

# Magnet Traditional School A+

Parent and Student Handbook  
2023 - 2024

*Remember being a Magnet Bulldog means being SAFE, RESPECTFUL, and ACCOUNTABLE!*



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## SCHOOL YEAR

The school year begins on August 2, 2023 and ends May 23, 2024.

## DAILY SCHEDULE

Back gate opens at 7:05 a.m. for student drop off. For safety reasons, students are **not** to be on school grounds prior to 7:00 a.m. The school day starts promptly at 7:20 a.m. After 7:25 a.m. Parents **must** come into the office and sign their late student(s) into the school in the Late Students Sign-In Book. Lunch periods are: sixth through eighth 10:35-11:10; K-2 11:05-11:40; and third through fifth 11:35-12:10.

Students' dismissal starts at 2:20 p.m. **There is no supervision after 2:30 p.m., therefore students are not allowed on school grounds after this time unless accompanied by a parent. The parent is then responsible for supervising their children.**

If children need to be taken out of school early, parents are to come to the office and sign the register. The secretary will send for the child. For our students' safety, they will only be released from the office to their legal parents or guardians.

Please remember that when students are taken out of school before dismissal that it is disruptive to the learning process of the student and the entire class. If excessive early dismissals are due to a chronic illness, the nurse and the office need to have documentation from the doctor on file. Also, please be reminded that student early release does affect your students' perfect attendance record.

## DISMISSAL SCHEDULE

Bus Riders.....2:00 p.m.  
Last call for bus riders.....2:05 p.m.  
PEER.....2:06 p.m.  
Walkers.....2:10 p.m.  
Kinder-3rd Gr. Car Pick Up.....2:13 p.m.  
4th - 8th Gr. Car Pick Up.....12:17 p.m.  
Early dismissal starts at 12:10 p.m.

## TRANSPORTATION

Phoenix Elementary School District provides Transportation to all students within its boundaries who reside farther than one mile from Magnet Traditional School.

Students are expected to follow all school rules at the bus stop and on the bus. They are also expected to follow all rules set by the bus driver. Inappropriate behavior at the bus stop or on the bus will result in the loss of bus privileges and parents will be responsible for transporting students to and from school.

## PARENT PICK UP:

**Parents who pick up their children at dismissal time, should park in the rear parking lot so as not to block school buses. Students will be kept in the back for parent pick up until 2:22 pm.**

## WALKERS:

Students will be dismissed to the first floor to meet staff crossing guards. They will be escorted out north doors to the crosswalks. They must walk with Staff Crossing Guards.

**Please send a note to the school office if there is a change in the method your child will be returning home. Please do this each time there is a change.**

## CAFETERIA

All students will be served breakfast and lunch free of charge. However, when asked, all families will be required to complete an income application form. **If you will be having lunch with your child, you must eat cafeteria food. It cannot be fast food.** The cost of an adult lunch is \$2.50. All food must be consumed on the premises. **Also, if your child will be bringing a sack lunch to school, it may not be fast food (i.e., McDonald's, Burger King, Starbucks, Dunkin Donuts, etc), soda, or candy.**

Phoenix Elementary has implemented a new menu program that gives all students food choices at breakfast and lunch. Cold cereal, milk and juice will be offered at breakfast daily, along with the menu items printed for each day. Students will have a choice of two (2) entrees for lunch daily, along with a vegetable, fruit, bread, milk, and juice.

Students must choose a minimum of two (2) items offered at breakfast and a minimum of three (3) items offered at lunch. One of the lunch items must be an entrée. The purpose of this program is to create more choices as well as to reduce food waste and food cost.

Students with food allergies will be substituted for a non-allergy breakfast and/or lunch. Notify the Magnet Cafeteria Manager, Nurse, and your child's teacher(s) with the allergy.

## NURSE

Follow the school and district protocol for student medication use. Students will take medications to the nurse with physician directions. Students are not allowed to self-medicate from the classroom.

## DRESS CODE

**To assist in creating a positive educational environment, as well as to help promote campus safety and school unity and pride, Magnet Traditional School has adopted a mandatory uniform dress code. Students are expected to dress in the proper uniform attire. The dress code is established to promote an atmosphere conducive to learning.**

The uniform attire at the Magnet Traditional School is:

**Boys:** Navy blue or khaki pants, corduroy pants or shorts with a solid white or navy blue shirt. Shirts are to have a collar. As a guideline, have your student kneel - the shorts should just touch the floor. They should not bunch or fold up; if they do, they are too long. T-shirts worn underneath the shirts must be white. Shorts and pants are worn at the waist.

**Girls:** Marymount plaid jumper, Marymount plaid skirt or skort, navy or khaki pleated skirt or skort, navy or khaki pants or shorts (boy's or girl's style) with a **solid white or navy blue** blouse. Blouses are to have a collar. Solid red, white, navy blue, or black cardigan sweaters may be worn in class. Have your student stand with hands at their sides. The skirt or shorts should be no shorter than three to four inches above the knee. Shorts or skirts are not to be rolled up at the waist or cuff.

**Belts:** It is mandatory that boys and girls in grades 3-8 wear a belt if they have clothing that has belt loops. Belts are to be plain, black, brown or navy. Students are to wear appropriate belt buckles. If the belt buckle is questionable, the principal will decide. If families cannot provide the student with a

belt, one will be provided for them.

**Sweaters and sweatshirts:** Solid red, white, navy blue, or black cardigan, (button down the front), crew neck or V-neck sweaters may be worn over a uniform shirt in the classroom. Solid colored red, white, navy blue, or black crew neck or Magnet logo sweatshirts may also be worn inside the building over a uniform shirt to avoid student distractions that may be caused due to the comparison of brands.

**Jackets, coats, and hoodie sweatshirts:** Jackets, coats, and hoodie sweatshirts can only be worn **outside** the school buildings and must be removed once a student enters a school building. No hoods are allowed inside of the building. Students in grades K-2 can wear coats in the cafeteria during their lunch period because it is difficult to carry their lunch trays and their coats at the same time. Blankets draped around the student are not to be worn as jackets or sweaters during cooler weather.

**Shoes:** Shoes may be worn with no more than a two-inch sole. **Sandals or any open-toed and/or open backed shoes are not allowed. This is for all students.** Shoes must be enclosed, front and back. **Heelies and shoes that light up while walking are not allowed.** Sneakers must have laces or velcro straps, the straps must be secured. Crocs are not allowed.

**Socks:** Socks or tights must be worn. Solid color white, navy blue or black socks or full-length tights and knee-high socks are acceptable for girls only. **Only standard styled socks and socks must be visible.**

**Hairstyles and Jewelry:** It is the belief of our Traditional Magnet Status, that the focus should always be on the academic and preservation of the learning environment

without distraction. Only conventional hairstyles are strongly recommended. Students may wear accessories and jewelry that display religious messages or religious symbols in the same manner and to the same extent that other types of accessories and jewelry that display messages or symbols are permitted. Earrings larger than a nickel and large hoop earrings, shall not be worn at school. Administration will reserve the right to consult with families on a case by case basis.

