“Dedicated to meeting student needs”

Student/Parent School Information Packet

2026-2027

**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

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SCHOOL HOURS/IMPORTANT DATES

First Day of School **August 11, 2026**
Last Day of School **May 26, 2027**

Half Day Kindergarten Schedule

Regular day	7:45 am – 11:00 am
TCT Wednesday	7:45 am – 11:00 am
Half Day	7:45 am – 9:10 am

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 no later than 2:45 p.m. at parent pick up. Students picked up after 2:45 p.m. will need to be signed out by a parent/guardian in the front office. 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 7, 2026	Martin Luther King Day	January 18, 2027
Teacher Planning Day	October 9, 2026	Presidents' Day	February 15, 2027
Teacher Planning Day	December 18, 2026	Teacher Planning Day	March 5, 2027
Fall Break	October 12-16, 2026	Spring Recess	March 8-12, 2027
Veterans' Day	November 11, 2026	Spring Holiday	March 26, 2027
Thanksgiving	November 25-27, 2026		
Winter Recess	Dec. 21, 2026-Jan 1, 2027		

TCT Wednesdays (Every Wednesday)
Half Day Kinder - 11:00 am release
Full Day 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 28-30, 2026
Parent/Teacher Conferences –January 27-29, 2027
Last day of school – May 26, 2027



IMPORTANT PHONE NUMBERS

Front Office	602-664-7800 and 7801	Cafeteria	602-664-7897
Attendance	602-664-7821	Transportation	602-664-7701
Health Office	602-664-7820	MAC	602-664-7870

MADISON SCHOOL DISTRICT #38
2026-2027 SCHOOL YEAR CALENDAR

July 2026

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August 2026

S	M	T	W	T	F	S
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23	24	25	26	27	28	29
30	31					

September 2026

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20	21	22	23	24	25	26
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October 2026

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November 2026

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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 2026

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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Jul 28	New Student Registration
Jul 29	Returning Student Registration
Jul 30	Returning Student Registration
Aug 3-4	Madison Teacher Orientation
Aug 5*	All Teachers' Beginning Day-Full Day
Aug 7	All Staff Professional Development Day
Aug 11	Student's First Day
Sep 7	Labor Day
Oct 9	Teacher Planning Day-No Students
Oct 12-16	Fall Break
Oct 28	Parent/Teacher Conferences-Evening
Oct 29	Parent/Teacher Conferences-Half Day/Evening
Oct 30	Parent/Teacher Conferences-Half Day Schedule
Nov 11	Veteran's Day
Nov 25-27	Thanksgiving
Dec 18	Teacher Planning Day-No Students
Dec 21-31	Winter Break
Jan 1-3	Winter Break
Jan 4	School Resumes
Jan 18	Martin Luther King Day
Jan 27	Parent/Teacher Conferences-Evening
Jan 28	Parent/Teacher Conferences-Half Day/Evening
Jan 29	Parent/Teacher Conferences-Half Day Schedule
Feb 15	President's Day
Mar 5	Teacher Planning Day-No Students
Mar 8-12	Spring Break
Mar 29-April 17	State Testing and/or Make-up
Mar 26	Spring Holiday
May 26	Students' Ending Day-Half Day Schedule
May 26*	Teachers' Ending Day-Full Day
May 31	Memorial Day

KEY

- New Student Registration, Kinder and 5th grade (23rd)
- Returning Student Registration, Last Name A-L (24th)
- Returning Student Registration, Last Name M-Z (25th)
- Teacher Orientation
- ## Teacher Collaboration Time (TCT)-Early Release
- All Teachers - Beginning, Ending
- Students' First Day, Ending Day
- [ ] Parent/Teacher Conferences - Evening
- Parent/Teacher Conferences - Half Day & Evening
- Parent/Teacher Conferences-Half Day Schedule
- Teacher Planning Day-No Students
- School Holidays
- All Staff Professional Development Day
- Testing Days

End of Grading Periods:

1st Quarter	October 9
2nd Quarter	December 18
3rd Quarter	March 5
4th Quarter	May 26

