to express different points of view and interpretation.
- Accommodates a variety of intelligences and learning styles through differentiation.

Summative Assessment

- Provides teachers and students with an insight into a student's understanding of the central idea.
- Allows students an opportunity to demonstrate understanding of their learning and prompts students toward action.

District Assessment

- Standardized tests (CMAS) and Benchmark Assessments (iReady Diagnostic Assessments) to provide evidence of a student's achievement of district and state standards of learning.

Strategies for Assessment

- Observations, performance assessments, presentations, skills assessments, open-ended assessments, tests/quizzes, group work, portfolios, reflections.

Tools for Assessment

- Rubrics, interims, exemplars, diagnostics, checklists, anecdotal records, continuums, classroom observations, peer review, self-reflection.

Evaluation of Assessment

- Involves students, teachers and parents in the process of evaluating a students' understanding of the units of inquiry.
- Provides feedback to parents, students and teachers on a student's strengths and areas for improvement through regular conferences and written records to help with a student's development.
- Each trimester, students self-reflect on their understanding of international-mindedness by showing evidence on a school-wide IB progress report.

Exhibition

- Allows students to investigate real life issues or problems in an in-depth, collaborative inquiry which provides them with an opportunity to demonstrate their understanding of the five essential elements of the programme—knowledge, skills, concepts, attitudes and action.
- Celebrates a symbolic and actual rite of passage from the Primary Years Programme into the Middle Years Programme through a culminating, summative assessment activity.
- Provides students with the opportunity to show independence and responsibility for their own learning and share their understanding with the school community.

Student Portfolios

- Allows students to document and assess their progress and achievement over a period of time as an individual and group learner.
- Promotes self-evaluation and reflection of the student's learning, creativity, success, and growth.
- Allows students and teachers to collaborate, reflect and evaluate their learning.

Bradley International School
Inclusion Policy
2020-2021

Philosophy

At Bradley International School, we provide an equitable education for students with disabilities that is both inclusive and supportive in order to meet the educational needs of all students. This policy details how Bradley ensures that necessary provisions are made for students with special education needs (including both special education and gifted and talented). By recognizing the diversity of our collective learning community, we support the development of internationally-minded people.

Objective

- To create an environment that meets the special education needs of each identified child.
- To define the structures and systems needed to support all students.
- To set expectations of all partners in the process (staff, students and parents).
- To identify the roles and responsibilities of staff in providing for students' special education needs.
- To enable all students to have access to all elements of the school curriculum.
- To follow the state and federal mandates which govern special education.

Practice

- All students receive instruction that enables them to succeed within the range of their approaches to learning.
- Some students require different strategies, accommodations, and modifications for learning.
- Students need an array of possible teaching approaches and experiences to meet their goals.

Support for students through the Response to Intervention (RtI) process and special education services:

The Response to Intervention (RtI) model is the starting point to identify and serve students who need additional academic or behavioral support to make satisfactory progress towards meeting grade level expectations. Classroom interventions based on recommendations provided by the Multi-Tiered System of Supports (MTSS) team are implemented and data collected to determine student progress. If a student does not show growth over a period of time using multiple interventions, he/she is referred for a special needs evaluation. If a student qualifies to receive special education services, an Individual Education Plan (IEP) is created with targeted, appropriate goals for the individual.

Support for students identified as gifted and talented (GT):

In the Denver Public Schools, "gifted and talented children" are defined as students whose demonstrated abilities, talents and/or potential for accomplishment are so exceptional or developmentally advanced that they require special provisions to meet their educational needs. Gifted students include gifted students with disabilities (i.e. twice exceptional) and students with exceptional abilities or potential from all socio-economic and ethnic, cultural populations. In order for a student to be identified as gifted, a student needs at least two qualifying indicators. Once identified as GT, an Advanced Learning Plan (ALP) is created with targeted goals to meet the student's specific academic and educational needs.

Definitions

IDEA:

The *Individuals with Disabilities Education Act (IDEA)* is the law that outlines rights and regulations for students with disabilities in the United States who require special education. Under the *IDEA*, all children with disabilities are entitled to a Free Appropriate Public Education (FAPE) in the Least-Restrictive Environment (LRE), and some are entitled to Early Intervention (EI) and Extended School Year (ESY). The law specifies how schools must provide or deny services, and how parents can fight school districts for them.

Colorado State Law provides the definitions and framework for both identification and evaluation of students who may qualify for special education services.

Differentiation:

Differentiated instruction is the process of effectively modifying and adapting instruction, materials, content, student work, and assessment to meet the individual learning needs of students. Teachers recognize that all students are unique and require varied teaching and learning methods to be successful.

Accommodations:

Accommodations will be provided so that students can demonstrate their knowledge and understanding of subject matter as they work toward their individual goals. Accommodations should allow students to reflect their learning in a way that best meets their needs as a learner and are outlined in the IEP. Accommodations on district and state tests will be provided per the guidelines of permitted accommodations on standardized assessments set forth by the Colorado Department of Education.