### **Miscellaneous:**

In order to preserve our learning environment and adhere to the philosophy of a traditional magnet school the following examples would be discouraged and left to the discretion of the school administration.

- ◆ Makeup or nail polish
- ◆ Tattoos and body piercings.
- ◆ Writing or drawing on the body.
- ◆ Artificial nails.
- ◆ Colored contacts.
- ◆ Dyed/colored hair.
- ◆ **All pants** are to be of standard twill, khaki, or corduroy style (must have a zipper or elastic). Highly visible branding and labels are not permitted. Nylon, fleece, or sweatpants with drawstrings or pajamas are not encouraged.
- ◆ Baggy or oversized uniforms are prohibited. Uniforms may not be more than one size larger. This pertains to pants, shorts, shirts, blouses, skirts, jumpers, skorts, sweaters, and jackets.

**Hats:** Hats/caps are not allowed in the school buildings. They can be worn during all recesses and P.E. classes to protect students from the sun/general weather.

#### **Shirts/blouses**

- ◆ Blouses and shirts must have a collar, be completely white or navy blue with no decorations. Blouses are not to have any lace.
- ◆ **Sleeves/straps on shirts and dresses must be full or capped.**
- ◆ T-shirts are only permissible if worn as an undershirt and they must be plain white with no logos.
- ◆ Shirts and blouses must be worn always tucked in, not rolled or bloused.

**Non-Uniform Days:** The 2<sup>nd</sup> Friday and last school day of each month students may attend school in regular clothes for a voluntary donation of \$1.00 per student. The funds raised go to student clubs and PTO. **Participation is voluntary.** Every Friday is **Spirit day**, which is an opportunity for students to wear their MTS shirts or MTS sports/club shirts.

**At Magnet Traditional School, a uniform policy exists; a dress code is enforced. Students should follow the same dress code standards.** Students will not be allowed to wear excessively short shorts, skirts, sheer, see-through or lingerie type blouses, tank tops, spaghetti straps, excessively long shorts or pants or excessively large clothes. District regulations are to be observed on non-uniform days: No gang attire, t-shirts with obscene, violent, or drug-related messages, bare midriff, backless or strapless blouses, ripped jeans, sweats, or pajamas. School policy on hairstyles, make-up, earrings, and hats remain the same on these days.

Should a student choose to violate this policy, they will be required to change clothes. If students receive loaner clothes from the nurse, they must be laundered and returned in a timely manner to the nurse (three days).

**The principal will make the final determination as to appropriate apparel in a questionable circumstance.** On a regular uniform day, if a student chooses to break the uniform policy: 1<sup>st</sup> offense: parents will be called. 2<sup>nd</sup> offense: a parent will be contacted and the student will be required to change into uniform. 3<sup>rd</sup> or more offenses: the principal will determine consequences.

#### **SCHOOL EXPECTATIONS**

Students are expected to act appropriately throughout the school day. The atmosphere at the Magnet Traditional School is orderly and highly structured. Misbehavior is not tolerated. Respect, courtesy, and honesty are emphasized. Parents are expected to reinforce all rules at home. Setting high behavioral expectations produces an environment that is focused on learning. To avoid negative consequences students are expected to know and follow all the expectations.

Magnet Traditional School utilizes a Positive Behavior Intervention Systems (PBIS) framework. Our school wide expectations are focused on being Safe, Respectful, and Accountable. Below are examples of student expectations:

- ◆ Respect school property and other people's private possessions.
- ◆ Always remain on school grounds during school hours.
- ◆ Leave toys, gum, food, make-up, and other non-school related items at home,



(These items will be confiscated and returned only to parents if brought to school). We want an environment that is distraction free so the highest levels of learning can be attained,

- ◆ Always walk quietly throughout the hallways, so as not to disturb other classes.
- ◆ Students are not to be in a classroom without a staff member present.
- ◆ Settle disagreements without fighting or threatening to fight, or bullying.
- ◆ Respect adults and fellow students.
- ◆ Play non-violently in the designated playground area. Keep your hands and feet to yourself.
- ◆ Know and follow all school expectations so that we can achieve a focused learning environment.
- ◆ **MTS is not responsible for lost or stolen items.**

## CELL PHONES AND EARBUDS

We all want our children safe and for some a cell phone is necessary to communicate with parents after school off campus and earbuds are used to help with classroom instruction. However, once students enter the campus grounds, cell phones and earbuds are not to be visible, and must be turned off and stored in backpacks. Earbuds may be used in the classroom only when connected to a laptop. The staff has been instructed to confiscate all cell phones and earbuds being used or seen during these hours. **Cell phones and earbuds are not to be used or seen on campus after school hours during PEER, if the student is on campus. Students must use a phone on campus to make calls.** If a phone or earbuds are confiscated, it will be taken to the office. Parents or guardians must come to school to pick up these items from office staff. Lost or stolen property is not the responsibility of MTS staff. Students

need to be focused on learning and cell phones are a distraction. Students can ask to use a school phone if needed.

## CLASSROOM EXPECTATIONS

Since general school conduct relates both to the individual classroom setting and to school in general, the responsibility for preventing and for addressing infractions of expected conduct rests with teachers, support personnel, with the final in-school responsibility resting with the principal.

**Categories of behavior considered in the area of general school conduct include, but are not necessarily limited to, the following:**

### Disrespectful behavior:

- ◆ falsifying school records or forging signatures.
- ◆ impudence, refusal to follow instructions of school personnel, talking back.
- ◆ use of profane and/or abusive language and/or obscene gestures.
- ◆ general sexual harassment.
- ◆ threats toward others or their property.
- ◆ defacing or writing on or damaging any school property.

### Disruptive behavior:

- ◆ loud behavior in classrooms, cafeteria, hallways, etc. that distract from the learning environment
- ◆ pranks
- ◆ possession of non-school related items.
- ◆ inappropriate public displays of affection.
- ◆ Intentional destruction of classroom property such as throwing chairs, desks, and technology equipment.
- ◆ Follow all Magnet PBIS expectations

### Bullying:

Intentional negative acts repeated over time:

- ◆ physical (e.g., spitting, hitting, kicking, pushing, tripping, shoving, stealing)
- ◆ verbal (e.g., name-calling, teasing, taunting, making threats this includes both in person and online.
- ◆ psychological (e.g., social exclusion, extortion, intimidation, spreading rumors, manipulating social relationships)

**Illegal behavior (any behavior that is in violation of local, state, federal laws or Board policy):**

- ◆ possession or distribution of pornography,
- ◆ indecent exposure.
- ◆ gambling
- ◆ theft or possession of stolen goods or property.
- ◆ bribery
- ◆ vandalism
- ◆ burglary, robbery or extortion,
- ◆ use of, possession of, or distribution of alcohol or other illegal drugs on school property or at school sponsored events.
- ◆ inciting disturbances.
- ◆ fights with or possession of weapons on school property or at school sponsored events,
- ◆ any behavior that is in violation of local, state, federal laws or Board policy.
- ◆ graffiti (class 6 felony)
- ◆ use of, possession of, smoking materials including but not limited to cigarettes, vape pens and marijuana.