40th Day - October 6

100th Day - January 28

January 2027

S	M	T	W	T	F	S
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31						

February 2027

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28						

March 2027

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April 2027

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May 2027

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23	24	25	26	27	28	29
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June 2027

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20	21	22	23	24	25	26
27	28	29	30			

Teachers (Certified Support) who select 27 pay option work (7/16-29/2006)

TOA who select 27 pay option work (7/2-15/2026)

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. 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 math and Fastbridge in reading. 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 – Respectful, Responsible, and Safe. 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. Steve Lee
School 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

Attendance: Working Together for Your Child's Success

We believe that being in school every day and on time is key to your child's learning and growth. Arizona State Law recognizes the important role of parents and guardians in making sure students attend school consistently. When students are absent, tardy, or leave early, it can interrupt their learning and the learning of others. Our goal is for all students to attend at least 90% of school days.

We understand that sometimes absences are unavoidable. To help us keep accurate records, please follow these guidelines:

- **Reporting an Absence:** If your child will be absent, please call our Attendance Office at **602-664-7821** within 24 hours of the absence. You can also email us at heightsoffice@madisoned.org. Please note that calls from students cannot be accepted. If you send a note when your child returns, it also needs to be received within 24 hours of the absence. If we don't hear from a parent or guardian, the absence will be marked as unexcused.
- **24-Hour Voicemail:** For your convenience, our voicemail is available 24 hours a day at **602-664-7821** to report an absence.
- **What to Include When Reporting an Absence:** When you call or email, please clearly state your child's name, grade, and the specific reason for their absence.
- **Being On Time (Tardiness):** School begins at 7:45 AM. Students arriving at or after this time are considered tardy and must check in at the Main Office before going to class. Tardies are recorded on student report cards. Please know that excessive tardiness can add up to significant learning time missed. Excessive tardies may jeopardize open-enrollment status at Madison Heights.
- **Excused Absences:** We understand that there are valid reasons for missing school. Vacations are not excused. Absences will generally be excused for reasons such as:
    - Bereavement (loss of a loved one)
    - Other serious family emergencies
    - Observance of major religious holidays

    - Illness (a doctor's note may be required for frequent absences) We encourage you to schedule family trips during school breaks to minimize disruption to your child's learning.
- **The Importance of Regular Attendance:** Consistent attendance is crucial for your child's academic progress and their social-emotional development.

What Happens When Tardies/Attendance is a Concern:

We want to work with you to ensure your child attends school regularly. Here's how we address attendance concerns:

Initial Outreach: The process begins with a formal letter of awareness and a collaborative meeting to establish a supportive **Timely Attendance Action Plan**.

The 10% Benchmark: Once a student misses **10% of the school year**, the school initiates a direct intervention with **District Social Workers** to provide specialized family resources.

Administrative Review: Continued tardies/absences lead to a formal review of the Action Plan, including discussions regarding **Open Enrollment status** and potential legal notifications.

Legal & Enrollment Consequences: If timely attendance does not stabilize, the student is classified as having "excessive absences," resulting in a **Juvenile Court referral** or the potential revocation of Open Enrollment status.

We are here to support you and your child in maintaining good attendance for the full academic day. Please don't hesitate to reach out if you are facing challenges that are impacting your child's ability to come to school.

Student Progress Communication

Positive communication and cooperation between parents and school are essential to the success of our children.

Reporting student progress is an ongoing process through written and oral communication. Consistent effort will be made to keep parents informed of the achievement of their children in school. Teachers will provide objective feedback to parents regarding student progress.

If parents have concerns about school, the teacher should be the first point of contact through Parent Square or the teacher’s email. We ask that all approach communication with the goal to seek understanding and gain clarity.

Parent Square

Madison School District has adopted a school-to-home communication tool called ParentSquare. This unified communications platform is designed to keep parents and guardians informed and encourage greater connection with your child's school. It provides a unified and consistent way for teachers, staff, parents, school principals, and district leaders to:

- Send and receive school, class, and district information
- Share pictures and files
- See calendar items
- Sign up to volunteer
- Schedule parent-teacher conferences
- and much more . . . all in one centralized place!

