

Student and Parent Handbook

2017-2018



Spirit of Sunrise

Be Kind and Respectful, Be responsible, Be Safe

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SAFETY INFORMATION

Help your child to learn her/his full name, parents' names, address, and home and/or cell phone number.

SUNRISE DRIVE SCHOOL HOURS

Regular School Days

<u>Grade</u>	<u>Hours</u>
Kindergarten	8:00-11:00 AM or 12:00-3:00 PM
Kindergarten Plus	8:00-11:00 AM or 12:00-3:00 PM (alternates with K)
Grades 1-5	8:00 AM - 3:00 PM
Office	7:30 AM - 3:30 PM

Early Release Days (ER Days)

<u>Grade</u>	<u>Hours</u>
Grades K	8:00–10:15 AM or 11:15-1:30 PM
Kindergarten Plus	8:00–10:15 AM or 11:15-1:30 PM (alternates with K)
Grades 1-5	8:00 AM - 1:30 PM
Office	7:30 AM - 3:30 PM

Half-Days (Parent-Teacher Conferences)

<u>Grade</u>	<u>Hours</u>
Kindergarten	8:00-9:30 AM or 10:00-11:30 AM
Kindergarten Plus	8:00-9:30 AM or 10:00-11:30 AM (alternates with K)
Grades 1-5	8:00- 11:30 AM (No lunch at school)
Office	7:30 AM -3:30 PM

Early Release Days

Early Release takes place every Thursday at Sunrise Drive with a few exceptions during weeks when students do not attend five full days of school. Early Release days are used by teachers and other staff members for professional growth, analyzing student work, team meetings and whole staff learning meetings. Early Release will **NOT** take place on the following Thursday afternoons with students being dismissed at 3:00:

- **September 4**
- **November 9**
- **January 18**
- **March 15**

Parent-Teacher Conference Half-Days

Parent-Teacher Conferences are formally scheduled across all district elementary schools on the dates listed below. Parents may schedule a conference with their child's teacher(s) at any time throughout the course of the school year by contacting the teacher(s). Teachers will also schedule meetings with parents as needed to support student success in school.

- **Monday, October 9**
- **Tuesday, October 10**
- **Wednesday, October 11**
- **Friday, March 16**

STUDENT ATTENDANCE

Every student should attend school regularly unless she or he is ill. This is critical to the student's academic, social, and emotional success. State law requires students to attend 90% of the school year.

Student Absences

Parents are asked to call the school attendance line at 209-7901 by 7:00 AM on any day a child will be absent from school. The call is important to help us ensure the safety of your child and to ensure accurate attendance records. When a child is absent, and we have not heard from the parent/guardian, we will call your home, work, or emergency contact number(s) to verify the absence as part of our "safe arrival" policy.

Student Tardies

Students arriving after the second bell at 8:00 AM are tardy and must report to the office to sign in before going to class. The student will be included in attendance and the lunch count if she or he is purchasing lunch. Students will be given a lanyard to be admitted to class. It is important for parents to commit to students arriving between 7:40 AM and 7:55 AM so that they may be in class by 8:00. Instruction begins at 8:00 AM.

Changes in a Student's Routine

Parents should communicate any change in transportation at dismissal time to the classroom teacher before 7:45 AM or the office after 7:45. ***Either a written note or a phone call from a parent/guardian to the office staff is needed for a change in a child's dismissal plan.***

If parents/guardians plan to be out of town and a child(ren) will be cared for by friends or relatives, please notify the school and be sure that the person named is listed on the Emergency Card in the office. ***The office must always have a number to call in case of emergency.***

Parents/Guardians are asked to schedule appointments for their children on Early Release Thursdays when students leave school at 1:30. This prevents children from missing valuable academic learning time. When a student needs to leave campus with a parent for an appointment, such as an orthodontia appointment, the student will be called from class to be dismissed once the parent arrives at school. This will minimize the amount of instructional time lost due to the student leaving prior to dismissal.

ARRIVAL AND DISMISSAL

The campus is open to students at 7:40 AM when staff supervision begins. Kindergarten students should go to the Kindergarten Playground to play. Students in grades 1-5 should go to the large playground to play until the first bell rings. Children who are transported to school by parents should not arrive at school before **7:40 AM**. Parents who need child care before 7:40 AM should contact Community Schools about the CARE program (<http://www.cfsd16.org/schools/communityschools/>). Entrance to campus is through the west gate for neighborhood walkers entering from the west or the front gate between 7:40-7:55. The west gate is locked at 7:55 and should not be used as an exit or entrance after 7:55. The front office is used as the exit and entrance point once the school day begins.

Additionally, school dismisses at 3:00 p.m. on regular days and 1:30 p.m. on Early Release Mondays. Children should be picked up promptly following dismissal. All students are required to bring a note from home (which must be signed by the teacher and an office staff member) when they:

- Leave campus with anyone other than the parent or guardian
- Ride a different bus
- Get off a different bus stop
- Do not ride the bus, but are picked up from school

Drop Off/Pick Up/Parking Procedures

Sunrise Drive Staff is committed to each child's safety and ask that each parent/guardian and visitor partner with the school staff to make our campus safe. **Parents/Guardians who transport students need to use the Visitor's Parking Lot and observe all traffic signs and patterns.** Volunteers and staff provided direction to support the flow of the traffic. Parents/Guardians have two options for arrival and dismissal:

- Option 1: Park in a spot in the Visitor's Parking Lot with parents/guardians walking the student to the gate entrance/exit or on to campus in the morning. In the afternoon, park in a spot and walk to the gate entrance/exit area to meet the student.
- Option 2: Drive and move in the drop-off/pick-up lane along the sidewalk in the Visitor's Parking Lot. **Once the vehicle is in spots 1-6, students exit or enter from the passenger side of the vehicle.** Exiting and entering the vehicle of the passenger side keeps the students on the sidewalk away from moving vehicles.