## CONSEQUENCES

The area of general conduct may include infractions from relatively small and mild to those of a very serious nature and also address behaviors from a single infraction to a pattern of infractions on the part of a student. **The specific action taken in any**

**given situation will have to be determined in terms of the facts and circumstances of the specific case.** Thus, action taken in cases of infractions on general school conduct may include the following:

- ◆ Counseling by teacher with students.
- ◆ Notification of parent/guardian by teacher
- ◆ Conference with parent/guardian called by teacher.
- ◆ In-class sanctions.
- ◆ Referral of student by teacher to social worker.
- ◆ Referral of student by teacher to principal/designee.
- ◆ Conference with students by principal/designee.
- ◆ Notification of parent/legal guardian by principal/designee.
- ◆ Conference with parent/legal guardian by principal/designee
- ◆ Remaining after school for detention actively involved in meaningful activities.
- ◆ In-school sanctions.
- ◆ A student-parent plan developed to prevent such infraction from continuing.
- ◆ **Arrest by Phoenix Police Department in cases of illegal behavior.**
- ◆ Suspension from school.
- ◆ Other action as specified by principal/designee
- ◆ Administrative Consequences.

The following rules have been established for all classrooms. Teachers teach both classroom and school rules during the first few weeks of school. Periodic reviews occur throughout the school year.

In the classroom, Magnet Traditional School students:

- ◆ Follow directions.
- ◆ Come to class prepared to work.
- ◆ Stay in their seats at all times unless instructed otherwise.



- ◆ Respect others.
- ◆ Complete daily assignments on time.
- ◆ Do not interrupt during instruction.
- ◆ Communicate with the teacher if there is an issue preventing learning.

### **Consequences for inappropriate behavior in the classroom:**

Consequences for inappropriate behavior in the classroom are strictly enforced. They are as follows:

□ 1ST INFRACTION- warning

□ 2ND INFRACTION- noon detention, after 3 noon detentions a 1-hour after school detention will be issued, parent(s) will be notified 24 hours in advance, if a student is in PEER they will not be allowed to attend that day unless discussed with principal.

□ 3RD INFRACTION-  
teacher/parent/child  
conference

### **Administrative consequences will apply for repeated violations of school or classroom rules:**

□ 1<sup>st</sup> LEVEL- Parent conference with Principal/Teacher. Consequences may include one week of noon detention, suspension, or Saturday school.

□ 2<sup>ND</sup> LEVEL- Parent/Principal/Teacher Conference. Social worker is contacted for assistance and alternative consequences. After school detention may be assigned.

□ 3<sup>rd</sup> LEVEL- Student Open Enrollment Status will be reviewed at the end of the school year.

\* Students have the right to a due process hearing when the decision to remove a student is exercised by administration. Administration will set up a hearing when requested by a parent/student.

**\* Five infractions of any kind within a month (i.e., detentions, late assignments, gum, dress code violation, etc.) will constitute an administrative consequence**

**NOTE:** Non-school related items that are brought to school, i.e., toys, gum, food, any game system, any electronic devices etc., during school hours and PEER will be confiscated by the teachers/principal or PEER staff. They will not be returned to students. Parents or guardians must come to school to pick up these items from the principal. **Lost or stolen property is not the responsibility of MTS staff.**

### **ATTENDANCE AND TARDIES**

Attendance and academic success go hand in hand. Whenever a student is absent, they miss essential instruction. Therefore, we urge parents to send their children to school every day unless they are ill, or an emergency arises.

If your child is absent, please **call 257-2921 before 8:30 a.m.** the day of the absence or the day before if possible. As required by law, when the student returns after being absent, he or she must bring a written note signed by the parent/guardian explaining the absence. If a child is absent more than three days due to an illness, a doctor's note is required. This note is to be given to the teacher. **PLEASE DO NOT LEAVE STUDENT ABSENCES ON THE PRINCIPAL'S VOICE MAIL.**

**In order to qualify for perfect attendance, students must be present every day, all day. Tardiness and parents taking students out of school early disqualify students for perfect attendance.**

**Students that miss more than TEN consecutive days for unapproved medical/unverified reasons will be removed from this school.**

**It is extremely important that your child be punctual. If a child arrives at school after the bell rings, the child must first report to the office and obtain a pass to enter class. Arizona State Law and PESD require the parent(s) to escort the late student(s) to the office and sign them in the Late Student Sign-In Book. Tardiness is disruptive to the learning process. It has a negative impact on the entire class.** Parents will be reminded by the school principal of the policy through written correspondence each month. Please be reminded that the Phoenix Elementary School District #1 and Magnet Traditional School participate in the CUTS LITE program

**If your child has excessive absences, tardies, or late pickup you will be contacted by a juvenile probation officer regarding truancy. Three tardies equals one absence.**

## **PARENT TEACHER CONFERENCES**

Parent/teacher conferences are held during each school year. Check the school calendar annually for these dates. Student progress is discussed during parent teacher conferences and we believe it is important that parents attend; therefore, **all conferences are mandatory.**

If a parent fails to attend a scheduled conference for unforeseen reasons, it is

his/her responsibility to call the teacher to reschedule within two days. Failure to attend conferences can result in the student being removed from this school.

## **8<sup>th</sup> GRADE STUDENT PROMOTION**

Students are encouraged and supported to be at or above grade level to be promoted to the next grade. Grade level performance is determined by student scores on AimswebPLUS (K-3), iReady Diagnostic Assessments (grades K-8), and/or Arizona's Academic Standards Assessment (AASA) (grades 3-8) assessments as well as classroom performance. Students who are failing a subject will be supported by having the option to attend after school tutoring or Saturday school. If improvement does not occur, a conference will take place between administration, teacher, parents, and the student to determine if it is in the student's best interest to participate in promotion and/or extra-curricular activities such as the end of the year 8<sup>th</sup> grade trip. The principal will make the final decision.

## **PROMOTION AND RETENTION**

Year to year promotion of a student in grades one (1) through eight (8) will be based upon standards for each basic subject area as identified in the course of study. Working in close collaboration between the school and families, students must demonstrate a mastery of the standards in reading, written communication, mathematics, science, and social studies adopted by the State Board of Education.

The promotion of a student from grade three (3) is dependent on state legislation Move on When Ready (MOWR) and is based on student assessment scores in literacy.

In addition to these standards, test scores, grades, teacher-principal recommendations, and other pertinent data will be used to determine promotion.

Retention of students is a process that is

followed when the professional staff, in consultation with the parent, determines it to be in the best interests of the student. Though primary grades are suggested as the most appropriate time, retention may be considered at any grade level.

When circumstances indicate that retention is in the best interest of the student, the student will have individual consideration, and decisions will be made only after a careful study of facts relating to all phases of the student's growth and development. The student's academic achievement level and mental ability are important, but physical and social characteristics are also important factors. A decision should be based on sufficient data, collected over a period of time and motivated by a desire to place students in school programs where they will be the most successful.