All district and school, grade level and classroom information will now be sent to your computer or phone via email and/or text. For even more convenience, download the ParentSquare app (available for free for iOS and Android devices).

Have questions? When logged into ParentSquare, click the question mark in the top right corner of the desktop version or the Help tab on the app (tap the triple bar icon at the top left) to find answers to most of your questions. For school specific questions, please contact your child's school.

Permission Slips: Parent Square can be used for field trip permission forms.

- Teachers will send out a post in Parent Square providing information about the field trip.
- At the same time, you will also receive a notification in your "Forms/Permissions" tab. This will lead you through filling out and submitting your permission slip electronically.
- On the bottom of the home screen, click the "more" button on the lower right hand corner. Then, on the left side, you should see a side bar selection for "Forms / Permissions."
- Click on the "Forms / Permission" and the field trip permission form should appear.

CELEBRATIONS

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...)

Birthdays

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. Birthday in a Box We can accept orders for the entire school year as early as the first day of school. **The last day birthday treats will be served is Friday, May 21, 2027.** Parents please don't forget! **OUTSIDE BIRTHDAY CUPCAKES, OTHER BIRTHDAY TREATS/SNACKS, BALLOONS, OR PARTY FAVORS ARE NOT ALLOWED TO BE BROUGHT TO THE SCHOOL, as this interrupts your child, teacher, and classmate's instructional time.**

End of Year Activities

Madison School District does not have Kindergarten or Fourth Grade graduations or promotion ceremonies. Instead, each teacher may choose to have an end of the year classroom party to celebrate the friendships that students made throughout the year. A long running tradition at Madison Heights is to have a Fourth grade party as they will be moving on to middle school and this is their last year on campus. Classroom teachers will communicate out to families for volunteers and visitors for classroom parties.

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 are not permitted to bring animals to school for "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.

HEALTH OFFICE

(Our Health Office is staffed with a Health Associate.)

Additional Information can be found in the Madison District Parent / Student Handbook.
The health offices may be staffed with either a nurse or a health associate. In the event of illness or accident during the school day, the student will be referred to the health office. The parent/guardian can be contacted during the school day. If a child becomes sick during the day, the school nurse or health associate will evaluate the student and may need additional information or assistance. Parents/guardians must make arrangements to have either a parent, relative, or friend available at all times and on the Emergency Contact Information to pick up a child who is ill.

Any student with a temperature of 100 degrees or more may not attend school. If a student is sent home from school with a fever, he/she may not return to school until they are fever free for 24 hours.

DON'T send your child to school if your child:

- ➔ Complains of a severe headache
- ➔ Has fever, diarrhea or vomiting in the last 24 hours
- ➔ Has yellow or green nasal discharge
- ➔ Has red inflamed Eyes, or pink-eye
- ➔ Has any skin rash unless it has been diagnosed by a physician as noninfectious in writing
- ➔ Has head lice

State law requires that a student be excluded from school if they are suspected of having a communicable disease. In the event of a disease outbreak such as measles, all students not in compliance with their immunizations and all exempt students must be excluded for 21 days as per the AZ Dept. of Health. Madison District follows the guidelines of the Arizona Department of Health regarding immunizations and all communicable diseases.

Lice Procedures
The potential for lice exposure is a reality in all schools. Please check your student regularly and report any lice to the health office.

The national organizations that guide our health office practices (National Association of School Nurses, CDC, and AAP) have recently moved to a no exclusion practice for lice, and advise against classroom checks and class-specific letters.

- If a student has been identified as having live lice, parents will be notified to pick their student up by the end of the official school day.
- The student may return to school the next school day if they have been treated appropriately and have no live lice.
- The district does not follow a NO NIT policy.
- The student and parent will be sent home with an ADHS information fact sheet regarding Lice.

When multiple cases are reported within a grade level, a grade-specific communication will be sent out to families alerting families of the potential for lice exposure.
If you would like to learn more about it you can read the NASN policy here:
https://www.nasn.org/nasn-resources/professional-practice-documents/position-statements/ps-head-lice

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. Please 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:

- ➔ Half Days
- ➔ First week of school August 11-14
- ➔ October 28 - 30 (Parent Conference Days)
- ➔ January 27- 29 (Parent Conference Days)
- ➔ April : State Testing (specific dates to be determined)
- ➔ May 21: 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 need to be followed. This includes using designated wait areas, instructions for meeting your student, no photographs or social media postings of other children.