It is helpful to have a white paper plate in the windshield of the vehicle with the student's name and grade. This facilitates staff calling students to the vehicle. Distribution of paper plates takes place at Meet the Teacher prior to the start of school. Parents/Guardians may also ask for a paper plate in the school office.

The Staff Parking Lot is not for Parents/Guardians, or visitors, and may not be used for student drop-off or pick-up. The Staff Parking Lot was designed for the flow of buses, large vans, and vehicles with disabled placards or plates. This is the official bus loading and unloading zone. Parents/Guardians and visitors must use the Visitor's Parking Lot to ensure the safety of our students transported by buses, vans, and by parents/guardians with disabled placards or plates. *Teachers escort students to the bus loading zone and the parent pick-up area to ensure safe arrival and dismissal.*

The cooperation of each parent, guardian and visitor is needed to create a safe environment for everyone. The Sunrise Drive Staff understands that these procedures may not be convenient, but each procedure was defined to ensure the safety of each student. Please help us keep all children safe and set a good example by following the procedures!

Bus Transportation

Students transported via school bus are under the authority of the school bus driver and the Catalina Foothills School District. Students eligible for riding the bus are assigned to a bus route and stop and are supplied with a bus card which is attached to the student's backpack. If a student needs a replacement card due to loss, the cost is \$5.00. Students will not have access to the bus without the official bus card. Please help your child learn the bus number of his/her bus and the driver's name. The following behaviors promote a safe bus ride for all students:

- Listen and follow directions the first time.
- Sit in assigned bus area.
- Use an inside voice.
- Keep hands, feet, and objects inside the bus.
- Share seats and space with others.
- Stay in a line to load and unload the bus.
- Use kind words and actions.
- Be respectful of the bus driver and other students.
- Report any unsafe or inappropriate behavior to the driver.
- Encourage others to follow the rules.
- Respect bus property.

Bus Stop Guidelines

Safe transportation of school children is a joint responsibility. Bus owners, drivers, school authorities, students, and parents must all cooperate in order to assure the safe, comfortable transportation of children.

The safety and welfare of students waiting at bus stops is the responsibility of parents/guardians. Students are responsible for exhibiting safe bus behavior. **CFSD school buses are equipped with video cameras to assist in determining infractions on the bus and who is involved.** Students who do not conduct themselves properly may be denied the privilege of riding on district school buses.

Expectations at the Bus Stop

- Arrive on time at the bus stop.
- Stand a safe distance back from the curb and line up single file, facing the street, when the bus approaches.
- Do not move toward the bus or attempt to enter the bus until it has come to a complete stop.
- Always be in sight of the driver.
- Always use steps and handrails, and never crowd or push when getting on or off the bus.
- Follow the driver's instructions at all times.
- Treat fellow passengers with respect.
- Report any improper conduct to the bus driver who will inform the principal of the misconduct.

Suggestions for Parents

- Adult supervision is needed for elementary children waiting at a bus stop.
- Report any problems to the bus driver who will inform the principal.
- Talk with your children about safety at the bus stop.

Riding a bus is a privilege. Students are required to conduct themselves safely while riding the bus, waiting for the bus and departing the bus. The bus driver will be responsible for the safety of the student riders and for enforcing the bus rider rules under the direction of the school administration.

Bicycles, Skateboards, Rollerblades and Skates

Students may ride bicycles to school. Bicycles may not be ridden in walkways. Students should lock bicycles in the designated area near the front office. For safety purposes, **skateboards, roller blades, and skates are not allowed on school grounds at any time.**

BREAKFAST AND LUNCH

Students may choose to bring their lunch each day and or purchase lunch. Sodexo provides breakfast (\$1.75 regular/\$.30 reduced) and lunch (\$3.00 regular/\$.40 reduced) on a prepaid basis at all school sites. Both breakfast and lunch include milk. Students may also purchase milk if bringing lunch.

Tips for purchasing breakfast or lunch:

- Monthly breakfast and lunch calendars are provided by Sodexo and can be accessed on the school website.
- Students who choose to buy breakfast in the morning will pick up their breakfast in front of the MPR each morning. Breakfast will be served until 7:55 a.m.
- Students who choose to buy lunch will report their order to the classroom teacher when attendance is taken at the beginning of the day.

- Parents/Guardians may add funds to the student’s lunch account (or card) using the online portal or in the school office.
- Teachers pass out lunch cards each day, and lunch cards will be returned to the teachers after lunch.
- Parents should contact Stephanie Bass (209-8343) if there are any questions or concerns.

