

Herrera School for the Arts and Dual Language

Student/Parent Handbook

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Original artwork by Liora Casillas

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PART I: Welcome

1.1 Who We Are

We are Herrera School for the Arts and Dual Language, the PESD#1's K-8 dual-language Spanish Immersion and Fine Arts School, and as such, we strive to develop strong bilingual and multicultural agents of change that can thrive academically, socially, and artistically. Through academically rigorous instruction, technology, and the arts, our educators develop students' collaborative and critical thinking skills, preparing them for a dynamic, global world. Inspired by the core values of our community and supported by an equity-focused and culturally relevant social-emotional curriculum, our children rise to our high expectations and bloom into healthy, competent, and confident learners. Finally, our strong equity lens allows students and their families to analyze our current social reality, empowering them to transform our community for the betterment of all.

1.2 HERRERA MISSION

At Herrera, we foster the minds and hearts of our students to inspire them to become empowered, compassionate, leaders committed to their own personal growth to create a better tomorrow.

HERRERA'S VISION

Herrera leads the way through education, engagement, empathy, and empowerment.

1.3 HERRERA'S CORE VALUES

Herrera transforms lives and creates future leaders through ADELANTE!

A= Arts and Education (Artes y Educación)

D= Diversity (Diversidad)

E=Expression (Expresión)

L=Linguistics (Lingüística)

A=Authenticity (Autenticidad)

N=Novelty (Novedad)

T=Teamwork (Colaboración)

E=Empathy (Empatía)

1.4 DUAL LANGUAGE/TWO-WAY IMMERSION

Dual language or two-way bilingual immersion is a program option that exists for students in grades Kindergarten – Third Grade at Herrera School. Parents may elect to have their children participate in this program. Parents with students who are not proficient in English must request their child be withdrawn from the English Language Development (ELD) program to qualify for the Dual Language or the regular Mainstream program. The State Superintendent of Education has issued this guideline in accordance with Arizona law. Students in this program are both native-English speakers and native-Spanish speakers and are instructed in both Spanish and English. The goals of the program are as follows:

1. Biliteracy and bilingualism for all students.
2. High academic achievement for all students.
3. Positive cross-cultural attitudes for all students.

1.5 FINE ARTS PROGRAM AND PERFORMANCE ETIQUETTE

Herrera's Performing Arts Center (PAC) opened in the fall of 2010. The PAC boasts over 26,000 square feet, which includes a state-of-the-art auditorium/gymnasium and four classrooms for dance, drama, music, and band. This incredible facility enables the school to further its unique programs in the performing arts for the students of Herrera.

When a parent enrolls a child at Herrera, they can expect their child to participate in the entire fine arts program. Students in K-4 participate in dance, drama, PE, choral music, and visual arts. Students in third grade participate in a recorder's class. In 4th -8th grade, students have the option of participating in orchestra or band.

Students in K-8 have many opportunities to perform during the school year. Fine arts teachers send out flyers and schedules of the performances. Family and friends are invited to attend and enjoy the performances by the students and staff. When attending the performance, we ask that parents adhere to the following guidelines so that everyone can enjoy the program:

1. Place cell phones on vibrate.
2. Enter and exit the building between numbers.
3. Enter and exit through the ticket booth door.
4. Select a seat and remain seated until the end of the performance.
5. NO talking during performances.
6. After the performance, encourage your child and let them know how well they performed.

1.6 Dear Herrera Parents and Guardians,

Welcome to another great year at Herrera School, home of the Panthers! I would like to extend my sincerest gratitude to the parents, students and all the volunteers and community partners for your hard work and dedication. It is through a continued and growing partnership that we will continue to grow and excel. I look forward to working closely with you all this year.

Herrera is committed to providing our students with the best comprehensive educational experiences possible. Our standard begins at **EXCELLENCE** and goes up from there. In order for this to occur, we must have your support for our students, staff and administration. We are asking everyone to commit to volunteering some time and to attend school events. Your active participation in our students' school life is critical to their success and the success of our school community.

Communication is an important key to fostering and educating children. Parents can continue to expect monthly bulletins with the latest information, events, and new initiatives from Herrera as we work together throughout the year. These bulletins are sent home with the students and they are posted on the school's website as well. Teachers and parents need to be open to one another and to seek resolution for the best interest of the child. Always speak with the teacher first regarding the progress of your child. This initial process is vital in building the trust that is essential for our school's overall success. Please know that we have a standing open-door policy and welcome your praises and concerns.

It is an honor to work alongside dedicated staff and parents at Herrera School for the Arts and Dual Language as principal for the continued success and growth of our children. Please make some time to discuss with your student what our mission means and its importance.

With Pride,
Carlos Ardon, Principal

1.7 SCHOOL CONTACT INFORMATION

Main Office: 602.257.3885

PEER Office: 602.452.6942

Nurse: 602.257-3887

1.8 Instructional Schedules

School will start at 8:15 a.m., and we will dismiss at 3:15 p.m. Parents may pick up their children at 3:15 p.m. at the bay on 11th Street on the East Side of the school. In addition, all students are expected to leave campus immediately after they have been dismissed unless they are involved with PEER or after-school activities.

General Education students begin at 8:15am and dismiss at 3:15pm.

Wednesday Early Dismissal at 1:15pm

Self-Contained Special Education students begin at 7:30am and dismiss at 2:30pm.

Wednesday Early Dismissal at 12:30pm.

Preschool students begin at 9:00am and dismiss at 1:30pm.

