



*“Dedicated to meeting student needs”*

# Student/Parent School Information Packet

## 2019-2020

\*\*Please also refer to the Madison School District Handbook for policies/information. The District handbook is available online at [www.madisonaz.org](http://www.madisonaz.org) (click on parents then handbooks) or scan the code below:



7150 N. 22nd Street  
Phoenix, AZ 85020  
(602) 664-7800

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## SCHOOL HOURS/IMPORTANT DATES

**First Day of School August 6, 2019**

**Last Day of School May 20, 2020**

### Half Day Kindergarten Schedule

Regular day 7:45am – 10:35am  
TCT Wednesday 7:45am – 10:00am  
Half Day 7:45am – 9:10am

### Full Day Kindergarten - 4th Grade

Regular day 7:45am – 2:30pm  
TCT Wednesday 7:45am – 1:00pm  
Half Day 7:45am – 11:00am

### AM BELL SCHEDULE:

School starts at 7:45 a.m., the first bell rings at 7:40 a.m. Teachers pick up students on the playground at 7:40 a.m. and walk directly to the classrooms. Students arriving after 7:45 are considered tardy. **Supervision is provided starting at 7:15 in the morning on the school playground.** Students are not to enter the buildings before 7:45 except if they are participating in the breakfast program. In the event of bad weather, all students will go into the cafeteria as they arrive.

### PM BELL SCHEDULE:

School dismisses at 2:30 p.m. Parent pick up is between 2:30 p.m. and 2:45 p.m. located on the north side of campus. All students are expected to be picked up by 2:45 at parent pick up. Students picked up after 2:45 p.m. will need to be signed out by a parent/guardian. Madison Adventure Club (MAC) is available for families who require pick up after 2:45 p.m. You can visit the website at <http://madisonaz.org/why-madison/before-after-school-programs/> or contact Community Education at 602-664-7956 for fees/information. The school office is unable to supervise students past dismissal.

### School Holidays/Full Day Recesses - No School

Labor Day	September 2, 2019	Martin Luther King Day	January 20, 2020
Fall Break	October 7-11, 2019	Presidents' Day	February 17, 2020
Veterans' Day	November 11, 2019	Spring Recess	March 16-20, 2020
Thanksgiving	November 27-29, 2019	Spring Holiday	April 10, 2020
Winter Recess	Dec. 23, 2019-Jan. 3, 2020		

### TCT Wednesdays

**(Half Day Kinder – 10am release & Full Day Kinder-4th grade 1pm release)**

August 14, 21 & 28, 2019	February 5, 12 & 26, 2020
September 11, 18 & 25, 2019	March 4 & 25, 2020
October 16& 30, 2019	April 1, 22 & 29, 2020
November 6 & 20, 2019	May 6 & 13, 2020
December 4 & 11, 2019	
January 29, 2020	

### Half Days

**(Half Day Kinder – 9:10am release & Full Day Kinder-4th grade 11:00am release)**

Teacher Planning Day - October 4, 2019	Teacher Planning Day – March 13, 2020
Parent/Teacher Conferences – October 22& 23, 2019	Last day of school – May 20, 2020
Teacher Planning Day – December 20, 2019	
Parent/Teacher Conferences – January 15, 2020	

### **IMPORTANT PHONE NUMBERS**

Front Office	602-664-7800	Cafeteria	602-664-7897
Nurse	602-664-7820	Transportation	602-664-7701
MAC	602-664-7870		



## PRINCIPAL'S WELCOME

**Welcome to Madison Heights School!** I hope all our students had an enjoyable and restful summer. We have been busy this summer planning and preparing for the new school year. We are anxious to get started working toward our school goals, and look forward to working with the parents to make this another successful school year.

At Heights we are proud to be home to two signature programs for the Madison School District – Spanish Immersion and REACH. In 2009, the Madison School District launched a pilot foreign language program. The program has evolved into the currently Spanish Immersion 50/50 program offered to PreK-4<sup>th</sup> grade students. The 50/50 model means that half of the academic content is learned in Spanish. At Heights, Science, Socials Studies and Language Arts are learned in Spanish. Reading, Writing, and Math are learned in English. Our Immersion program uses a team approach where the teachers in a team consist of one teacher for Reading, Math and Writing and one Spanish Immersion teacher for Social Studies, Science and Language Arts. During the day, the team will switch for instruction. Also, students will start one morning receiving content instruction in English and the next morning receive content instruction in Spanish and continue to alternate each morning. We are very proud of the accomplishments of our students in the Spanish Immersion program. Students and teachers are working hard and our students love showing off their newly acquired bilingual skills.

REACH provides highly gifted students in grades 1-8 the opportunity to function at an academic level that is commensurate with their abilities, while having the opportunity to interact socially with students who have similar interests and academic needs. REACH students generally work two grade levels ahead in subject areas, and explore in greater depth subjects that are socially and emotionally appropriate. Students develop a differentiated educational plan in an area of interest that is researched and reported on in both oral and written presentations from first grade on.

One of our school's goals is for each student to maintain 95% attendance each month. In order to meet this goal a student can only miss one day of school per month. Attendance is an essential element in school success. "Every day at school counts. Be Here" is our motto. Please help us meet this goal by making sure your child comes to school every day ready to learn. We also want to ensure that every student meets or exceeds his or her projected growth learning target that is measured with the MAP (Measure of Academic Progress) assessment in reading and math. Great student attendance is crucial to meeting learning goals.

