



“Dedicated to meeting student needs”

Student/Parent School Information Packet

2023-2024

**Please also refer to the Madison School District Handbook for policies/information. The District handbook is available online at www.madisonaz.org (click on families then handbooks).

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

SCHOOL HOURS/IMPORTANT DATES	2
MARICOPA COUNTY CUTS LITE PROGRAM NOTICE	4
MISSION STATEMENT	5
ATTENDANCE/TARDY POLICIES	5
CAFETERIA BIRTHDAY PROGRAM	5
CLASSROOM PARTY GUIDELINES	5
BREAKFAST AND LUNCH	6
ANIMALS	6
VISITORS AND VOLUNTEERS (PARENT AND NON-PARENT)	6
SITE BASED MANAGEMENT TEAM	8
PARENT TEACHER ORGANIZATION (PTO)	8
DADS CLUB	9
MADISON HEIGHTS HAPPENINGS (NEWSLETTERS)	9
HOMEWORK GUIDELINES	10
PARENT CONFERENCES	10
STUDENT DROP OFF/PICK UP PROCEDURES	10
CURRICULUM	12
BEHAVIOR PLAN/EXPECTATIONS/CONSEQUENCES	16
STUDENT DRESS –UNIFORM GUIDELINES	18
BICYCLES	19
SCHOOL TELEPHONE USAGE	19
CELL PHONES AND OTHER ELECTRONIC DEVICES	19
CLASS LISTS	18
PERMANENT RECORDS	20
PERSONAL BELONGINGS	20
LOST AND FOUND	20
SCHOOL SAFETY	20
STUDENT RIGHTS AND SUPPORT	21
MADISON HEIGHTS HOME/SCHOOL COMPACT	24

SCHOOL HOURS/IMPORTANT DATES

First Day of School **August 8, 2023**
Last Day of School **May 22, 2024**

Half Day Kindergarten Schedule

Regular day 7:45am – 10:35am
TCT Wednesday 7:45 am – 10:00 am
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 7:45 am – 11:00 am

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, Kindergarten- 2nd will go into the cafeteria and 3rd and 4th graders will go into the PE Room 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 <https://www.madisonaz.org/domain/53> 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 4, 2023	Martin Luther King Day	January 15, 2024
Teacher Planning Day	October 6, 2023	Presidents' Day	February 19, 2024
Teacher Planning Day	December 22, 2023	Teacher Planning Day	March 8, 2024
Fall Break	October 9-13, 2023	Spring Recess	March 11-15, 2024
Veterans' Day	November 10, 2023	Spring Holiday	March 29, 2024
Thanksgiving	November 22-24, 2023		
Winter Recess	Dec. 25, 2023-Jan 5, 2024		

TCT Wednesdays (Every Wednesday)

Half Day Kinder - 10:00 am release and K-4th grade 1pm release

Half Days

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

Parent/Teacher Conferences – October 26-27, 2023

Last day of school – May 22, 2024

Parent/Teacher Conferences –February 1 - February 2, 2024



IMPORTANT PHONE NUMBERS

Front Office	602-664-7800 and 7801	Cafeteria	602-664-7897
Attendance	602-664-7821	Transportation	602-664-7701
Nurse	602-664-7820	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-4th 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 have any questions about our school, please feel free to contact me at (602) 664-7800. We appreciate all comments.

Sincerely,
Mr. Stephen Lee
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.

Stephen Lee

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 academic achievement. Students are expected to attend regularly and be on time. If your child will be absent please call or email our attendance clerk at 664-7821 or jdinehdeal@madisoned.org. 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. An i.d. is always required for anyone picking up a student. 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. Only people on a student’s emergency contact list will be allowed to pick up. **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.**

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

The Madison Food & Nutrition Services Department would love to help you celebrate your child's special day by offering birthday snacks for the entire class. Offerings and pricing are able to be viewed at: <https://www.madisonaz.org/Page/270>. Please download the Birthday Celebration form, complete it in its entirety, and return it with cash or check payment to the school cafeteria no later than 7 days in advance for ordering. We can accept orders for the entire school year as early as the first day of school. Parents please don't forget! **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. Only store bought snacks are permitted per Maricopa County health guidelines. We encourage including healthier food choices as well as non-edible items to be given at parties (fruit, vegetables, pencils, stickers etc...)