Wednesday Early Dismissal at 11:30am.

1.9 PARENTAL ROLE

In this handbook, the term parent refers not only to a child's natural or adopted parent but to a student's non-parent legal guardian or any person authorized to act in place of parents. HERRERA respects the role of parents as the primary educators of their children. Since school is a continuation of children's education at home, the staff of HERRERA should demonstrate respect and support for the parents in their important and challenging tasks. Parents are expected to support the school's mission and objectives and the school policies. If a parent repeatedly or seriously violates proper school protocol, displays inappropriate or disruptive conduct toward students, or displays disrespectful, disruptive, or harassing behavior toward the staff or administration of the school, the school may take corrective action. Said corrective action may include, but is not limited to, at the discretion of the Principal, the following: • Imposition of particular rules or procedures the parent must follow in interacting with the school and its students and/or staff • Restriction or termination of the parent's access to the school property • Dismissal of the parent's child(ren). The school may impose other appropriate corrective action, without prior recourse, based upon the nature of the parent's conduct and the surrounding circumstances.

1.10 FAMILY RESOURCES

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

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

Herrera's current Family and Community Engagement Liaison is Ms. Adriana Ramirez room #452.

Ms. Adriana Ramirez is currently Herrera's Family Engagement Specialist. Parents are welcome to volunteer in many ways; reading to a classroom, tutoring students, creating artwork, planting in the garden, etc. Herrera also offers several parent workshops throughout the month to keep you involved in both the decision-making and the many exciting events happening at your child's school.

- * Volunteer program and support
- * Family academy: courses & training
- * Parent Family resource center
- * Collaborating with the community
- * Support students' success
- * Creating Connections
- * Making new projects
- * Parents-Principal meetings
- * Providing Information

PART II: COMMUNICATION AND PROGRESS

2.1 INFORMATION FROM HOME

Please inform your child's teacher and the office anytime a significant change (i.e., a parent away from home, death in the family, death of a pet, illness in the family, new family member, etc.) occurs at home. We will inform you of any changes in the school environment that may affect your child.

2.2 INFORMATION FROM SCHOOL

We make every effort to communicate school-wide information to parents effectively, quickly, and diversely. We understand that each person is unique in how they like to and can receive information. Generally, to conserve resources, the administration communicates most information electronically. The administration sends out a weekly briefing with general school-wide information. We also utilize Class Dojo to send out texts with a quick, general reminders.

2.3 PARENT PARTICIPATION

Parents are welcome at Herrera at any time. Parent participation is a vital part of the child's school experience. Parent help is a welcome resource for the school. In the past, parents have made tables, made copies, taken photographs, developed computer programs, repaired equipment, and read stories to the classroom. If you have a cultural experience or musical instrument you can share, the children also enjoy these. We always welcome fresh flowers, blank scrap paper, books, etc. If you want to volunteer, please contact your child's teacher, school office, or our Family Engagement Specialist. Parents typically volunteer in the classroom in the morning for 30-60 minutes. Parent volunteers must sign in at the school office. We ask that parents refrain from volunteering during the first six weeks of school as this is essential in establishing classroom routines and helping children overcome separation anxiety. Parents may also contact the office to discuss other volunteer opportunities.

2.4 PARENT-ADMINISTRATION COMMUNICATION

Any official communication from the Principal or the Administration will be in the form of writing or a telephone call. If parents wish to speak with the Principal or another member of the Administration, please call the school office during regular school hours to make an appointment. Afternoon release may be a time to discuss a minor concern with the administration or staff; however, for a significant problem, we ask that you make an appointment so we can give you our undivided attention.

2.5 MASTERY LEARNING

Herrera has adopted a "Mastery-based" Grading System. In classrooms where mastery-based reporting is used instead of the traditional report card, instructional strategies are tailored to support learning at all stages. Classrooms may incorporate small group instruction, cooperative learning, differentiated instruction, discovery learning, discussion groups, and other strategies for supporting student mastery of specific learning targets.

Mastery Learning identifies several key components of the classroom dynamic: **formative and **summative assessment, feedback, enrichment, and correctives*. Teachers use formative assessments to determine whether students understand the material which has just been presented, while the summative assessment is used at the end of a whole unit to ensure students achieve overall mastery at 80% or "3". Teachers use the information from these assessments to identify whether students require intervention to meet the learning targets. Students who score highly on assessments can move into enrichment groups, which enable them to "broaden, expand, or deepen their learning" on a subject or to skip units altogether.

The feedback element in mastery learning informs students of precisely what is expected of them and identifies their strengths and weaknesses. Teachers can suggest to students areas of study that may require more attention, enabling students to remedy learning deficits early and often. Students who are unable to or have not mastered the material despite this guidance receive correctives or interventions using different teaching and learning methods. After the correctives, the

student retakes the assessment for content mastery.

***Formative Assessment** – a range of smaller stakes learning tasks (e.g., quizzes, teacher observations, and journal entries) designed to give teachers and students a sense of where they are progressing toward meeting short-term or long-term learning targets amid an instructional unit. The results of formative assessments should help inform students and teachers what to do next for students to master the target: Assessments *for* Learning.

****Summative Assessments** – higher stakes learning tasks (e.g., end-of-unit tests, final draft essays, culminations) designed to measure whether students have mastered long-term learning targets or course standards once a unit of instruction is complete: Assessments *of* Learning.