The Heights school community will continue to use Positive Behavioral Interventions and Supports to help students show school expectations in all areas of campus. At Heights, we practice the Keys to Success – Respect, Responsible, and Participation. Students work hard to meet our behavioral expectations and teachers work hard to consistently model, teach and reward what is expected of students.

Thank you for taking the time to read our information packet with your child. Information about our school's procedures are included and will help your family learn more about our school.

If you should have any questions about our school, please feel free to contact me at (602) 664-7800. We appreciate all comments.

Sincerely,  
Mrs. Priscilla Gossett  
School Principal

## MARICOPA COUNTY CUTS LITE PROGRAM NOTICE

Dear Madison Heights Community,

School attendance is not only a good habit, state law requires it. Arizona State Law (15-802.E,15-803.) requires every person who has custody of a child between the ages of six and sixteen years shall make sure the child attends school for the full time school is in session unless unable to attend due to illness or another legitimate reason.

To encourage and improve school attendance, Madison Heights has implemented a truancy program in partnership with Maricopa County Juvenile Court. This truancy program is called C.U.T.S. (Court Unified Truancy Suppression). We will be tracking attendance very closely. Your child is expected to be at school every day, unless there is an excused reason. An absence is defined as a minimum of one missed class period per day. An unexcused absence will count as a truant day as defined by law. A student is “habitually truant” if he/she has five or more unexcused absences from school. A student that is absent more than ten percent (18 days) of the required number of school days per year is considered to have “excessive absences” whether the absence is excused or unexcused.

When a student has five or more unexcused absences or 19 excessive absences (excused OR unexcused), the student can be cited to the CUTS Program through the Juvenile Court. The hearing will be held at the Juvenile Court Center. A parent or legal guardian must be present with the student at the time of the hearing. Consequences at the hearing may include the following: required attendance of the parent and the child at an education class (to be held on Saturdays), work hours assigned to the child, counseling, etc. The parent will be assessed a \$50 Diversion fee. Failure to complete these consequences may result in suspension of your child’s driver’s license, or inability to get a driver’s license until their 18th birthday and/or formal court proceedings. It is the parent’s/guardian’s responsibility to ensure their child’s attendance in an approved academic setting. If you fail to take the necessary steps to provide your child with appropriate education you may receive a citation. If convicted, it is a Class 3 misdemeanor punishable by jail time and/or fine.

The education of your child is extremely important to us. This program is another way that Madison Heights is working with the community to ensure a quality education for all students. Please note that the school also reserves the right to have a CUTS Officer speak at Orientations and Assemblies, as well as to individual groups of students regarding the importance of school.

If you have any questions or concerns, please feel free to contact me.

Thank you for your support regarding this program.

Priscilla Gossett

Principal

## MISSION STATEMENT

### Mission Statement:

*Dedicated to meeting student needs*

### Purpose:

We foster a positive learning environment that is sought after for academic rigor, second language learning and professional learning community principles.

## ATTENDANCE/TARDY POLICIES

Regular attendance at school is critical to achievement. Students are expected to attend regularly and be on time. Work missed during any absence is to be made up in a timely manner.



If it is necessary for your child to leave school early, a parent must come to the school office to “sign out” his/her child. Please make sure to update your emergency contact information in your Parent PowerSchool account. You may designate friends or relatives who are allowed to pick up your child if you are unable to do so. **Please advise your friends or relatives that a picture I.D. is required in order for the school to release your child to him/her.** For your child’s safety, we will not release your child to anyone without your written consent.

The school has set a goal for 95% attendance for every student at school. This is equal to 9 absences a year per student! Please help us reach our goal by ensuring regular attendance of your child!

## CAFETERIA BIRTHDAY PROGRAM

Madison offers a “Birthday in a Box” program for your child. We make it simple for you to order a classroom celebration for your child and provide a range of options to meet your needs. The Madison Food & Nutrition Department would like to help you celebrate your child’s special day by offering snacks you can purchase for the entire class. To learn more or participate, simply download the Birthday Celebration Form at: <http://www.madisonaz.org/parents/lunch-menus/> Return the completed form with payment to the cafeteria 7 days in advance. **OUTSIDE BIRTHDAY CUPCAKES OR OTHER BIRTHDAY TREATS/SNACKS ARE NOT ALLOWED TO BE BROUGHT TO THE SCHOOL, as this interrupts your child, teacher, and classmate’s instructional time.**

## CLASSROOM PARTY GUIDELINES

All classrooms are allowed two class parties per year. The teacher determines the dates and times for those parties. The Madison Heights Wellness Council set guidelines for acceptable party snacks. Each party may provide:

- ◆ ONE drink
- ◆ Any amount of snacks from the Acceptable Food List.

**\*\*\* We encourage healthy and/or non-edible items to be given at parties (fruit, vegetables, pencils, stickers etc...).**

## BREAKFAST AND LUNCH

### BREAKFAST MENU:

Breakfast choices include a daily entrée; cereal; fat free white or chocolate milk; 100% juice; and fruit.

TIME: Breakfast is served daily before school begins.