Upon arrival at the school, all visitors must report to the main office. Office personnel will facilitate the process for visitor registration/check in. 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.

Field Trip Chaperone Guidelines

The district volunteer / visitor handbook outlines policies for chaperones. The guidelines below detail the expectations for volunteer chaperones who accompany and supervise students during field trips or school-sponsored outings.

I. Eligibility and Application Requirements

- **Definition:** Chaperones are individuals who accompany and supervise students during field trips or school-sponsored outings.
- **Guardians:** Must complete a Raptor application.
- **Non-Guardians:** Must complete applications via Raptor and TalentEd, and complete fingerprinting.

II. Supervision and Authority

- **Supervision:** Volunteers work under the direct supervision of the professional staff (teachers and administrators) at each school.1School administration, supervising teachers, or the volunteer coordinator are responsible for dismissing any volunteer whose actions are not in the best interest of the students or the schools.
- **Professional Responsibility:** Professional staff is legally responsible for decisions regarding student instruction, school management, student safety, and discipline.

III. Field Trip Logistics

- **Chaperone Assignment:** The classroom teacher determines the number of chaperones based on the recommended supervision ratio and school bus capacity.
- **Pre-Trip Information:** Before the trip, the classroom teacher will provide information about planned activities, expectations for student supervision, and emergency procedures.
- **Transportation:** Chaperones are expected to travel to and from the field trip with the class on the bus.
- **School Rules:** All school rules apply on school-sponsored field trips.
- **Compliance:** Chaperones must follow school rules, adhere to the trip plan developed by the teacher, and follow directions given by the coordinating teacher.

- **Role Model:** Chaperones are expected to work cooperatively with other volunteers and staff and serve as a role model for students.

IV. Student Supervision Guidelines

- **Constant Supervision:** Students must be supervised at all times.
- **Group Responsibility:** As a chaperone, you will supervise a small group of students, ensuring they are safe, behave well, and are supported in their learning.
- **Group Cohesion:** Students must stay with their assigned chaperone at all times.
- **Monitoring:** Regularly check to ensure you know where all students are and verify the location before changing activities. Be sure you know the designated meeting time and place for the end of the visit.
- **Behavior Concerns:** If there is any behavior concern, inform the teacher immediately. Chaperones may redirect a student but may not discipline or counsel them.

V. Prohibited Actions (Restrictions)

Chaperones and volunteers are prohibited from:

- Dismissing students from school or transporting their own child directly from the field trip location.
- Leaving the field trip early.
- Bringing siblings to participate in the field trip.
- Using or possessing alcohol or drugs.
- Using tobacco in the presence of, or within the sight of, students.
- Disciplining or counseling students.
- Giving food or medication to students. (Chaperones may not purchase or provide snacks unless approved by the classroom teacher due to food allergy, safety, and fairness concerns.)
- Taking pictures of other students without the consent of that student's parent or guardian.
- Posting pictures on social media from field trips.
- Driving District vehicles.
- Having access to student records, medical files, or administering hearing and vision screenings.
- Discussing student progress or difficulties with others.
- Evaluating achievement, which includes grading student work.

- Distributing advertisements, solicitations, or other non-approved literature.
- Working in similar or identical duties as found in their job if employed by the district.

SITE BASED MANAGEMENT TEAM

The Site Based Management Team is a committee of teachers, staff, parents, and community members to ensure that we are meeting the district's primary purpose: Inspiring Passion for Learning and Leading in an Ever-Changing World and our school's primary purpose: Dedicated to Meeting Student Needs. Through this committee participants work collaboratively to provide input on school policies, practices, school improvement goals, parent involvement topics, and work to arrive at a consensus on expenditures for the tax credit budget. The job of each member is to reach out and gather input on agenda items, provide the Site Based Management Team with the input and work collaboratively with the committee to arrive at a consensus if the agenda item requires it.

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 monthly meetings. All meetings and events are located on the PTO website: https://heightspto.com/. To contact PTO directly you can email info@heightspto.com.

