

Parent/Student Handbook 2016 - 2017



3000 E. Manzanita Ave.

Tucson, AZ 85718

520-209-7800

<http://www.cfsd16.org/schools/manzanita/>

Dear Parents and Students,

On behalf of the staff, We would like to welcome you to Manzanita School. Working cooperatively with students and parents, we strive to create a supportive, dynamic community of learners.

We encourage parents to become familiar with all aspects of our school program and to become actively involved. It is the staff's belief that the closer parents are to the education of their children, the greater the impact on their children's academic, social, emotional and physical development.

Carefully read and share the contents of this handbook together. Then keep the handbook in a convenient place for easy reference. Please fill out the form below, sign and return to the Manzanita office.

Should you have any questions or need further information during the year, feel free to call us at 209-7800.

We have received and read the copy of the Manzanita Student Parent Handbook of the SY 2016-2017:

Student Name _____

Teacher/Grade _____

Student's Signature _____

Parent's signature _____

Date _____

REMINDER: PLEASE LEAVE TOYS AND ALL ELECTRONICS AT HOME!

Parent/Student Handbook 2016-17

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Manzanita Elementary School

Tucson, Arizona

Manzanita Learning Pledge

As a Manzanita Mustang,

I promise to treat everyone & everything with respect.

I will play fair and have fun.

I can solve every challenge, big or small, that comes my way.

I will keep working to reach my goals.

I can make a difference every day.

The future starts with me!

ENVISION²¹

Deep Learning

CATALINA FOOTHILLS SCHOOL DISTRICT STRATEGIC PLAN 2014-2020

Our Mission

Catalina Foothills School District, a caring and collaborative learning community, ensures that each student achieves intellectual and personal excellence, and is well prepared for college and career pathways.

Our Vision

Learning transfers to life beyond the Catalina Foothills School District experience, enabling each student to flourish as a responsible citizen in the global community.

Our Shared Core Values

We believe that the human capacity to learn is boundless. Therefore, we embrace the obligation to actualize the following shared core values to create a learning environment that supports maximum achievement.

<i>Excellence</i>	We invest in the intellectual and personal achievement of each student, set high expectations, and focus on continuous improvement.
<i>Equity</i>	We accept and value the unique needs of all students, and allocate resources to provide the learning environment necessary to reach each student's potential.
<i>Commitment</i>	We believe in one's personal capacity to make a difference, invest in the hard work needed to realize goals, and seek ways to continuously improve.
<i>Belonging</i>	We create a culture in which each student feels safe, welcome, supported, included, and connected.
<i>Compassion</i>	We care about others; express kindness, concern, and empathy; and help others through action.
<i>Responsibility</i>	We understand and accept the impact and consequences of personal actions and decisions, and recognize and fulfill obligations to self, others, and the community.
<i>Respect</i>	We appreciate the unique qualities of others, seek to understand perspectives, and display courtesy and consideration for all.
<i>Integrity</i>	We meet high ethical standards and practice honesty and sincerity in relationships and actions.
<i>Curiosity</i>	We inspire inquisitive thinking, exploration, investigation, a thirst for knowledge, and a desire to learn.
<i>Innovation</i>	We encourage critical thinking and problem solving so that students explore and generate new ideas to create something valuable and unique.
<i>Risk Taking</i>	We develop an environment where errors and questions are welcomed as opportunities to learn.
<i>Perseverance</i>	We help students focus, follow through on tasks to completion, and seek ways to reach goals when faced with obstacles.
<i>Resilience</i>	We build the capacity to face, overcome, and ultimately be strengthened by challenges.

Our Deep Learning Goals

Goal #1	<p>Reduce the gap between current and desired student academic achievement.</p> <ul style="list-style-type: none"> ★ Increase the achievement of literacy and numeracy in all academic content areas by addressing students' diverse needs and abilities. ★ Develop knowledge and skills that transfer to college, careers, and civic life.
Goal #2	<p>Raise the engagement of students so they are highly motivated to set and achieve increasingly challenging goals for deep learning.</p> <ul style="list-style-type: none"> ★ Develop positive academic mindsets so students are more confident learners who feel they belong to the CFSD academic community, succeed in their learning, grow their competence with effort, and find value in their work. ★ Develop the deep learning proficiencies of citizenship, critical thinking and problem solving, creativity and innovation, communication, collaboration, and systems thinking.
Goal #3	<p>Partner with families and community to achieve our strategic priorities.</p> <ul style="list-style-type: none"> ★ Engage in regular meaningful communication about student learning. ★ Foster strong relationships with and among CFSD alumni.



SCHEDULES

School Day Schedule

<u>Grade</u>	<u>Hours</u>
Kinder AM	8:00 - 11:00
Grades 1-5 & Kinder Plus	8:00 - 3:00

The exception to this schedule will occur almost every Wednesday, when an early release time is scheduled at 1:30 to facilitate teacher planning and staff development. **Specific early release dates are listed on the district calendar.**

Wednesday Early Release Schedule

Kinder AM	8:00 - 10:15
Grades 1-5 & Kinder Plus	8:00 - 1:30

Half - Day Early Release Schedule

Kinder AM	8:00 - 9:30
Grades 1-5 & Kinder Plus	8:00 - 11:30

In addition, the CARE Program provides an extended day option available before school from 6:30 a.m. until school begins and after school until 6:00 p.m., Monday through Friday (excluding certain holidays).

ATTENDANCE

Every student should attend school regularly unless he/she is ill. This is critical to your child's academic and emotional success.

Absences

Please be sure to contact the school office each day your child is absent from school between 7:30 and 9:30 a.m. You can call the Attendance Line at 209-7860 before 7:30 a.m.

When a child is absent and we have not heard from a parent, the office will attempt to call your home, work, or emergency contact number(s) to verify the absence as part of our "safe arrival" policy.

Changes in Your Child's Routine

If your child needs to leave early, or if there is to be a change in transportation at dismissal time, please notify the teacher and/or office ahead of time. If we do not receive a note or phone call from a parent, your child will be dismissed according to his/her normal dismissal plan.