Students eating breakfast at school must go directly to the cafeteria when they arrive on campus.

Students must eat in the cafeteria and then walk to their assigned playground/classroom.

### LUNCH MENU:

Lunch includes a choice of 3 daily entrees, fresh fruits and vegetables, fat free white, chocolate or strawberry milk,

100% juice is available for students with milk allergies.

Allergies must be on file with the nurse's office and cafeteria.

You can view the monthly menus as well as a list of current meal pricing by visiting the

Madisonaz.org website Using the following link:

<https://madisonaz.org/parents/lunch-menus/>

## ANIMALS

Students who desire to bring an animal to school for "Show-and-Tell" must have the written permission of the teacher, parent and principal. As a general rule, pets must be brought to school by a parent/guardian, shared, and then taken home by the parent immediately following the "show and tell." We have students with allergies who cannot be around various types of animals for extended periods.

Animals are not permitted on the bus.



## PARENT AND NON-PARENT VOLUNTEERS

Many parents enjoy volunteering in their child's classroom or around the school. Volunteers must arrange these opportunities with the teacher. Parents are always needed for special projects and field trips. Parents must complete a volunteer registration packet which is online and available at registration. Non-parents and non-guardians will be required to obtain a background and fingerprint clearance to volunteer. Anyone volunteering on an overnight field trip will also be required to obtain a background and fingerprint clearance. Madison will cover all associated costs to obtain the background check and fingerprint clearance.

## SITE BASED MANAGEMENT TEAM

The Heights Site Based Management Team is the decision making committee and is responsible for the development, implementation and supervision of program decisions and monitoring of the School Improvement Plan. Members include teachers, a classified staff member, parents, and the administrators. This committee meets quarterly. Decisions are made by consensus.

## PARENT TEACHER ORGANIZATION (PTO)

Our school has an active Parent Teacher Organization. As a parent or guardian of a child at Heights you are part of the PTO.



The P.T.O. plays an important role at Madison Heights by sponsoring many fundraising events throughout the year and by volunteering as classroom helpers, homeroom helpers, office helpers, etc. To be successful, the P.T.O. needs total community support. Please accept our sincere invitation to join us with your participation in events and meetings, held on the third Tuesday of each month at 6:00 pm in our library. You may find more information about the PTO on the Heights website or by typing in the following to your browser: [shorturl.at/ouzX5](http://shorturl.at/ouzX5)

## MADISON HEIGHTS HAPPENINGS (NEWSLETTERS)

Parent newsletters are sent out electronically on a regular basis. It contains general information about the school and announcements of special events and meetings. Please take time to read it to stay informed about the school.

## HOMEWORK GUIDELINES

### WHY HOMEWORK?



Homework provides students with an opportunity to:

- Achieve mastery of a particular concept;
- Maintain and use practical skills previously mastered;
- Encourage self-discipline and acceptance of responsibility; and
- Provide a channel of communication between home and school.

### AMOUNT OF TIME

The following times are recommended as a guide to the length of *total* homework assignments per day. Actual time may vary depending on a student's study habits.

<u>Grade</u>	<u>Total Daily Time</u>
1-2	15-20 minutes
3-4	25-35 minutes



## PARENT CONFERENCES

### Report to Parents



Student report cards are issued four times during the year. Parents have access to their child's grades online through PowerSchool. Parents should expect a letter within the first month of school explaining how to access grades through PowerSchool. In addition, parents/teacher conferences are scheduled in October and January.

#### 2019-2020 Conference Dates:

**October 21, 2019– Evening conferences**

**January 14, 2020– Evening Conferences**

**October 22, 2019– Early Release /Evening Conferences**

**January 15, 2020– Early Release**

**October 23, 2019 - Early Release**

In addition, you should feel free to ask for a conference with your child's teacher any time you feel the need. We ask that you not let a problem drag on or a question go unanswered if you are in doubt. If you call during the time a teacher is in class, just leave your name and number and the teacher will get in touch with you at his/her earliest convenience.



## PARENT DROP OFF/PICK UP PROCEDURES

**PLEASE REVIEW THESE PROCEDURES WITH YOUR CHILD AND ANY ADULT YOU DESIGNATE TO PICK UP/DROP OFF YOUR CHILD.**

**No child may arrive on campus prior to 7:15 a.m. Supervision begins at 7:15 a.m.**

1. Kindergarten students will be dropped off each morning in front of the kindergarten gate near the front office.
2. Students in grades 1-4 will be dropped off at the north side of the school near the playground and cafeteria. It has immediate access for students to the main playground and/or cafeteria and a teacher will be on duty to assist the children. ONLY the right lane is used for morning drop off.
3. Only **right** hand turns may be made to access the parent drop-off and pick-up area. Access should be made from 20<sup>th</sup> Street off of Glendale. (North on 20<sup>th</sup> St. and then East on Myrtle) Follow the street around to Myrtle and you will come upon the drop-off/pick-up area. Cars will enter using the far west entrance and exit using the East exit. Only right hand turns may be made on to Myrtle and then another right hand turn to exit South on 22<sup>nd</sup> St.
4. No left turns will be allowed into the parent drop-off/pick-up area. 22<sup>nd</sup> Street should NOT be used to access the area.