In addition to the above, such decisions, when applied to students enrolled in special education, shall be on a case-by-case basis, consistent with the individualized education program.

## PARENTAL INVOLVEMENT

The objective of MTS is student success, therefore, parents are encouraged to attend all parent/teacher conferences and/or MFAST team meetings and individual meetings, PTO meetings, and any scheduled parent meetings. In addition, parents are **encouraged** to participate in some form of voluntary work, a minimum of 12 hours during the school year. At least 7 of these hours should be completed on-campus/in class and at least 2 hours should be completed volunteering directly with PTO. Parents are responsible for setting an **appointment** with teachers when they plan to be in the classroom to assist and fulfill volunteer hours. This enables teachers to prepare work and materials **prior** to a parent's visit. All volunteer hours are to be

completed by May.

## VOLUNTEER HOURS

Volunteer time requirements are per family **not** per child. Parents and guardians of the child are encouraged to complete the volunteer hours. Examples of "Qualified" volunteer hours are:

- ◆ **12 hours** are to be completed with 7 of those hours minimum (but not limited to) on the campus. 2 hours of PTO volunteering and 3 hours off campus.
- ◆ Attending **MFAST** meetings **count** as in-class volunteering.
- ◆ Advisory Council representatives and alternates (meeting times count). **Attendance will result in earned credit.**
- ◆ PTO Executive Board/members at large (membership and meeting times count).
- ◆ MTS Coaches (must be a Magnet team, not a team that has some MTS students on the roster).
- ◆ Participants on school sponsored committees; book fair, holiday shop, spring carnival, etc.
- ◆ Administrative/Professional services to help the school/students.
- ◆ Completing schoolwork at home for the school/teachers.
- ◆ Donations will be awarded ½ hour of time per 24 hours (maximum 3 hours given).

An agreement to fulfill the parental involvement requirement is signed by parents. Teachers and parents will keep track of the volunteer hours. Please contact the front office with any questions.

## PTO/PARENT ADVISORY COUNCIL

Magnet Traditional School has two organizations where parents have a voice. The first is the Parent Teacher Organization (PTO). PTO meetings are held each month,

usually the third Wednesday. For the success of their students, parents are highly encouraged to attend at least seven PTO meetings during the year. The purpose of this organization is to plan and organize fundraising and other special events for the benefit of the students. The PTO is also a place where parents may meet and share ideas with other parents. The entire parent body has the opportunity to vote on non-academic issues concerning our students.

The second committee is the Advisory Council. The Advisory Council is mandated by the State. Each grade level has one representative and two alternates. One teacher represents each grade level. There is one parent and one teacher vote per grade level. The parents of that grade level elect representatives and alternates. The purpose of the Advisory Council is to give the parents a voice in the decision-making process of the school. Parents may bring issues and concerns to the Council through their representatives. Any parent who wishes may attend these meetings, however, only elected parents may vote. Notes from the Advisory meeting will be shared at the PTO meeting.

## SCHOOL VISITS

Parents are encouraged to visit their child's classroom to take an active role in the education of their child. For safety reasons, we ask that parents first check in at the office before proceeding to their child's class. **This procedure is state law.** A visitor sticker will be given to all parents/guests. Please wear this sticker on your upper chest

area so we can easily identify you. If you do not have a visitor sticker, you will be asked to report to the school office to retrieve one. **Please leave young children at home since they can distract students.** High school students can visit after 2:20 p.m.

Lengthy conversations with the teacher or instructional assistant during class time should be avoided so that class may be conducted as usual. Should the need arise for parents to speak to teachers in person, **appointments are to be made**, as daily instruction and duty responsibilities (yard duty, bus duty, etc.) are not to be disrupted.

## CALLS TO SCHOOL PERSONNEL

If you find it necessary to talk on the phone with your child's teacher, please call before or after school. Because classrooms are never left unattended, it is impossible for a teacher to come to the phone during class time. However, you may leave a message with the office (602-257-6281) and the teacher will return your call within 24 hours. Call the office for immediate attention. You are welcome to call the Principal at any time during the school day.

## SCHOOL WEBSITE

We encourage all students and parents to view the Magnet Traditional School website to retrieve school information. The address is <https://www.phxschools.org/magnet>. To access more information and resources about our school, select the tabs located on the top of the page.

## EDUCATIONAL PROGRAM

### PHILOSOPHY

It is the philosophy of the Magnet Traditional School that creating a highly structured learning environment with an emphasis on strong social-emotional learning initiatives promotes academic success for every student. Building a positive school climate that promotes safety, respect, and accountability; while emphasizing mastery of academic skills, promoting critical thinking, fostering self-discipline and self-motivation through cultivating respectful, trusting, and caring student-teacher and peer relationships best prepares students to become self-reliant, productive, and strong leaders within their community.

### SPECIAL EDUCATIONAL FEATURES

Classrooms have laptops available for student use. The computers are utilized by students to enhance higher level thinking skills in the content areas. Accelerated units and other programs are used. Students are also taught reasoning, logic, and problem solving through various activities and materials on a daily basis.

In order to widen students' perspective of the world, classical children's literature is integrated into the classroom curriculum at each grade level. Various perspectives and philosophies are introduced to students through the literature component. Literature skills are taught at every grade level.

Instructional assistants (paraprofessionals) work directly with the classroom teachers to implement the educational program. They conduct learning activities with children in small groups or on a one-to-one basis in

order to provide alternative instructional strategies to meet the needs of all students and thus, improve student achievement.

Teachers implement activities that promote an understanding and acceptance of diverse cultural backgrounds. Mutual respect and acceptance is emphasized.

All K-6 classes at Magnet Traditional School are self-contained. Grades 7-8 are departmentalized, meaning students will have different teachers for different subjects. Our goal-students' needs will be met within the classroom.

ALPS (Gifted Program) is a pull out program for those students that test at an 88% or higher on the district gifted assessment. If a parent or student is interested in testing for ALPS, please notify the homeroom teacher. When an ALPS student misses regular classes, they are responsible for the homework but not the class work.

### HOMEWORK POLICY

Daily homework is a component of the Magnet Traditional School. **It is assigned Monday through Thursday, except for nights when there is a PTO meeting.** Through homework, children learn responsibility, accountability, and time management. Parents are informed about what their children are learning through classroom newsletters; and academic growth is enhanced.

All homework is due the following morning. If homework is not done, or turned in incomplete, a noon detention will be issued. If the incomplete assignment is completed during noon detention, the highest score a student may receive for the assignment is

77%. If it is not completed during noon detention, it will automatically turn into a zero. **If students have five late assignments within a month, an administrative consequence will follow to emphasize responsibility and accountability, as this relates to Magnet's Positive Behavioral Interventions and Supports (PBIS) model.**

Parent responsibilities regarding homework are as follows:

- ◆ To provide a time and place where students can work without distraction.
- ◆ To ensure the homework is completed.
- ◆ To work closely with the teacher if a problem occurs.
- ◆ To examine the child's work and provide encouragement.