If you plan to be out of town, please notify the school, and be sure that the person you have named to be called in case of emergency is available. The office must always have a number to call in case of emergency.

Since children can easily confuse or misinterpret directions or information, be sure to check with the school if a message is relayed to you that you question or do not understand.

Arrival and Dismissal

Children who walk or are transported by parents are not to arrive at school before 7:50 a.m. Parents who work need to make arrangements for their children if they must leave home before these times.

Supervision is not provided before 7:50 a.m. Additionally, school dismisses at 3:00 p.m. on regular days and 1:30 p.m. on Early Release days. Children should be picked up promptly following dismissal. Kindergarteners have a slightly different schedule. Please check their times.

If you are transporting your child, please observe all traffic signs and patterns. Additionally, please follow and respect the guidelines and directions set forth by school personnel. Cars and buses create a very dangerous situation when children have to walk around cars to load or unload, walk between vehicles to get to a car, etc. Please remind your child to use sidewalks and the marked crosswalks. We care deeply about the safety of your child. Please refrain from using cell phones while in the pick up/drop off lane. Your cooperation will create a safe environment for everyone.

If you need to pick up a child during the school day, you must come into the office and sign out your child in our "Early Dismissal/Late Arrival" book. If you are bringing a child late to school, it is necessary for you to come to the office to sign in your child and obtain an admit sticker for your child to take to the classroom.

TRANSPORTATION

Bus Safety Program

Students transported are under the authority of the school bus driver and the District. Riding a bus is a privilege and should be treated as such. Students who refuse to follow the rules for good conduct may forfeit their privileges to ride the school bus.

Building administrators have flexibility to determine appropriate consequences for student misbehavior on a bus, depending upon the circumstances surrounding any incident. However, per District policy, bus riding privileges for a student who throws anything out a bus window will be suspended for at least five school days.

It is the students' responsibility to carry their bus passes with them whenever riding a school bus and to follow the set of bus rules listed below. Please review the following bus rules with students on the first day of school and periodically thereafter.

Students shall:

- Be at their respective bus stops and ready for pickup five minutes before the scheduled pickup time when the bus is due.
- Stand a safe distance back from the curb or highway and line up single file, facing the street, when the bus approaches.
- Wait for the driver to motion them across the street when it is safe to cross, and walk in front of the bus by at least ten feet.
- Obey the driver's instructions.
- Always use steps and handrails, and never crowd or push when getting on or off the bus.
- Take their seats quietly and quickly.
- Always wear their seat belts and remain seated at all times while on the bus.
- Not eat or drink anything while on the bus.
- Never stand, except to exit the bus at their respective bus stops, and remain seated until the bus has come to a complete stop.
- Never throw anything inside the bus or out the bus window, and never extend hands, arms, heads, or any objects through the bus windows.
- Have written permission, approved by the school, to ride another bus or get off at a stop other than their own.
- Talk in normal tones; screaming and yelling are prohibited.
- Never use vulgar or abusive language.

- Not tamper with safety devices or damage the interior or exterior of the bus.
- Treat the bus driver and fellow passengers with respect.

The safety and welfare of students *waiting at bus stops* is the responsibility of parents. The schools want to assist parents and students by requesting that student riders comply with the specific expectations listed below. School administrators have the flexibility to determine consequences for student misbehavior at a bus stop and/or noncompliance of these expectations. Students who do not conduct themselves properly may be denied the privilege of riding in district school busses.

Students who utilize the District bus service are expected to arrive and depart on the bus, using the same bus stop. Parents may request that a student ride a different bus or disembark at a different stop, on a selected day. This requires a copy of a written parental request that includes the following information:

- The child's name
- The child's regular bus number
- The bus number of the requested route
- The signature of the parent/guardian

Bicycles, Skateboards, and Skates

Students may ride bicycles to school. Bicycles may not be ridden on the sidewalks or walkways. Students should lock bicycles in the designated area, located by the garden. Skateboards, rollerblades, and skates (including "heelies") are not allowed on school grounds at any time.

Parking

For everyone's safety, we ask for parents' cooperation in observing parking rules:

- Cars are NOT allowed to park in front of school. This lot is dedicated to Staff Parking and is only to be used for the pick up/drop off of students. Spaces in this lot are assigned to staff members by number.
- Parents and visitors must park in the west parking lot in lined spaces.
- Cars may not be left unattended in the "Drop off/Pick up" zone.

For the safety of all children, we ask that you consistently follow these procedures.

SAFETY HABITS

- Help your child to learn his/her full name, parent's name, address, and telephone number. It is helpful if the parents' places of employment are also known.
- If your child rides the bus, discuss safety rules and obedience to the driver at all times. Also, stress the importance of going home promptly and avoiding strangers.
- You are your child's best model for good safety habits. Play it safe!

APPROPRIATE DRESS

Casual clothes should be worn so that your child doesn't need to worry about getting "special clothes" dirty.

Comfortable shoes or sneakers should be worn so that your child can walk, run, or jump comfortably and safely. Loose, floppy shoes (including Crocs) can be dangerous and should be avoided.

Please label all removable clothing, such as jackets. Lost and Found articles can be found in the hallway of the school office. Unclaimed articles are donated to charity several times a year.

STUDENT DRESS CODE

The purpose of the Manzanita Dress Code is to protect the health and safety of children. Because physical activity is encouraged every day, appropriate clothes and shoes should be worn every day. Learning is an active

process at Manzanita School; clothing may become soiled on occasion from outdoor play, art or science activities. Most student attire is acceptable, within the following guidelines.

Student Dress Code:

- Clothes should not be excessively tight, short, revealing, or immodest (e.g., spaghetti straps, low cut tops, tube tops)
 - Shoulder straps should be at least three-fingers wide.
 - Shorts and skirts should come to mid-thigh or below.
 - The torso should be covered and undergarments should not be visible.
- Pants should not be excessively long or baggy.
- Rubber soled shoes (either strapped sandals or closed toe) should be worn at all times. Flip-flops, high wedges, and shoes with wheels in the soles ("wheelies") are not safe for work and play, and therefore are not permitted.
- Hats are encouraged to protect from the sun, but should be removed when indoors.
- Items with obscene or inappropriate words, slogans, or graphics shall not be worn or displayed.