BREAKFAST AND LUNCH

BREAKFAST MENU:

- Breakfast choices include a daily entrée; cereals; fat free milk; 100% juice; and fruit.
- TIME: Breakfast is served daily before school begins starting at 7:15am
- 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 daily entrees, fresh fruits and fresh vegetables, 100% juice, and a variety of flavors of fat free milk. Please review the current food allergy policy online at:

<https://www.madisonaz.org/Page/267>.

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://www.madisonaz.org/Page/262>

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.



VISITORS AND VOLUNTEERS (PARENT AND NON-PARENT)

All visitors and volunteers will be required to provide a valid government-issued ID that will be entered into the Raptor Visitor Management System. Visitors and volunteers will be issued a temporary ID badge that is to be worn at all times while at the school. 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.

Volunteers:

We welcome volunteers on campus that have scheduled their time with a teacher or administrator and are registered to be a volunteer. Volunteers are expected to check in with the front office, obtain a visitor badge through the Raptor Visitor Management System and follow all the school rules including refraining from photographing and posting of other children and remaining in the designated volunteer area. Volunteers may register with the district on the district website. Click here for the link: [Madison School District Volunteers and Visitors](#)

Visitors:

Visitors are welcome on campus for lunch and for special events hosted by the school. Visitors are required to schedule their visit in advance and must have prior approval by the principal for the school activity. Visitors are expected to check in with the front office, obtain a visitor badge through the Raptor Visitor Management System, and follow all the school rules including refraining from photographing and posting of other children and remaining in the designated visitor area.

Visitors during School Breakfast

Breakfast visitors must be on the student's approved check out list as submitted by the custodial parent or legal guardian. All visitors must sign in at the school office and get a visitor badge through the Raptor Visitor Management System before going to the cafeteria. Office personnel will facilitate the process for visitor registration. Breakfast visits are limited to two visitors per child. No siblings are permitted during any breakfast visits. Only sit in the visitor seating area with your child and remember no friends of the child may sit with you.

The school principal or their designee, at their discretion, will have the authority to cancel breakfast visits based on any issues they feel could impact their ability to provide a proper environment.

School rules to guide breakfast visitors will be followed. These will include no photographs or social media postings of other children and that all outside food must be in containers that do not reference an outside food establishment. The principal will have the authority to suspend or revoke breakfast visit privileges at their discretion.

Visitors during School Lunch

Lunch visitors must be on the student's approved check out list as submitted by the custodial parent or legal guardian. All visitors must sign in at the school office and get a visitor badge through the Raptor Visitor Management System before going to the cafeteria.

The custodial parent or legal guardian must notify the school office that they will be having lunch with their child by using the SignUpGenius link on or before the day they, or any visitor on the student's check out list, is planning to attend lunch. As a reminder other students in the grade level are not permitted to have lunch with you and your child.

Lunch visits are limited to two visitors per child and we can accommodate 10 adults per grade level in our visitor seating area.

No siblings are permitted during any lunch visits.

There are a limited number of dates throughout the school year when lunch visitors are not allowed. Please plan your lunch visits on days other than those listed below:

Early Release Days (such as TCT Wednesdays)

Half Days

October 25 - 27 (Parent Conference Days)

January 31- February 2 (Parent Conference Days)

March 25-April 19: State Testing

May 17: Last day for lunch visitors

The school principal or their designee, at their discretion, will have the authority to cancel lunch visits based on any issues they feel could impact their ability to provide a proper environment.

School rules to guide lunch visitors will be followed. These will include designated wait areas, instructions for meeting your student, no photographs or social media postings of other children, all outside food must be in containers that do not reference an outside food establishment, etc. The principal will have the authority to suspend or revoke lunch visit privileges at their discretion.

Upon arrival at the school, all visitors must report to the main office. Office personnel will facilitate the process for visitor registration. Visitors will be required to provide a valid government-issued ID/correspondence that will be entered into the Raptor Visitor Management System. Visitors will be issued a temporary ID badge that is to be worn while at the school.

Once successfully checked in, proceed to the seating area located outside the cafeteria. Your student will meet you as their class enters the cafeteria. We ask that you sit at the designated tables marked "visitor seating" with your student.

After lunch, please come directly to the office, sign-out, and return your visitor's badge.

Before School Visitors

Visitors wishing to come on campus prior to the start of the school day may accompany their child to the playground from 7:15 am until the first bell rings. Visitors are restricted to the playgrounds and may not enter the buildings. Visitors must realize that staff will be supervising students during recess and will be unable to converse at any length with visitors. Visitors are expected to leave campus promptly when the first bell rings. They may not follow students into classrooms.

