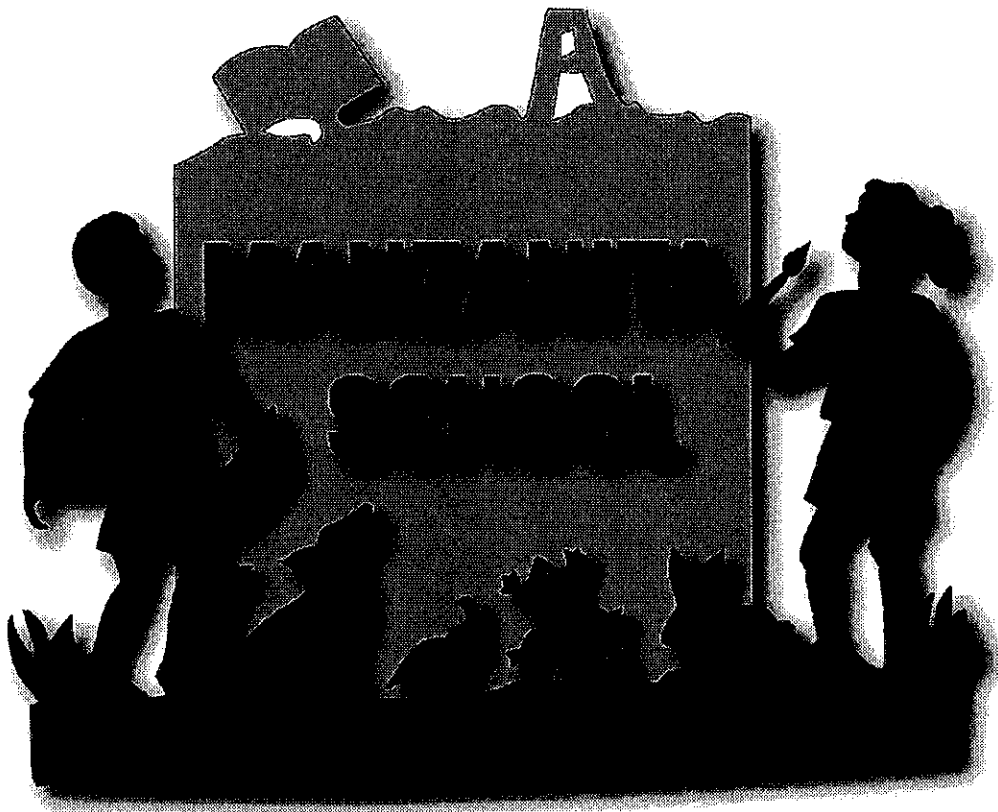


# Parent/Student Handbook 2017 - 2018



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# Parent/Student Handbook 2017-18

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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!**

# ENVISION<sup>21</sup>

## 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***

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



## SCHOOL 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 & DISMISSAL

- We encourage families to allow their children to utilize the district school bus service whenever possible. Bus service will be available to open enrollment families through application.
- If you are unable to utilize the bus service, please consider carpooling with a neighbor OR consider parking at La Encantada (behind Firebirds) and enjoying a brief walk with your child on the walking path between the shopping center and Manzanita.
- Students should not arrive to campus prior to 7:45 am, when supervision begins.
- Pedestrian access is available through the Bus Bay gate on the south side of the campus (for walkers from la Encantada only) or through the gates at the front of the school.
- Cars may drop off\* and pick up\* in the east (front) parking lot only (\*driver stays in vehicle)

- Cars may park at La Encantada or in the west parking lot only (in designated spaces only, NOT along curbs) to walk their children to/from school.
- In the AM, students should wait in their designated areas along the hallways (which will be marked by grade/class) beginning at 7:45 am, until a staff member releases them or the first bell rings (at 7:55)
- 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 student's 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.

### **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:

- Clothes should not be excessively tight, short, revealing, or immodest (e.g., spaghetti straps, low cut tops, strapless tops)
  - o Shoulder straps should be at least three-fingers wide.
  - o Shorts and skirts should come to mid-thigh or at/below fingertips when arms extended at sides.
  - o The torso should be covered and undergarments should not be visible.
- 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. CFSD Board Policy JK is a link that parents connect to when registering online, and is available through the district website.

