Abia Judd Elementary School

Home of the Jaguars!

2018-2019
PARENT & STUDENT HANDBOOK

“We must view young people not as empty bottles to be filled, but as candles to be lit.”

– Robert H. Shaffer
# TABLE OF CONTENTS

- Contact Information........................................................................................................... 3
- School Mission.................................................................................................................. 4
- Daily Schedule.................................................................................................................. 5
- Before / After School........................................................................................................ 5-6
- Dropping Off and Dismissal............................................................................................... 6-7
- Rainy Day Schedule.......................................................................................................... 7
- Food Service..................................................................................................................... 8
- Student Behavior and Campus Conduct........................................................................... 8-11
- Student Dress Code.......................................................................................................... 11-12
- Attendance....................................................................................................................... 12-14
- Academics, Homework, Report Cards and Communication........................................... 14-15
- Library............................................................................................................................. 15
- General Information......................................................................................................... 15-17
- Health Center.................................................................................................................. 17-18
- Legal Information............................................................................................................ 19
- Title 1 Handbook.............................................................................................................. 20-26

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Required Governing Board Policies on Use of Technology Resources, Hazing, Student Violence / Harassment / Intimidation / Bullying, Student Rights and Responsibilities, Student concerns, Complaints, and Grievances
Welcome to Abia Judd Elementary School!

My name is Stephanie Hillig, and I am so proud to be the new principal at Abia Judd Elementary School. I have been with Prescott Unified School District for twelve years, and I have four children who attended Abia Judd. The foundation of learning and independence that this school provided my children is immeasurable. I am confident that you will have the same experience.

Our excellent and highly-qualified faculty is dedicated to providing a meaningful educational experience for our students and their families. Abia Judd does this by providing a safe, nurturing and caring environment to enable students to develop the desire and passion for learning. Our Mission Statement of the ABC’S frames how we work together to move our school forward – Achieving, Believing, Caring, Sharing. Abia Judd has consistently been one of the highest-achieving schools in northern Arizona. We have received numerous national and state awards, such as “National School of Excellence” and “A+ School of Excellence”. The students of Abia Judd perform very well on state standardized testing when compared to schools in our area and across the state.

I believe that education is a partnership between the families and the school. Communication is the key to success and understanding the needs and expectations of one another is critical. I want to encourage you to be a part of the Abia Judd community as often as you can. Please attend our school functions including, grade nights, curriculum nights, and PTA socials. Research has shown that students perform at a higher level when their parents have relationships and are involved in the school setting these early years. We can always use volunteers in classrooms, in the office, supervising recess and lunches, and many more opportunities. To find out about the upcoming PTA and school events you can follow PTA on Facebook or review the weekly announcements sent via email to all parents. You are always welcome to email me at stephanie.hillig@prescottschools.com or our PTA at abiajuddPTA@gmail.com.
**Pillars of Character we practice each day: Trustworthiness, Respect, Responsibility, Fairness, Caring, Citizenship.**

**MISSION**

At Abia Judd Elementary School, we are a learning community that believes in the *ABC’S.*

1. **Achieving**

2. **Believing**

3. **Caring**

4. **Sharing**

**Achieving**- We hold high expectations for all students, with student achievement as our top priority. Within the guidance of State and District Standards, we help each child reach his or her academic and social potential.

**Believing**- Children who believe in themselves, and who have teachers who believe in them, succeed. Abia Judd fosters a culture of encouragement and inspiration for students and their families.

**Caring**- At Abia Judd, students, faculty and staff care for and respect one another. The atmosphere at our school is safe, nurturing and inspiring. It is a place where each student’s individual needs are met.

**Sharing**- Parents are the first and foremost teachers of their children and they choose to share their children with our school. Our school family includes parents, children, staff, and our community in a true partnership. We encourage and expect parents and the community to be an integral part of the school and the educational process. We are all both learners and teachers, and in those roles we share our gifts with one another.

**School Colors:**
Black and Gold

**School Mascot:**
Jaguar
**DAILY SCHEDULE**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>6:45</td>
<td>Buck Club Opens</td>
</tr>
<tr>
<td>7:45</td>
<td>Building and Playground Open</td>
</tr>
<tr>
<td>7:45-8:15</td>
<td>Breakfast Served in the Cafeteria/Library Open</td>
</tr>
<tr>
<td>8:20</td>
<td>First Bell – Students report to classroom</td>
</tr>
<tr>
<td>8:25</td>
<td>Second Bell – Classes Begin</td>
</tr>
<tr>
<td>9:55-10:10</td>
<td>Kindergarten &amp; Grade 1 Recess</td>
</tr>
<tr>
<td>10:10-10:25</td>
<td>Grade 3 Recess</td>
</tr>
<tr>
<td>10:20-10:35</td>
<td>Grade 4 Recess</td>
</tr>
<tr>
<td>10:40-10:55</td>
<td>Grade 2 Recess</td>
</tr>
<tr>
<td>1:55-2:10</td>
<td>Kindergarten Recess</td>
</tr>
<tr>
<td>11:25-12:10</td>
<td>Kindergarten Recess and Lunch</td>
</tr>
<tr>
<td>11:40-12:25</td>
<td>Grade 4 Recess and Lunch</td>
</tr>
<tr>
<td>11:55-12:40</td>
<td>Grade 1 Recess and Lunch</td>
</tr>
<tr>
<td>12:10-12:55</td>
<td>Grade 3 Recess and Lunch</td>
</tr>
<tr>
<td>12:25-1:10</td>
<td>Grade 2 Recess and Lunch</td>
</tr>
<tr>
<td>2:40</td>
<td>Dismissal</td>
</tr>
<tr>
<td>4:00</td>
<td>Office Closes</td>
</tr>
</tbody>
</table>

**Before School**

Students may not arrive at school prior to 7:45AM unless they join in our “Buck Club.” Prior to 7:45 AM, playground supervision is not provided, and students are not allowed in or outside the building prior to that time. Between 7:45 and 8:20, students may go outside to the playground for supervised play. Students eating school breakfast will eat first and then take their backpacks to the playground. Students are expected to stay outside until 8:20 when the bell rings. In case of very cold temperatures (usually 20 degrees or below), or if it is raining or snowing, announcements will inform students they will stay indoors before school.