General Visitor Guidelines

Visitors must follow all school rules and stay in designated areas as determined by school.

Parents may not bring other non-school aged children to school while participating in school activities, school volunteer opportunities, field trips, and/or class parties.

The principal may suspend or revoke the privileges of any visitors for failure to comply with the school rules or the requests of school personnel.

Principals will determine when visitors are allowed for school activities.

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's Tax Credit budget. 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 Wednesday of each month at 6:00 pm in our library. To contact PTO you can email info@heightspto.com or access their website <https://heightspto.com/>

DADS CLUB

The Dads Club works in collaboration with the PTO to support the school. They support many fun events on campus. If you would like more information about the Dads Club please email madisonheightsdadsclub@gmail.com. Follow them on Facebook at Madison Heights Elementary Dads Club.

MADISON HEIGHTS HAPPENINGS (NEWSLETTERS)

Parent newsletters are sent out electronically on a regular basis. The newsletter contains general information about the school and announcements of special events and meetings. Please take time to read it to stay informed about what is happening at Heights.

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 of first-fourth grades can check their child's grades by logging in to powerschool at any time. In addition, parents/teacher conferences are scheduled in October and February.

2023-2024 Conference Dates

October 25, 2023 Evening conferences

January 31, 2024-Evening Conferences

October 26, 2023 Half Day/evening conferences

February 1 & 2, 2024-Half Day

October 27, 2023- Half Day

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.

STUDENT DROP OFF/PICK UP PROCEDURES

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

Before School

Kindergarten:

Kindergarten students are dropped off in the front of the school by the front office off 22nd street. **This area is for kindergarten, drop off, and siblings of a kindergartener.** Following these steps helps keep everyone safe and helps move cars through more efficiently.

- **Drop off is from 7:15-7:40.** Traffic is much lighter before 7:30
- As you pull up to the drop off area have your child move over to the right hand side of the car.
- Make sure your child is ready: Backpacks zipped and lunches ready to go. Students unload one car at a time and the teacher will open the right hand side door for the student to exit.
- Once your child is out of the car there are two exit options for cars: circle around the front parking lot and exit to the right or drive down the hill parking lot and exit left or right.



First - Fourth Grade:

Here's how you can help make our morning drop off (7:15-7:40) more efficient and safe for kids:

- **Drop off is from 7:15-7:40.** Traffic is much lighter before 7:30
- *Students with siblings in kindergarten may be dropped off at the Kindergarten drop off site, this applies to carpools with a kindergarten student as well.*
- Have your child(ren) sit on the right side of the car.
- Help make sure your child(ren) are ready: Backpacks zipped and lunches ready to go. **Cars will unload four at a time without a teacher opening the door.** Getting out of the car needs to be as quick and safe as possible.
- Come north on 20th St. (turn off Glendale at the castle-house.) Enter the drop off lane by taking a right turn from Myrtle (eastbound). We use a single lane in the mornings. (see pic) Once your child is out of the car, you can exit eastbound or westbound on Myrtle, but watch carefully for pedestrians and oncoming traffic.
- Please use the drop off lane. It is the safest way to get your child from the car to campus. If you absolutely must park, park on the south side of Myrtle and escort your child all the way to campus. We



strongly advise not to park across the street, as crossing the street outside of a crosswalk is dangerous. We also strongly advise not to drop off while in the traffic lanes on Myrtle; this again is very dangerous for children

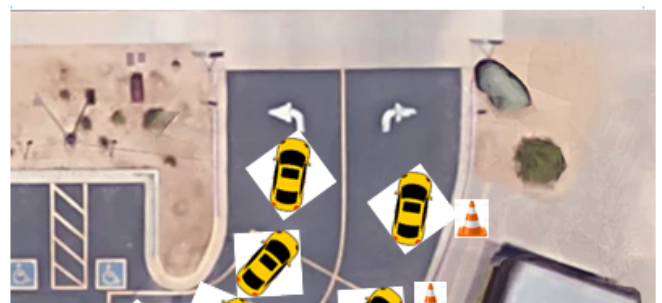
- Please, no U-turns or 3-point-turns anywhere near our driveways.
- If you are arriving at 7:45 or later, you should drive around to the main entrance in front of the office, on 22nd St. Our back gates will be closed, and your child will need a tardy pass. Please do not send students running across the parking lot or sidewalks to reach a gate that is closing.