5. Do not park on the adjoining streets and allow your child to walk by themselves across any street to the school gate. Students must be escorted across streets and down sidewalks to ensure a safe entry onto campus.
6. The gate and driveway adjacent to the library and preschool is not a designated drop off area. No student should be dropped off in that zone at anytime.
- 7.. If your child arrives after 7:45 A.M., he/she must come through the office for a tardy pass. This is to prevent you from getting a call stating that your child was not in school when actually he/she was tardy.

### **Parent Pick Up Procedures**

1. Access to the Parent Pick-up area is from Myrtle Avenue. Only right hand turns will be allowed into the parking lot for parent pick up.
2. Please access the Parent Pick Up area from Glendale Avenue on 20<sup>th</sup> Street. Follow 20<sup>th</sup> Street North until it curves onto Myrtle Avenue. Travel east on Myrtle until you reach the entrance to the school's parking lot. Turn right into the parking lot enter one of the two lanes. We will be utilizing two lanes to assist students into their cars. Driving in the left lane will mean that you will be making a left to exit the parking lot and driving in the right lane will mean that you will exit the parking lot with a right hand turn. Please do NOT try to access the area from 22<sup>nd</sup> St. This will cause congestion and inefficient procedures.
3. Please hang your child(ren)'s Parent Pick Up Pass on your rear view mirror to speed up the pickup process.
4. Parents stay in your vehicle and drive through the parent pick up line when picking up your child from school. Please know that if you choose to park in school parking lot you will be waiting until the other cars exit the lot. We have a team of teachers on duty to safely assist your child into the correct vehicle. Children will only be allowed to enter their cars with the assistance of those duty teachers. **Remember no U-turns or Jaywalking.**
5. After school all students are escorted to the parent pick up area through the back gates and proceed to the area with the designated painted yellow waiting area. It is helpful if parents do not wait for their child at that area, as it causes congestion in the pickup area. As a student's car is approaching the pickup spots in the front of the line, students are asked to go wait at the cone they were called to with the teacher on duty.
6. Parents will form two car lines and drive through the lanes for the safe and efficient pickup of their child. Remember, choosing the left lane will mean that a left turn must be made to exit the parking lot and choosing the right lane will mean that a right turn must be made to exit. Children are released as their car come to a complete stop in the areas designated for student pick-up. **THESE PROCEDURES WORK BEST IF PARENTS DRIVE THROUGH THE TWO LANES INSTEAD OF PARKING AND WALKING UP.**
7. Please remember that we have many neighbors without students enrolled in Madison Heights. Our pick up procedures were implemented to alleviate the congestion on 22<sup>nd</sup> Street. **Please do**

**not use 22<sup>nd</sup> Street when arriving to pick up your child. Twenty Second Street should only be used after you have picked up your child to exit the school area.**

Please understand that these procedures were set as a safety measure for our students. We have many parents driving students to and from school and we have made this as efficient and safe as possible. At the beginning of the year it seems to take a bit longer, but it does get quicker as the year progresses.

**Thank you for your cooperation in making this a safe and pleasant experience for all. This may not be the most convenient of procedures for everyone, but it has the safety of our students as the number one priority. With all of us working together, it is quite an efficient process.**

**Thank you for thinking of student safety first by following the set procedures!**

## **CURRICULUM**

The Madison School District has aligned all adopted curricula to the Arizona College and Career Ready Standards. Specific State Standards are used by our teachers to plan daily lessons.



### **Science**

The Full Options Science System (FOSS) is the adopted science program. It is a very hands-on science program with varied units of study. Students learn best by engaging in experiments. Teachers and students do science together and engage in enduring experiences that lead to a deeper understanding of the natural world. In Spanish

Immersion classes this content is taught in Spanish.



### **Social Studies**

The Social Studies program is comprised of textbook and correlated supplemental materials which are used to teach the state standards. The curriculum provides preparation for life-long citizenship skills, enabling students to participate in a technological/global society. Students acquire skills to make well-reasoned decisions both individually and cooperatively. These skills will give students practice in acquiring, evaluating and using information to identify alternate solutions and their consequences. The publisher for the newly adopted social studies program is Scott Foresman. In Spanish Immersion classes this content is taught in Spanish.

### **Art**

Art is taught twice in a six day week by a certified Art Teacher to students in grades K through 4. Art lessons are taught in the art room and are based on a district scope and sequence that identify the skills taught to students at each grade level. Teachers incorporate art appreciation and techniques into their academic classes.

### **Art Masterpiece Program**

The purpose of the Masterpiece Art Program is to insure the awareness and appreciation of art. This is accomplished by Parents and Teachers (PTO) providing Heights with trained volunteer Art Guides. The guides go into their assigned classrooms to discuss with the children famous paintings or sculptures. We would like to invite you to become a trained volunteer Art Guide.

### **Music**



The goal of the Music program is to provide comprehensive music instruction based on the State Standards and taught by a certified music educator within the instructional day.

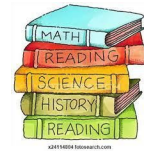
Students in grades K through 4 receive music instruction twice in a six day week. The music program offers a diverse and balanced array of learning experiences that include creating, performing, listening to and analyzing music. Personal musicianship is developed through vocal, instrumental, and creative movement instruction. Current technologies are integrated to give students new and better perspectives in making music.