The “Buck Club” meets in the cafeteria before school from 6:45-7:45 AM. The Buck Club is for students whose parents must drop them off before 7:45. Those students will have supervision in the cafeteria. Parents must pay $1.00 per day for their children to participate in the morning supervised activities (hence, the name, “Buck Club”). This is a self-supporting program and accounts must be kept in good standing in order to attend. Parents may make arrangements ahead of time by paying for the “Buck Club,” or may send their child with $1.00 any time the child needs supervision before 7:45 AM. Students may not be dropped off to wait on school grounds before 7:45 unless they participate in the Buck Club program. **Students dropped off prior to 7:45 AM must come indoors for supervision and pay $1.** There is no “grace period” on the time. Come early enough to make it worth your dollar, or please wait until 7:45 AM when there is no charge. Abia Judd campus is open for students from 7:45AM – 3:00 PM. Supervision will not be available before or after these times. Please make arrangements to drop off/pick up your child during these hours for their safety.
**After School**

Unless staying for a recognized school activity, students are expected to go directly home after school. Those students who ride a bus should go to the bus loading area and wait in their assigned area. **Elementary students may not wait to ride buses with Granite Mountain School students (including siblings)** unless parents have received permission from the Transportation Director (717-3229) and AJ principal and supervision has been arranged.

Students who are picked up by parents will go directly to the pick-up area. Parents should pick up children by 3:00 PM after school is dismissed, and by 2:00 PM on Wednesdays. After these times parents must go to the office to pick-up and sign-out their children. Both walkers and bike riders should leave immediately after school is dismissed. AJ students are not to be on Granite Mountain School campus while they are in session. Students may play on the upper playground after school **only with immediate parent supervision**.

**Make sure that any pick-up or bus changes are called in early.** All messages are out to classrooms by 15 minutes before the end of the day.

Teachers walk their classes out to the pick-up area after school. Parents are asked to wait for their children outside in the designated areas and not in the halls or by the school doors.

**DROPPING OFF AND DISMISAL**

**Because of the need for the absolute safety of our children around vehicles, please consistently follow these rules:**

- If parents park in the marked parking lot to pick up or drop off their children, they **must** come across the driveway **using the crosswalk** and escort their child to or from their car. Students are not allowed to cross the driveway to or to be in the parking lot without parent supervision.

- If using the curbside drop-off/pick-up area, **move forward in the curbside lane as far as possible before loading.**

- Load children on the passenger side of the car. *Do not have children walk around the car to the driver’s side.*

- It is very important that parents **do not leave unattended vehicles in our drop-off/pick-up area.**

- If you are waiting to also pick-up a middle school child at the end of the day, please park in the parking lot.

- When walking your child to and from the parking lot, please set a good example and walk with your child using the crosswalk. You are a model of safe behavior.

- As you move through the pick-up zone and eventually leave the campus – **PLEASE BE OFF YOUR CELL PHONE.** Inattention due to phone use while driving poses a safety threat to our children, our staff, and our parents.
Dismissal Traffic Flow:

1) A staff member handles the flow of traffic at the entrance and the crosswalk in that section. **Please follow all staff directions.**

2) If you park in our lot and wait for your child/ren by the pick-up area, please wait by the flagpole for 3rd or 4th graders. If you are waiting for a K-2 student, please wait on the expanse of sidewalk just north of the building, not in the main dismissal area with staff and students.

3) If you need to speak with a teacher who is on dismissal duty, please arrange to see her/him at 3 PM after dismissal supervision responsibilities are completed.

4) We will have a staff member at the three crosswalks to the parking lot and upper playground. **Staff will hold pedestrian traffic when we have cars to move through.** Thank you for respectfully following their directions.

5) Once dismissal begins, **please be off of your cell phone so that your total attention is on safety.** Once in the car, make sure your child/ren is/are buckled in as you proceed.

6) Dismissing 500+ students at the same time makes it imperative that all parents follow the directions given by staff. For safety reasons, please do not block sidewalks for students needing to go directly to the bus pick-up area.

**Dismissal time** is from 2:40 PM to 3:00 PM. If you are NOT in the pick-up line by 3:00 PM (2:00 PM on Wednesdays), your child/ren will be escorted to the office where they can make a phone call if necessary. **You will need to come into the office to sign them out.**

**The pick-up/drop-off area in front of the school gets very congested before and after school. The best and safest method for getting to and from school is to allow students to ride a school bus. We strongly encourage parents to take advantage of the transportation services the district offers.** If you have questions about routes and times, check bus schedules on the PUSD website or call the PUSD Transportation Office at 717-3229.

**RAINY DAY SCHEDULE**

During inclement weather, students will not be allowed to go outside for recesses.

**Before School**- School will be open at 7:45 AM for students. Students will come into the hallway outside their classroom. They may sit quietly and read, or may talk to friends with inside voices.

**Lunch**- Students will go to the cafeteria at the regular time; however, recess will be in their classrooms.

**IT IS BEST TO PARK IN THE LOT FOR RAINY DAY PICK UP.** Those parents may enter the school lobby at 2:40 to pick up their child. **Kindergarten children will ALL take the bus** or be picked up **in their classrooms** by a parent.

**Rainy Day Pick-up students** in G1-3 will come to the front lobby on rainy days. G4 will be in the gym. Parents who pull up to the curb will give their child’s name and teacher's name, and a staff member who is standing at the curb will have that message relayed to the lobby. ([*This is much slower and less comfortable for your child and for our staff.*](#))
Abia Judd has both a breakfast and lunch program. Breakfast is served from 7:45-8:15. The cost is $1.50 per day. Hot lunch is available for $2.75 per day.

An automated accounting system keeps track of each student’s account. The account can be used for breakfast and/or lunch. All accounts are rolled-over at the end of each year. New students open an account when they enroll; their account number is their ID number. Students should pay into their accounts in the morning before school, or on-line at the PUSD website via the link for lunch accounts. Lunch menus are posted monthly on the district website www.prescottschools.com

Students in Grade 3 & 4 may purchase up to two snacks at lunchtime that meet federal nutrition guidelines. If you prefer that your child not purchase snacks, just let our cafeteria staff know that this permission will be blocked on their cafeteria account.