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.

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 through Parent Square. 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:

a. Achieve mastery of a particular concept;
b. Maintain and use practical skills previously mastered;
c. Encourage self-discipline and acceptance of responsibility; and
d. 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.

Grade	Total Daily Time
1-2	15-20 minutes
3-4	25-35 minutes

PARENT/TEACHER CONFERENCES

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 January.



2026-2027 Conference Dates

October 28 - 30, 2026 - Evening conferences

October 29 - 30, 2026 - Half Day conferences

January 27 - 29, 2027 -Evening Conferences

January 28 - 29 Half Day Conferences

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.

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: Teach them how to buckle and unbuckle, have backpacks zipped and lunches ready to go. Students unload one car at a time and should exit on the right hand side door.
- 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: Able to buckle and unbuckle on their own, have backpacks zipped and lunches ready to go, and be able to open and close the car door. **Cars will unload, up to 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.



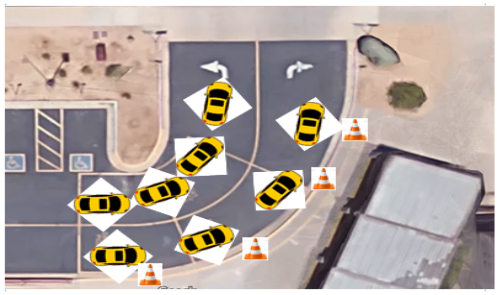
- Please use the drop-off lane. It is the safest way to get your child from the car to campus. If you absolutely must park, park on the south side of Myrtle and escort your child all the way to campus. **We strongly advise not to park across the street, as crossing the street outside of a crosswalk is 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 arrive 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 late 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 procedure



CURRICULUM

The Madison School District has aligned all adopted curricula to the Arizona College and Career Ready Standards (AZCCRS). Specific Arizona State Standards are used by our teachers to plan daily lessons. In Spanish Immersion classes Science and Social Studies are taught in Spanish.

Science:

Inspire Science by McGraw-Hill is the adopted science program for Kinder - 2nd Grade. 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.
Third and fourth grade science curriculum is Activate Learning / OpenSciEd. It is based on science and engineering practice, cross cutting practices, and core ideas.

- Science learning should center on explaining real-world phenomena.
- Students develop understanding through investigation and sensemaking.
- Scientific ideas are learned through evidence-based discussion and reasoning.
- All students engage in rigorous science practices with appropriate supports.

Science is taught in Spanish in the Spanish Immersion program.

Social Studies Impact by McGraw Hill is the adopted social studies program. Students will gain building blocks for critical thinking, develop a strong reading and writing foundation, and learn what being responsible, active citizens means.

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.



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. Students in grades K through 4 receive music instruction once every four days as 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 includes performing, listening to, analyzing, and creating music. QuaverMusic is a supplementary source used to teach and enhance the learning experience and make connections across the curriculum.

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 that 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.

Spanish Culture

Spanish Culture is taught by a Spanish teacher and Spanish Immersion students grade K-4 will have this class once in the 4-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). ¡Listos! Vista Higher Learning is utilized as a resource for this class.

Spanish REACH

Students in the R.E.A.C.H. program will participate in a daily Spanish Class. The goal of the class is to develop Spanish language skills (listening, speaking, reading, writing). The class utilizes the Vista Higher Learning curriculum. This class is separate from the Spanish Immersion Signature Program.



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. UFLI is a structured phonics program utilized in Kindergarten - 2nd grade. Heggerty is a phonemic awareness program utilized in Kindergarten - 2nd grade.

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.

RULER:

The Madison Elementary School District is committed to continuous academic, social, and emotional learning. Madison Heights using the RULER approach.

RULER is an acronym for the five skills of emotional intelligence:

- Recognizing emotions in oneself and other
- Understanding the causes and consequences of emotions
- Labeling emotions with a nuanced vocabulary
- Expressing emotions in accordance with cultural norms and social context
- Regulating emotions with helpful strategies

RULER skill development relies on four core tools:

- Charter: Builds and sustains positive emotional climates by creating agreed-upon norms for how people want to feel and how they can help each other to experience those feelings.
- Mood Meter: Enhances self- and social awareness and supports the development of a nuanced emotion vocabulary and a range of strategies for regulating emotion.
- Meta-Moment: Provides a process for responding to emotional situations with strategies that align with one's *best self* and that support healthy relationships and personal well-being.