DRESS CODE

Children are expected to come to school dressed appropriately at all times. The purpose of the is to protect the health and safety of children and facilitate an instructional setting that does not include distractions. Physical activity is encouraged every day and appropriate clothes and shoes should be worn every day. Learning is an active process at Sunrise Drive; clothing may become soiled on occasion from outdoor play, art, or science activities. The following will guidelines promote appropriate attire:

- Pants may not be excessively long (tripping hazard) or baggy (unsafe for movement).
- Rubber soled shoes; either strapped sandals or closed-toe shoes need be worn at all times. Sandals and shoes with high wedge soles are not safe. **Flip-flops, and tennis shoes with wheels in the soles, “Wheelies”, are not allowed.**
- Hats are encouraged to protect from the sun, but are to be worn outdoors only.
- No suggestive, disrespectful, or violent words or pictures are allowed on clothes or hats.
- The torso is to be covered and no undergarments should be visible.
- “Short” shorts or short mini-skirts should not be worn. The length of these items should be at least mid-thigh.
- Tops must have straps that are the width of a minimum of one inch. Tops with spaghetti straps are not appropriate.
- Low cut blouses that show undergarments should not be worn.
- Children should not wear makeup to school and are not allowed to be in possession of makeup or apply makeup while in school.

The staff will determine if the attire is appropriate. If inappropriate attire is worn, the problem will be solved by asking the student to remove the item, turn clothing inside out, or wear an item from the Health Office. The student will return to class when the dress code violation has been resolved.

All parents/guardians and visitors are expected to dress appropriately while on campus by following the guidelines defined. Adults following the dress code may have access to campus; however, adults who do not follow the dress code, will not be granted access to campus.

TOYS, ELECTRONIC DEVICES, CELL PHONES

Students should not bring items to school that will interfere with or disrupt learning. Toys, electronic devices and cell phones should be left at home. Toys, play equipment, sports equipment, and other electronic devices will be kept by the principal or teacher for the parent/guardian to pick-up.

Sunrise Drive is equipped with numerous devices for students to use in the learning environment. However, teachers and administrators at each school site have the flexibility as to whether or not to allow the Bring Your Own Device (BYOD) option in classrooms. At Sunrise Drive, a teacher may provide permission, following the CFSD Technology policy, to allow a student the option to BYOD to enhance learning. When this situation takes place, the teacher will communicate with students and parents/guardians.

We understand that many students have cell phones as a safety measure and communication with parents. This is a parent/guardian’s decision to send an expensive device to school that will not be secured by school staff members. The following guidelines will be followed if a student brings a cell phone to school:

- Cell phones should remain in backpacks at all times.
- Cell phones should be turned off during the instructional hours of school.
- Any phone that rings during class will be taken away and will need to be picked up by parents in the front office.
- Continued disruptions of ringing phones will result in the loss of the privilege of bringing the phone to school.

STUDENT DISCIPLINE

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

Sunrise Drive students and staff are expected to respect the rights, feelings, and opinions of all members of the learning community. Students are expected to conduct themselves in an orderly, polite, caring, and safe manner. Children can and should become increasingly responsible for their own behavior. The Sunrise Drive staff respects the right of students to make choices and to experience logical consequences for those choices. Students are taught planning, decision-making, and problem-solving skills to develop their abilities to make sound personal and academic choices.

Spirit of Sunrise Be Kind and Respectful, Be Responsible, Be Safe

Location	Be Safe	Be Responsible	Be Kind and Respectful
Classroom	<ul style="list-style-type: none"> • Enter a room only if an adult is present • Keep your hands, feet, and objects to yourself • Use materials and equipment properly 	<ul style="list-style-type: none"> • Be on time • Come prepared to learn • Participate • Do your best work • Take care of your materials and equipment • Clean up your area 	<ul style="list-style-type: none"> • Be a good listener • Ask before you use others' things • Use good manners • Appreciate differences • Share • Include others • Be friendly
Restroom	<ul style="list-style-type: none"> • Walk • Wait patiently to use the bathroom • Wash hands with soap 	<ul style="list-style-type: none"> • Use your time wisely • Report any problems to an adult • Throw trash in the garbage can 	<ul style="list-style-type: none"> • Use quiet voices • Stay in your own stall • Use equipment properly • Flush the toilet once • Throw away used paper towels in the garbage cans • Clean up after yourself
Lunch	<ul style="list-style-type: none"> • Walk • Wash hands before you eat • Stay seated 	<ul style="list-style-type: none"> • Take what you have ordered • Eat in the designated area • Raise your hand for permission to leave the table 	<ul style="list-style-type: none"> • Enter, eat, and exit quietly • Wait patiently • Use quiet voices • Eat your own food • Stay seated • Use good manners • Clean up after yourself
Playground	<ul style="list-style-type: none"> • Stay within boundaries • Use equipment appropriately • Leave nature in its place • Ask for a pass to leave the playground 	<ul style="list-style-type: none"> • Solve problems using your words • Tell an adult when something unsafe is happening • Return to the classroom on time • Return equipment 	<ul style="list-style-type: none"> • Use your hands and feet appropriately • Follow the E.A.'s instructions • Include others • Follow the agreed upon rules of the game • Take turns • Keep playground clean
Walkways	<ul style="list-style-type: none"> • Walk in line with your class • Use quiet voices • Walk on cement • Walk on the right side of the blue line 	<ul style="list-style-type: none"> • Go directly to your destination • Walk to the right of the blue line • Remain quiet in the walkways 	<ul style="list-style-type: none"> • Show silent recognition of others • Wait quietly to enter a classroom