**All parents are encouraged to complete the free/reduced meal application at anytime throughout the year, even if you do not plan to buy lunch at school. This can help AJES qualify for supplemental funding for other programs.**

**Behavior and Campus Conduct**

We have high expectations of Abia Judd students in both behavior and academics, so we strive to maintain an atmosphere that is optimal for learning and achieving. All students have the right to be able to listen, share and concentrate in every classroom without interference. In order to learn, each student must also be and feel safe and secure at school.

Helping students to develop self-discipline and a sense of individual responsibility is something that should occur at home and at school. At Abia Judd we use a program called Character Counts. This program is based on teaching children six “pillars” of good character. These are Trustworthiness, Respect, Responsibility, Fairness, Caring and Citizenship. We weave the essentials of good character throughout the daily life of the school. Teachers emphasize these pillars in classes each day. Students are recognized for demonstrating good character through our “Kids of Character” program.

**Trustworthiness:** Be honest – Don’t deceive, cheat, or steal / Be reliable – Do what you say you’ll do - Have the courage to do the right thing / Build a good reputation / Be loyal

**Respect:** Treat others with respect by following the Golden Rule and be tolerant of differences / Use good manners and appropriate language / Be considerate of the feelings of others / Don’t threaten, hit or hurt anyone / Deal peacefully with anger, insults and disagreements

**Responsibility:** Do what you are supposed to do / Persevere – Keep on trying / Always do your best – Use self-control / Be self-disciplined / Think before you act – consider the consequences / Be accountable for your choices without blaming others

**Fairness:** Play by the rules / Take turns and share / Be open-minded – listen to others / Don’t take advantage of others

**Caring:** Be kind / Be compassionate and show you care / Express gratitude / Forgive others / Help people in need

**Citizenship:** Do your share to make your school and community better / Cooperate / Stay informed / Be a good neighbor – Obey laws and rules / Respect authority / Protect the environment.
Procedures for Disciplinary Action
Most students are very serious about wanting to take full advantage of the time they spend in school. Students who come to school to learn and participate in activities rarely have problems with school rules. Some students, however, make poor choices and create problems for themselves and others. Our goal for each child is to help him/her develop the self-discipline and correct decision making processes that will enable them to be successful individuals and effective citizens.

Consistency and clear expectations for behavior help us achieve this goal. Staff members have discretion to give consequences for negative behaviors, based on the severity of the offense.

The consequences for poor decisions will generally follow this sequence:
A. Discipline for minor class/playground disruptions is administered by the teacher or playground aide and may result in a discussion, time out, loss of recess, parent contact, or loss of privileges.
B. Continued class/playground disruptions and major disciplinary infractions (vandalism, theft, assault, possession of weapons or controlled substances, disruption of the educational environment, failure to follow adult directions, threatened or actual verbal, physical or sexual abuse, etc.) will be referred to the principal for disciplinary consequences. Depending on the severity of the behavior, the consequences will include one or more of the following:
   a. Conference with the student
   b. Restitution
   c. Parent phone call or conference at school
   d. In-school or off-campus suspension
   e. Referral to legal authorities or expulsion

Zero Tolerance Behaviors

Harassment or Bullying – Conduct where students infringe upon the rights, well-being, or respect of others is not allowed and will be handled appropriately for children, considering their age and understanding.

Threatening Comments or Behaviors – Any student threats, comments, or behaviors that might compromise the safety of students or staff will receive immediate action. If appropriate, the police department may be contacted. School discipline, including suspension, may also result.

Possession of Weapons and Dangerous Items – Per PUSD policy, “students shall not possess, buy or sell guns, weapons, explosives, fireworks or any instrument whether real or simulated, capable of harming any person or creating the impression of such harm on school grounds.”

Articles Prohibited at School

In general, students should not bring items to school that do not have a reasonable use in their course of study. Items prohibited from school are: valuables, large amounts of money, laser pointers, music players such as iPods, electronic games, and personal toys unless approved by the teacher or office.

Students may not have cell phones or other electronic devices at school without a written and signed agreement between the student, parent, teacher and the principal. This agreement is done yearly and relates only to 3rd and 4th graders.

The school can not assume responsibility for personal items lost or stolen at school.
**BUILDING CONDUCT** Our students are superstars as we move through the hallways!
- Students must walk in the halls and follow teacher instructions.
- Use quiet voices in the building at all times.
- **Students may not chew gum anywhere on campus.**
- All students are expected to keep restrooms, hallways and classrooms clean.

**RESTROOM CONDUCT**
- Get permission from your teacher or a playground aide before going to the restroom.
- Restrooms are not a place to play.
- Flush the toilet and clean up after yourself.
- Wash your hands before leaving.
- Report any problems to a teacher right away.

**PLAYGROUND CONDUCT**
- Stay in assigned areas and use restrooms during recesses.
- Use all playground equipment safely, following the rules.
- Stay off of trees, fences, and railings.
- Help keep the playground clean.
- Respect the rights and property of others.
- Follow the directions of the playground supervisors at all times.
- **Do not play rough games involving real or pretend fighting, tackling or pushing.**
- Any food must be eaten in the ramada, and litter properly disposed.
- Stay out of ice and water puddles.
- Do not throw or even pick up rocks, snow or any other potentially dangerous items.

Students will study playground rules in their classrooms. Some pieces of equipment and areas of the playground have specific rules that need to be followed at all times. **Students are expected to play safely and obey the directions of the playground supervisors at all times.**

**LUNCHROOM CONDUCT**
1. Students will go to the lunchroom in line with their class.
2. Students will get their lunch and go to their classroom’s designated area. Once students are seated, they remain seated until dismissed.
3. Students may talk quietly in the lunchroom.
4. When excused, students should make sure their areas are clean and dispose of garbage in the trashcans provided.
5. **Better Choices table** - An additional table will be available in case students demonstrate inappropriate behavior during lunch. It is a practice table, not an overflow table.
6. **Eating lunch with your child** - Parents are welcome to check in at the office and to share lunch with your child at the overflow table. A request: **Please ONLY have YOUR child move to the overflow table to eat with you.** Additional students (your child’s friends) are not permitted. This is to ensure no hurt feelings about which friends are asked or not. Thank you for your understanding and cooperation.
7. If you send or bring lunch to your child, please help set a good example for all students by sending healthy food and drink choices. Please note that students are not allowed to have sodas/caffeinated beverages during the school day without a doctor’s written direction.
Abia Judd “Debug” System
One of the most effective tools we teach students to help them avoid trouble is the “debug” system. Students are taught to use the system if someone is saying or doing something that may cause the student to react inappropriately. PLEASE REVIEW THESE STEPS AT HOME.