The staff will determine if the attire is appropriate. If inappropriate attire is worn, the problem will be solved by asking the student to remove the item or turn the clothing inside out for the remainder of the day. If those options are not possible, or if the child wears the inappropriate attire a second time, the parent or guardian will be called to pick up the child; the student will not be allowed to return to class until the situation has been remedied. We rely on parental discretion and good judgment to guide students in making appropriate clothing choices for school.

DISCIPLINE POLICY

Catalina Foothills School District has developed policies and procedures that govern student behavior. These policies and procedures are listed in the document, Student Conduct Policy, which is provided to each student during the first week of school. Parents are responsible for reviewing this document with their students. Students are responsible for following the policies.

Our staff and students value the dignity of all members of the school community at all times. A positive, consistent approach to discipline which focuses on safety, respect, communication, self-discipline, problem solving, development of a positive self-image, and prevention of discipline problems will be used.

Manzanita students are expected to respect the rights, feelings, and opinions of all staff members and fellow students. Students are always expected to conduct themselves in an orderly, polite, and safe manner. Cooperation, kindness, and honesty are most highly valued.

Children can and should be increasingly responsible for their own behavior. Our discipline procedures are positive and based upon this belief.

We respect the rights of students to make choices and to experience the consequences of those choices. Students are taught planning, decision-making, and problem-solving skills to develop their abilities to make sound personal and academic choices. Two Manzanita guidelines are discussed at the beginning of the school year and stressed throughout the year:

**RESPECT YOURSELF AND OTHERS.
RESPECT PROPERTY AND ALL LIVING THINGS.**

General Discipline Procedures

The following methods will be employed when dealing with student behavior:

- Classroom and building rules will be cooperatively established, reviewed, and enforced.
- Conflict resolution and problem-solving skills will be taught.
- Positive behavior will be recognized and encouraged.
- Causes for misbehavior will be analyzed to facilitate prevention of behavior problems.
- Alternative approaches for dealing with the child's behavior will be developed based on the analysis of causes as well as the effectiveness of previous approaches.
- Logical and natural consequences for behavior will be applied.
- Communication among staff, students, and parents will be ongoing.
- The effectiveness of behavior plans will be monitored, evaluated, and revised as necessary.

Children and teachers will discuss the following specific school procedures in detail during the first week of class:

SCHOOLWIDE PROCEDURES

1. Keep hands, feet, and object to yourself.
2. Follow staff directions immediately.
3. Walk, except on the lower field of the playground.
4. Stay on the school grounds.
5. Use acceptable language.
6. Walk bicycles on campus.
7. Leave chewing gum at home. It is not allowed at school.
8. Work and play safely.

OUTDOOR CLASSROOM RULES & PROCEDURES

All students in grades K-5 need to consistently follow the rules. All adults need to support children's safety and welfare by consistently enforcing the rules.

Healthy Play Guidelines:

1. We play for fun.
2. The people are the most important part of the game.

Healthy Play Rules:

1. Resolve conflicts outside of the game.
2. Stay with a person who is hurt.

Halls and Walkways:

1. Stay on the pavement.
2. Walk quietly in the hallways.
3. Hold all playground equipment respectfully.
4. No jumping or hitting the roof.
5. **Students must have a pass to travel between the playground/lunch area and classrooms and/or office.**

Restroom:

1. Use restroom facilities properly.
2. Respect the privacy of others.
3. Flush toilets.
4. One person per stall.
5. Use inside voices.
6. Use soap and water to wash hands.
7. Water is for washing only - No water play!

Outdoor Classroom:

1. Wait for an adult who is on duty before going into the MPR or onto the playground.
2. Play safely and use equipment properly.
3. Stay within the fenced areas.
4. Fighting and play fighting are never allowed.
5. Be considerate of others' games.
6. Take turns.
7. Sand toys and jump ropes are allowed on the upper playground only.
8. Clean-up and put away all playground equipment when you are done.
9. Sticks and rocks may not be thrown or carried.
10. Trees are for shelter only. No climbing, hanging, or sitting in the trees.
11. Stay off railings, fences and walls.
12. Hats stay on the owner's head.
13. Leave the playground or line up as soon as the recess bell rings.
14. Ramada:
 - Walk through the ramada area.
 - Ramada is for sitting and/or eating.
 - Sit on the benches, not on the tables.
15. Ball games:
 - Played on fields only.
 - Only wiffle, soft/sponge, basketball, soccer, or footballs may be used.
 - Flag football is allowed with NO kicking or tackling.
 - Throw balls only; rocks or other items may not be thrown.
16. Swings:
 - One person may swing on a swing at a time.
 - Watch your time on the swing and share.
 - No saving a swing.
 - No twisting, side to side, pushing, standing on, or jumping off swings.
17. Climbing Equipment:
 - Hands must be used on all climbing equipment.
 - One at a time on the bars.
 - No "cherry drops".
 - Single bar - Two hands, front flips only.
 - Slide - Climb up the ladder, go down the slide feet first, and walk away.
 - Walking only on the bridge.
 - Pole - Slide down the pole with two hands and one leg.
18. Basketball:
 - Follow standard basketball rules.
 - Hands may not touch the net or rim.
 - One warning for a blatant foul, then "bench" for 5 minutes.
 - Out of bounds:
 - Half court - fence under baskets and sidelines, Full court - all sidelines
19. Soccer
 - Follow standard soccer rules.
 - Use feet only.
 - Side tackles and high kicks are not allowed.
20. Flag Tag
 - Flags may be used for play in a gentle manner.
 - Grab flags only.
 - Flags may not be tied to the belt.

Control your flag - no whipping.
Flag belt must be worn over clothes.
Aggressive actions may result in flags taken away.