	<ul style="list-style-type: none"> • Look where you are going • Keep your hands, feet and objects to yourself 		
Buses	<ul style="list-style-type: none"> • Buckle your seat belt • Stay seated • Use quiet voices • Face forward • Wait until bus comes to a complete stop before standing 	<ul style="list-style-type: none"> • Be on time • Give any notes to bus driver • Find a seat quickly • Keep belongings with you • Keep any cell phones in your backpack 	<ul style="list-style-type: none"> • Follow the bus driver's instructions • Wait patiently
Arrival	<ul style="list-style-type: none"> • Walk • Use crosswalks in the parking lot • Follow Sunrise staff/volunteer instructions • Keep hands, feet and objects to yourself 	<ul style="list-style-type: none"> • Arrive between 7:40-7:55 • Hang backpacks on hooks • Go to your playground • Go directly to class when bell rings 	<ul style="list-style-type: none"> • Use quiet voices • Greet students and adults in the walkways
Dismissal	<ul style="list-style-type: none"> • Walk in line with your class • Use quiet voices • Keep hands, feet and objects to yourself • Stay in your designated area • Follow Sunrise staff instructions 	<ul style="list-style-type: none"> • Change in plans must be confirmed in office by noon • Watch for your car/bus • Keep all packed belongings in your backpack • Get permission from adult to leave your designated pickup area 	<ul style="list-style-type: none"> • Sit and wait patiently • Greet your driver
Interactions with Peers	<ul style="list-style-type: none"> • Keep hands, feet, and objects to self • Help a peer when they are hurt. 	<ul style="list-style-type: none"> • Work cooperatively with your peers. • When working with peers, stay focused on your learning. • When playing with peers, use equipment and materials appropriately. • Report any problems to an adult 	<ul style="list-style-type: none"> • Make eye contact • Use kind words • Use good manners • Listen to each other • Share • Include others • Be friendly
Transitions Between Class	<ul style="list-style-type: none"> • Walk in line with your class • Use quiet voices • Walk on cement • Walk on the right side of the blue line • Look where you are going • Keep your hands, feet and objects to yourself 	<ul style="list-style-type: none"> • Go directly to your destination 	<ul style="list-style-type: none"> • Show silent recognition of others • Wait quietly to enter a classroom between classes

HEALTH-RELATED ISSUES

A health assistant is assigned to Sunrise Drive Elementary School during school hours to provide health services to students per CFSD policy. A Registered Nurse is assigned to Sunrise Drive to oversee the Health Office and student health services. Injuries or illnesses treatment will be initiated based on the "Emergency and Prevention Guidelines for Schools" and "Communicable Disease" Arizona State Flip Charts.

If a child has a temperature over 100 degrees, vomiting, diarrhea, widespread rash, open or draining sores, eye irritation, or drainage from the eye, the student will not attend school. **A child should be fever free for 24 hours without medication before coming back to school.**

The Emergency Health Form, which will be completed by the beginning of the school year, must have complete information regarding whom to call and current telephone numbers in case of an emergency. If we are unable to reach the parent/guardian to pick up the student, the designee on the Emergency Health Form will be contacted.

Medications

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

- A licensed Arizona Physician, Registered Nurse Practitioner, Physician's Assistant or Dentist will prescribe the medication.

- There must be a written order from the Physician or provider stating the name of the medication, dosage, time to be given, indication and correct student's name.
- CFSD medication consent form shall be signed by a parent or guardian.
- All Medications (Prescription and Over the Counter) must be brought to the Health Office by the parent or guardian.
- Medications must be brought to the Health Office in the original prescription container with the dispensing pharmacy's label.
- The original prescription container shall serve as the prescriber's order since the prescription is on file at the pharmacy and the pharmacist may be requested to prepare a special container for school use.
- Over the counter medications need a prescription filled out by the student's physician and the CFSD consent form shall be signed by the parent or guardian. (This includes cough drops.)
- If the student has life threatening allergies or a disease where the student can self-administer and carry her/his medication, the prescription needs to specific these directions.
- CFSD has standing orders from Pima Health Department for the administration of Tums and Acetaminophen (generic Tylenol) for students 6 and older. Students must have a current Emergency Health History (forms are available in the Health Office), to receive these medications.
- Supervision of medication administration protocol is managed by a Registered Nurse. Medication will be administered by an agent designated by the principal: usually the Health Assistant, Office Clerk or Office Secretary.
- When medications are discontinued or the school year has ended, the parent/guardian must pick up medications or they will be discarded.

Vision and Hearing Screenings

Annual vision and hearing screenings are a part of the CFSD health program for certain grades. The screenings occur during the beginning of the year.

Immunization Requirements for School Entry

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

Required Immunizations in the State of Arizona

- OVP (Polio) 4 doses at any age, but 3 doses meet requirements for ages 4-6 if at least one dose was on/after the 4th birthday; 3 doses meet requirements for 7 years and older if at least one dose was on or after the 4th birthday.
- DPT (Diphtheria/Pertussis/Tetanus) Age 6 and under: Needs 6 doses at any age but, 4-5 doses meet requirements for ages 4-6 if at least one dose was on or after the 4th birthday. Age 7 and older 4 doses but 3 doses meet the requirements for ages 7-18 years if at least one dose was on or after the 4th birthday. If one last dose was given before the 4th birthday, one more Td is required.
- MMR (Measles, Mumps, Rubella) 2 doses both have to be on or after 1st birthday.
- TD (Tetanus) Required every 10 years.
- Hepatitis B: 3 doses are required.
- Varicella ~ Children attending child care, K, 1st, 2nd and 7th grade are required to show proof of immunization or history of varicella (chicken pox) infection.