The steps are simple, yet powerful:

1. **Ignore** - Try to ignore the other person’s behavior. Often, that will cause behavior to stop.

2. **Move Away** - Get away from the situation that is causing the problem.

3. **Talk Friendly** - Using words like “please” - ask or tell the other person to stop.

4. **Talk Firmly** - Tell the person very clearly in a firm voice to stop.

5. **Get Adult Help** - Tell an adult what the person is doing, and what you have done to get the person to stop. (Students are also taught if behavior is dangerous to get immediate help.)

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In compliance with Prescott Unified School District #1 School Board Policy JICA, the elementary schools will enforce the following student dress code.

**ELEMENTARY SCHOOL DRESS CODE**

A safe and disciplined learning environment is essential to a quality educational program. District-wide standards on student attire and appearance are intended to help students concentrate on schoolwork, reduce discipline problems and improve school order and safety. It is recognized that students have a right to express themselves through dress and personal appearance; however, students shall not do so in a manner that is deemed disruptive or potentially disruptive to the classroom environment or to the maintenance of a safe and orderly school. As to the aforementioned, the school staff reserves the right to make judgments on any article of clothing, mode of dress or personal appearance.

Elementary school regulations prohibit student dress or grooming practices that:

- Present a hazard to the health or safety of the student or to others in the school. This would include:
  - Dangling or large hoop earrings.
  - Facial piercing.
  - Jewelry or accessories that may be used as a weapon.
  - **High heels or shoes without back support**.

- Materially interfere with schoolwork, create disorder or disrupt the educational program. This would include:
  - **Skirts or shorts that are shorter than mid-thigh in length**.
  - Blouses or shirts that do not reach the waistband when arms are raised. (Midriff/torso must be covered at all times.)
  - Clothing that is offensive or inappropriately revealing such as transparent clothing, spaghetti straps, low cut blouses/shirts and pajamas.
  - Exposed underwear such as bra straps and boxer shorts.
Pants that are not worn or secured at the waistline.
Pants that have excessive rips or holes.
Headgear worn in the building such as caps, hoods, beanies, etc.
Hair **colors or styles that are deemed by the principal or designee to be potentially disruptive to the school environment.** This would include:
   a. hair colored in primary or secondary colors.
   b. hair styles that restrict or inhibit the view of self or others such as excessively teased/spiked or extreme Mohawk hairstyles.
Visible body piercing (with the exception of earrings).
**Visible temporary** or permanent **tattoos.**
Make-up including lipstick, eye shadow/liner, mascara, etc.

- Cause excessive wear or damage to school property. This would include:
  Shoes with “heelies” (wheels), cleats or studs.

- Prevent students from achieving their educational objectives.

- Clothing or accessories that are gang-style or represents membership in a gang.

- Clothing or accessories that have statements, pictures or symbols that represent prejudice, obscenity, vulgarity, sex, drugs, alcohol or tobacco.

**ATTENDANCE**

Research shows that there is a strong correlation between good attendance in school and academic success. In elementary schools, PARENTS PLAY THE KEY ROLE in reinforcing the habits of good attendance and punctuality. **We urge parents to do all you can to make sure your children arrive promptly every day and stay for the entire day without interruption.** Not only is it important to learning, but also it is an important skill for success in life and in future employment. Remember, students must be dropped off by 8:20 AM. The drop-off area is often congested, so allow time for your child(ren) to enter the building and walkthrough the halls to arrive in class by 8:25 when classes begin.

If your child will be absent from school, please call the school at 717-3263 to report the absence and the reason. **We attempt to make contact with the parents of every absent student who has not called us.** This is a safety measure to verify that parents know when their child is not at school. In addition to tracking absences, our office will keep track of student tardies, defined as missing instructional time **any time** during the day (including those students who check out early).

**Arriving Late**
Students arriving late to school must check in at the office before reporting to class. If arrival will be after 9:00 AM, and your student plans to eat a hot lunch, you must call the school to let us know because we must call in our lunch count to the central kitchen by 9:00 AM.

**If your child will be tardy, please personally check your child in at the office or write a note excusing the tardiness.** Otherwise, the child will receive an unexcused tardy. Both the office and classroom teacher will record tardies. If a student has a chronic problem with tardiness, parents will be asked to confer with the teacher or principal.
Leaving Early
Students who leave school before regular dismissal time must be checked out through the office by a parent. If someone other than a parent is picking up the child, parents must provide written notice to the school. The student will be called to the office when you arrive to sign your child out. As with morning tardiness, leaving school early can disrupt the routine for a child as well as cause him/her to miss important instruction.

Please make every effort to schedule activities or appointments outside of school time. To preserve instructional time, no child will be called to the office before a parent arrives. Your child will be called for early dismissal as soon as you arrive. Also, please do not request early release for your student just to have an early exit from the parking lot. Dismissal is at 2:40 p.m. Thank you for respecting dismissal time.

PUSD’s high standards for excellence in education include the expectation that all students will attend classes promptly and on a regular basis to achieve full educational benefit. Absences should only occur when unavoidable. School attendance is ultimately the responsibility of the student and his/her parents.

Truancy Statement
The Prescott Unified School District is committed to the enforcement of state mandatory attendance laws (A.R.S. 15-802 and A.R.S. 15-803). After three unexcused absences the school will mail the parent/guardian of the truant student advising them of the truancy. After multiple excused absences the school will mail the parent/guardian a notification letter reminding them that state law requires that students miss no more than 10% of school days.

If the student’s absences exceed 10% of school days (18 days for the year), the school may file notification with the Prescott City Attorney regarding truancy issues. Consecutive absences of ten or more days (not to include long-term illnesses, death in the family or religious holidays) may result in the student being withdrawn from our records.