The approximate homework times by grade level are listed below:

- ◆ K-2<sup>nd</sup> grade 15-20 minutes
- ◆ 3<sup>rd</sup> grade 20-40 minutes
- ◆ 4<sup>th</sup>-6<sup>th</sup> grade 40-50 minutes
- ◆ 7<sup>th</sup>-8<sup>th</sup> grade 20 minutes per content area in Math, Science, Social Studies, and Language for a maximum of 80 minutes.

**\* These times do not include unfinished seatwork that is sent home.**

\* As part of their homework, children should read for a minimum of **20 minutes** each night.

The classroom teacher will determine a certain quantity of daily class seatwork to be completed prior to lunchtime. If it is not completed, it will go home as additional homework to be turned in the following morning for full credit. Accommodations for students with special needs (i.e., special education) will be made.

**Unfinished daily seatwork completed at**

**home is not part of the actual homework time listed above.**

Students will be given twice the amount of time they were absent to make up missed assignments (i.e., if absent one day, two days will be given to make up assignments). Assignments should be turned in on a timely basis. If assignments are not turned in, no credit will be given.

## **GRADES**

The following grading scale is utilized.

- A 94%-100%
- B 86%-93%
- C 77%-85%
- D 69%-76%
- F Below 69%

In order to make Honor Roll, students must have an overall grade point average between 3.42-4.0. Honorable Mention students must have an overall grade point average between 3.0-3.28. Honor Roll and Honorable mention assemblies will be held at the end of each grading period. Students must have a letter grade of C or better in Special Areas to remain on Honor Roll or Honorable Mention.

## **MEDIA**

A media specialist teaches these classes. The library curriculum incorporates the Arizona State Standards for the application of reading, writing, and technology. It is a strenuous course that requires the students to combine the separate classroom skills to create their own papers. Each grade draws on previous years skills (alphabetical order, author studies, parts of a book, dictionary skills and encyclopedia usage) to use a library to research the unknown. All grades study the many types of literature (genre). Many assignments are connected with classroom assignments to enrich the separate skills taught in the classroom.



In library classes, keyboarding is taught using web-based typing programs. Microsoft office, Word processing, PowerPoint, and Excel are used to complete assignments.

Students are given a letter grade for library class. Library grades are not computed with the overall grade point average of the student. **However, students must pass library with a “C” or better in order to make the Honor Roll or Honorable Mention.** It will be the Media Specialist discretion that all library assignments be redone for 77%. Parents should be aware that the application of skills requires thinking. It is always more difficult to think than to perform repetitive skills.

## ART

All Magnet Traditional School students from kindergarten through grade eight receive regular art classes. The art classes consist of hands-on art projects designed to increase the child’s abilities in all other academic disciplines by creating connections to math, science, and social studies. In the primary grades the general focus is on increasing fine motor skills, identifying and applying shapes and colors, and the proper use of materials and tools. Older students complete artwork that is a practical application of many of the skills they learn in their regular classrooms. Most art projects require the use of mathematics such as proportions and measurement. They also involve science in their work with color mixing, balance, and composition. Grades five through eight are given monthly art history lessons. Slides are shown sequencing world art from ancient through contemporary to create an understanding of the causes and effects art has had on world events and history.

Students are given a letter grade for art class (except kindergarten). Art grades are not

computed with the overall grade point average of the student. **However, students must pass art with a “C” or better in order to make Honor Roll or Honorable Mention.**

## MUSIC/BAND/ORCHESTRA

A qualified music teacher teaches weekly music classes. Grades K-8 participate in General Music and Choral. In General Music class, students will learn musical concepts, notation, rhythm, pitch, composition, history, ensembles, and etiquette.

Band and Orchestra are offered as an elective for 4-8 grade students. In Band class, students will learn skills such as general playing skills, tone production, tuning, and ensemble. Students in Band/Orchestra are responsible for lost instruments. Students are given a letter grade for music/band/orchestra (except kindergarten). Grades are not computed with the overall grade point average of the student. **However, students must pass music/band with a “C” or better in order to make Honor Roll or Honorable Mention.** Music and band students have on-site and off-site opportunities such as school concerts, All-State, and the District Festival.

## PHYSICAL EDUCATION

The physical education program at MTS is taught by a qualified P.E. teacher. This program provides an opportunity for students to grow and develop mentally and physically through the refinement of the body through physical activity. Students learn conditioning, develop agility, and gain knowledge of the rudiments of various sports activities such as softball, kickball, basketball, volleyball, etc.

It is extremely important that students view physical education as an extension of the classroom and realize that it is a specialized academic area. Students are expected to dress appropriately for their safety. Shorts or slacks must be worn. Rubber soled, closed, athletic shoes and socks (1/2 inch or more visible) must be worn.

If a student has an injury, illness, or other medical concern and must be excused from the physical education class for an extended period (more than one day) a note is required from the doctor.

Students are graded on participation, knowledge, and physical skill. Periodic testing (both physical and mental) is an integral part of the physical education program. Students are given a letter grade for this class (except kindergarten). The physical education grade is not computed with the overall grade point average of the student. **However, students must pass physical education with a “C” or better in order to make Honor Roll or Honorable Mention.**

## **BASIC SUBJECT CURRICULUM**

### **KINDERGARTEN**

Reading: Students are taught to recognize all lower and upper case letters. They are taught to associate corresponding sounds of all letters in beginning and ending positions. Short vowel sounds and blend sounds are taught as well. They learn the concept of rhyming, the left to right sequencing, to note detail, sequence, classify, draw conclusions, and follow directions. **Independent reading will be required daily. Kindergarten students will need parental assistance with reading.**

Math: Counting by ones; matching numbers with picture sets; matching equivalent sets of numbers; interpretations of addition and

subtraction word problems by using pictures; recognition of penny, nickel and dime; and addition and subtraction of whole numbers are taught. Students are also taught to extend and recognize number patterns; identify number of parts in a shape; the basic shapes; compare size; spatial relationships; determine the use of clocks; calendars, rulers and thermometers; and recognize and understand the addition, subtraction, and equal symbols.

Language: Students learn to recognize and write their names, to identify nouns and verbs through visual clues, to expand length and complexity of speech, to understand question forms, to increase receptive vocabulary, and form simple sentences using visual aids.

### **FIRST GRADE**

Reading: A strong phonics based approach is used to teach consonants, short and long vowels, variant vowels, silent letters, and consonant digraphs and blends. Dolch sight words are mastered in context. Students learn both recall and inferential comprehension skills. Map, graph, chart, book parts, and dictionary skills are learned through a practical approach. Oral reading is consistently practiced to develop fluency.

**Independent reading will be required daily as part of student’s homework.**

Math: Students learn the following number concepts: place value of whole numbers and cents to the tens place, order and compare numbers to 99, identify and write basic fractions, tell time to 1/2 hour, skip counting, and the basic shapes. Students learn to add two 1-digit numbers, three 1-digit numbers, and two 2-digit numbers without renaming. Subtraction of two 1-digit numbers and two 2-digit numbers is taught. Strategies for solving story problems using subtraction and addition as well as

measurement skills are also taught.