HEALTH OFFICE INFORMATION FOR HANDBOOK 2016-2017

A health assistant is assigned to Manzanita School during school hours to provide health services to students and to staff per CFSD policy. A Registered Nurse is assigned to our campus one day per week and is on call for questions.

Injuries or Illnesses treatment will be initiated based on the "Emergency and Prevention Guidelines for Schools" and "Communicable Disease" Arizona State Flip Charts.

If a child has a temperature of 100 degrees or more, vomiting, diarrhea, widespread rash, open or draining sores, eye irritation or drainage from the eye, the student should be excluded from school. The child must be fever free for 24 hours without fever-controlling medication before coming back to school. If we are unable to reach the parent/guardian to pick up the student, the designee on the Emergency Health Form will be contacted. The Emergency Health Form, which will be completed at the beginning of the school year, must have complete information regarding whom to call and current telephone numbers in case of an emergency. All students are required to have a completed Health History Form in the Health Office. If there are any changes during the school year please notify the Health Office.

IMMUNIZATION REQUIREMENTS FOR SCHOOL ENTRY

As of January 1, 1991 Arizona State law requires parents/guardians of new entrants to present a documented record which includes dates of all required immunizations. Schools will be responsible for excluding those who have not started the shots or who are overdue for the next dose. Exemptions to immunization requirements are available. Pima County Health Dept. requires a copy of the original immunization booklet or paper from the doctor's office. It should be signed by the physician or clinic.

REQUIRED IMMUNIZATIONS IN THE STATE OF ARIZONA ARE AS FOLLOWS:

- * OPV [Polio]~ 4 doses at any age, but 3 doses meet requirements for ages 4-6 if at least one dose was on/after the 4th birthday; 3 doses meet requirements for 7 years and older if at least one dose was on or after the 4th birthday.
- * DPT [Diphtheria/Pertussis/Tetanus]~Age 6 and under: Needs 6 doses at any age but, 4-5 doses meet requirements for ages 4-6 if at least one dose was on or after the 4th birthday. Age 7 and older 4 doses but 3 doses meet the requirements for ages 7-18 years if at least one dose was on or after the 4th birthday. If one last dose was given before the 4th birthday, one more Td is required.
- * MMR [Measles, Mumps, Rubella] 2 doses both have to be on or after 1st birthday.
- * TD (Tetanus/diphtheria) ~ required if 10 years have passed since last DTP, DTaP or Td.
- * Tdap (Tetanus,Diphtheria,pertussis) required for entrance into 6th grade or 11 years old or older or if 5 years have passed since last DTP
- * Hepatitis B ~ 3 doses are required.
- * Varicella ~1 dose required for children entering Kindergarten and 1st Grade.
- * MV~1 dose required for children entering 6th grade

VISION AND HEARING SCREENINGS

Annual vision screenings are a part of the CFSD health program. We also do state mandated hearing screenings. If you do not want your child screened please let the health office know at the beginning of the school year.

MEDICATIONS

When it is essential for a student to take medicine in school the following requirements shall be met:

- * A licensed AZ physician, Registered Nurse Practitioner, Physician's Assistant, or Dentist will prescribe the medication.
- * There must be a written order from the Physician or provider stating the name of the medication, dosage, time to be given, indication, and correct student's name.
- * The CFSD medication consent form shall be signed by a parent or guardian.
- * All Medications [Prescription and Over the Counter] must be brought to the Health Office by the parent or guardian.
- * Medications must be brought to the Health Office in the original prescription container with the dispensing pharmacy's label.
- * The original prescription container shall serve as the prescriber's order since the prescription is on file at the pharmacy and the pharmacist may be requested to prepare a special container for school use.
- * Over the counter medications need a prescription filled out by the student's physician and the CFSD consent form shall be signed by the parent or guardian. [This includes cough drops, cough medicine and eye drops.]
- * Forms for student's to carry and self-administer Epi-pens and Inhalers are available in the health office.
- * The CFSD has standing orders from Pima Health Dept. for the administration of Tums and Acetaminophen [generic Tylenol] for students 6 and older. Students must have a current Emergency Health History [forms are available in the health office] to receive these medications.
- * Over the counter medications are provided by the parent or guardian except for Tums and Acetaminophen [generic Tylenol].
- * Supervision of medication administration protocol is managed by a Registered Nurse. Medication will be administered by an agent designated by the principal: usually the health assistant or office secretary.
- * When medications are discontinued or the school year has ended the parent/guardian must pick up medications. They will be discarded, if not picked up.

Keeping Sick Children at Home

As a parent, you often have to make the decision whether or not to send your child to school if he/she has symptoms of an illness. It is always hard to know if the symptoms will go away after a couple of hours or if your child will become increasingly ill as the day progresses.

Most healthy, normal children average between six and nine viral infections a year. As a guideline, fever, sore throat, vomiting, diarrhea, and rash are considered signs of illness and parents should provide whatever care and attention are necessary. The child should not go to school as other children may be exposed to the illness. Other symptoms such as headache, irritability, fatigue, cough, runny nose, and stomach ache, which may occur alone or in combination with the above, may also indicate illness and should be considered when determining whether your child should stay home. State law requires that, in order to prevent the spread of communicable disease, children should be kept home from school if they have a communicable disease that requires treatment such as strep throat, impetigo, pink eye, ringworm, lice, and scabies. Please inform the health office if your child has contracted a communicable disease. Children may return to school when they have received adequate treatment or are free of symptoms. If your child has sustained an injury off school campus please let the Health Office know.

Emergencies

In the case of an emergency, parents, guardian, or the emergency contact person will be notified immediately and authorized medical attention will be given. In the case of a minor injury, the child will be treated in accordance with first aid procedures. You will be informed of the minor injury verbally.

VISITORS/VOLUNTEERS

Visitors and volunteers can enhance the educational experience for students, and are welcome at Manzanita School.

"Volunteers" are in classrooms frequently, sometimes unsupervised and can be alone with students. They come and go throughout the course of the school year, and do not necessarily have a regular schedule. Parents of students may volunteer in the classroom and around the school, at the teacher's/school's discretion. No formal process is required in order for this to take place. Others (including, other family members, community members, etc) who want to volunteer must apply through Human Resources. They are essentially "hired," and must be fingerprinted, have references checked, etc. Teachers will determine their needs for volunteers.