Mastery Learning Report Card and Scoring Guide

☰ REPORT CARD

SAMPLE SCORING GUIDE

Numerical Grade	% Letter	Phrase	Description
4	90-100%	<i>I can apply this information to design, critique, analyze, and create.</i>	<p>“4” indicates the student has attained Extended Mastery. A student receiving a “4” demonstrates academically superior skills in that specific area, has advanced understanding, and exceeds grade level expectations. This student shows initiative, challenges himself or herself, and demonstrates this advanced knowledge at school. A “4” is difficult to obtain.</p>
3	80-89% B	<i>I have met my goal of 80% Mastery on all my learning targets.</i>	<p>A “3” indicates the student has attained Mastery and meets grade level expectations. We want all of our students to reach a level “3.” A student receiving a “3” is right on track with our high academic expectations.</p>

Information about how your child is learning, growing, and developing in academics, Dual Language, Fine Arts, and Social-Emotional Skills will be collected and presented by your child in order to paint a more holistic portrait of their strengths as a learner.

This method of authentic assessment will show your child's growth over time based on real, authentic performance. Often, a test only tells what a student can do on a particular day and at a specific time. The Growthfolio allows your child to participate directly in the evaluation process (which will also benefit their public speaking skills!). It focuses on what your child is doing rather than what they are not doing. Finally, the Growthfolio helps your child's teacher plan for instruction to better meet your child's individual learning needs by assisting them to develop strategies to help harness their strengths and fulfill their personal and academic goals throughout the year.

Your help is vital in assessing your child. Your child's teacher would like you to share and celebrate activities and interactions you observe in your child that can be added to their Growthfolio. These will add to our knowledge of your child.

Resource: <https://www.edutopia.org/practice/student-led-conferences-empowerment-and-ownership>

PART III: ADMINISTRATIVE POLICIES AND REQUIREMENTS

3.1 SCHOOL HOURS

The school day for Herrera students will be from 8:15 a.m. to 3:15 p.m. for grades K-8 **except on Wednesdays when children will be released at 1:15 p.m.** Gates will open at 7:30 to allow for time on the playground. Breakfast will be served daily from 8:00-8:15 in classrooms. The academic day will begin promptly following breakfast.

Self-Contained Special Education students begin at 7:30am and dismiss at 2:30pm. Wednesday Early Dismissal at 12:30pm.

3.2 PRESCHOOL PROGRAM AND HOURS

MTTF-9:00-1:30

Wednesday-9:00-11:30

The Phoenix Elementary School District No. 1 Preschool Program is designed to meet each child's needs within a culturally relevant curriculum. Our Program recognizes that readiness in children varies both within and among themselves. The focus is on the whole child's development in a cognitively and effectively rich and responsive environment. Problem-solving and child-initiated activities are promoted through the use of developmentally appropriate practices. Every child can participate in various active learning experiences to foster cognitive, communication & adaptive social-emotional and physical skills development. Educational experiences for preschool students are based on the understanding that young children learn through socio-dramatic and constructive play. The preschool classroom will create an environment that promotes independence, fosters decision-making, and encourages the involvement of children and their families.

Preschool is the foundation upon which a child's future as a learner is built. It is a program in which children share experiences, learn to get along, explore and discover, enjoy books, develop good work habits, make decisions, and gain self-confidence. In preschool, children experience the excitement of learning and all it represents.

An important component of the preschool program is providing quality training that meets the identified needs of parents, staff, and volunteers.

3.3 P.E.E.R. PROGRAM

The PEER program is a before and after-school program that provides students with enrichment activities, homework assistance, recreational activities, and arts and crafts. PEER Club is available for registered students in grades K-8. Priority is given to K-6 working parents. There is no cost for this program. PEER applications are available in the PEER office.

3.4 LATE PICK-UP POLICY

First time: If a child is picked up after 3:30, the parent will receive a warning.

Second time: If a child is picked up after 3:30, the parent will receive a second warning.

Third time: Late Pick-Up will be from the school lobby. Parents/guardians will be required to park in the parking lot and come into the building for their child. Parents/guardians will be given clear directives pending a fourth incident.

Fourth Time: If the child's pick up time exceeds 15 minutes after dismissal time and parents have not contacted the front office, the Department of Public Safety may be notified and a report will be filed with the Phoenix Police Department or the Maricopa County Sheriff's Department.

3.5 ADMINISTRATION

Herrera's administration is headed by a Principal and an office assistant. The current Principal is Carlos Ardon, Vice-Principal is **Dr. Shayne Sotelo**, and the current office manager is Ms. Yvette Aguiniga. All questions and concerns regarding the school should be brought to the administration's attention. The administration of school matters is left to the discretion of the Principal or, in their absence, the Vice-Principal.

3.6 CLOSED CAMPUS

Herrera is a closed campus. **Students may NOT leave for any reason unless accompanied by a parent.** This includes students leaving for doctor appointments, lunch, etc. When it is necessary to pick up children to leave early from school, parents **MUST** check in at the school office first. Students will be called from their classes to come to the office. Students will not be released from class with 30 minutes left during the school day. **When possible, please make student appointments with doctors, dentists, etc., outside of school hours to encourage the optimal learning of all students.**

3.7 STUDENT DISMISSAL PROCEDURES

Students walking or riding buses are dismissed at 3:15 **p.m.** Parent pick-up begins at 3:15 **p.m.** on 11th Street in front of the school. Please do not park on 11th Street or Pima Road. For student's safety, we request that parents not make U-turns, only cross at clearly marked crosswalks, and follow traffic flow when dropping off and picking students up. Parent cooperation is needed and appreciated to **ensure** all students are safe as they leave the Herrera campus.