### **P.E.**

Physical Education is taught by a P.E. teacher in grades K-4 twice in a six day week. The focus of the program is to prepare and motivate all students to engage in activities which promote health and physical well-being. Students will receive a well-balanced program based on the State Standards that will develop a personal level of fitness, a broad spectrum of physical skills, and the knowledge necessary to use the skills for life-time active participation. The program concepts consist of the **psychomotor** strand which involves the development of gross motor skills and fine motor skills; the **cognitive** strand which involves the understanding and application of movement and its underlying principles; and the **affective** strand which involves desirable social standards, positive self-concept, and acquiring personal values.

### **Reading**

The core of the reading/language arts program is Wonders by Macmillan/McGraw-Hill, which encompasses the five strands of the State Standards for reading. These include phonemic awareness, fluency, grammar, vocabulary and comprehension. Appropriate literature is used to enhance higher level thinking skills. In addition to the Wonders Core reading program and materials, there is a Resource Room on campus that has a wide variety of leveled texts for teachers to select specific reading texts to meet the individual skill needs of students.



### **Math**

The adopted My Math published by McGraw Hill resource is aligned to Arizona College and Career Readiness Standards. This resource has tools that ensure students are on the right track to meeting AZCCRS and mathematical practices. Students will learn, practice, and apply Mathematics to become college and career ready. Students will be expected to use modeling and reasoning to justify their thinking and responses, which support the Standards for Mathematical Practices. The components in this resource help students to see mathematics as sensible, useful, and worthwhile, coupled with the belief in diligence and one's own efficacy. Students will develop a conceptual understanding and learn procedural skill and develop fluency.

### **Special Education**

Special Education is an integral and vital part of the instructional program of the school district. Special education goals do not differ from the district belief that the entire purpose of the instructional program is to allow and assist each student to achieve to the fullest extent of his/her capabilities.

Children will not be placed in special education programs until sufficient evidence through the use of program modification and supplementary aides and services indicates that the child's program needs cannot be accomplished satisfactorily in the regular educational program. A child who is placed in a special education program will be mainstreamed into the regular educational program as soon as possible.

The main objective of this program is to remediate those needs of students who have been identified as requiring the special expertise of the special education teachers. Parents should refer their concerns through the classroom teacher.

## Spanish

The ability to speak another language is an essential skill that students will need to succeed in a global society. To meet the demands of preparing our students for a global community, Madison Heights offers a 50/50 Immersion Signature Program. The Spanish curriculum will focus on the Foreign Language Standards and ACTFL proficiency guidelines that focus on communication, culture, connection, comparisons and communities. Students will learn Science, Social Studies and Language Arts in Spanish. Reading and Math will be taught in English. Writing component will be taught both in English and Spanish. Our Immersion program will also take on a team approach where the teachers in a team will consist of one teacher for Reading, Math and Writing and one Spanish Immersion teacher for Social Studies, Science and Language Arts/Writing. During the day the team will switch for instruction.

## Gifted Services

A gifted cluster model, serves students in grades K-4. In this program, identified students are clustered to focus on enrichment and/or acceleration, using compacting and differentiation as appropriate. This program focuses on logic, creativity, nonverbal reasoning, and critical thinking in all areas. To qualify for the gifted services, students must score in the 97% on the Naglieri Nonverbal Abilities (NNAT) test or other approved state tests. The NNAT is based on spatial non-verbal strengths. Students will also be identified for assessment using parent and teacher recommendations as well as student nominations. A child may be tested for qualification once a school year.

**REACH** – provides highly gifted students in Grades 1-8 the opportunity to function at an academic level that is commensurate with their abilities, while having the opportunity to interact socially with students who have similar interests and academic needs. REACH students generally work two grade levels ahead in subject areas, and explore in greater depth subjects that are socially and emotionally appropriate. Students develop a differentiated educational plan in an area of interest that is researched and reported on in both oral and written presentations from first grade on. To qualify for the REACH program, students must meet one of the following criteria:



1. **Composite** of 99th percentile on the Cognitive Abilities Test (CogAT). The CogAT consists of three different batteries, Verbal, Quantitative and Nonverbal. None of the three scores can be below 90th percentile.
2. **Full scale** score of 139 or higher on the Wechsler Intelligence Scale for Children (WISC)
3. **Full scale** score of 142 or higher on the Stanford Binet.

Additionally, potential REACH students are now required to be assessed in reading and math using the District's internal benchmark program, Northwest Evaluation Association/Measures of Academic Progress (MAP). Students must achieve the following MAP scores:

- Grades 1 and 2- Reading: A passing score on the district's reading assessment.
- Grades 3 – 8 Math: 80th percentile or higher; Reading 80th percentile or higher.

## **BEHAVIOR PLAN/EXPECTATIONS/CONSEQUENCES**

### **Madison Heights PBIS** Follow the Keys to Success

Madison Heights uses Positive Behavior Intervention and Support (PBIS). It teaches life skill qualities that students need to become successful citizens. The three keys to success include respect,

responsibility, and participation. Students are expected to follow the Behavior Expectations Matrix at all times.