Thank you for bringing us your children each day and for improving the process of getting them here safely.

After School

Kindergarten - Fourth Grade: All students are released from the back parking lot off of Myrtle at 2:30pm. Here's how you can help make our afternoon pickup more efficient and safe for kids.

- Have your child's name card tag hanging from the rear-view mirror. This helps us with efficiency.
- Come north on 20th St. (turn off Glendale at the castle-house.) Enter the pickup lane by taking a



right turn from Myrtle (eastbound). We work a double lane in the afternoon (see pic.) People

- heading out westbound on Myrtle must choose the left lane. People heading out eastbound on Myrtle must choose the right lane.
- Watch carefully for all staff members giving directions and holding signs. As a general rule, cars stay stopped while there are children in the boarding area, then cars are released in groups, 8 at a time. Stay stopped until the staff directs you to proceed. Be aware that other children may be boarding around you, even after your child is in the car.
- Please use the pickup driveway. It is the safest way to get your child from the campus to the car. If you absolutely must, park on the south side of Myrtle and escort your child by the hand. **We strongly advise not to park across the street, as crossing the street outside of a crosswalk is dangerous.** We also strongly advise not to board while in the traffic lanes on Myrtle; this again, is very dangerous for children.
- **Please, no U-turns or 3-point-turns anywhere near our driveways.**
- Students whose parents are late are taken to the school office. If you arrive late, please drive around to the office on 22nd St. **You will need to park and go into the office to sign out your child.**

Thank you for bringing us your children each day and for improving the process of getting them home safely.



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

Inspire Science by McGraw-Hill 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 consists 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 on a 4 day rotation by a certified Art Teacher to students in grades K through 4. This means that students will have art class once every four days. 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.



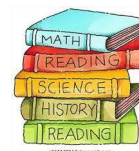
Music

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 once every four days since we are on a 4 day rotation schedule for special area classes. 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 on a 4 day rotation. This means that students will have P.E. class once every four days. 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.



Spanish Fluency

Spanish Fluency is taught by a Spanish teacher and the students in grade K-4 in the Spanish Immersion program will have this class once in a four day rotation. The goal of this class is to increase the level of speaking proficiency in Spanish. This class will also give students exposure to a variety of Spanish Speaking Countries as we look to incorporate the 5C's (Communication, Cultures, Connections, Comparisons and Communities) from the World Readiness Standards for learning languages from ACTFL (the American Council on the Teaching of Foreign Languages).

Reading

The core of the reading/language arts program is Wonders 2023 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 Into Math published by Houghton Mifflin Harcourt 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 skills and develop fluency.

Special Education: Child Find Notice

It is the Madison School District's responsibility to inform the general public and all parents within our boundaries of our responsibility to make available special education services for students with disabilities and provide information on how to access those services.

The Madison School District is responsible for identifying, locating, and evaluating all children with disabilities including children aged 3 through 21 and for referring children from birth through 21 years of age to Arizona Early Intervention Program (AzEIP) for evaluation and appropriate services. We are also responsible for providing a free and appropriate public education (FAPE), which includes special education and related services to children with disabilities at public expense, under public supervision and direction without charge to the parents.

For all new students to the district, the classroom teacher will complete screening activities within 45 days of enrollment. The teacher will look at the child's ability in the areas of academics, vision, hearing, communication, social/emotional, and motor skills. If any concerns are noted, the child may be referred for additional help. Children birth through 2 years of age who are receiving early intervention services and will be participating in preschool programs for children with disabilities will be assured of a smooth transition into that program.

Special education is available for students found to be eligible for and in need of special education services. In order to qualify for special education, a student must be identified by a multidisciplinary evaluation team as having one of the following disabilities: autism, emotional disability, hearing impairment, other health impairments, specific learning disability, mild, moderate or severe mental retardation, multiple disabilities, multiple disabilities with severe sensory impairment, orthopedic impairment, preschool moderate delay, preschool severe delay, preschool speech/language delay, speech/language impairment, traumatic brain injury, or visual impairment. In addition, the evaluation team must determine that the child is in need of special education.

Madison School District provides special education services according to an individualized education program (IEP) which is mandated by the Individuals with Disabilities Education Act (IDEA). Madison Special Education provides a continuum of services to students, along with a variety of service delivery options, across the district.