3.7 FIELD TRIP PERMISSION

Outside of the classroom school activities are part of the whole learning process, which supports the Whole Child. During the year, classes will participate in field trips that ALL Students, with parental permission, are expected to attend. Approved parent/staff chaperones are allowed to attend the trips (Siblings of participating students under 18 are NOT allowed to go along on the trips). Students will **NOT** be permitted to use the telephone or ask office personnel to use the phone to call for permission. The teacher will make supervision arrangements for the students who do not have permission slips. All rules for safe and courteous conduct apply to all environments. This is especially true of artistic performances. Students are expected to perform

and practice **appropriate** audience skills.

3.9 OUTDOOR PLAY

Herrera is committed to outdoor, physical play. Outdoor play time represents a crucial portion of your child’s physical education, and movement and gross motor activities are a core component of the Whole Child. Additionally, the benefits of physical play for your child’s overall health, social development, and even academic success are well documented in educational research. Children who engage in outdoor physical play demonstrate healthier physical development, learn the intricacies of social relationships with peers, and show increased concentration levels during academic work. Herrera is highly committed to providing our students with ample opportunities for physical education. Therefore, outdoor play within designated school hours is considered compulsory and part of the academic school day.

3.10 CARE OF ENVIRONMENT

Being in an environment that provides a sense of calm and order, that is clean and neat, that has what you need where you need it is relaxing and inviting to people of all ages. For children, this is especially true as the environment can help them develop their emerging personal skills, such as coping and being able to find things. Taking pleasure in clean, tidy surroundings and successfully contributing to, and taking pride in, “my” place. Teaching students to “own” and care for both their classroom and outdoor environments as an extension of the home is one way to help foster a child’s inner sense of responsibility and independence.

For example, Herrera’s teachers and assistants do not clean up after students. Instead, the class learns how to perform the care tasks required to keep the classroom in working order. Soon, students can perform tasks like sweeping, dusting, mopping, watering plants, returning work to the shelves, and cleaning up messes and spills on their own. The children make these tasks part of their daily routine, performing them without needing instruction from their teachers.

3.11 SCHOOL STAFF

All faculty members at Herrera are carefully chosen, and references are checked carefully. All faculty members undergo an Arizona Department of Education background check, an Arizona State Police background check, as well as a national fingerprint investigation. Herrera strives to maintain consistency in the staffing of each classroom, with all teachers having at least a Bachelor’s Degree. Many of Herrera’s teachers have their Master’s Degrees. All staff members are expected to meet the highest standards of academia and follow best practices. Additionally, all faculty members are required to complete at least 16 hours of professional development/continuing education each school year.

3.12 FOOD POLICIES

1. **Introduction:** This food policy aims to promote a healthy and safe environment for students in our K-8 school. This policy outlines guidelines and expectations regarding food and beverages brought to school, served during meals, and offered during school events. It aims to support students' physical and cognitive development while fostering positive eating habits.
2. **Nutritional Guidelines:** a. **Encourage Balanced Meals:** Encourage students to consume various nutrient-rich foods, including fruits, vegetables, whole grains, lean proteins, and low-fat dairy products. b. **Limit Junk Food:** Discourage the consumption of foods high in added sugars, unhealthy fats, and sodium, such as sugary snacks, candy, soda, fried foods, and heavily processed items. c. **Allergen Awareness:** Raise awareness about common food allergies and encourage students and parents to avoid bringing allergenic foods, such as peanuts, tree nuts, and shellfish, to school.
3. **Meals Provided by the School:** a. **Nutritious Options:** The school will strive to provide well-balanced, nutritious meals that meet the dietary guidelines established by the relevant health authorities. b. **Menu Transparency:** The school will make the weekly menu available to students and parents, highlighting ingredients and potential allergens to ensure informed choices. c. **Special Dietary Needs:** Accommodate students with specific dietary requirements or allergies by offering alternative meal options or working closely with parents to provide suitable alternatives.
4. **Packed Lunches and Snacks:** a. **Healthy Choices:** Encourage parents to pack nutritious lunches and snacks for their

- children, including fruits, vegetables, whole grains, lean proteins, and low-fat dairy products. b. Portion Control: Encourage appropriate portion sizes to avoid excessive caloric intake. c. Water as the Preferred Beverage: Encourage students to bring water as their primary beverage. Limit or discourage sugary drinks like soda, energy drinks, and sugary juices.
5. Classroom Celebrations and Events: a. Healthy Celebrations: Encourage non-food alternatives for classroom celebrations, such as games, crafts, or educational activities, instead of relying solely on food. b. Smart Snack Choices: Encourage parents and volunteers to provide healthy snack options, such as fruits, vegetables, and whole-grain products, during school events.
 6. Fundraising: a. Health-Oriented Fundraising: Encourage fundraising activities that promote health and wellness, such as walk-a-thons, fun runs, or selling healthy snacks instead of relying on sugary treats or unhealthy food items. b. Supportive Resources: Provide parents, teachers, and students with resources on healthy fundraising ideas that align with the school's food policy.
 7. Education and Awareness: a. Nutrition Education: Integrate age-appropriate nutrition education into the curriculum to promote healthy eating habits and empower students to make informed food choices. b. Parent Involvement: Encourage parental involvement in nutrition-related initiatives, such as workshops or informational sessions, to support healthy eating habits at home.
 8. Implementation and Enforcement: a. Staff Training: Provide professional development opportunities for staff members to increase their knowledge of nutrition, food safety, and implementing the food policy. b. Consistent Communication: Regularly communicate the food policy and its updates to parents, staff, and students to ensure a shared understanding and compliance. c. Positive Reinforcement: Recognize and celebrate individuals or groups that actively promote healthy food choices within the school community.