<b>Madison Heights Behavior Expectation Matrix</b>			
<b>Location</b>	<b>Respect/Respeto</b>	<b>Responsibility/Responsabilidad</b>	<b>Participation/Participació n</b>
Classroom	<ul style="list-style-type: none"> <li>● Keep hands, feet and objects to self</li> <li>● Listen when others are speaking</li> <li>● Support the learning of others</li> </ul>	<ul style="list-style-type: none"> <li>● Bring and use materials appropriately</li> <li>● Be prompt</li> <li>● Be honest</li> </ul>	<ul style="list-style-type: none"> <li>● Follow directions</li> <li>● Think, speak and act like a learner</li> <li>● Complete and return work when it is due</li> </ul>
Restroom	<ul style="list-style-type: none"> <li>● Keep hands, feet and objects to self</li> <li>● Give privacy</li> <li>● Wait your turn</li> </ul>	<ul style="list-style-type: none"> <li>● Keep the restroom clean</li> <li>● Be safe</li> <li>● Be prompt</li> </ul>	<ul style="list-style-type: none"> <li>● Flush, Wash, Dry, Trash, Goodbye</li> <li>● Use appropriate amount of soap, water and paper towels</li> </ul>
Walkway	<ul style="list-style-type: none"> <li>● Keep hands, feet and objects to self</li> <li>● Use nice words</li> <li>● Use quiet voices</li> </ul>	<ul style="list-style-type: none"> <li>● Walk</li> <li>● Look forward</li> <li>● Give personal space</li> </ul>	<ul style="list-style-type: none"> <li>● Stay to the right</li> <li>● Heads behind heads</li> </ul>
Cafeteria	<ul style="list-style-type: none"> <li>● Keep hands, feet and objects to self</li> <li>● Use nice words</li> <li>● Use quiet voices</li> <li>● Wait your turn</li> </ul>	<ul style="list-style-type: none"> <li>● Be safe</li> <li>● Clean up your area</li> <li>● Bring money to the cafeteria before school</li> <li>● Be honest</li> </ul>	<ul style="list-style-type: none"> <li>● Eat your own food</li> <li>● Hold up 1 Finger for Restroom, 2 Fingers for Drink, Raise hand for Cleanup</li> </ul>
Playground	<ul style="list-style-type: none"> <li>● Keep hands, feet and objects to self</li> <li>● Use nice words</li> <li>● Use Stop, Walk, Talk</li> </ul>	<ul style="list-style-type: none"> <li>● Be safe</li> <li>● Keep your things with you at all times</li> <li>● Be honest</li> </ul>	<ul style="list-style-type: none"> <li>● Get in line when bell rings</li> <li>● Share equipment</li> <li>● Take turns</li> </ul>
Office	<ul style="list-style-type: none"> <li>● Keep hands, feet and objects to self</li> <li>● Use quiet voices</li> <li>● Stay seated while you wait</li> <li>● Use nice words</li> </ul>	<ul style="list-style-type: none"> <li>● Be safe</li> <li>● Take care of business promptly</li> <li>● Straight there and back</li> <li>● Be honest</li> </ul>	<ul style="list-style-type: none"> <li>● Follow directions</li> </ul>
Parent Pickup	<ul style="list-style-type: none"> <li>● Keep hands, feet and objects to self</li> <li>● Use nice words</li> <li>● Use quiet voices</li> </ul>	<ul style="list-style-type: none"> <li>● Be safe</li> <li>● Keep everything in backpack</li> <li>● Stay with your grade level</li> </ul>	<ul style="list-style-type: none"> <li>● Look for your pickup</li> <li>● Listen for your name</li> <li>● Get up right away when called</li> </ul>

### **REWARD ACTIVITIES**

Positive reinforcements are used throughout the school to help teach positive behavior. Reward activities are provided for those students who have *followed* the Behavior Expectations Matrix. Each teacher provides a variety of classroom rewards such as Class Dojo points and Keys to Success

Tickets. School wide rewards are provided through our Super Citizen recognition program, daily acknowledgement, raffles and other grade level rewards.



### **BEHAVIOR REINFORCEMENT**

1. Nonverbal Cue
2. Restate Expectation/Reteach expectation
3. Think time in buddy classroom to complete a reflection
4. Parent Contact by *Teacher*
5. Referral to office for appropriate consequences

\* Administrative Intervention when necessary

### **Minor BEHAVIORS (include, but are not limited to the following)**

1. Classroom Disturbances, excessive talking
2. Not following directions
3. Inappropriate language (profanity)
4. Physical aggression (pushing, shoving in the classroom)
5. Defiance, disrespect, insubordination, non-compliance
6. Lying, cheating, forging signatures, minor thefts
7. Verbal aggression, teasing, taunting (physical and/or verbal)
8. Dress code violation
9. Not prepared for class
10. Spitting
11. Tardy
12. Property misuse/minor damage
13. Toys/gadgets at school

**Major BEHAVIORS** – SEE DISTRICT HANDBOOK [www.madisonaz.org](http://www.madisonaz.org)

### **STUDENT DRESS –UNIFORM GUIDELINES**

Heights students wear designated school uniforms. The options are as follows:

**Tops:** White, navy or red **collared** shirt, blouse, turtleneck, or mock turtleneck.

**Bottoms:** All bottoms are to be of school uniform style. Navy or khaki shorts, skort,skirts, pants, jumpers, capri pants or dresses.