Language: Students learn to identify and use basic nouns, pronouns, verbs, and adjectives. They learn to write complete statements and question sentences with correct punctuation and capitalization. The basic use of commas and quotation marks is introduced.

## SECOND GRADE

Reading: Prior phonic skills are reviewed and expanded. Students widen their word attack skills by learning to identify and read consonant clusters, medial consonant digraphs, vowel digraphs and diphthongs, r-controlled vowels and silent letters. The following word structure skills are taught: contractions, plurals, abbreviations, possessives, compound words, syllables, affixes, and base words. Sight words are drilled and mastered. Recall and inferential comprehension skills are taught. Study skills are developed through the application of chart, graph, dictionary, and book parts skills. **Independent reading will be required daily as part of the student's homework.**

Math: Addition and subtraction regrouping with two and three digit numbers is taught. Multiplication with twos to fives and basic whole number division are taught. Students learn to solve story problems with the four operations. Conceptual skills are maintained and broadened by teaching the rounding of numbers, place value to 999, counting by two and tens, comparing and ordering numbers and money, and identification of fractional parts of a region. Standard and metric units of measurement and conversion are learned, as well as geometrical identification and comparisons of shapes.

Language: Proper and plural nouns, present and past tense verbs, helping verbs, pronouns, adjectives and adverbs are

learned. Distinction of complete sentences from phrases is refined. Proper sentence structure of statements and questions, including capitalization and punctuation is further developed. Commas, quotations, and basic capitalization rules are learned and applied.

## THIRD GRADE

Reading: Previous phonic and word attack skills are reviewed and expanded. Students are taught grade level contractions, compound words, root words, affixes, syllabication rules, and alphabetizing to the third letter. Literal and inferential comprehension skills are taught. The following reference skills are learned: map, chart, graph, diagram, dictionary, encyclopedia, and book parts. Grade level sight words are drilled and used in context. **Independent reading will be required daily as part of the student's homework.**

Math: Students are taught four-place addition and subtraction with regrouping, multiplication facts, and division facts. They learn to solve two-step story problems using the four operations. Place value to 100's, rounding numbers, comparing and ordering numbers to 1,000's, telling time to the minute, elapsed time, making change, standard and metric measurements and conversions, and geometric concepts and shapes are learned.

Language: Students learn to write and identify the four types of sentences. They learn to identify the subject and predicate in sentences. Plural, common, proper and possessive nouns; regular, irregular, helping, past and present tense verbs; adjectives; adverbs; correct use of pronouns and the verb "to be" are taught. Proper mechanics and grammar usage are also taught.

## FOURTH GRADE

Reading: The following phonics and word attack skills are taught: r-controlled vowel variations, vowel patterns, vowel digraphs, grade level affixes, root words and parts, syllabication, synonyms, antonyms, and homophones. Critical reading is taught through inferential comprehension reading skills. The following reference skills are learned: proper selection and use of book parts, dictionary, encyclopedia, atlas, almanac, thesaurus, periodicals, newspaper, maps, graphs, and diagrams.

Math: The following number concepts are taught: place value to 1,000,000; odd and even numbers; expanded notation; prime numbers; decimal place value to 1,000th; rounding whole numbers and decimals; comparing whole numbers, decimals, and fractions. Addition and subtraction of 5-digit numbers with regrouping, addition and subtraction of decimals with regrouping, addition and subtraction of like and unlike fractions, multiplication of 3-digit numbers, and division by 2-digits are taught. Strategies for solving two step story problems using the four operations; fraction concepts; time concepts; measurements; shapes; geometric lines, figures, vocabulary and concepts are mastered. **Independent reading will be required daily as part of the student's homework.**

Language: The parts of speech, sentence types, and sentence mechanics are expanded and mastered. Students learn proper grammar usage including subject verb agreement, pronoun use, double negatives, correct verb tense, and correct adjective comparisons.

## FIFTH GRADE

Reading: Prior phonics skills are refined, including consonant digraphs and clusters, and variant vowel combinations. Students also refine and apply their word structure skills through the study of affixes, Greek

and Latin roots, syllabication, synonyms, antonyms, homonyms, and homographs. Analytical skills are further developed through the application of inferential reading comprehension skills. Proper selection and utilization of reference and visual material, including cross-referencing is taught. **Independent reading will be required daily as part of the student's homework.**

Math: The four operations are expanded, including multiplication of 4-digit numbers and division by 3-digit numbers. Decimal and fractional concepts and computation are studied, including multiplication of decimals, division of decimals by whole numbers, and multiplication and division of fractions, and mixed numbers. Grade level geometry and measurement skills are taught. Logic is taught through the application of statistics, probability, and multi-step problem solving.

Language: Sentence types, structure, usage, and parts are studied, as well as the parts of speech. Proper grammar usage, capitalization and punctuation including periods, question marks, exclamation points, all comma rules, quotation marks, apostrophes and colons are learned.

## SIXTH GRADE

Reading: The following decoding skills are reviewed and mastered: variant vowel and consonant combinations, root parts, syllabication and affixes. Analytical and inferential comprehension skills are further developed. Cross-reference and analytical skills with reference and visual material are mastered. **Independent reading will be required daily as part of the student's homework.**

Math: Computation of whole numbers, fractions, mixed numbers, decimals, integers, and percents are mastered. Conceptual skills including factoring, the

properties of all operations, place value of whole numbers and decimals, expanded notations, estimation, rounding, exponents, and multiples are learned. Grade level geometry and metric and standard measurement skills are also taught. Probability, ratios, statistics, proportions and multi-step, and operational word problems are learned to further develop logic skills.

Language: Sentence parts, types, mechanics, usage, identification, clarity, and appropriateness are reinforced and mastered. Identification and proper usage of speech parts are taught. End punctuation, commas, quotation marks, colons, and apostrophes are reviewed and mastered.

## **SEVENTH GRADE**

Reading: Students are taught to evaluate, analyze, and comprehend reading material through the application of higher order inferential skills. Reading fluency and word attack skills are polished through the application of previously learned phonics skills. Latin and Greek root parts and affixes are studied for further vocabulary development. Reference and visual materials are studied and used in a higher order thinking application that focuses on cross-reference and deductive reasoning.

Math: Computation of numbers, decimals, fractions, mixed numbers, and integers are reviewed and refined. Exponents, geometrical measurement, and number concepts are expanded. Pre-algebra concepts, formulas, and number sentences are taught. Critical story problem solving, probability, statistics, ratios, proportions, and estimations are further developed.

Language: Writing mechanics and parts of speech are reinforced. Proper usage, clarity, and appropriateness of grammar and sentences are learned at an elevated level.

## **EIGHTH GRADE**

Reading: Analysis, identification, and incorporation of new vocabulary are learned throughout all subject areas. Critical thinking skills are broadened through the application of inferential comprehension, analysis, reasoning, problem solving, and deduction. Identification, interpretation, and application of figurative language are taught. Students learn the following organizational skills: outlining, note taking, webbing, and summarizing. Analysis of grade level affixes and root parts are also taught.