"Visitors" are in the classroom once, perhaps twice, during a year, at the teacher's/school's discretion. They are NEVER alone with students. These visitors sign in at the office and wear a visitor badge. No other process is required.

HOME-SCHOOL COMMUNICATION

Reporting to Parents

Your child's progress will be formally reported to you according to the following schedule:

- October: Parent-Teacher-Student conferences for grades K-5.
- November: Trimester Progress Reports
- March: Trimester Progress Reports
- June: Trimester Progress Reports

The elementary academic year is divided into three trimesters. Please refer to your school calendar for specific dates for conferences and progress reports.

Parent-teacher conferences are good times for you to discuss your child's progress and special needs with his/her teacher. It will help both you and the teacher if you come to the conference prepared with a list of specific questions you would like addressed.

Parents are welcome to contact their child's teacher anytime during the school year to request additional conferences. Your child's teacher may also contact you regarding your child's progress. Additionally, teachers will communicate with parents through periodic newsletters and/or student reports.

Please plan to attend our grade level Back-to-School Nights in the fall. Your child's teacher will present an overview of the curriculum and of the classroom program for the year.

In addition Parent VUE will be available to parents and guardians to provide them with the ability to track student progress.

HOMEWORK GUIDELINES

Definition:

Homework is any school-related assignment that is completed outside of the school setting and enhances the educational progress of students.

Purpose:

Homework is a valuable aid in helping students to make the most of their experience in school. It reinforces what has been learned in class, prepares students for upcoming lessons, extends and generalizes concepts,

teaches responsibility, and helps students develop essential study habits. Assignments are adjusted as necessary to meet the needs of individual learners and learning styles. Homework is one vehicle for home-school communication, and parents can assist in making it a positive experience for their children.

Types of Assignments:

Homework should be relevant to the curriculum and may cover all subject areas. Homework assignments may include:

- 1) Long-term projects
 - a. These are not done entirely at home.
 - b. Long-term projects increase as children move into higher grades.
- 2) Cooperative family projects
- 3) Cumulative review of concepts already mastered
- 4) Delayed independent practice on concepts nearly mastered
- 5) Preparation for future learning
- 6) Assignments to foster critical thinking

The following are required homework practices at Manzanita School:

- 1) Daily recreational at-home reading, for a minimum of 15 minutes, can take the form of:
 - a. reading independently
 - b. reading to someone
 - c. being read to by another person
- 2) Weekly Math Facts—math facts practice should be sent home at least once a week.

Time Guidelines:

<u>Grade Level</u>	<u>Daily Minutes*</u>	<u>Days per Week</u>
K-1	0-15 minutes	0-2 days
2	5-20 minutes	2-4 days
3	15-30 minutes	4 days
4-5	30-60 minutes	4 days

*These time guidelines do not include the 15 minutes of at-home recreational reading, which is a regular part of the Manzanita program.

Teacher's Responsibilities:

- 1) Ensure children clearly understand the purpose of homework.
- 2) Ensure children clearly understand the directions for each homework assignment.
- 3) Ensure that homework is matched to the curriculum and students are prepared to perform it.
- 4) Limit the number of repetitions of a skill to an appropriate number.
- 5) Avoid assigning unfinished class work as homework.
- 6) Assign homework according to grade level time guidelines.
- 7) Coordinate the total amount of homework assigned for students who work with more than one teacher.
- 8) Avoid assigning as homework missed due to attendance of special classes.
- 9) Support students' attempts on homework when they have given their best effort.
- 10) Avoid using homework given as practice as a determiner for subject area grades. Record the degree of completion of homework in the designated section of progress report.
- 11) Review or correct homework, and provide timely feedback to students.
- 12) Develop a plan to support students who are having difficulty completing homework for any reason.
- 13) Communicate with parents of students who do not consistently complete homework.
- 14) Teach concepts in class to 80% mastery before sending home for independent practice.

- 15) Support students in the successful completion of homework by teaching study skills:
 - a. Writing assignments on the board daily.
 - b. Providing a homework calendar for every child, along with instruction in its use.
 - c. Providing parents with a general homework schedule.
 - d. Setting a timeline for completion of long-term assignments.

Student's Responsibilities:

- 1) Understand how your teacher's homework system works.
- 2) Understand the purpose of your homework. If you don't, ask your teacher.
- 3) Keep your assignment calendar with you and write down all homework so you don't forget what to do.
- 4) Do homework at the same place and time each day, if possible.
- 5) Complete homework in a neat and timely manner.
- 6) Complete homework designated by your teacher as independent work without parent help.
- 7) If an assignment is too difficult, even with parent help, STOP. Ask your teacher for a "replacement assignment" the next day.

Parent's Responsibilities:

- 1) Review "Homework Guidelines" provided by Manzanita School.
- 2) Stress the purposes for homework to help your child understand why it is important to the learning process.
- 3) Assist your child in setting up a homework center and schedule by mutually agreeing upon the time and place to do homework.
- 4) Assist your child with assignments if necessary. If your child has trouble getting started on a homework assignment, do the following:
 - a. Have your child read the instructions and explain what he/she will do. If a child is unable to proceed: Read the directions to your child. Ask questions concerning task completion. Stress the order of steps in the task.
 - b. Have your child complete the first item. If a child is unable to:
Model - Using the first item, show your child how to do the task.
Lead - Have your child do the second item with you. Guide him/her through it.
Test - Have your child complete the third item while you watch. If correct, let your child go on working independently and check back later. If your child is incorrect on the third item, LEAD and TEST again.
 - c. If it is clear that the assignment is too difficult, attach a note explaining this to the teacher. Your child should not complete the assignment.
- 5) Expect on-going communication. Parents should feel free to initiate communication as needed, e.g. write a note or call if an assignment is too difficult or surpasses the suggested time limit.