**Shoes:** Shoes should be worn at all times. They should ensure that students are able to walk to class safely and participate in all classes. Slippers and shoes with skates are not permitted.

**Non uniform clothing that is worn underneath the uniform.** *Examples include undershirts and leggings/tights. All undershirts must be a uniform color – red, navy blue, or white. All leggings/tights must be a solid color. Permitted colors for leggings/tights are –red, navy blue, white or black. Jeans and other denim items may only be worn on designated PTO fundraiser \$1 dress days and/or picture days.* **Hats are permitted on school grounds except they are not to be worn in any school building. This includes all headwear: hats, caps, bandanas, hoods.**

Students wearing any of the following items that interfere with school activities will be asked to remove the item:

- Buttons
- Jewelry
- Lanyards
- belt buckles
- tattoos or body art
- or any other accessory
- long hanging chains or large belt buckles with metal studs

**Please keep any hair dyes to natural hair color.**

## **BICYCLES**

Bicycle racks are provided at the Northeast end of the playground for those riding their bikes. It is suggested that parents provide their children with a good padlock. The school cannot assume responsibility for lost, stolen or damaged bicycles. The bicycle cages will be locked ALL DAY. **Remember... all students below the third grade do not ride bikes to school unless a parent rides to and from school with the child.**

Parents are encouraged to teach their children proper bicycle safety habits and are asked to remind their children that bicycles are not to be ridden on the school grounds at any time.

**NO HOVERBOARDS, SKATEBOARDS, SCOOTERS OR ROLLER BLADES/SKATES AT SCHOOL! THEY WILL BE CONFISCATED AND RELEASED TO PARENTS ONLY!**

## **TELEPHONE USAGE**

Students may use a school phone for emergency purposes only. Use of the phone at dismissal time to call to make arrangements to go to the home of a friend is NOT allowed. We ask that these arrangements be made in advance, at home. Please stress the fact that your child is to go directly home at dismissal time unless you give permission to do otherwise and you know where he or she will be. In spite of this, each year, we go through the traumatic experience of having a child missing for a period of time after school. Fortunately, each case has had a happy ending. If a child is going home with another child, both sets of parents must send written notes to confirm this arrangement.

## **CELL PHONES AND OTHER ELECTRONIC DEVICES**

Madison District supports a Bring Your Own Device (BYOD) environment. Devices brought to school that are not used for BYOD and learning purposes designated by the teacher should stay in a child's backpack and on a silent mode. Students are not allowed to use electronic devices in the absence of their teacher and are only used for learning purposes that are aligned to the lesson. Absolutely no devices that are solely used to play video games are allowed on campus. Any electronic device that is brought to school and





disrupts the learning atmosphere will be confiscated until the parent/guardian can claim it. Madison is not responsible for the loss or damage to a device.

Should you need to reach your child during school hours, you are advised to call the school office and we will summon your child to speak with you.

### CLASS LISTS

All class lists at the start of the school year or when a child enters our school are made by the principal and grade level teams. A child is not transferred out of a class without a trial period, prior knowledge and planning with the parent, teacher and principal.

### PERMANENT RECORDS

A cumulative record is maintained on individual students as they progress through school. These records are open for inspection, but only to the parent or guardian and in the presence of the building principal. You may ask to see these records at any time. They are maintained in the office.



### PERSONAL BELONGINGS

1. If students bring personal belongings to school, they must be responsible for them.
2. Toys/gadgets and other items that have little to do with school, should not be brought to school.
3. All personal belongings brought or worn to school should be identified with the student's name as permanently as possible.
4. **Students may not bring their own playground items.** Equipment is provided for them by the school.
5. When your child does misplace something, be sure he/she checks the "Lost and Found" located in the Health Office.

### LOST AND FOUND

We do maintain a Lost and Found that is very visible in the Health Office. We always have many sweaters, jackets, shoes, caps and articles of clothing that are not claimed. Unclaimed articles are given to charity twice yearly.



### SCHOOL SAFETY

To ensure student and staff safety Madison performs numerous emergency response drills throughout the school year. Madison's Emergency Response Plan is comprised of information provided by the Department of Homeland Security and the Arizona Department of Education. Our staff is regularly trained how to handle campus emergencies through best-practice courses offered by the Arizona Division of Emergency Management and FEMA.

Fire Drills: All Madison schools perform monthly fire drills.

Bus Evacuation Drills: All students practice bus evacuation procedures once a semester.

Lockdown Drills: All Madison schools hold at least two lockdown drills each year. During a lockdown all campus buildings are closed and locked. No one, other than emergency responders, is permitted to enter or leave the building until the all-clear is given.

For your own safety, as well as that of the children inside, we ask that parents refrain from congregating outside the campus during a school-wide emergency. Details and/or instructions will be available to parents via our all-call phone system, email and website. Please be advised that staff is not permitted to answer phones during drills/emergencies in order to keep lines open for critical communication.

## **STUDENT RIGHTS AND SUPPORT**

Madison schools believe it is the right of every student to be educated in a positive, safe, caring, and respectful learning environment. A school environment inclusive of these traits maximizes student achievement, fosters student personal growth, and helps students build a sense of community that promotes positive participation as members of society.