VOLUNTEERS AND VISITORS

The Sunrise Drive staff values parent/guardian volunteers. Teachers prepare schedules for parental assistance during special instructional times as well as for special programs and field trips. Teachers determine the volunteer schedule and who fills the volunteer times. Students must be able to respect the parent/guardian in the volunteer role.

In an effort to continue to keep our campus safe and secure, between the hours of 8am-3pm, all visitors and volunteers will need to check-in at the office. The clerk will ask for the visitor's photo ID on the initial visit to verify their identity and make a copy of the identification. ID photocopies are to be filed in a logbook and stored in a secure location for future reference.

Visitors will make an appointment with the office staff. Escorted tours are scheduled throughout the year. Visitors must make a reservation by calling 209-7901. Visitors do not have access to the classrooms where children are learning as may disrupt the learning of students.

Once the volunteer or visitor is confirmed as someone who will be given access to the campus, she/he will sign in and receive a numbered visitor badge in exchange for their car keys. When returning to the office to exit the campus, the volunteer or visitor will hand off her/his visitor badge in exchange for their car keys. Adults must adhere to this procedure in order to have access to the campus. The visitor badge needs to be worn around the neck at all times when on campus.

If parents bring something to the school for their child during the school day, the item will be left in the school office for delivery. Parents/Guardians will not deliver items as this may disrupt the learning environment.

HOME-SCHOOL COMMUNICATION

Parents/Guardians have access to teachers via email at any time during the school year. Additionally, teachers communicate with parents through periodic newsletters, student reports, phone calls, and emails sent through ParentVUE. Each class also has a website with valuable information for parents and students. Keeping informed ensures student preparedness! Parents are invited and encouraged to attend Curriculum Nights and Parent-Teacher Conferences. Teachers present an overview of the curriculum, the classroom program for the year, and important classroom routines and procedures during Curriculum Night. Information to parents/guardians about the school and the child's progress will be formally reported to you in the following ways:

Report Cards

The elementary academic year is divided into three trimesters. *Please refer to the school calendar for specific dates of report cards.* Student progress is formally reported to parents according to the following schedule:

- November: Report Cards for grades K-5 will be available via ParentVUE.
- March: Report Cards for grades K-5 will be available via ParentVUE.
- May: Report Cards for grades K-5 will be available via ParentVUE.
- July/August: AzMERIT test results for students in grades 3-5 are mailed home.
- In addition to formal report cards, parents can access student progress and grades through the online ParentVUE portal.

Conferences

Parent-teacher conferences provide parents and teachers opportunities to discuss a student's progress and specific needs.

- October: Parent-Teacher conferences for all students in grades K-5.
- March: Parent-Teacher conferences for K-5 students, as needed (determined by teachers and/or parents).

Each parent is welcome to call or email his/her child's teacher any time during the school year to request additional conferences.

ParentVUE

ParentVUE is a web-based communication tool that allows parents/guardians and students secure access to grade, assignment, and attendance information. This secured access requires a confidential username and password issued by CFSD. Assignments and student performance can be viewed as teachers enter grades into their electronic grade books. ParentVUE organizes and formats the data for convenient viewing. The program is straightforward and user-friendly.

The Flash/Blog

The Flash is our school newsletter, distributed every other week via the Internet. It is also available at our school web site: <http://sdes.cfsd16.org/> by clicking on the Newsroom button. Please watch for important school events and notices in this newsletter. It is our direct link to parents.

STUDENT RECORDS/CUSTODY

Please keep the school informed of any changes in health needs, home and work phone numbers, guardianship, and address. CFSD policy states: If a family moves to a new address, the parent/guardian must bring in new proof of residence (new lease or closure papers) to the Sunrise Drive Office within a week of relocation. The cumulative record is an individual report on each student required by law. It may be viewed by the school staff and by parents/guardians in the presence of the school principal or designee. Only appropriate CFSD staff and the child's parents/guardians may see the record unless it is subpoenaed by the court.

In most cases, when parents are divorced, both mother and father continue to have equal rights where their children are concerned. If a parent/guardian has a court order limiting the custody, communication, or visitation rights of one parent, please submit a copy to the school office. Unless the court order is on file at Sunrise Drive, the school staff must provide equal rights to both parents.

HOMEWORK GUIDELINES

When assigning homework to students, the goal is to support students in achieving academic success and in applying what they have learned in school. Helping students develop competence, confidence, and strong work habits will foster their independence as learners. Homework assignments also help students develop responsibility, and homework supports the retention of skills and concepts. We are committed to support students in developing and practicing effective study skills. In order to achieve the goals of responsibility and retention, students should complete their homework with coaching and encouragement from parents.

Student Homework Responsibilities

1. Listen to class directions.
2. Write down assignments, due dates, and instructions.
3. Take home the instructions and materials needed to complete the assignment.
4. Set up, keep, and use a special study place and daily time to do homework.
5. Do your own work, and give your best effort.
6. Ask your parents for help if you need it, but don't let them do it for you; do as much of the assignment as you can.
7. Show your parents your completed work.
8. Turn the assignment in on time.