If you have concerns about your child, please contact your child's 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 components 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

Madison Heights uses Positive Behavior Intervention and Support (PBIS). PBIS is a positive behavior approach, with a focus on teaching and reinforcing specific and expected skills. Here at Heights students follow the Keys to Success which include respect, responsibility, and participation. The Keys to Success define the expectations for all students on campus. Students are expected to follow the Keys to Success at all times.

Madison Heights Behavior Expectation Matrix

Keys to Success

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

Students are directly taught these expectations for the various locations on campus including the classrooms, cafeteria, playground, and hallways. Teaching occurs at the beginning of the year as well as after any breaks such as Fall, Winter and Spring Break. Expected behavior is acknowledged and reinforced. As students exhibit the Keys to Success they are reinforced using verbal acknowledgements, dojo points and/or “blue” tickets. Other possible reinforcements include Super Citizen, Eddie the Eagle, as well as grade level, and classroom reinforcements.

Minor Behaviors

Behaviors that are handled in the classroom by the teacher.

Minor behaviors may include, but are not limited to, the following:

- Classroom Disruption (interrupts the learning environment)
- Inappropriate language (profanity, insults)
- Physical aggression (pushing, shoving)
- Defiance, disrespect, insubordination, non-compliance (not following directions)
- Lying, cheating, forging signatures, minor thefts
- Verbal aggression, teasing, taunting
- Dress code violation
- Unsafe behaviors (leaning back in chair, throwing pencils)
- Spitting
- Tardy
- Property misuse/minor damage
- Toys/gadgets at school

Students are given reminders and are retaught expectations as needed. Minor behavior violations will be documented on a Minor Incident Referral Form and parents will be contacted by the teacher and/or staff member.

Major Behaviors

Behaviors that are referred to the office for interventions and responses by administration. These behaviors are defined in the Madison District Student/Parent Handbook in the Discipline Matrix under the Student Discipline section. Link to Handbooks here: [Student/Parent Handbooks](#)

Major behavior violations will be documented on an Office Referral Form and parents will be contacted by the teacher and/or staff as well as by administration regarding any consequences.

STUDENT DRESS –UNIFORM GUIDELINES

Heights students wear school uniforms. When purchasing school uniforms, we ask that you select items from the “School Uniform Section” of a store and not just look for clothes that match the color of the uniform. For example, basketball shorts and sweatpants come in navy blue, but are not considered uniform style clothing. 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. (*Joggers, leggings, sweatpants, jeans are not acceptable uniform style bottoms*)

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, shoes with skates, slides and flip-flop style sandals 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 to be worn underneath uniform bottoms 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
- Temporary Tattoos or body art
- Any other accessory
- Long hanging chains or large belt buckles with metal studs

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. 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!

SCHOOL 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. If a child is going home with another child, the parent or legal guardian should send written or electronic communication to the teachers and the office staff.

CELL PHONES AND OTHER ELECTRONIC DEVICES



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 put you in contact with your child.

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. For the privacy and safety of students and families, class lists are not posted for the general school community.

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 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 cafeteria.

LOST AND FOUND

We do maintain a Lost and Found area in the cafeteria. We always have many sweaters, jackets, shoes, caps and water bottles in this area. 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 consists of information provided by the Department of Homeland Security and the Arizona Department of Education. Our staff is regularly trained on 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.

Lockout Drill: All Madison schools hold at least two lockout drills each year. During a lockout drill all campus buildings are closed and locked. Teaching resumes in a lockout drill, but movement of students outside of the classroom is not allowed. No one, other than emergency responders, is permitted to enter or leave the building until the all-clear is given.

Lockdown Drills: All Madison schools hold at least one lockdown drill each year. During a lockdown drill all campus buildings are closed and locked. All activities stop in a lockdown and all individuals on campus are to shelter in place. 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 the 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. School Social Worker

- School Psychologist
- School Nurse/Health Associate
- School Resource Officer (if assigned to the school campus)
- Tiered Behavioral Intervention Support
- Referral to Community Agency

Please contact your building administration for support services referral.

**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 in any form will not be tolerated.

Bullying: Bullying is repeated acts over time that involve 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:

1. 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.
2. Continues to follow another person in or about a public place for no legitimate purpose after being asked to desist.
3. Repeatedly commits an act or acts that harass another person.
4. Surveils or causes another person to surveil a person for no legitimate purpose.
5. On more than one occasion, makes a false report to a law enforcement, credit, or social service agency.
6. 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:

1. To cause physical injury to another person or serious damage to the property of another; or
2. 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
3. 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 others will be disciplined. 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.