Madison schools, in partnership with parents, guardians, and students, shall establish and maintain a school environment based on these beliefs. Madison schools shall implement age-appropriate programs designed to instill in students the values of positive interpersonal relationships, mutual respect, and appropriate conflict resolution.

The following basic guidelines of rights and responsibilities shall not be construed to be all-inclusive. Each student is obligated to respect the rights of classmates, teachers, and other school personnel. Students shall exercise their rights responsibly, with due regard for the equal rights of others and in compliance with the rules and regulations established for the orderly conduct of the educational mission of the District. Students who violate the rights of others or who violate rules and regulations of the District or of their school are subject to appropriate disciplinary measures.

### **Rights**

- Students have the right to a meaningful education.
- Students have the right to physical safety.
- Students have the right to consultation with teachers, social workers, administrators, and anyone else connected with the school if they so desire, without fear of reprisal.
- Students shall not be subjected to unreasonable or excessive punishment.
- Students have the right to be involved in school activities provided they meet the reasonable qualifications of sponsoring organizations and school requirements.
- Students may present a complaint or grievance regarding a violation of their constitutional rights, equal access to programs, discrimination, or personal safety.

### **Protections**

Positive Behavioral Intervention Supports and practices will be implemented to maintain a safe and positive school culture within the District. All students will be provided with the school procedures for the accountability of all students (District and school rules are published in the Parent/Student Handbook). Parents and students will notify building school administrator of any additional safety or legal concerns as they arise to ensure the safety of all.

Support Services available to students in need may include but are not limited to the following. Please contact your building administration for support services referral.

- School Social Worker
- School Psychologist
- School Health Office
- Tiered Behavioral Intervention Support
- Referral to Community Agency

## **STUDENT BULLYING / HARASSMENT /INTIMIDATION MADISON SCHOOL DISTRICT POLICY JICK-EB**

The Governing Board of the Madison 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, harassment, or intimidation in any form will not be tolerated.

***Bullying:*** Bullying is repeated acts over time that involves a real or perceived imbalance of power with the more powerful child or group attacking those who are less powerful. Bullying can be physical in form (e.g., pushing, hitting, kicking, spitting, stealing); verbal (e.g., making threats, taunting, teasing, name-calling); or psychological (e.g., social exclusion, spreading rumors, manipulating social relationships).

***Harassment:*** A person commits harassment if, with intent to harass or with knowledge that the person is harassing another person, the person:

- A. Anonymously or otherwise communicates or causes a communication with another person by verbal, electronic, mechanical, telegraphic, telephonic or written means in a manner that harasses.
- B. Continues to follow another person in or about a public place for no legitimate purpose after being asked to desist.
- C. Repeatedly commits an act or acts that harass another person.
- D. Surveils or causes another person to surveil a person for no legitimate purpose.
- E. On more than one occasion makes a false report to a law enforcement, credit or social service agency.
- F. Interferes with the delivery of any public or regulated utility to a person.

***Intimidation:*** A person commits intimidation if the person intimidates by word or conduct:

- A. To cause physical injury to another person or serious damage to the property of another; or

- B. To cause, or in reckless disregard to causing, serious public inconvenience including, but not limited to, evacuation of a building, place of assembly or transportation facility, or
- C. To cause physical injury to another person or damage to the property of another in order to promote, further or assist in the interests of or to cause, induce or solicit another person to participate in a criminal street gang, a criminal syndicate or a racketeering enterprise.

Students are prohibited from bullying, harassment, or intimidation 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.

Students who believe they are experiencing being bullied, harassed, or intimidated or suspect another student is bullied, harassed, or intimidated 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, harassment, or intimidation 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, harassing, or intimidating others will be disciplined.

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 Policy JICK or this exhibit, 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, harassment, or intimidation is a violation of the law.

## MADISON HEIGHTS HOME/SCHOOL COMPACT

Hand in hand we can build a better world – and it can start here at Madison Heights. This compact represents our commitment to a shared vision for our school: Teachers, Staff, Parents, Families, Students and Community working and learning together.

*As Teachers and Staff*, we will encourage and support Students by doing the following:

- Provide a warm, safe, and caring environment for learning.
- Communicate effectively regarding student achievement.
- Aspire to motivate all students to reach high academic standards.
- Provide meaningful assignments to reinforce and extend learning.
- Participate in professional development to improve our teaching.
- Work with families and staff colleagues to make our school a welcoming place for the school, students, staff and families.
- Provide necessary assistance to parents so they can help their children learn.
- Respect the school, students, staff and families.

*As Parents/Family*, I/We will encourage and support students' learning by doing the following:

- Participate in activities such as: school events, school decision making, volunteering and attending parent/teacher conferences.
- Regularly monitor my child's progress.
- Provide a quiet time and place for homework.
- Support school rules and decisions.
- Ensure that my child attends school every day, gets adequate sleep, and proper nutrition.
- Communicate the importance of education and learning to my child.
- Respect the school, students, staff and families.

*As a Student*, I will become an active partner in my own learning progress by doing the following:

- Come to school every day ready to learn and work hard.
- Bring necessary materials, completed assignments and homework.
- Know and follow school and class rules.
- Talk regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
- Take pride in my achievements and always do my personal best.
- Respect the school, students, staff and families.