Math: Grade level measurement, geometrical and number concepts are taught and applied. Computation of decimals, fractions, mixed numbers, integers, exponents, radical, and real numbers are learned. Students expand their knowledge of algebraic concepts, formulas, and expressions through the implementation of the Algebra I curriculum. Elevated critical story problem solving, probability formulas, statistics, ratios, and proportions are refined.

Language: Sentence types, parts, expansion, clarity, and appropriateness are mastered. Grammar usage is refined. Mechanics are also refined through application.

## **Magnet Traditional School Compact Principal/Teacher Agreement**

The principal and staff are committed to Magnet Traditional School. Therefore, we agree to:

- ◆ Demonstrate high expectations that every student can achieve.
- ◆ Provide a supportive and effective learning environment that allows students to be challenged by rigorous grade level curriculum. Students are also provided with academic support within the school day through small group instruction and differentiated instruction.
- ◆ Provides opportunities for positive communication between school, parent, and student; such as the semiannual curriculum nights, Kids @ Hope day, PTO meetings, and Book Fair & family reading nights.
- ◆ Provide a high quality curriculum and rigorous assignments that engage students in meaningful work through the use of accelerated instruction in the areas of reading and mathematics.
- ◆ Provide homework assignments that are related to the subject matter.
- ◆ Provide additional support for all students during the day through the use of school wide interventions in the area of mathematics and reading.
- ◆ Encourage students and parents by providing information about the student's progress on a biweekly basis.
- ◆ Respond to parent requests in a timely manner (no more than forty-eight hours). Parents may contact teachers via the telephone, email, etc.
- ◆ Review the rules of conduct as outlined in the student handbook with classes.
- ◆ Provide opportunities for parents to volunteer on committees and numerous subcommittees that are organized through our school PTO as well as participating on Student Advisory Council. All parents are also encouraged to actively participate within their child's classroom beyond the mandatory ten volunteer hours.

### **Parental Agreement**

I am committed to Magnet Traditional School and share in the responsibility for supporting my child's learning. Therefore, I agree to:

- ◆ To support the Magnet Traditional School program, philosophy, staff and PTO.
- ◆ To support the standards of student conduct.
- ◆ To furnish a suitable study area for my children at home and ensure that his/her homework is completed.
- ◆ To attend all parent/teacher conferences (a m and an additional one if requested and all MFAST team meetings and individual meetings.
- ◆ To attend PTO meetings and some form of volunteer work as agreed upon by the teacher and parent.
- ◆ To participate in all school activities.
- ◆ To ensure that my child/ren are at school on time and promptly picked up at 2:20 p.m. and 12: 20 p.m. on early dismissal days.

I understand that my child/ren may be returned to his/her home school should this contract not be fulfilled.



## Student Agreement

I agree to abide by the following school and class rules:

- ◆ To respect school property and other people's private possessions.
- ◆ To remain on school grounds at all times.
- ◆ To leave toys, gum, food and other non-school related items at home.
- ◆ To walk quietly throughout the hallways at all times.
- ◆ To settle disagreements without fighting or threatening to fight.
- ◆ To respect adults and fellow students.
- ◆ To play non-violently in the designated playground area.
- ◆ To know and follow all rules and follow directions.
- ◆ To come to class prepared to work
- ◆ To stay in my seat at all times unless instructed otherwise.
- ◆ To complete daily assignments on time
- ◆ Not to interrupt during instruction.

Furthermore, I agree to:

- ◆ Abide by the school dress code.
- ◆ Be responsible for bringing any notice from my teacher, principal, parents or guardian to or from school.
- ◆ Reflect pride by exhibiting proper behavior in all locations-bus stops, buses, PEER program, cafeteria, field trips and after school activities.

I understand that I may be returned to my home school if this contract is not fulfilled.

Parent signature: \_\_\_\_\_

Student signature: \_\_\_\_\_

School Administration: \_\_\_\_\_

## Family Community Engagement

### Vision for Family Engagement

In partnership with schools, families, and community members, Phoenix Elementary School District is committed to meeting the academic, social, and emotional needs of all students through equitable, effective programming, as well as resources, and support. Phoenix #1 inspires every child to achieve their full potential!

### Phoenix #1 Family Center

**HOURS OF** *Operation*

One Saturday per month  
11:00 AM - 3:00 PM

Monday	8:00-4:30 PM
Tuesday	8:00-4:30 PM
Wednesday	8:00-4:30 PM
Thursday	8:00-7:00 PM
Friday	8:00-4:30 PM



### Magnet Traditional School Family Liaison Contact:

Karina Lopez

Email: [k.lopez@phxschools.org](mailto:k.lopez@phxschools.org)

Phone: 602-257-6281



# RESTROOM EXPECTATIONS

## Respectful

- Use kind words
- Wait your turn
- Allow privacy

→

## Accountable

- Keep area clean
- Wash hands
- Return promptly to class

→

## Safe

- Keep hands, feet, objects to self
- Report accidents
- Always walk

→

REMEMBER BEING A MAGNET BULLDOG MEANS BEING SAFE, BEING RESPECTFUL, AND BEING ACCOUNTABLE.



# HALLWAY/STAIRWELL EXPECTATIONS

## Respectful

- Use kind words
- Follow adult requests
- Observe personal space

→

## Accountable

- Keep area clean
- Carry a pass
- Go straight to destination

→

## Safe

- Keep hands, feet, objects to self
- Walk in a line
- Stay to the right

→

REMEMBER BEING A MAGNET BULLDOG MEANS BEING SAFE, BEING RESPECTFUL, AND BEING ACCOUNTABLE.



# CLASSROOM EXPECTATIONS

## Respectful

- Use kind words
- Follow adult requests
- Raise hand to talk

→

## Accountable

- Keep area clean
- Be prompt and prepared
- Actively participate

→

## Safe

- Keep hands, feet, objects to self
- Use materials appropriately
- Always walk

→

REMEMBER BEING A MAGNET BULLDOG  
MEANS BEING SAFE, BEING RESPECTFUL,  
AND BEING ACCOUNTABLE.



# CAFETERIA EXPECTATIONS

## Respectful

- Use kind words
- Wait your turn
- Sit where directed



## Accountable

- Keep area clean
- Remain seated until dismissed
- Get items upon entering

## Safe

- Keep hands, feet, objects to self
- Report accidents
- Always walk



REMEMBER BEING A MAGNET BULLDOG MEANS BEING SAFE, BEING RESPECTFUL, AND BEING ACCOUNTABLE.