In addition, Manzanita has adopted a unified mindset for the school and our classrooms. These behavior guidelines define our expectations for behavior in our school. You will see "The Manzanita Mindset" guidelines posted throughout the school and your child will be learning them in their classroom. Our "Manzanita Mindset" expectations in each part of the school are outlined in the Mustang Mindset Matrix.



As part of our Positive Behavior Interventions & Supports (PBIS) process, teachers and other staff members use evidence-based practices to increase student learning and decrease classroom disruptions. To keep students focused on the guidelines in a positive manner, we do the following when teaching academics and behavior:

- Constantly teach and refer to school-wide expectations.
- Provide students with more praise than correction.
- Talk to students with respect using positive voice tone.
- Actively engage everyone in the class during instruction.
- use pre-correcting, prompting, and redirecting as we teach.
- Look for the positive first and provide positive, immediate, frequent, and explicit feedback.



# My Mustang Mindset



Area on Campus	I am Kind	I am Respectful	I am Responsible
<b>Arrival</b>	- Greet Mustang students and staff	- Use quiet voice - Honor personal space	- Walk to your meeting area
<b>Dismissal</b>	- Say farewell to Mustang students and staff	- Use quiet voice - Honor personal space	- Know where you are going - Walk to your dismissal area and stay in your waiting spot
<b>Bus</b>	- Walk and sit with a buddy - Use friendly words and actions	- Walk in single-file line on and off - Honor personal space - Use quiet voice	- Keep seats and floors clean - Keep track of your belongings - Follow driver's directions - Stay seated, facing forward
<b>Classroom</b>	- Use friendly words and actions - Help others when requested - Encourage others to do their personal best and compliment them on their efforts	- Listen to speaker - Raise your hand - Be polite - Honor personal space	- Follow directions - Walk - Keep your work area neat, clean, and organized - Persevere and do your personal best
<b>Field Trips</b>	- Look out for one another	- Listen to speaker - Raise your hand - Be polite - Honor personal space	- Follow directions - Stay with your group - Walk - Represent MZ positively - Be prepared and ready to learn
<b>Hallways</b>	- Use friendly words and actions	- Walk quietly - Let others pass	- Follow directions from all adults - Walk in line on the right side - Stay with group
<b>Library</b>	- Use friendly words and actions - Help others when requested	- Enter quietly - Use quiet voice - Raise your hand - Be polite - Honor personal space	- Follow directions - Walk - Return books on time - Use shelf marker appropriately - Handle books and equipment carefully
<b>Lunch Areas</b>	- Walk and sit with a buddy - Use friendly words and actions	- Honor personal space - Wait your turn - Listen to all adults - Be polite - Raise your hand for help	- Follow directions - Walk - Have your lunch card ready - Know what you have ordered - Eat your own food - Clean up after yourself
<b>Office</b>	- Use friendly words and actions	- Enter quietly - Be polite	- Walk - Wait your turn - Bring your office pass
<b>Outdoor Classroom</b>	- Be a friend to others - Include everyone - Play for fun - Use friendly words and actions	- Play fair - Take turns and share	- Follow directions from all adults - Follow MZ outdoor classroom rules
<b>Restrooms</b>	- Give privacy to others - Use friendly words and actions	- Honor personal space	- Wait your turn - Use equipment appropriately - Wash you hands with soap - Go directly to the bathroom and return directly to class

## PLAYGROUND 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

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 1<sup>st</sup> 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 students 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 BLOOMZ.

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

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.

## 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 classwork 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 workplace, 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 97<sup>th</sup> 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 97<sup>th</sup> 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 97<sup>th</sup> 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 our K-12 Gifted Education Programming Framework on the CFSD website.

**EXHIBIT**

**STUDENT VIOLENCE / HARASSMENT /  
INTIMIDATION / BULLYING**

The Governing Board of the Catalina Foothills 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, harassment, intimidation and bullying in any form will not be tolerated.