Manzanita Messenger

The *Manzanita Messenger* is our school blog. It is updated with current information and articles on a regular basis. Please go to <http://mzmessenger.blogspot.com> to subscribe to our blog, in order to keep abreast of important information.

FAMILY FACULTY ORGANIZATION (F.F.O.)

The **Family Faculty Organization** supports dynamic home-school collaboration, cooperation, and commitment. It serves a parent community that holds high expectations for students and their schools. F.F.O. members are actively involved in our school as volunteers and in school-wide projects. They are a most welcome and appreciated part of our school community.

Families are encouraged to attend the monthly F.F.O. meetings. Notification of meetings will be posted in the school's office and in the *Manzanita Messenger*. Meetings address a variety of topics, such as: Curriculum, special school projects, and other important issues. You are automatically a member of the school's Family Faculty Organization.

Some of the projects undertaken by the FFO include Mustang Bucks fundraiser, school pictures, Manzanita Desert Dash, the book fair, the yearbook, spring carnival, staff appreciation days, art and science enrichment, etc. Proceeds from the various projects are used to meet additional student needs.

COUNSELING

The counseling program is a developmentally based guidance program offering instruction in areas such as peer group interaction, cooperation, transition, understanding feelings, conflict resolution, new student adjustments, changing families, friendship skills, and grief and loss. Additionally, the counselor is available to support parents, students, and staff with problem solving and community referrals.

Students have the opportunity to participate in a variety of groups, based upon need, with the counselor sometime during the school year.

New students participate in new student groups at the beginning of the year.

The school counselor plays an integral role in the development of our students and provides the needed support for students and their families.

CATALINA FOOTHILLS SCHOOL DISTRICT CURRICULUM OVERVIEW

The purpose of the curriculum is to guide the instruction of skills, knowledge, understandings, and attitudes necessary for students to function successfully in continuing education settings, the work place, and in twenty-first century society. While the curriculum maps a general plan of development for all students, it also recognizes the characteristics unique to each individual and provides a process for development and expression of each student's potential and talents. A complete overview of the curriculum can be accessed through the CFSD website.

Academic Standards/Measurement Topics and Benchmarks are the focus for teaching and learning because they are the core learning expectations for students. Standards/Measurement Topics describe the broadest level of expected student learning. Benchmarks identify the critical learnings for students at each grade level. The benchmarks form a "learning pathway" for students as they progress through our schools. They define what a student is expected to know and be able to do as a result of his/her study at a specific grade level.

What is the purpose of standards and benchmarks?

- **Communication** - The Catalina Foothills School District and the state of Arizona use the standards and benchmarks as a way of communicating the academic expectations and progress of each student to the community, parents, and students.
- **Curriculum** - The standards and benchmarks form the curriculum, which guides program development. The curriculum defines the full course of study, topics, and skills that students will learn. There is a scope and sequence so that each grade builds upon the learning of the previous year. This prepares students for success at the next grade level.
- **Instruction** - Teachers use the standards and benchmarks to make choices about teaching strategies, classroom lessons, activities, homework, and field trips. Teaching materials, such as: textbooks, novels, trade books, and computer software are selected to align with the standards/benchmarks and the learning needs of students.

- **Assessment** - Teachers use a variety of age-appropriate assessments including projects, multiple choice, short answer/essay, observation, research, investigations, and performance activities. They select the forms of assessment that will most appropriately measure how well a student has learned the curriculum (standards and benchmarks) at each grade level.

TECHNOLOGY

The school offers a variety of opportunities for students to interact with technology and use computers as tools in their learning. We have a library of educational software that spans many grade levels. Students have many opportunities to utilize technology and in our classrooms.

Teachers work with our Curriculum Technology Integrator and computer tech to select software and apply technologies which best match curriculum objectives and the developmental needs of students. Technology is used as a tool to deliver instruction.

Use of Technology Resources in Instruction

Electronic Information Services User Agreement

Details of the user agreement shall be discussed with each potential user of the electronic information services. When the signed agreement are returned to the school, the user may be permitted use of EIS resources.

SPECIAL EDUCATION PROGRAM

The Special Education Department is committed to creating environments that are mutually respectful and individualized. These environments support full participation of all individuals in every aspect of our community. Parents are full participants in the educational process of their children.

A continuum of special education services exists to meet the needs of all students with disabilities. This service continuum is aligned with Federal and State requirements. Children attend their home schools whenever possible, attend class with nondisabled students whenever appropriate, and receive direct and indirect services per their individual needs.

Catalina Foothills School District services the full range of students with disabling conditions. Currently, the District services 600 preschool-12th grade students with disabilities. Student disabilities include specific learning disabilities such as autism, hearing impairments, speech or language impairments, visual impairments, orthopedic impairments, other health impairments, developmental delays, serious emotional disabilities, multiple disabilities, traumatic brain injuries, and multiple disabilities with sensory impairments.

SPEECH AND LANGUAGE

Speech and Language services are provided for students identified with communication delays/deficits that negatively impact the academic progress. Qualifying conditions include: articulation, fluency (stuttering), voice disorders, hearing impairment, receptive and/or expressive vocabulary, and/or processing delays/deficits.

ESL (English as a Second Language) EDUCATION

Catalina Foothills School District implements a Sheltered English Instruction (SEI) Program. The goal of the SEI/ESL (English as a Second Language) program is the acquisition of English language skills. This approach enables the English Language Learner (ELL) to succeed in a mainstream classroom.

The classroom teacher uses strategies that make academic instruction understandable to ELLs. These strategies include physical activities, visual aids, and vocabulary for concept development in mathematics, science, social studies, and other subjects. Students who are determined by the AZELLA assessment to be eligible to receive English language services will receive concentrated support in on language arts.

SERVICES FOR GIFTED STUDENTS

Students' academic needs are identified through an ongoing process that begins informally in kindergarten. In the primary grades (K, 1, 2), matching appropriate services to students is based on demonstrated need and includes input from teachers and parents.