3.13 DISTRICT CALENDAR

[23-24 Phoenix Elementary District Calendar](#)

[Phoenix Elementary District Calendar Website](#)

3.14 PROMOTION AND RETENTION (Policy IKE)

Year-to-year promotion of a student in grades one (1) through eight (8) will be based upon standards for each basic subject area 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 student's best interests. 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 student's best interest, 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.

3.15 DRESS CODE

The Board recognizes that each student's mode of dress and grooming is a manifestation of personal style and individual preference. The Board will not interfere with the right of students and their parents to make decisions regarding their appearance except when their choices affect the educational program of the schools or the health and safety of others. This policy is intended to guide students, staff, and parents.

The Board authorizes the Superintendent to develop and enforce school regulations pertaining to student dress that promote safety and a positive learning environment. Student dress shall not:

- A. Present a hazard to the health or safety of the student or to others in the school.
- B. Materially and substantially interfere with school work, create disorder, or disrupt the educational program.
- C. Cause excessive wear or damage to school property.
- D. Include any clothing, accessories, and/or jewelry that is worn with the intent to convey affiliation with a criminal street gang as defined in A.R.S. 13-105.
- E. Contain or display discriminatory or obscene language or symbols, or symbols of sex, drugs, or alcohol on clothing.

Students may wear clothing, accessories, and jewelry that display religious messages or religious symbols in the same manner and to the same extent that other types of clothing, accessories, and jewelry that display messages or symbols are permitted.

3.16 ITEMS FOR SCHOOL

Students are expected to bring to school each day only the items they need in their classrooms. This includes their textbooks, library books, homework assignments, notebooks, binders, musical instruments and special projects or materials requested by their teachers. Students are **NOT** to bring the following items to school:

The following items will be confiscated and sent to the office or held by the classroom teacher:

- Marking pens and white-out fluid (will be provided by teachers when needed)
- Play items or toys, play guns
- Electronic games
- Cell phones – Must be off and out of view during the school day (defined as 8:15-3:15 pm M/T/Th/F, 8:15-1:15 W)

3.17 ELECTRONIC DEVICES

Electronic devices such as cell phones, personal music players, iPods, etc., may be carried to school; however, these items must be turned off and stored out of sight during school hours. "School hours" is defined as 8:15 a.m. until 3:15 p.m. Monday, Tuesday, Thursday, and Friday, and 8:15 until 1:15 on Wednesday. In compliance with the district handbook, the school does not extend any efforts to recover these items in the event of loss or theft, nor does it provide any compensation for lost, stolen, or damaged items. Should a child choose to bring electronic devices to school, they do so at their own risk.

Electronic devices that are visible and/or in use during school hours will be confiscated and turned in to the front office after two warnings. A parent/guardian **must** come to school to recover the confiscated items. In the event a student has a repeated violation regarding the misuse of an electronic device, the confiscated item/s may be held for the duration of the school year. Confiscated items not collected by the last day of school may be donated or discarded.

The district handbook states that the school is not responsible when these items are lost or stolen. In addition, the school does not extend any efforts to recover these items if they are lost or stolen. Repeat offenses of bringing electronic items to school may result in the items being held until the end of the school year before being retrieved.

3.18 BULLYING, HARASSMENT, AND INTIMIDATION

HERRERA aims to build a community where each person feels welcome. Our goals include prioritizing student leadership, encouraging positive behavior, and hosting inclusive activities. Students are encouraged to identify and appreciate their own strengths, as well as those of their peers. This emphasis on respect and camaraderie works to reduce instances of student harassment, intimidation, and bullying in our schools.

We have a zero-tolerance policy for any form of bullying on school grounds, school buses and bus stops, and school-sponsored events.

We have Governing Board Policy JICK and processes in place to address situations where a member of HERRERAS school's community feels bullied, harassed, or intimidated.

- We provide a confidential process that allows students to report any incident.
- We provide a procedure for parents or guardians to submit written reports.
- We require that Phoenix #1 employees report suspected harassment, intimidation, or bullying.
- We provide annual education to staff, students, and the school community regarding harassment, intimidation, and bullying, including how to report incidents to staff.
- We provide a formal process for documenting and investigating reported and suspected incidents.
- We implement disciplinary procedures for students admitting to, or who are found guilty of, committing harassment, intimidation, or bullying.
- We implement a procedure that provides consequences for submitting false reports of harassment, intimidation, or bullying.
- We provide social-emotional support to individuals involved in harassment, intimidation, or bullying.

3.19 BULLYING DEFINITION

Bullying may occur when a student or group of students engages in any form of behavior that includes such acts as intimidation and harassment that

- a. Has the effect of physically or emotionally harming a student, damaging a student's property, or placing a student in reasonable fear of harm or damage to property,

- b. Is sufficiently severe, persistent, repeated, or pervasive that the action, behavior, or threat creates an intimidating, threatening, or abusive environment in the form of physical or emotional harm,
- c. Occurs when there is a real or perceived imbalance of power or strength, or d. May constitute a violation of law.