**Prohibited Conduct**

Student harassment, intimidation and bullying are prohibited on school property, in school buses, and at school-sponsored events and activities.

Cyber harassment, intimidation and bullying are also prohibited. This includes any act of harassment, intimidation or bullying committed by use of electronic technology or electronic communication including by cell phone, social networking and other internet communications. Cyber harassment, intimidation and bullying is prohibited on school computers, networks, forums, mailing lists or other District owned property as well as on an individual's personal electronic media and equipment.

Disciplinary action may result from student harassment, intimidation or bullying that occurs outside of the school and the school day when such conduct results in a substantial negative physical, mental or emotional impact on the victim at school or interferes with the authority of the school system to maintain order.

**Distinctions between Harassment, Intimidation, and Bullying**

Harassment, intimidation and bullying often involve similar conduct, but there are some distinctions.

*Harassment:* Harassment is based on state and federal legally protected categories such as an individual's race, color, religion, sex, sexual orientation, ethnicity, national origin or disability. In some cases, conduct can be deemed harassment even though the conduct is not directed at a particular student or group of students. Harassment is often a form of unlawful discrimination that violates an individual's civil rights. Sexual harassment may also be a violation of Title IX of the Education Amendments Act.

*Bullying:* Bullying focuses on an imbalance of power between the student or students accused of bullying and the student or students who are the victims of the bullying. For example, bullying may be based on one or more of the following factors or criteria--economic status, physical size or personal appearance.

*Intimidation:* Intimidation involves threats, by word or conduct, to physically harm another person or harm or steal another person's property.

**Factors to Consider**

In determining whether conduct is harassment, intimidation or bullying, the following "Factors" should be considered:

- Is the conduct related to race, color, religion, sex, ethnicity, national origin, disability, sexual preference, gender identity, cultural background, economic status, physical size, personal appearance social status or some other factor or criteria that causes a real or perceived imbalance of power in favor of the student accused of harassment, intimidation or bullying.
- Does the conduct at issue involve either a series of incidents or a single serious incident?
- Has a student's ability to participate in school been significantly impacted? Has the student been physically injured or emotionally harmed or has his or her property been damaged? Has a student been placed in continuing fear of personal harm or damage to property?

Absent unusual circumstances, a combination of the Factors listed above is required to find that harassment, intimidation or bullying has occurred.

Taking into consideration the Factors referenced above, harassment, intimidation or bullying may include, but not be limited to, the following conduct:

- Unwelcome or derogatory verbal or written comments, photographs or graphics, including name calling or rumor spreading
- Social exclusion, ostracism, hazing, or stalking
- Unwelcome physical contact such as touching, pushing, hitting, kicking, shoving, or spitting
- Extortion
- Threats of harm to a person or property
- Damage to or theft of personal property
- Physical harm or violence

Conduct that is harassment, intimidation or bullying may be verbal, written or physical, and/or include use of the internet and social media. Such conduct may occur directly or through another person.

### **Reporting**

A student who is experiencing harassment, intimidation or bullying or who believes another student is experiencing such conduct should report the situation to a school employee, preferably a school administrator or counselor. School personnel are to maintain appropriate confidentiality of the reported information.

### **Retaliation**

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.

### **Discipline**

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

### **Submitting False Report**

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.

### **Contacting Emergency Medical Services and Law Enforcement**

Emergency medical services shall be contacted, if appropriate, when a student has been physically harmed. Law enforcement authorities shall be notified any time District officials have a reasonable belief that a notification of an incident of harassment, intimidation or bullying is required by law.

EXHIBIT

STUDENT CONCERNS, COMPLAINTS,  
AND GRIEVANCES

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.

## IMPORTANT PHONE NUMBERS

### Office Staff:

Kim Boling	Principal	209-7802
Kathy Anders	School Secretary	209-7802
Ruby Ulrich	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:	<a href="http://www.mzes.cfsd16.org">www.mzes.cfsd16.org</a>
Community Schools:	<a href="http://www.cfsd16.org/community%20schools">www.cfsd16.org/community schools</a>
CFSD Website:	<a href="http://www.cfsd16.org">www.cfsd16.org</a> (for curriculum overviews)