Please call us every day your student is or will be out of school whether it’s all or part of a day, no matter what the reason. This includes half-day mornings, days before vacations, holidays, and missed field trips. Absences or tardies not excused by a note or a phone call within 24 hours will be considered unexcused.

Illness
While we highly value attendance, please do not send an ill child to school. We encourage parents to notify the school of any major or significant change in health that occurs with your child. We are concerned about contagious illnesses and request that you take extra precaution before sending your child to school. It is district policy for you to keep your child home when exhibiting any of the following symptoms:

- Nausea or vomiting within the past 24 hours
- Temperature of 100 degrees or higher within the past 24 hours
- Persistent cough or runny nose
- Possible pinkeye
- Possible strep throat

If your child comes to school with these symptoms, he or she will be sent home. Please have your child stay home and rest to prevent any relapses and the spread of illnesses. Medication for contagious illnesses must be taken for a full twenty-four (24) hours before the child can return to school.
ACADEMICS

PUSD’s Governing Board and the Arizona State Department of Education have approved the curriculum at Abia Judd Elementary School. State standards in each subject can also be found on the web at www.prescottschools.com. In the areas of music, art, physical education, and library, students will be on a five-day schedule. Students will attend these specials on their designated days.

Homework Policy

Homework at Abia Judd will be used to:

- Complete regular classroom assignments that were not finished during the school day.
- Reinforce the learning of basic skills that have been taught.
- Make up work that was missed during an absence.
- Learn to work independently and develop responsibility.
- Help to develop good study skills.
- Enrich the learning experience and enhance cooperation between home and school.

Kindergarten: Beginning second semester, students can be expected to read little books, and practice word cards.

First & Second Grade: Students do 20 minutes of nightly reading. In addition, students may be given short assignments to reinforce concepts learned in class.

Third Grade: Third grade students will be expected to complete 20 minutes of nightly reading. Teachers will also give math and language follow-up work to be completed on Monday through Thursday evenings. This may include quarterly activities to support the curriculum.

Fourth Grade: Students read at least 100 minutes per week. Parent will sign planner daily. Homework may also include practicing math concepts and/or spelling words, additional practice of concepts learned in class, and occasional projects throughout the year.

Report Cards

Report cards are sent home four times each year, at the end of each quarter.

Communication Between School and Home

Open communication and cooperation between parents and teachers is extremely important to success in school. Parents are encouraged to call the teacher and/or come in for a conference when you have a question or concern. Although we do have scheduled conferences one time per year during the first quarter, teachers may also need to have a conference with parents when there are academic or behavioral concerns.

Instead of a monthly schoolwide newsletter, periodic emails will be sent to all families with important information and upcoming events. In addition, a calendar of upcoming events will be on our web site at www.prescottschools.com/aj. Please be sure that we have an updated email address. (Printed copies will be sent home to families without Internet access.)

We also need updated home and cell phone numbers of each guardian to contact you in case of an emergency or other need.

Daily Communication

All our teachers have email addresses and they check their mail regularly. Addresses are listed on the Abia Judd web page. We encourage parents to use email as the most reliable form of communication. If you request a response by email from a teacher, you can expect to hear back within two school days or less.
Many teachers maintain a class website with important information and links to resources. Most send home regular communication by email or in a newsletter. In addition, please look every day for the following:

**Kindergarten**: Backpacks are sent home with daily papers. On Friday, Poem Books go home and need to be returned on Monday. During the second semester, Little Books and homework are sent home each week. They are to be returned on Monday.

**First – Third Grade**: A pocket folder is sent home daily with materials from one side to be returned to school and materials from the other side to be kept at home.

**Fourth Grade**: A pocket folder is sent home daily with materials from one side to be returned to school and materials from the other side to be kept at home. Parents will sign student planners nightly to be returned to school the next day. Parents and students are also encouraged to frequently check PowerSchool for grades and progress.

**Library**: Our school library is a key part of our learning community. Classes come for weekly library sessions and borrow books in a variety of genres and content. Most books are labeled with their Accelerated Reader levels to help students meet their goals. Lessons in the use of materials and how to access the wide range of books in our collection are part of our instructional program.

Abia Judd Elementary Library nurtures the love of reading, stimulates interest in quality literature and encourages proper care of the library’s materials. Privileges may be lost when books are overdue, misused, or fees for lost books are not paid. The library needs daily volunteers to help it run smoothly. Please come by and express your interest in helping Abia Judd’s library. Your students will love seeing you here!

**GENERAL INFORMATION**

**Animalson Campus**
For health and safety reasons, dogs and other animals are not permitted on any PUSD campus. This excludes service animals. Principal permission is required to bring pets for show and tell.

**Bicycles on campus**
Students may ride bicycles to and from school. Always lock your bicycle, and never ride it on the school grounds. A bike rack is provided next to the north side of the multipurpose room. Be sure your child knows, understands, and follows all rules for bike safety.

**Birthdays**
We ask that birthday treats NOT be sent to school. Instead, we invite all interested families to participate in our Birthday Book Program by making a donation of $10 or more to the school library. Your child will be able to choose a special book to become part of our library collection, with their name included inside as the donor! We can include all interested families in this program, regardless of ability to pay. Please contact our AJ library for more details.

**Bus Transportation**
Bus service is provided to those students living within our school boundaries and outside walking distance (beyond one mile) from AJ. It is a privilege to ride the school bus, not a right. Unacceptable behavior may result in the suspension of bus riding privileges. Transportation: 928-717-3229
Campus Visitors
All visitors to the school must enter the school through the main entrance and sign in at the office.
This includes parents, volunteers and other visitors. During their visit to the school, all visitors must wear
visitor badges. Please do not enter a classroom if the teacher is not present.

Parents are welcome to visit the school and to make visits to their child’s classroom, by appointment with
the teacher. If you have questions of the teacher or wish to visit, please talk to the teacher during
non-instruction times.

Parents are also encouraged to volunteer at Abia Judd ES! Our parent and community volunteers are a
major part of our academic success at Abia Judd. Please ask your child’s teacher, our PTA, or our librarian
or nurse how you can get involved!