Beginning in 3rd grade and continuing through 8th grade, standardized test information, coming from achievement tests is also considered in matching appropriate services to students. *The Cognitive Abilities Test (CogAT)*, used to assess abstract reasoning ability, is also a piece of the standardized test information collected. The *CogAT* is offered to all third grade students in August. Students new to the district in grades 3-5 and those who are eligible to retest will have *CogAT* testing opportunities in August and January. Additionally, successful performance in gifted services is considered as part of the data for future placement decisions.

Gifted Services Included:

- **Extended Reading**
Students who qualify for placement perform at or above 97th percentile in the verbal section of the *Cognitive Abilities Test* and/or exhibit high achievement on the Reading subjects of the state standardized test and who perform at the "Advanced Performance" level on grade level standards/benchmarks based on classroom assessments.
- **Extended Math**
Students who qualify for placement perform at or above the 97th percentile in the quantitative section of the *Cognitive Abilities Test* and/or exhibit high achievement on the Mathematics subtests of the state standardized test and perform at the "Advanced Performance" level on grade level standards/benchmarks based on classroom assessments.
- **Interdisciplinary Studies (IDS)**
Students who qualify for placement perform at or above the 97th percentile on the verbal and quantitative subtests of the *Cognitive Abilities Test*, and exhibit high achievement on the Reading and Mathematics subtest of the state standardized test and perform at commensurate achievement levels on language arts and mathematics grade level standards/benchmarks as measured by classroom assessments.
- **Differentiation in the regular classroom program.**

For more information of gifted services, see out K-12 Gifted Education Programming Framework on the CFSD website.

IMPORTANT PHONE NUMBERS

Office Staff:

Kim Boling	Principal	209-7803
Nancy Hayes	Asst. Principal	209-1852
Kathy Anders	School Secretary	209-7802
Elaine Wilson	Office and Attendance Clerk	209-7801
Patty Langford	Health Assistant	209-7804

Important Numbers:

School Office:	209-7800
Attendance Line:	209-7860
Manzanita CARE:	209-7814
CFSD District Office:	209-7500
CARE	209-7563
Community Schools:	209-7551
Lunch Program:	209-8344
Durham School Services (Bus Company)	615-7635

Other Information

School Website:	www.cfsd16.org/schools/manzanita
Community Schools:	www.cfsd16.org/community schools
CFSD Website:	www.cfsd16.org (for curriculum overviews)

**STUDENT CONCERNS, COMPLAINTS,
AND GRIEVANCES**

Governing Board Policy Exhibit | JII-EB

**(To be displayed in school buildings
and in student handbooks)**

A student or their parent/guardian may present a concern, complaint, or grievance regarding one (1) or more of the following:

- Violation of the student's constitutional rights.
- Denial of an equal opportunity to participate in any program or activity for which the student qualifies other than maintaining the minimum academic and behavioral standards established by the Board, or their individual ability in the extracurricular activity.
- Discriminatory treatment on the basis of their race, sex, (which includes a prohibition against sexual harassment as described in the District's policy concerning sexual harassment), sexual orientation, gender identity or expression, national origin, ethnicity, religion, creed, age, or disability.
- Concern for the student's personal safety.

Concerns, complaints, and grievances related to allegations of student violence, harassment, intimidation or bullying are to be filed in accordance with Board Policy JICK, provided that

- The topic is not the subject of disciplinary or other proceedings under other policies and regulations of this District, and
- The procedure shall not apply to any matter for which the method of review is prescribed by law, or the Governing Board is without authority to act.

The guidelines to be followed for filing a concern, complaint, or grievance are:

- The concern, complaint, or grievance should be made as soon as the student or parent/guardian knew or should have known that there were grounds for the concern, complaint, or grievance.
- The concern, complaint, or grievance shall be made only to a teacher or administrator.

- The person receiving the concern, complaint, or grievance will gather information for the complaint form.
- All allegations shall be reported on forms with the necessary particulars as determined by the Superintendent. Forms are available in the school office.
- The person receiving the concern, complaint, or grievance shall preserve the confidentiality of the subject matter of the concern, complaint, or grievance, disclosing it only to appropriate school administrators or as otherwise required by law or directed by a District administrator.
 - A concern, complaint, or grievance relating to the conduct of the superintendent shall be made in writing to the president of the Board.

Any question concerning whether the concern, complaint, or grievance falls within this policy shall be determined by the Superintendent.

A student or student's parent or guardian may initiate the complaint process by completing Exhibit JII-EA.

A concern, complaint, or grievance may be withdrawn at any time.

Retaliatory or intimidating acts against any student who has made a complaint under the District policy and its corresponding regulations, or who is the subject of a complaint, or against a student who has testified, assisted or participated in any manner in an investigation relating to a complaint or grievance, are specifically prohibited and constitute grounds for a separate complaint.

A student knowingly submitting a false report under this policy shall subject the student to discipline up to and including suspension or expulsion. Where disciplinary action is necessary pursuant to any part of this policy, relevant District policies shall be followed.

When District officials have a reasonable belief or an investigation reveals that a reported incident may constitute an unlawful act, law enforcement authorities will be informed.

**STUDENT VIOLENCE / HARASSMENT /
INTIMIDATION / BULLYING**
Governing Board Policy Exhibit | JICK-EB

**(To be displayed in school buildings
and in student handbooks)**

The Governing Board of the Catalina Foothills Unified School District believes it is the right of every student to be educated in a positive, safe, caring, and respectful learning environment. The Governing Board further believes a school environment that is inclusive of these traits maximizes student achievement, fosters student personal growth, and helps a student build a sense of community that promotes positive participation as citizens in society.

To assist in achieving a school environment based on the beliefs of the Governing Board, bullying in any form will not be tolerated.

Bullying: Bullying may occur when a student or group of students engages in any form of behavior that includes such acts as intimidation and/or harassment that

- has the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm or damage to property,
- is sufficiently severe, persistent or pervasive that the action, behavior, or threat creates an intimidating, threatening, or abusive environment in the form of physical or emotional harm,
- occurs when there is a real or perceived imbalance of power or strength, or
- may constitute a violation of law.