3.20 STUDENTS RIGHTS AND SERVICES

When a bullying, harassment, intimidation report is submitted, and in accordance with Arizona Revised Statute (AS) 153-341.36, the following rights, protections and services are available:

- [Phoenix Elementary School Bullying Form](#)

· (INSERT YOUR PROCESS HERE TO REPORT AND SEEK RESOLUTION RELATED TO THE BULLYING REPORT - BE SURE IT ALIGNS WITH ARS 153-342.36)

3.21 PROTECTIONS

Additional information on the items listed below is available from the school principal or discipline team:

- Threat Management and Assessment in accordance with district procedures
- Potential disciplinary consequences for offenders
- Health Center referrals, when necessary
- Individual Safety Plans
- Other protections on a case-by-case basis

3.22 ADDITIONAL SERVICES

Additional information on the items listed below is available from the school principal, IEIS, social worker, or psychologist:

- Prevention counseling services
- Small group counseling sessions
- Intervention strategies
- Peer Mediation
- Other services according to individual circumstances

3.23 CLASSROOM

Herrera follows the rules and procedures set for the district handbook regarding student conduct. Each teacher develops a classroom management program for their class that encourages students to exhibit desired, productive behaviors while discouraging inappropriate, disruptive behaviors. The classroom management programs can include a variety of rewards as well as consequences such as time-out in the classroom (to a designated place in the room), time-out to a partner room (teachers agree to be partners for each other), recess, noon or after-school detention, loss of special classroom privileges, student-written note to a parent regarding behavior, telephone or in-person conference with parent, etc. Classroom teachers will provide communication at the beginning of the school year that outlines when and how they will contact parents in the event that there is an issue with making good decisions concerning behavior.

The classroom teacher will deal with most behavioral management issues. At any point, the classroom teacher may solicit the support of one or all building support personnel (social worker, psychologist, and/or nurse).

All Herrera staff and students will follow the Behavioral Flow Chart below:
[Herrera 2023-2024 Behavior Flow Chart](#)

3.24 DISCIPLINE

The 5-Step Discipline Plan utilized at Herrera is as follows:

1. Verbal warning
2. Time away from group and/or Zen Kit
3. Written behavior reflection in another classroom.
4. Phone call to parent/guardian
5. Office referral/Input information to:
6. [Herrera ODR Form](#)

There are varying degrees of discipline offenses and are based on the individual. In cases of fighting, drugs, or weapons at school, students may be sent home for an out of school suspension ranging between one and nine days. A behavioral referral may also be administered to a student if he/she commits the same smaller scale offense on a chronic basis (defined as three or more times within a semester.) When a student earns a behavioral referral, his/her parent/guardian will be contacted via telephone or letter by an administrator. Upon receiving a referral, a student will be administered a consequence (i.e time in an alternate classroom, loss of recess, formal letter of apology, out of school suspension). In addition, students may be required to perform community service to the school in order to restore his/her status within the school community. Community service at the school primarily consists of helping clean the school grounds (i.e. picking up trash, removing gum, cleaning the cafeteria/hallways, etc.) and/or assisting in the office outside of regular school hours.

The complexity of the academic content requires that students demonstrate self-regulation. It is unfair for other students to be distracted from their learning due to the poor decision making of a select few. In addition, there will be no tolerance of any bullying with respect to sexual orientation. Students who choose to emotionally bully others with respect to sexual orientation may be subject to the maximum disciplinary and legal action allowed. This type of behavior will result in mandatory meetings between the student, his/her parent, and a building administrator/support staff member. Students who repeatedly (defined as three times or more) bully others, with respect to sexual orientation, may be asked to withdraw from Herrera.

When a student's behavioral concerns are frequent either within or outside of the classroom, an individualized behavior intervention plan may be created. This plan encourages the child to engage in behaviors that optimize learning and enhance the social welfare of the child and all Herrera staff members who interact with the child. A plan such as this would likely be developed for a child if he/she exhibits six or more interruptions within one semester.

Herrera employs a preventative approach to discipline by building positive school culture. This is reinforced by facilitating the development of positive and meaningful relationships among students and adults in its school community, by creating safe spaces in the school environment for the exploration of identity and culture, and by employing culturally responsive, student-centered learning and teaching practices that frame school discipline and academic failure as opportunities for deep academic and social-emotional learning for students.

3.25 COUNSELING

Herrera is fortunate to have a full time social worker that dedicates the vast portions of their school day to supporting the mental and physical well-being of our students. The social worker primarily supports students in grades Kindergarten thru 8th grade, by supporting emotional growth that results in positive self-management and self-regulation so that students can stay focused on learning.

Herrera believes that all children desire to do well and want to succeed in school. Poor decision making on the part of a child is viewed as a call help. As a result of this belief, students who violate behavioral expectations are first directed to see the social worker. Due to the support provided by her, many of our students are gaining the necessary tools to self-manage and make good decisions and as such, they do not need to be seen by the building principal or Teacher on Assignment. Depending upon the

severity of the situation, a parent may or may not be notified if he/she is seen by the social worker. For those students who are unable to make safe decisions with respect to their behavior, despite being seen numerous times by the social worker, may need to be seen by the school's administrator.

3.26 CULTURALLY RESTORATIVE POSITIVE BEHAVIOR INTERVENTION AND SUPPORTS (CR-PBIS)

The hybrid model of Culturally Relevant Teaching, Restorative Practices, and PBIS (Positive Behavioral Interventions and Supports) combines key elements from these approaches to create a comprehensive and inclusive educational framework.