- Blueprint: Supports the development of empathy and conflict resolution skills by serving as a guide for reflecting on conflict and restoring affected communities.

Library Sixty (60) Day Review for New Library Books:

Several times during the year, Madison Heights may purchase new books for the library. Prior to making the books available for students, we give a public notice for a sixty (60) day review of materials.

If you have any questions or need more information, please don't hesitate to reach out to us. We appreciate your involvement and support!

Steps to Locate New Book Lists

Step 1- Log onto madisonaz.org

Step 2- Click on Families and then Family Resources

Step 3- Click on Library Resources

Step 4- Click on Parent Access to Library materials

Step 4- Select the school

Multi-Tiered Systems of Support (MTSS)

What is a Multi-Tiered Systems of Support (MTSS)?

A way of helping students get the support they need in academics and/or social-emotional behavior. A framework schools use to provide instruction and support to maximize the success of all students. Within MTSS, teachers work to ensure all students receive effective instruction, monitor student progress, and provide more specific support when needed.

What is Tiered Support?

Tiered instruction is layered support available to every student. For most students, regular daily classroom instruction is sufficient for them to meet grade-level expectations. Some students may need additional support to be successful, and a few students will require even more specific support to make progress.

- TIER 1 SUPPORTS • Provided to ALL students in academics, social-emotional, and behavior. • Schools plan and deliver high-quality instruction students need to meet grade level

expectations. • Teachers differentiate to support student access to content. • Teachers provide reteaching and reinforcement.

- TIER 2 SUPPORTS • Provided to some students who may need more support in addition to Tier 1 Supports. • Intervention provided to small groups on a specific skill. • Progress is monitored on the skill.
- TIER 3 SUPPORTS • Provided in addition to Tier 1 Supports and Tier 2 Supports. • The greatest level of support.

How does the school identify what my child needs?

- School or teacher teams look at data for the whole child to identify specific needs and develop interventions.
- Data comes from a variety of sources including Arizona's Academic Standards Assessment (AASA), Arizona's Science Test (AzSCI), and Madison assessments: FastBridge, NWEA Measure of Academic Progress (MAP), Madison Common Pacing Assessments (MCPA), classroom assessments, DESSA (social-emotional screener), behavior incidents, attendance, family and teacher input.
- Data-based decision making is used to identify supports for all students (Tier 1 Supports), some students (Tier 2 Supports), and a few students (Tier 3 Supports).

What can I expect with MTSS?

- Communication about your child's progress in school.
- Notification if your child needs additional supports, including why those supports are needed and what supports are being provided.

Academic:

- Tier 1 Supports: Grade level whole group instruction with differentiation and reteaching
- Tier 2 Supports: Tier 1 Supports & Supplemental intervention on identified need(s)
- Tier 3 Supports: Tier 1 Supports, Tier 2 Supports, & Intensive intervention on identified need(s)

Behavior:

- Tier 1 Supports: School-wide PBIS lessons and expectations; all students
- Tier 2 Supports: Tier 1 Supports & Specific Interventions
- Tier 3 Supports: Tier 1 Supports, Tier 2 Supports, & Individualized Interventions

MTSS Key Terms:

• Data-Based Decision Making: Planning for student success by looking at data, including ongoing progress monitoring.

• Differentiation: Teachers differentiate instruction by changing the way content is taught and how students demonstrate their learning.

• Intervention: Specific instruction based on an identified need/skill in academics, behavior, and social-emotional.

• Progress Monitoring: The ongoing process of evaluating student's progress to continue, change, or end the intervention.

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

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.

Spanish Immersion

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. 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 Spanish Language Arts/Writing.

During the day the team will switch for instruction. In the Spanish Immersion program students learn about 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). ¡Listos! Vista Higher Learning, Avanza, and La Cartilla Phonics (K-1) are used as resources.