Parent Homework Responsibilities

1. Make a plan with your child for a quiet, well-lit homework area, and a consistent scheduled time to do homework.
2. Read to your child and/or have your child read aloud to you.
3. Offer guidance with assignments without taking away the student’s responsibility for completing the assignments.
4. Encourage your child to use an assignment calendar or planner.
5. If your child has trouble with an assignment, try the following strategies:
 - Ask your child to read the directions and tell or show you what is to be done.
 - Read the directions to your child. Have him/her tell you the directions in his/her own words.
 - Stress the order of steps in the task. Have him/her do the first problem as you watch and encourage.
 - If it is clear the assignment is still too difficult, attach a note to the teacher. Your child should not complete the assignment at that point.

Homework Time Guidelines

Kindergarten and First Grade	5-30 minutes weekly
Second Grade	5-30 minutes daily
Third Grade	30-45 minutes daily
Fourth Grade	30-60 minutes daily
Fifth Grade	30-60 minutes daily

COUNSELING

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

Many students have the opportunity to participate in a variety of groups, based on need, with the counselor sometime during the school year. The school counselor plays an integral role in the development of our students and provides the needed support for students and their families. The counselor is at Sunrise Drive for 3 days per week.

CURRICULUM AND INSTRUCTION

The Catalina Foothills School District (CFSD) is fully committed to providing a meaningful and rigorous education that prepares students well for work and life in a 21st century global society. Student learning is based upon strong standards-based curriculum. Each curricular area includes content-specific Common Core State Standards that communicate K-12 overarching learning expectations of students. Measurement Topics are categories of learning derived from the Arizona College & Career Readiness Standards in each curricular area. Benchmarks are grade-level-specific expectations and provide a sequenced road map for learning as students progress from kindergarten to graduation. Our standards-based educational program provides a rich foundation from which we prioritize critical learning for 21st century knowledge and skills. It is our intention to integrate basic and 21st century skills to prepare our students for success in a rapidly changing world vastly different from that of the previous century.

Language Arts

In line with the Arizona College and Career Readiness Standards, CFSD's language arts curriculum actively engages students, kindergarten through twelfth grade, in the processes of reading, writing, speaking, listening, viewing, and presenting. With a focus on the communication of meaning, students experience varied opportunities for functional language use. Programs provide for continuous, integrated process-oriented activities and extend

and enhance thinking skills. Effective language arts instruction builds on the student's prior knowledge and past experiences and is the basis by which other learning will take place.

Reading: The goal of our reading program is to support students in becoming independent and active readers. Using a variety of reading materials and grouping practices, students will receive instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension skills.

Writing: Students write for a variety of purposes through the use of a series of interrelated steps known as the writing process. This process includes prewriting, drafting, revising, editing, publishing, and sharing. CFSD uses research based curriculum materials, strategies and resources to develop effective writers. Through use of rubrics that define the criteria for each trait, students are able to analyze and refine their own writing.

Listening and Speaking: Students engage in a variety of opportunities to both listen and speak in meaningful contexts.

Viewing and Presenting: Students use a variety of strategies to comprehend, interpret, evaluate, and/or appreciate visual media, technological, and informational sources to support ideas in presenting to others.

Reading, writing, listening and speaking, and viewing and presenting are not learned in isolation; rather, these language processes are integrated in our classrooms to create learning environments that foster the development of literacy. It is our goal to stimulate and sustain a love for reading and writing.

Mathematics

We believe a balanced and practical approach to mathematics learning focuses on more than just computation; it teaches students to think mathematically. Across all grade levels, CFSD students learn important mathematics content in the areas of number sense; patterns, relations, and functions; geometry and measurement; and statistics and probability. In line with the Arizona Common Core State Standards, a strong emphasis on important process skills in the areas of mathematical problem solving, communication, reasoning, and connections is evident. Our teachers use a variety of approaches that include the use of textbooks, concrete models and manipulatives, as well as algorithms and symbolic representation; there is a place for paper-and-pencil, mental computation and estimation, as well as for calculators.

Science

Our science program is designed to promote enthusiasm and a positive attitude about science and to emphasize creative and critical thinking, investigation, and the curiosity necessary to better understand the world around us. Students are systematically introduced to the knowledge, methods, skills, and attitudes of scientists as they engage in units of study that explore the three major science areas: Life Science, Earth Science, and Physical Science.

Four overarching ideas--systems, models, constancy and change, scale--help students see common links among objects or situations that may first appear to be quite different from one another. These links often connect to other disciplines as well as between the three major science areas.

Social Studies

The CFSD social studies curriculum is designed to develop thoughtful, enlightened citizens who can carry our nation into the future with dignity and wisdom. The social studies standards and benchmarks include academic content and skills in four interrelated disciplines: history, geography, economics, and civics/government. Students learn about the rich and diverse contributions people of many backgrounds have made to American life and institutions, our shared heritage, and our responsibilities as citizens of the United States. As students move through the grade levels, they are systemically exposed to and focus upon world geography, history, economics, and government; analyzing patterns within and among world cultures.

World Languages

Students in kindergarten through grade twelve participate in world language classes designed to develop their ability to speak, read, and write in the target language as well as to understand and appreciate diversity of languages and cultures, including their own. At Sunrise Drive students learn either Spanish or Mandarin.