Non-parent/guardian visitors must have office approval prior to visiting school. Generally, we do not allow
school-age children who are visiting with a family to attend school with our students. Parents who
volunteer during class time should not bring infants or other children with them. While at school,
please turn off cell phones or set them to vibrate.

Please keep in mind that cell phone or parent conversations in hallways or classes during class time can be
disruptive. Please limit these conversations to the lobby.

Field Trips
An important addition to our curriculum is for students to participate in activities, and see sites and
performances not available on our school campus. You will be asked to sign a fieldtrip permission form for
tripsthroughout the year. If a fieldtrip is taken to a non-school site, a special permission form will be sent
home for that trip. Your child may not participate in field trips without a signed permission form.

Often teachers will ask parents to volunteer to chaperone field trips. Parent participation is encouraged as
space allows. The following important rules apply to field trips:

· Students must ride the bus with the class on a field trip. They may not ride in parents’ vehicles to
  a field trip. Exceptions can only be made by the field trip supervisor and only for the return trip.

· Parents must make the request in writing and students may only return with their own parents.

· Parents chaperoning or attending field trips may not bring other children. Other adult family
  members (including non-guardian grandparents) must have a background check through the PUSD
  Volunteer office.

· Students remain under the authority of the field trip supervisor(s) at all times. Parents who chaperone
  are also expected to comply with the direction of the supervisor(s).

Lost and Found
If students lose clothing or lunch boxes, they should check the Lost and Found rack in the cafeteria. Items
that are marked and identifiable can be returned to their owner; otherwise, items wait to be claimed.
Clothing not claimed will be donated to charity at the end of each quarter. Please make sure your child’s
name is on all jackets, sweaters, and all other clothing items. Small valuable items (eyeglasses, etc.) are
kept in the office. If a library book is lost, students should check with the Librarian to see if it has been
returned to the Library by somebody else.

Parties: All festivities around holidays have guidelines to be followed. Remember, no treats for
individual birthdays, please. If you are asked to bring treats, they must comply with AZ
Staterequirements:
· pre-packaged, store bought,
· in the original container, and
· ingredients posted on the package.

Due to allergies, please try to keep all cookies Peanut Free. Teachers will determine how/when treats will be shared.

Free party time may not exceed 45 minutes. By law we are mandated a specific number of minutes per subject, per day/week. Please be considerate of our primary responsibility of instruction. Thank you for your understanding and your support.

PTA – Parent/Teacher/Association
The Abia Judd Parent Teacher Association is an outstanding organization devoted to improving education through cooperation between school and home. Our PTA is very active in organizing school activities, raising funds, providing materials and services, promoting the school, and coordinating volunteers. It is the largest PTA in Northern Arizona and one of the largest and best in the state.

The PTA welcomes your membership and support on any level you can offer. The cost of membership is very low and we encourage all parents to become members. You can get more involved in the PTA by giving a little of your time and energy on one of their many projects, or by becoming involved as a regular volunteer. Your support on any level is greatly appreciated! Please contact abiajuddpta@gmail.com for information about getting involved.

HEALTH CENTER
We have a wonderful Registered Nurse on our campus each day to assist students when they become injured or ill and to do periodic health screening. Our nurse also checks immunizations of new students to make sure we comply with Arizona state law.

Although our nurse is a valuable health resource to students at school, if parents have a general health question or suspect your child is ill, you should call your family physician. Please do not send your child to school if s/he is ill. Following an illness, your child should remain free of fever and vomiting for a 24 hour period before returning to school. We encourage parents to notify the school of any major or significant change in health that occurs with your child.

If your child becomes ill or injured at school, the nurse may attempt to contact you to inform you or to have you pick up your child. It is very important that the school is furnished with current emergency information including two phone numbers where parents or emergency contacts can be reached. If you change address, phone, place of employment or emergency contact, please notify the school office.

Medications
In the course of the school year, your child may need a prescription or an over-the-counter medication administered. To ensure that the child is receiving the correct dose, correct time of administration and correct medication, parents and guardians must follow the requirements listed below:
· Medication prescribed by a physician must come to the school nurse in its original container and labeled by the pharmacy with the student’s name, medication directions for use, doctor’s name and date of prescription. If your child is to take prescription medication both at home and school, ask your pharmacist to provide you with two marked containers; one for use at home and one for use at school. Medication MUST be brought to school and be picked up from school by the parent. Children are not permitted to carry prescribed or over-the-counter medications.

· All over-the-counter medication must come in its original container and unopened. Over-the-counter medications must be FDA approved. Please note, if your child suffers from acute or chronic health issues, such as migraine headaches, you must provide the school with the medication for treatment.

· The parent/guardian must complete a Consent Form for Giving Medication to allow the nurse to administer any medications. Appropriate forms are available from the school nurse.

· The nurse cannot legally administer any homeopathic or naturopathic medicines.

Students are not permitted to carry prescribed or over-the-counter medications, homeopathic, naturopathic or other medicinal substances on the school campus. Depending on your child’s condition, this may exclude asthma inhalers and diabetic insulin.

<table>
<thead>
<tr>
<th>Immunizations</th>
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<tr>
<td>· Up-to-date immunization history on file.</td>
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<td>· Proof of immunization must be provided from a documented source. State regulations allow for exemption on the basis of medical or personal belief.</td>
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<tr>
<td>· Parents will be notified when their child is due for an immunization. In accordance to Arizona State Law (A.R.S. 15-872), the appropriate immunization must be obtained by the specified date or the student will be excluded from school until proof of the immunization or exemption is provided).</td>
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**INSURANCE**
Each year the Prescott Unified School District arranges with an insurance company to offer low-cost accident insurance to students. Information about the insurance will be sent home at the beginning of the year. This is a service to parents and is not required. We do encourage that parents have health insurance coverage of your choice for your children.
The most important responsibility of every professional educator is protecting the welfare of the students in his/her care. The purpose of Arizona’s mandatory reporting law, A.R.S. § 13-3620, is to ensure the safety of children. Therefore, educators within Abia Judd Elementary School take their duty to report possible situations of child abuse very seriously. Below is a brief overview regarding Arizona’s mandatory reporting law.