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 mild 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. **Please be aware that due to student educational privacy laws (FERPA) we cannot share information about discipline issues or consequences a student receives**

with other families. We do communicate fully and work with the parent(s)/guardian of any student involved in a discipline issue.

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 and 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 positive office referrals, Eddie the Eagle, grade level, and classroom reinforcements.



ClassDojo

Madison Heights Keys to Success

	Respectful	Responsible	Safe
All Learning Areas	• Use kind words • Use inside voice • Be an active listener • Treat materials with care	• Follow directions the first time • Keep it clean • Use Stop, Walk, & Talk • Complete and return work when it is due	• Keep hands, feet and objects to self • Use materials as intended • Walk
Restrooms	• Give privacy • Wait your turn	• Flush, Wash, Dry, Goodbye • Keep it clean • Use Stop, Walk, & Talk • Report problems to adult	• Keep hands, feet and objects to self • Use materials as intended • Walk
Walkway	• Walk in a straight line • Voices off • Give personal space	• Follow directions the first time • Use Stop, Walk, & Talk • Go directly to and from your destination	• Keep hands, feet and objects to self • Eyes forward • Walk
Cafeteria	• Use kind words • Line up quickly and quietly • Use inside voices • Wait your turn	• Follow directions the first time • Use hand signals • Keep it clean • Use Stop, Walk, & Talk	• Keep hands, feet and objects to self • Eat your own food • Walk
Playground	• Use kind words • Take turns • Agree to and play by the rules	• Follow directions the first time • Keep it clean • Use Stop, Walk, & Talk • Put equipment away • Line up when the bell rings/whistle blows	• Keep hands, feet and objects to self • Follow playground rules • Use equipment as intended
Technology	• Use kind words • Treat computers with care	• Follow directions the first time • Report problems to adult • Do your own work • Plug in computers when done	• Use devices as directed by teacher • Use computers for academic work only • Approved sites only

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 items that interfere with school activities will be asked to remove the item:

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, HEELYS AT SCHOOL! THEY WILL BE CONFISCATED AND RELEASED TO PARENTS ONLY!

Per the City of Phoenix, no one under the age of 16 is permitted to ride e-bikes and e-scooters and they are not allowed at school.

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.

Personal Technology & Communication

The Madison School District Student and Parent Handbook lists a detailed policy regarding personal technology use. The information below is a summary of the policy.

The Madison School District recognizes that personal technology—including cell phones, smartwatches, and tablets—can be useful safety tools. However, to maintain an environment focused on learning and to comply with **ARS 15-120.05**, the use of these devices is strictly limited during the school day (including meals, passing periods, recess, and MAC).

1. Acceptable Use & Limitations

- **Educational Purpose Only:** Personal devices may only be used when specifically directed by a teacher for instructional purposes.
- **Communication:** Students are prohibited from calling, texting, or emailing from personal devices during the school day.
- **Emergencies & Health:** Devices may be used during a verified emergency or if a student has a medical condition on file with the health office requiring a communication device. Students who feel ill must be assessed by the health associate rather than calling parents via personal devices.
- **Media & Conduct:** Recording audio, video, or taking photographs of students or staff without permission is strictly prohibited. Use of technology for bullying, harassment, or intimidation (cyber-bullying) will not be tolerated.

2. Parent-Student Communication

- **Messages to Students:** To avoid classroom distractions, parents should not text or call their child's personal device. For urgent matters, please call the **front office**, and a message will be relayed to the classroom.
- **Student Calls Home:** Students may call home from a classroom phone or an office phone with teacher permission.
- **End-of-Day Plans:** Please ensure your child knows their after-school transportation plan before arriving at school. Any schedule changes require an email to the teacher; if you do not receive a response, contact the office directly.

3. Liability & Monitoring

- **Responsibility:** The school and District are **not liable** for the loss, damage, theft, or misuse of personally owned devices.
- **Connectivity:** Connecting a personal device to the internet via a personal data plan (rather than school Wi-Fi) is prohibited.
- **Privacy:** Administration reserves the right to inspect a personal device if there is reasonable suspicion of a policy violation.