Responsibilities

The school will:

- Provide training for staff to successfully implement intervention and strategies to support students with special needs.
- Raise staff awareness of the needs to differentiate and provide effective professional development as needed.
- Ensure staff compliance with state and federal requirements.
- Support the Rtl within the building including: time, resources and training.

The teachers will:

- Comply with state and federal assessment requirements.
- Participate in professional development.
- Systematically perform formal and informal assessments to collect data.
- Provide differentiation to meet learner needs in the classroom.
- Identify struggling learners according to data and observation.
- Routinely progress monitor student growth and maintain accurate documentation.
- Refer struggling students to MTSS team.

Special education team will:

- Comply with state and federal laws governing special education.
- Work collaboratively to support students with special needs in all educational settings.
- Actively participate in the MTSS team process.
- Develop and implement Individual Education Plans (IEP) per state and federal laws.
- Provide instruction, support, accommodations and modifications in the least restrictive environment.
- Provide differentiated instruction to meet the specific needs and goals of students with special needs.
- Provide related services (OT, PT, speech, etc.) in accordance with IEP.
- Monitor student progress towards goals.
- Maintain accurate and systematic records of student progress.
- Exit students from special education as appropriate.

Parents will:

- Partner with the school in creating a successful learning experience for all students.
- Effectively communicate with teachers and administrators regarding their child.
- Inform school of their child's needs and best ways of supporting him/her.
- Be an active and valued member of their child's education.

Bradley International School
Language Policy
2020-2021

Philosophy and Beliefs

At Bradley International School we believe that all students are language learners. Every student comes to Bradley International with a different background, varying perspectives and unique contributions. Language is one way that we celebrate and honor diversity. We believe that recognizing and supporting a student's mother-tongue language is crucial to their development. At Bradley International we are committed to developing language skills that empower students to effectively communicate.

Practices

Language of Instruction

- The *primary language of instruction* is English.
- Reading instruction follows the district scope and sequence documents. Units have been aligned and scheduled to support the units of inquiry. Guided reading instruction focuses on skill development utilizing the content from the unit planners whenever possible.
- *Ready* is the predominant writing curriculum used throughout all grade levels. Writing genres have been organized to maximize integration with the units of inquiry.
- Oral language development and/or speaking and listening skills and goals follow the common core standards.
- The *additional language* offered is Spanish.
- All classroom teachers have 150 hours of English Language Acquisition (ELA) training which supports the development and acquisition of oral and written English through best practices, such as:
 - Print-rich environments
 - Multi-sensory stimulus
 - Opportunities for authentic language use
 - Scaffolding of instruction
 - Activating background knowledge
 - Teacher and student modeling
- Content in the grade level units of inquiry are taught in English with additional support for non-native English speakers.
- Students who qualify for MLE support are serviced by a certified MLE teacher in a resource setting. This teacher works to support specific language acquisition needs, with the goal being attainment of sufficient proficiency to function effectively in the regular classroom setting.
- Classroom teachers, mild/moderate special needs teachers, and response to intervention (RtI) teachers and paraprofessionals provide intensive, research-based interventions to close the reading gap for all students who are not on grade level. The use of a differentiated block schedule for reading minimizes pull outs and interruptions to classroom instruction and maximizes the time students spend in the classroom.
- The school district mandates interim testing three times a year to monitor the progress of student growth in the areas of language learning. Classroom teachers evaluate the data to guide their classroom instruction.

Mother-Tongue Support

- The librarian and the Language B Spanish teacher have access to mother tongue language development resources and culturally diverse literature that support the various mother-tongue languages at the school.
- The Parent Advisory Committee (PAC) meets two times per year to support parents of students who speak another language. These meetings aim to increase comfort and understanding of the educational programming at Bradley including the IB Programme. Interpreters are provided for meetings for major languages.

Language B: Spanish

- All students, K through fifth grade, receive Spanish language instruction equivalent to 30 minutes a week.
- Bradley hopes that district budgeting in the future will allow for an increase of instructional time for Spanish language instruction.
- Teaching proficiency through Reading and Storytelling (TPRS) methodology is used to build Spanish listening comprehension, speaking, reading, and some writing skills.
- The Spanish teacher includes opportunities for students to gain cultural awareness of various Spanish-speaking countries in order to further students' international-mindedness.
- Collaboration between the Spanish teacher and the classroom teachers allows for Spanish vocabulary support for the units of inquiry.
- Hola Ninos! A TPRS Spanish curriculum is used to guide instruction.

Identification and Assessment

- When enrolling, families fill out a Home Language Questionnaire that identifies the student's mother tongue.
- Student English language proficiency is assessed using the state standardized WIDA ACCESS and W-APT tests. Results of these assessments are used to classify students as language learners or proficient English speakers.
- The ISA Team consists of two classroom teachers, one administrator, and one ESL teacher who are responsible for monitoring new students with language needs, assessing progress of English language learners, and redesignating them.

Professional Development/Certification

- All classroom teachers receive 150 hours of English language acquisition training.
- The Spanish teacher regularly networks with other PYP language B teachers across the state as well as visiting other PYP schools.
- The Spanish teacher attended TPRS professional development and Denver Public Schools world language training.
- Classroom teachers receive intensive professional development and instruction with the district approved writing curriculum.