A.R.S. § 13-3620 states that “any person who reasonably believes that a minor is or has been the victim of physical injury, abuse, child abuse, a reportable offense or neglect that appears to have been inflicted on the minor by other than accidental means…shall immediately report or cause reports to be made of this information” to law enforcement or the Department of Child Safety. If the suspected abuser does not have care, custody or control of the minor, the report shall be made to law enforcement only.

The law does not require educators to have visible evidence of abuse. Educators may form a reasonable belief that abuse has occurred based on their own observations, information provided by the student, or information provided by a third party. It is not the responsibility of the educator to investigate in order to determine that abuse has occurred; rather, the educator is responsible to make the report to those agencies that have the legal responsibility to investigate and make such a determination.

If an educator makes a report regarding possible abuse, it is the responsibility of law enforcement or DCS, not the educator, to contact the child’s parents about the incident. Additionally, any inquiries about the situation will be referred to law enforcement or DCS. School personnel cannot release written documentation regarding a situation being investigated.

In the event that a report ever needs to be made to authorities regarding possible abuse of your child, please be assured that the first priority of educators is the well being of your child.

The following items are required by Governing Board Policy to be posted in our school and placed in our student handbook.

- IJNDB-RB  Use of technology Resources in Instruction
- JICFA-EB  HAZING
- JICK  STUDENT VIOLENCE / HARASSMENT / INTIMIDATION / BULLYING
- JI-R  STUDENT RIGHTS AND RESPONSIBILITIES
- JII-EB  STUDENT CONCERNS, COMPLAINTS, AND GRIEVANCES
Program Description

Overview

The goal of the Abia Judd Title I program is to improve student achievement in the areas of reading comprehension, writing, and math, with an emphasis on early intervention. Abia Judd Elementary School also supports the Arizona Department of Education goals of:

1. Implementation of best practice strategies.
2. Use of effective methods and instructional strategies that are based on scientifically-based research.
3. Implementation of a whole-school needs assessment.
4. Activities and programs at the school to ensure that students who are having difficulty mastering proficient and advanced levels of academic achievement are provided with effective, timely additional assistance.
5. On-going professional development for teachers, administrators, and paraprofessionals.
6. Applying strategies to attract and retain highly qualified teachers.
7. Providing instruction by highly qualified teachers and paraprofessionals.
8. Using strategies to increase parental involvement.
9. Plan for transitioning preschool children from early childhood programs to elementary school and elementary school to middle school.
10. Coordination of budget resources.

Selection and Placement

Kindergarten

Utilizing district benchmark assessments and teacher referral, students are placed in small group instruction.

Grades 1-4

Students in the lowest 25th percentile of achievement on standardized tests may be identified for service (Reading or Math Intervention Assistance, ELL, Special Education). Additional students may be identified for classroom and/or Reading Intervention services. Students are identified for services, based on the following:

- STAR Reading, Galileo & DIBELS Benchmark Assessments
- Teacher input
- Multiple measures as needed for diagnostic purposes
- Parent input
Eligible students are placed in the program according to assessment scores and teacher input, with lowest scoring students typically being the first to be considered for placement until all vacancies are filled. Students may be placed in or exited from Reading Intervention or math services based upon need and assessment measures throughout the year.

Transition

Pre-School to Kindergarten
A transitional Kindergarten Parent Information Evening is held annually to discuss strategies both parents and teacher can use to smooth the transition for students entering Kindergarten. Further, each student who enrolls in Kindergarten is briefly assessed using a Brigance screener to determine their level of need for support in developing early literacy and numeracy skills. We use this data not only to balance classes for student benefit, but to focus early on with students who need to fill early gaps in their skills in order to be on par with their peers. These students receive not only additional teacher attention and support, but 1-1 work with Instructional Aides.

Fourth Grade to Middle School
*ALL students receive Tier I Supports Near the end of the school year, all 4th graders take a tour of their new middle school, participate in orientation activities, and receive information about available electives and academic programs. Their 4th grade teachers recommend them for Honors or traditional classes, and assessment data is shared with the middle school to help with placement in classes most appropriate for each student’s abilities and interests in their homeroom classes.

Multi-Tiered System of Supports Framework

Response to Instruction Framework

Tier I
Supports all students. Emphasis is placed on the delivery of high-quality, standards-based instruction that is differentiated to meet the needs of students.

Tier II
Supports students not responding adequately to Tier I instruction.

Tier III
Supports students who show lack of progress.
Exit Criteria

Students may be exited from ELA Intervention program utilizing teacher input and quarterly benchmark scores, and/or progress monitoring scores from District Benchmark Assessments. And/or

They are able to demonstrate the ability to make adequate classroom progress as determined by the reading specialist and the classroom teacher. Such progress shall be demonstrated by:

- Phonemic awareness
- Phonics
- Comprehension
- Fluency
- Vocabulary

Students may be exited from the Math Intervention program upon demonstrating the ability to make adequate classroom progress as determined by the reading/math specialist and the classroom teacher. Such progress shall be demonstrated by:

- Operations and algebraic thinking
- Computational fluency
- Number and operation
- Measurement & Data
- Geometry

Program Description

Kindergarten

Differentiated curriculum will be provided in a pull-out setting. During this small group time, instruction will focus on:

- Language development
- Phonemic awareness
- Phonics
- Early math concepts
- Reading readiness

Math, Grades 1-4

- Small group instruction, focusing on specific instructional level and skill needs of students
- Computational fluency of math facts (addition, subtraction, multiplication, division - based on grade level)
- Building problem solving skills.
- Modeling and constructing arguments in math.

English Language Arts, First Grade

Reading Interventionists and homeroom teachers will provide differentiated curriculum, often in a pull-out setting. This small group instruction will focus on:

- Language development
- Phonemic awareness
- Phonics
- Comprehension
- Fluency
- Emergent reading skills
- Writing/Spelling
- Vocabulary

English Language Arts, Grades Two through Four

In these grades, Reading Interventionists will use the pull-out model to implement the following research-based reading instruction:

- Small group instruction, focusing on specific instructional level and skill needs of students
- Phonemic awareness, phonics, and/or spelling instruction
- Building vocabulary and comprehension
- Reading comprehension instruction
- Reading fluency practice and instruction
Parent and Family Engagement Policy

Annual Title I Parent and Family Meeting
Meeting will be scheduled at a convenient time in which all parents of participating children will be invited and encouraged to attend, to inform parents/guardians of their school’s participation in School-wide Title I Program, explain the requirements of Title I, the right of parents to be involved in the planning, review and evaluation of the school’s Title I Program, describe and explain the curriculum used in the school and the forms of academic achievement used to measure student progress.