Culturally Relevant Teaching is incorporated to recognize and value students' cultural backgrounds, incorporating their experiences, perspectives, and identities into the curriculum and instructional practices. It ensures that students' cultures are not only acknowledged but also integrated meaningfully in the learning process, promoting engagement and academic achievement.

Restorative Practices focus on building and repairing relationships within the school community. This approach emphasizes resolving conflicts and addressing harm through dialogue, empathy, and problem-solving, rather than punitive measures. By fostering a sense of community and shared responsibility, it supports positive behavior and reduces disciplinary issues.

PBIS provides a proactive approach to promoting positive behavior and establishing a safe and supportive school climate. It involves setting clear behavior expectations, implementing evidence-based strategies, and providing individualized supports to help students meet those expectations. PBIS emphasizes prevention rather than punishment and reinforces positive behaviors through consistent recognition and reinforcement.

The hybrid model draws from all three approaches to create an inclusive and equitable learning environment. It integrates culturally relevant teaching practices to honor students' diverse backgrounds, Restorative Practices to address conflicts and build positive relationships, and PBIS to promote positive behavior and a safe school climate. By combining these approaches, the hybrid model supports academic success, social-emotional development, and cultural responsiveness among students. It creates a holistic framework that fosters meaningful connections, encourages self-reflection, and empowers students to become active participants in their learning journey while embracing their cultural identities.

3.27 CULTURALLY RELEVANT TEACHING

Culturally relevant teaching is an educational approach that acknowledges and incorporates students' cultural backgrounds, experiences, and perspectives into the teaching and learning process. It recognizes the importance of valuing and respecting diverse cultures and seeks to create an inclusive and equitable classroom environment where all students feel seen, heard, and valued.

Culturally relevant teaching goes beyond simply acknowledging cultural diversity; it actively integrates students' cultural identities and experiences into curriculum, instruction, and assessment. It aims to make learning meaningful and relevant by connecting it to students' lived experiences and cultural references. By doing so, it enhances students' engagement, motivation, and academic achievement.

This teaching approach also fosters critical thinking and social awareness by encouraging students to analyze and challenge social inequalities and injustices. It promotes cultural competence, empathy, and understanding among students, preparing them to navigate a diverse and interconnected world.

Culturally relevant teaching involves creating a classroom environment that celebrates diversity, incorporating diverse perspectives and materials into lessons, using instructional strategies that accommodate various learning styles and cultural backgrounds, and building strong relationships with students and their communities.

Overall, culturally relevant teaching seeks to promote educational equity by empowering students and affirming their cultural identities, fostering a sense of belonging, and providing opportunities for academic success and personal growth.

3.28 RESTORATIVE PRACTICES

Restorative Practices can be implemented in a number of ways. They can be used as a way of resolving conflict, preventing harm, and reducing behavior that challenges. **Some examples of how restorative practices are implemented include:**

- **Community building circles** – This helps individuals to form relationships, build trust and build empathy with others. Community building circles are usually conducted in new environments or new classes.
- **Community circles** – This is similar to a community building circle but can be used at any time. It can be used for discussion and helps to build listening skills and mutual respect for others.
- **Norm setting** – This enables individuals to collaboratively build norms, rules and expectations within the setting. Participants have an opportunity to discuss the setting's values and create rules and actions.
- **Restorative conversations** – These can be used after a negative event has occurred. It can help the student to establish what happened, what the student was thinking at the time, feeling or experiencing when the event happened, whether anyone or anything was harmed and what reparation can be done for the community.
- **Restorative conferences** – These are more structured and formal and should include everyone who was involved in the situation, as well as an impartial mediator. Herrera may also include third-party individuals such as parents/guardians or members of the community. Individuals should be given the opportunity to prepare for a restorative conference. The individual who was affected by the situation should have the opportunity to explain the impact on them. This can help the person harmed to forgive, move on, and reconnect with the harm-doer.

3.29 POSITIVE BEHAVIOR INTERVENTION AND SUPPORTS (PBIS)

Positive Behavioral Interventions and Supports (PBIS) is a proactive and evidence-based schoolwide approach that aims to establish a positive student culture and individualized behavior supports to create a safe and effective learning environment. PBIS focuses on reducing problem behaviors, suspension rates, and enhancing school climate and academic performance. It emphasizes prevention rather than punishment, encouraging expected behavior by establishing clear behavior expectations and providing support to help students meet those expectations. PBIS is designed to improve school safety and promote positive behavior through a comprehensive framework that benefits all students.

Key Components:

- **Clarifying expected behavior** – PBIS recognizes that students can only meet behavior expectations if they know what the expectations are. Everyone learns what's considered appropriate behavior. And they use a common language to talk about it. Throughout the school day — in class, at lunch, and on the bus — students understand what's expected of them.
- **Teaching expected behavior** – With PBIS, schools teach students positive behavior strategies, just as they would teach about any other subject. All students learn about positive behavior, including kids with IEPs and 504 plans.
- **Encouraging expected behavior** – PBIS (Positive Behavioral Interventions and Supports) i. PBIS focuses on recognizing and reinforcing positive behaviors rather than solely focusing on addressing problem behaviors. By creating a positive environment and using effective strategies, PBIS aims to encourage and reinforce the behaviors that are desired and expected from students.
- **Discouraging unwanted behavior** – While PBIS primarily emphasizes the promotion of positive behavior, it also includes strategies for addressing and reducing problem behaviors. By setting clear behavior expectations, providing consistent consequences for inappropriate behavior, and implementing targeted interventions, PBIS aims to discourage and address unwanted behaviors effectively.
- **Ongoing monitoring** – involves ongoing monitoring to ensure its effectiveness. This monitoring includes collecting and analyzing data related to student behavior, school climate, and the implementation of PBIS strategies. By regularly assessing and reviewing this data, schools can make informed decisions to modify and refine their PBIS approach. Ongoing monitoring helps identify trends, areas of improvement, and the need for additional support or interventions. It allows for adjustments to be made to better align PBIS practices with the needs of students and the school community, leading to continuous improvement and positive outcomes.
- **Effective classroom practices** – In the context of PBIS (Positive Behavioral Interventions and Supports), effective