# PLAYGROUND EXPECTATIONS

## Respectful

- Use kind words
- Follow adult request
- Include everyone



## Accountable

- Keep area clean
- Allow others to play
- Line up at whistle

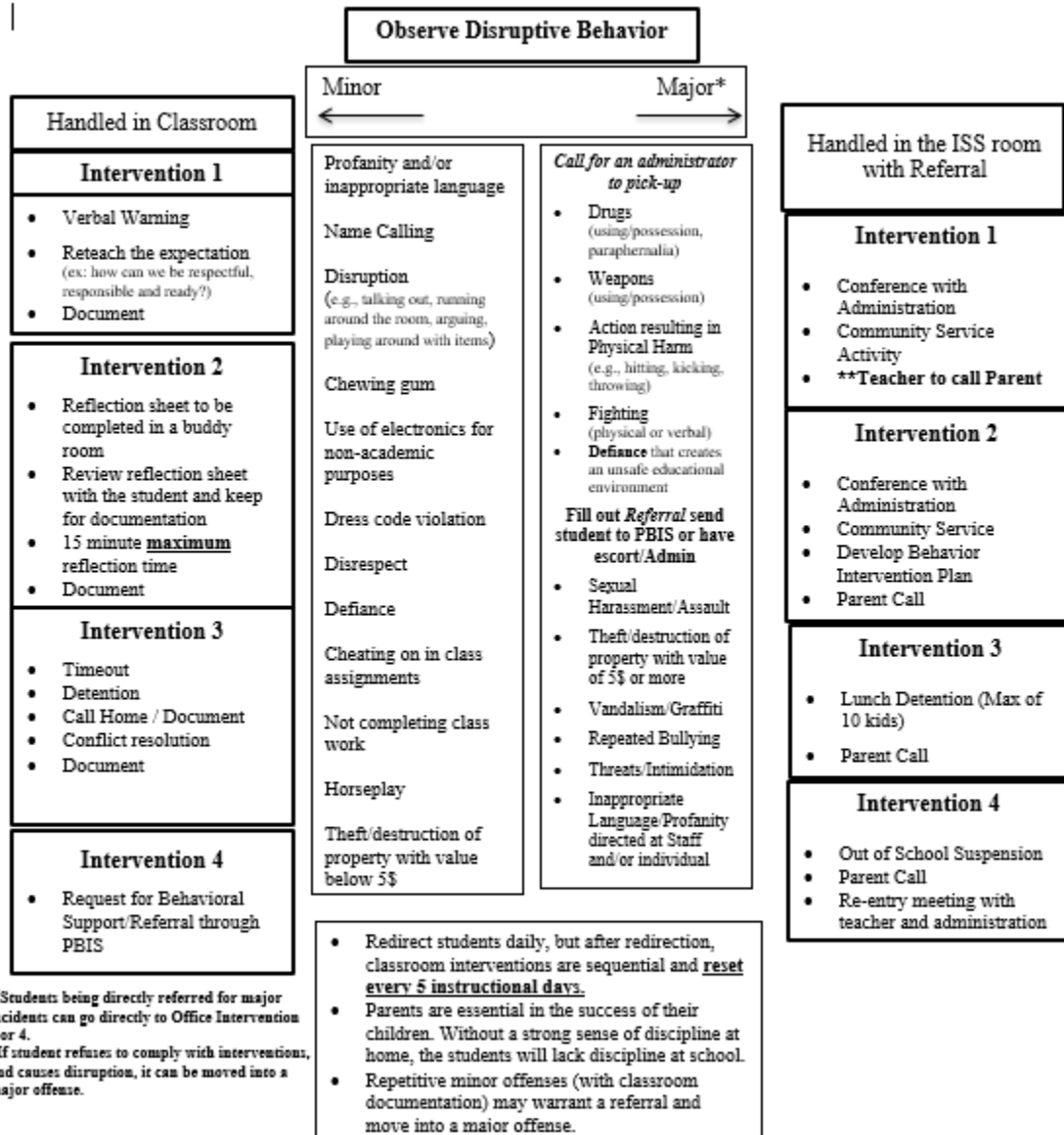


## Safe

- Keep hands, feet, objects to self
- Use equipment appropriately
- Report unusual activity

REMEMBER BEING A MAGNET BULLDOG MEANS BEING SAFE, BEING RESPECTFUL, AND BEING ACCOUNTABLE.

## Magnet Traditional Behavior Referral Flowchart







**MAGNET TRADITIONAL SCHOOL  
SCHOOL-PARENT COMPACT  
2023-2024**

The MTS staff believes that EVERY CHILD is capable of success...NO EXCEPTIONS!

Our kindergarten through eighth grade community is dedicated to providing a safe and positive learning environment in which students will be encouraged and supported to reach their full academic potential.

To generate parent support and build a powerful partnership between home and school, we will engage in the following strategies:

- ✓ Set a positive tone with an annual meeting, usually during Meet the Teacher Night or Curriculum Night at the beginning of the school year.
- ✓ Send the parents a personal letter as a first positive communication to develop a productive working relationship.
- ✓ Parents will be informed about Title I requirements and guidelines as well as student achievement results for the previous year.
- ✓ Successful parent-teacher conferences will be planned and scheduled.
- ✓ Curriculum Nights will be held during the school year to show parents how to assist their children at home.
- ✓ Monthly PTO meetings to discuss and update parents about ongoing and upcoming events
- ✓ The staff handbook and parent/student handbook, that are issued each year, will include the parent policy and the parent compact.

# **MAGNET TRADITIONAL SCHOOL**

## **SCHOOL-PARENT COMPACT**

### **2023-2024**

*Magnet Traditional School and the parents of the students participating in activities, services, and programs funded by Title I, agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and how the school and parents will build and develop a partnership that will help children achieve the State's high standards.*

**This school-parent compact is in effect during the 2023-2024 school year.**

#### School Responsibilities

Magnet Traditional School will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
  - a. Implement the district-adopted curriculum programs in core instruction.*
  - b. Provide an intervention program for struggling readers*
  - c. Use achievement data to drive instructional plans*
  - d. Use high-level questioning strategies and design rigorous learning activities to foster independent learners*
  - e. Address the social-emotional needs of our students*
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:
  - a. October 5-6, 2023*
  - b. December 14-15, 2023*
  - c. March 7-8, 2024*
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports before the end of a trimester and when requested by parents.
4. Provide parents reasonable access to staff. Specifically, staff will be available for meetings with parents during daily office hours (phone call or zoom) and before & after school during traditional in-person school.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities.

### Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- *Monitoring attendance.*
- *Making sure that homework is completed.*
- *Monitoring the amount of television my children watch.*
- *Volunteering in my child's classroom.*
- *Participating, as appropriate, in decisions relating to my children's education.*
- *Promoting positive use of my child's extracurricular time.*
- *Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district received either by my child or by mail and responding, as appropriate.*
- *Serving, to the extent possible, on policy advisory groups, such as being the grade-level parent representative on the school's School Site Council, the District wide Policy Advisory Council, the School PBIS Team or other school advisory or policy groups.*

### Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards.

Specifically, we will:

- *Attend school every day. Be on time.*
- *Be an active learner by participating in class discussions, asking for help and completing all assigned work.*
- *Follow the school and district policies.*
- *Do my homework every day and ask for help when I need to.*
- *Read at least 30 minutes every day outside of school time.*
- *Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.*
- *Be SAFE, RESPECTFUL, and ACCOUNTABLE.*

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School Administrator

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Date

---

Parent Signature

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Date

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Student Signature

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Date