Visual and Performing Arts

The arts are considered to be an integral part of a CFSD education. Therefore, at all levels, students experience a comprehensive K-12 arts curriculum that includes music, theater, and visual arts. At the elementary level, instruction takes place in art and music classes taught by specialists as well as in the regular classroom. In the middle school, art and music classes continue, and performing arts classes are added to the program. At the high school level, students may choose from electives in all three areas.

Students also benefit from artist residencies and performances at each school, funded through money raised in the community by the Family Faculty Organizations. The classes and special programs provide all students with opportunities to learn, experience, and appreciate the fundamental concepts and techniques involved in the visual and performing arts.

Comprehensive Health and Physical Education

The ultimate goal of comprehensive health education is to help students achieve their fullest potential by attaining their highest level of health and wellness, both as students and as adults. Students learn about the importance of the interrelationships of physical, behavioral, and social well-being as well as about the prevention of diseases and other health problems. Physical activity standards include promotion of physical activity among youth as well as into adulthood.

Additionally, education in Human Growth and Development is offered to 4th and 5th graders, middle school, and high school students. This curriculum is available in the school office for parents/guardians to preview. At the elementary and middle school levels, written parent permission is required for students to engage in learning in this area.

Library and Media Center

The mission of the Library and Media Center is to create a dynamic, joyful learning environment that enables children to work independently and collaboratively in becoming lifelong readers, skilled learners, and informed decision-makers. The library and media center supports resource-based teaching and learning as students acquire information literacy skills and integrate these skills in the research process. Students at Sunrise Drive enjoy scheduled checkout opportunities and visit during open library time.

Technology

The district's technology goals focus on helping students demonstrate:

- an understanding of technology's impact on the individual and society
- an understanding of technology as a tool in the lifelong learning process
- an understanding of ethical and legal implications of copyright laws
- the ability to use technology as a learning resource in conjunction with traditional resources
- the ability to select, combine, and use appropriate technologies to create, access, analyze, synthesize, evaluate, and communicate information
- the ability to use technology as a means of presenting or reporting information

Teachers work with our computer technicians to select software and apply technologies which best match curricular goals and the developmental needs of students. Technology is used as a tool to deliver instruction. Consistent with national recommendations, teaching technology (i.e. computer science) is not our primary focus.

Differentiated Instruction

CFSD achieves excellence by focusing on the individual needs of its students. The school district is committed to providing an appropriate education for every child, both those with special ability and those for whom learning is difficult. Differentiated instruction builds upon students' needs and interests, using CFSD's adoption of the Arizona College & Career Readiness Standards and benchmarks as its foundation. Another key factor in creating the best learning environments for children is maintaining small class sizes. Our goal is to ensure that the special and individual needs of children at each grade level can be met.

The district assesses the special needs of each student and provides children with appropriately paced instruction and materials. The gifted and talented child receives assistance through programs that are integral parts of the student's day. A continuum of services is offered for children with learning difficulties. In addition to a speech and language therapist, reading intervention instructors, and school psychologist, the district has a learning disability resource program in each school. An intensive resource program also exists for children requiring extensive periods of assistance. Any child whose needs cannot be met within the district is transported to programs within the metropolitan area that can provide the services needed.

Special Education

Our special education program supports students with identified special education needs. Students work individually or in small groups with specially trained teachers. They receive instruction and learn strategies which may be transferred to classroom work. The goal of our special education program is to help each student experience success and build self-confidence as a learner. Students must qualify for special education through a formal educational evaluation.

Gifted Programming

Current research and past experience suggest that the needs of gifted students at any level are best met through regular association with their intellectual peers as well as their age peers. In fulfilling its responsibility to gifted learners, gifted education programming is developed, coordinated, and evaluated at the district level in order that programming be equitably implemented across the district. CFSD is committed to the following gifted programming standards:

- Gifted educational programming includes comprehensive services based upon state statutes, philosophical, theoretical, and empirical foundations.
- Differentiated K-12 instruction addresses the unique needs of gifted learners.
- An ongoing comprehensive process is used to determine eligibility for gifted services.
- Recognizing the characteristics of gifted learners and nurturing their socio-emotional development is an integral part of gifted programming.
- The knowledge and skills of all school staff who work with gifted learners are systematically developed.

The Framework for Gifted Education in Catalina Foothills is available on the CFSD website.

Read Strong Program

"Read Strong" is a comprehensive reading intervention program that provides additional support in reading for K-3 students. Site-based reading specialists teach strategies and skills that assist students in achieving the standards and benchmarks of the district's curriculum. Eligible students receive services in addition to regular classroom instruction in the areas of phonemic awareness, phonics, fluency, vocabulary, and/or comprehension. All students are screened yearly. Those who score below grade level on standardized tests, district assessments, Dynamic Indicators of Basic Early Literacy Skills (DIBELS), or who are referred by their classroom teacher, parents, or administrators may be eligible for this program. Students receive services in small groups, 4 days per week. The goal of the Read Strong Program is to provide targeted skill-based intervention that enables students to become strong, capable readers.

Speech and Language

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

ELD (English Language Development)

In compliance with Arizona Statute, Catalina Foothills School District implements an English Language Development (ELD) Program to support the needs of English language learners. The goal of the ELD approach is to support ELL's in their acquisition of English language skills. This approach enables the English Language Learner (ELL) to succeed in a mainstream classroom.

The classroom teacher uses strategies that make academic instruction understandable to ELL's. These strategies include physical activities, visual aids, and vocabulary for concept development in mathematics, science, social studies, and other subjects. Our English Language Development (ELD) classes provide direct service and inclusion support.