Bullying of a student or group of students can be manifested through written, verbal, physical, or emotional means and may occur in a variety of forms including, but not limited to

- verbal, written/printed or graphic exposure to derogatory comments, extortion, exploitation, name calling, or rumor spreading either directly through another person or group or through cyberbullying,
- exposure to social exclusion or ostracism,
- physical contact including but not limited to pushing, hitting, kicking, shoving, or spitting, and
- damage to or theft of personal property.

Cyberbullying: Cyberbullying is, but not limited to, any act of bullying committed by use of electronic technology or electronic communication devices, including telephonic devices, social networking and other Internet communications, on school computers, networks, forums and mailing lists, or other District-owned property, and by means of an individual's personal electronic media and equipment.

Harassment: Harassment is intentional behavior by a student or group of students that is disturbing or threatening to another student or group of students. Intentional behaviors that characterize harassment include, but are not limited to, stalking, hazing, social exclusion, name calling, unwanted physical contact and unwelcome verbal or written comments, photographs and graphics. Harassment may be related, but not limited to, race, religious orientation, sexual orientation, cultural background, economic status, size or personal appearance. Harassing behaviors can be direct or indirect and by use of social media.

Intimidation: Intimidation is intentional behavior by a student or group of students that places another student or group of students in fear of harm of person or property. Intimidation can be manifested emotionally or physically, either directly or indirectly, and by use of social media.

Students are prohibited from bullying on school grounds, school property, school buses, at school bus stops, at school sponsored events and activities, and through the use of electronic technology or electronic communication equipment on school computers, networks, forums, or mailing lists.

Disciplinary action may result for bullying which occurs outside of the school and the school day when such acts result in a substantial physical, mental, or emotional negative effect on the victim, while on school grounds, school property, school buses, at school bus stops, or at school sponsored events and activities, or when such act(s) interfere with the authority of the school system to maintain order. All suspected violations of law will be reported to local law enforcement.

Students who believe they are experiencing being bullied or suspect another student is bullied should report their concern to any staff member of the School District. School personnel are to maintain appropriate confidentiality of the reported information.

Reprisal by any student directed toward a student or employee related to the reporting of a case or a suspected case of bullying shall not be tolerated, and the individual(s) will be subject to the disciplines set out in applicable District policies and administrative regulations.

Students found to be bullying others will be disciplined up to and including suspension or expulsion from school.

Knowingly submitting a false report under Policy JICK or this exhibit shall subject the student to discipline up to and including suspension or expulsion. Where disciplinary action is necessary pursuant to any part of this policy, relevant District policies shall be followed.

Law enforcement authorities shall be notified any time District officials have a reasonable belief that an incidence of bullying is a violation of the law.

HAZING

Governing Board Policy Exhibit | JICFA-EB

**(To be displayed in school buildings and
placed in student handbooks)**

There shall be no hazing, solicitation to engage in hazing, or aiding and abetting another who is engaged in hazing of any person enrolled, accepted for or promoted to enrollment, or intending to enroll or be promoted to schools within twelve (12) calendar months. For purposes of this policy a person as specified above shall be considered a "student" until graduation, transfer, promotion or withdrawal from the school.

Definitions

"Hazing" means any intentional, knowing or reckless act committed by a student, whether individually or in concert with other persons, against another student and in which both of the following apply:

- The act was committed in connection with an initiation into, an affiliation with or the maintenance of membership in any organization that is affiliated with an educational institution.
- The act contributes to a substantial risk of potential physical injury, mental harm or degradation, or causes physical injury, mental harm or personal degradation.

"Organization" means an athletic team, association, order, society, corps, cooperative, club, or similar group that is affiliated with an educational institution and whose membership consists primarily of students enrolled at that educational institution.

Directions

It is no defense to a violation of this policy if the victim consented or acquiesced to hazing.

In accord with statute, violations of this policy do not include either of the following:

- Customary athletic events, contests or competitions that are sponsored by an educational institution.
- Any activity or conduct that furthers the goals of a legitimate educational curriculum, a legitimate extracurricular program or a legitimate military training program.

All students, teachers and staff shall take reasonable measures within the scope of their individual authority to prevent violations of this policy.

Reporting/Complaint Procedure

Students and others may report hazing to any professional staff member. Professional staff members must report the incident to the school administrator or next higher administrative supervisor, in writing, with such details as may have been provided. A failure by a staff member to timely inform the school administrator or next higher administrative supervisor of a hazing allegation or their observation of an incident of hazing may subject the staff member to disciplinary action in accord with school policies. The staff member shall preserve the confidentiality of those involved, disclosing the incident only to the appropriate school administrator or next higher administrative supervisor or as otherwise required by law. Any instance of reported or observed hazing which includes possible child abuse or violations of statutes known to the staff member shall be treated in accord with statutory requirements and be reported to a law enforcement agency.

A person who complains or reports regarding hazing may complain or report directly to the school administrator or to a professional staff member. The professional staff member receiving the report/complaint shall retrieve sufficient detail from the person to complete the form designated for such purpose. At a minimum the report/complaint shall be put in writing containing the identifying information on the complainant and such specificity of names, places and times as to permit an investigation to be carried out. When a professional staff member receives the information, the staff member will transmit a report to the school administrator or supervising administrator not later than the next school day following the day the staff member receives the report/complaint.

The report/complaint will be investigated by the school administrator or a supervising administrator. The procedures to be followed are:

- An investigation of the reported incident or activity shall be made within ten (10) school days when school is in session or within fifteen (15) days during which the school offices are open for business when school is not in session. Extension of the time line may only be by necessity as determined by the Superintendent.
- The investigator shall meet with the person who reported the incident at or before the end of the time period and shall discuss the conclusions and actions to be taken as a result of the investigation. Confidentiality of records and student information shall be observed in the process of making such a report.
- The investigator shall prepare a written report of the findings and a copy of the report shall be provided to the Superintendent.

All violations of this policy shall be treated in accord with the appropriate procedures and penalties provided for in School policies related to the conduct and discipline of students, staff, and others.