Meeting Times
Flexible scheduled meeting times will be established with the option of child care provided to increase parent/guardian participation.

School wide Program Plan
Under section 1114(b), if the plan is not satisfactory to parents of participating children, we will submit parent comments on the plan when the school makes the plan available to School District.

Home Reading Program
Students in all grade levels are expected to read a minimum of five days each week for at least 20 minutes per day, with family involvement.

Back to School Night
Parent information night: The parents/guardians are given a School-wide Title I Program Description and sign a Parent/Student/Teacher Compact. Components of the program are explained and parents' questions/concerns are addressed. In addition, teachers present classroom procedures and expectations for students, and answer questions for parents. Procedures are established for subsequent teacher-parent communication.

Quarterly Progress Reports
Reports are sent home with classroom report cards, with evaluations and comments on areas of progress and/or concern for each child.

Variety of Parent Interaction/Information Opportunities
AJ’s annual Science Fair, Spelling Bee, Reflections Project Night, Family Math nights, Grade 3 Inventions Expo, Grade 4 Heritage Project Presentations, and similar presentations offer parents an opportunity to see our curriculum in action, to ask questions of teachers, and to give input. Classroom and Reading Intervention teachers are available to meet with parents by appointment.

Parent Conferences
All teachers meet with parents of their students during scheduled fall parent conference times. Conferences with Reading Intervention teachers are available, either individually or with the classroom teacher. Additional communication is facilitated through phone calls, email, and/or notes to parents as needed.

Staff Development
- Teachers and staff at Abia Judd Elementary School will have the opportunity to attend conferences and workshops throughout the year to promote their own knowledge and to promote research-based practices for all students. Information learned by individual staff members will then be shared with the Abia Judd faculty during staff meetings and/or professional development workshops.
- All teachers will attend professional development workshops on standards-based curriculum and testing.
- All classroom teachers and Reading and Math Interventionists will work collaboratively during regularly scheduled grade level meetings throughout the year.
Evaluation Component

Program effectiveness will be evaluated by:

- District Benchmark Assessments
- AZ State Standardized tests
- Participation in parent activities
- On-going data analysis of student achievement and instructional practices by the Abia Judd Intervention Team through the MTSS (Multi-Tiered System of Supports) process.
- Annual school needs assessment results
- Parent survey results
PARENT/GUARDIAN AGREEMENT

As the parent/guardian of ________________________________________________ I agree to:

• Build a partnership with the school to help my child achieve the state's high education standards.
• Ensure that my child has had adequate sleep, breakfast and is dressed appropriately for school.
• See that my child arrives to school on time and attends regularly.
• Have a designated time, place and method for checking my child's papers and homework daily.
• Read to and with my child for 20 minutes a day, at least 4 days per week.
• Maintain regular communication with my child's teacher(s).
• Require my child to be responsible for his/her behavior, attitude and effort at school and home.
• Notify the school of any changes in contact information.
• Support the school in its efforts to maintain discipline and a safe learning environment.
• Make sure my child is present for state required tests.

Signature: ____________________________________________ Date: ________________________

STUDENT AGREEMENT

It is important that I work to my ability; therefore I will strive to do the following:

• Attend school regularly and always give my best efforts.
• Come to school each day prepared to learn with a backpack/binder, books, parent/teacher notes, and be prepared for learning.
• Complete and return all homework assignments.
• Accept responsibility for my behavior, choices and attitude at school and home.
• Show respect for my school others, and myself by following Abia Judd Elementary School rules.
• Agree to spend at least 20 minutes reading each day.

Signature ____________________________________________ Date __________________________

TEACHER AGREEMENT

It is important that students achieve; therefore I will strive to do the following:

• Build a partnership with the student and parent to help the student achieve the state's high standards.
• Provide alternative teaching strategies and remediation opportunities for all students.
• Provide specific skill instruction as well as the opportunity to practice skills at the appropriate level.
• Provide a climate in my classroom that is conducive to learning.
• Communicate with parents through conferences, progress reports, report cards and by phone or email, ensuring regular, 2-way meaningful conversation.
• Provide ideas you can use at home to help your child.
• Provide reasonable access to staff, opportunities to volunteer and participate in their child’s class, and observation of classroom activities.

Signature ____________________________________________ Date __________________________
PARENTS RIGHT TO KNOW

We are pleased to notify you that in accordance with the Title I Section 1111 (h) (6), you have the right to request information regarding the professional qualifications of your child’s teacher. Specifically, you may request the following:

- Whether the teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
- Whether the teacher is teaching under emergency or other provisional status through which state qualification or licensing criteria has been waived.
- The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree.
- Whether the child is provided services by paraprofessionals and, if so, their qualifications.

Should you have any questions, feel free to contact principal, and she/her will be happy to assist you.

LOS PADRES DE FAMILIA TIENEN DERECHO A SABER

Nos complace informarles que, en conformidad con la Title I Section 1111 (h) (6), los padres tienen el derecho de solicitar información sobre las credenciales profesionales de los maestros de sus hijos. Por lo tanto, puede solicitar lo siguiente:

- Si los maestros han cumplido con los requisitos estatales y licenciaturas para los grados y materias en las que imparten instrucción.
- Si los maestros están enseñando bajo condición de emergencia o otro estado provisional por los cuales estatales los requisitos estatales o licencias se han extendido temporalmente.
- Conocer los grados de bachillerato del maestro y cualquier certificación o título obtenido por el profesor, y las áreas de disciplina de la certificación o títulos.
- Si sus hijos reciben servicios académicos de instrucción, por ayudantes de maestros, tienen derecho de conocer que certificados y calificaciones tienen dichos ayudantes.

Si tienen preguntas, sientanese con libertad de contactar el director de escuela.

Revised 7/2018