EXTRA-CURRICULAR ACTIVITIES

Clubs

Students have an opportunity to participate in Club activities and events during the lunch recess period. Students participate in Lego Club, Spelling Club, Steppers, Garden Club, Chinese Culture Club, and Student Council.

Parties and Events

Students enjoy two parties during the school year defined by the teacher. During these parties/events, the food items are defined by the teacher and should be healthy, individually wrapped, and store-bought. There may be no more than one (1) food or beverage that does not meet nutrition standards. Homemade snacks are not permitted. Parents should refrain from bringing additional items not requested by the teacher. Teachers will communicate with parents/guardians when the parties/events will take place and what will be served.

When celebrating student birthdays, food items are not allowed to be brought in by students or parent(s), and food will not be provided by the classroom teacher. It is also our school policy that party invitations not be passed out at school unless all classmates are invited to the event.

Community Schools

Community Schools offers a wide range of extracurricular activities for both adults and children, including Chess Club. Fall and spring schedules of classes may be accessed on line and will be sent home with students for classes that will take place on Early Release Thursdays. Schedules for an extensive array of summer programs are sent home in the spring. The Community Schools phone number is 209-7551.

CARE

Extended day care is provided both before and after school. CARE at Sunrise Drive operates between the hours of 6:30 a.m. - 6:00 p.m. Students must be registered in the CARE program to participate.

Band

Fifth graders have the opportunity to join the Sunrise Drive Band. Band members meet after school on Monday, Tuesday, Wednesday, and Thursday with the Band Director, Mr. Sepulveda.

Strings

Fourth and fifth grade students may participate in the Strings program under the supervision of Terry Alexander. The Strings Ensemble will meet on Tuesday morning, and Opus 1 and 2 will meet on Thursday afternoons.

Choir

Third through fifth grade students may participate in the Choir program. Our Music Teacher, Terrie Ratliff conducts the Choir and will meet on Friday from 3:00-4:30.

FAMILY-FACULTY ORGANIZATION (FFO)

The Family-Faculty Organization (FFO) supports dynamic home-school collaboration, cooperation, and commitment. The FFO organizes volunteers who work in the classrooms, in the library, and on special school-wide projects. The FFO is a most welcomed and appreciated part of our school family! All parents/guardians are automatically a member of Sunrise Drive Family-Faculty Organization.

Everyone is welcome to attend the monthly FFO meetings. Notification of meeting times can be found on the school's master calendar, Sunrise Drive FFO website, and the school newsletter. Meetings address a variety of topics, such as curriculum, fundraisers, and school projects, and other important issues. Some of the projects undertaken by the FFO include school pictures, book fairs, Campus Clean-Up, and Picnic and Play, Spiders & Cider, Spring Chinese Festival, and the Fine Arts Festival. The FFO fundraising efforts support programs and events, field trips, and artists in residencies. The FFO is a critical element in the success of Sunrise Drive.

Catalina Foothills School District Board Policies

HAZING

Governing Board Policy Exhibit JICFA-EB

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

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

Definitions

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

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

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

Directions

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

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

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

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

Reporting/Complaint Procedure

Students and others may report hazing to any professional staff member. Professional staff members must report the incident to the school administrator or next higher administrative supervisor, in writing, with such details as may have been provided. A failure by a staff member to timely inform the school

administrator or next higher administrative supervisor of a hazing allegation or their observation of an incident of hazing may subject the staff member to disciplinary action in accord with school policies. The staff member shall preserve the confidentiality of those involved, disclosing the incident only to the appropriate school administrator or next higher administrative supervisor or as otherwise required by law. Any instance of reported or observed hazing which includes possible child abuse or violations of statutes known to the staff member shall be treated in accord with statutory requirements and be reported to a law enforcement agency.

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

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

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

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

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

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

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

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

Prohibited Conduct

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

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

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

Distinctions between Harassment, Intimidation and Bullying

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

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

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

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

Factors to Consider

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

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

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

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

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

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

Reporting

A student who is experiencing harassment, intimidation or bullying or who believes another student is experiencing such conduct should report the situation to a school employee, preferably

a school administrator or counselor. School personnel are to maintain appropriate confidentiality of the reported information.

Retaliation

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

Discipline

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

Submitting False Report

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

Contacting Emergency Medical Services and Law Enforcement

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

**STUDENT VIOLENCE / HARASSMENT / INTIMIDATION / BULLYING
COMPLAINT FORM
Governing Board Policy JICK-EA**

(To be filed with any School District employee who will forward this document to the principal or the principal's designee)

Please print:

Name _____ Date _____

Address _____

Telephone _____ Another phone where you can be reached _____

During the hours of _____

E-mail address _____

I wish to complain against:

Name of person(s) _____

Specify your complaint by stating the problem as you see it. Describe the incident, the participants, the background to the incident, and any attempts you have made to solve the problem. Be sure to include all relevant dates, times, and places. Additional pages may be attached if necessary.

If there is anyone who could provide more information regarding this complaint, please list name(s), address(es), and telephone number(s).

Name	Address	Telephone Number
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

The projected solution:

Indicate what you think can and should be done to solve the problem. Be as specific as possible.

I certify this information is correct to the best of my knowledge.

Signature of Complainant _____ Date _____

Document received by _____ Date _____

Investigating official _____ Date _____