4. The district handbook lists interventions for technology violations that range from conferences to skill building. Responses can include: restitution, loss of privilege, temporary removal from classroom, or detention.

Typical procedures for implementing interventions and responses for technology violations:

If a device becomes a distraction or is used without permission, the following **may** be taken as responses:

- Classroom warning; device put away; parent contacted.
- Device turned into the office for student pickup at the end of the day; parent contacted.
- Device turned into the office; **parent** must pick up the device; parent contacted.
- Loss of device privileges at school. The device must remain home or be checked into the office daily; parent contacted.

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 they check the Lost and Found 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, lunch boxes, and water bottles in this area. Unclaimed articles are given to charity 2 to 3 times 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 each semester.

Additional detailed information about school safety can be found on Madison School District's Website: https://www.madisonaz.org/families/school-safety.

The website contains information about our approach to school safety through prevention, physical structures, multi-tiered systems of support, emergency response, and practice drills. The website also contains information about types of responses and what they mean.

- **Lockdown** - A lockdown is a precautionary safety measure in response to a concern **within the campus**. A lockdown can be initiated at the advice of law enforcement or as a precaution by school administration. During a lockdown, all doors and gates are locked and no one is allowed to enter, exit, or move within the campus. Students and staff secure themselves in a safe location until the lockdown is over.
- **Lockout:** A lockout is a precautionary safety measure in response to a concern **taking place off of the school campus** or property, for example in a nearby neighborhood. A lockout can be initiated at the advice of law enforcement or as a precaution by school administration. During a

lockout, all exterior doors and gates are locked and no one is allowed to enter or exit the campus. Classroom learning and activities can continue inside the buildings.

- **Hold:** A hold is a precautionary safety measure in response to a concern within the campus or property with no immediate danger to the staff or students. A hold can be initiated as a precaution by school administration. During a hold, all students remain in their classrooms and continue with learning and activities. Students remain in their classrooms until the hold is over. Hold is different from a lockout or lockdown. A hold allows staff and first responders to move freely within the campus to address a safety or health concern with no immediate danger to the staff or students.
- **Shelter in Place:** A shelter-in-place is a precautionary safety measure in response to a concern taking place on or off of the school campus or property and is typically used to provide protection from external environmental dangers, such as weather events like a storm or hazardous materials such as a gas leak. Shelter-in-place is different from a lockout or lockdown. During a shelter-in-place, students and staff are required to stay indoors and seek shelter in a safe location. Classroom learning and activities can continue inside the buildings. A shelter-in-place can be initiated at the advice of law enforcement or as a precaution by school administration.
- **Evacuation:** An evacuation takes place as a result of a dangerous situation in which students and staff need to leave the area they are in and move to another area. This could be another area on campus or to another location off-site.
- **Reunification:** A reunification occurs after an incident when families must come pick up their children. Occasionally students may need to be moved off the school campus (for example an extended power or water outage during the school day). If students are moved off the school campus to another location, families will receive information on where to pick their children up. This is an "off-site reunification". Please be sure to follow all instructions on picking your student up. Students will only be released to individuals who have permission to do so as listed in PowerSchool. Individuals picking up students must have appropriate identification.

Drills:

Protecting your student(s) is first and foremost on our mind, and that of our staff. Each year we make it a priority to review our Emergency Operations Plan (EOP) and drilling protocol to ensure best practices. This is done in concert with local law enforcement and support agencies. In addition to reviewing and revising the EOP, we also believe strongly that training (and consistently retraining) staff and students is a critical component of our overall safety and security strategy. All Madison schools hold at least three lockdown drills each year. Families will be informed in advance of the drill. The specific time and date of the drill will not be shared. We notify parents in the Heights Happenings prior to having a lockdown drill including the script teachers use to speak with students. Prior to the drill teachers will speak to students about the lockdown protocol and lead them through a calm and controlled sequence of events.

We know, from nearly two decades of research, that creating muscle memory around emergency response does NOT need to include sensory drilling practices; thus, these drills will focus on creating trust in the process.
We highly encourage all students to take part in this drill; however, if you want to opt your child out, please contact us via phone or email and alternate arrangements will be made.

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.