classroom practices include establishing clear behavior expectations, using positive reinforcement to acknowledge desired behaviors, providing behavior reminders, employing proactive strategies, fostering classroom community, offering individualized supports, maintaining consistency, and collaborating with families. These practices aim to create a positive learning environment, promote positive behavior, and support the social and emotional development of all students.

All students, staff, parents and community members are expected to follow the PANTHER PROMISES:

- Be Respectful
- Be Responsible
- Uphold A Safe Community

3.3 MULTI-TIERED SYSTEMS OF SUPPORT (MTSS)

Phoenix #1 MTSS Mission Statement

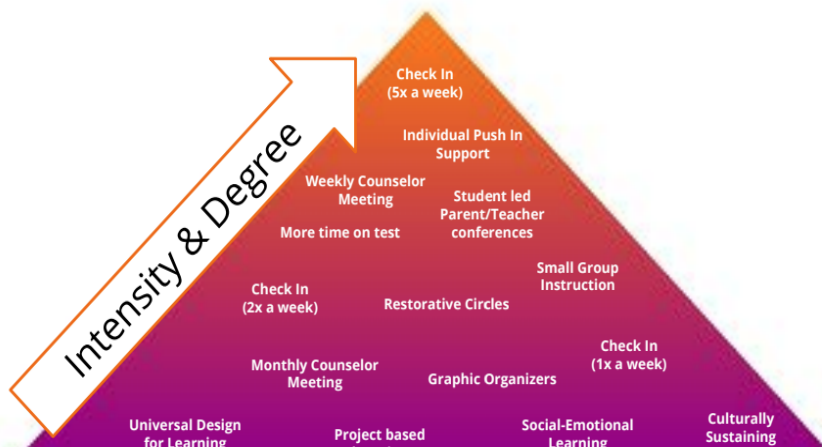
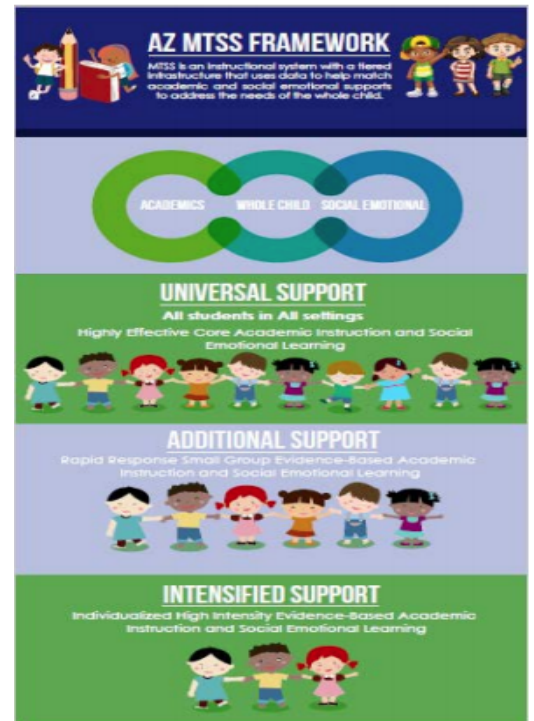
Our MTSS Mission includes a team with a shared vision, uses high-quality curriculum and instruction, implemented with fidelity, including tiered supports that utilize appropriate staff supporting students' success in all areas of social-emotional learning, academics, and behavior.

What is MTSS?

MTSS is an instructional system with a tiered infrastructure that uses data to help match academic and social emotional support to address the needs of the whole child. The supports themselves are seen as a continuum with “universal”, “additional” and “intensified”. These supports address issues pertaining to the whole child and can include academics, SEL, and the curriculum. These areas are then reinforced through professional development, school and community collaboration, parental action, and teamwork among all stakeholders to support the child.

MTSS Helps Herrera...

- Assess the needs of all students, not just those who are outwardly struggling
- Monitor student progress data and use this data to make decisions
- Address the underlying academic or social-emotional needs of students
- Develop a focus on tier 1 instruction and focusing on the needs of the whole student
- Strengthens team structures to improve the focus on student learning
- Honors parents and families contributions and engages them to support students



PART IV: ADOLESCENT PROGRAM JH

4.1 OVERVIEW

Seventh and eighth-grade students are emerging into adolescence, a time of rapid personal growth and change. To guide our students through this critical period, Herrera has selected highly trained staff who are knowledgeable in working with this unique age group. Our adolescent program emphasizes and encourages individual personal responsibility and collaborative learning. It designates large blocks of time to allow in-depth individual work and small group seminars.

Herrera's Fine Arts Program bolsters the adolescent need for self-expression and communication. To help develop personal responsibility, Middle School students prepare a portfolio of growth for their parents/guardians and are required to plan and lead these conferences. Service Learning activities and cross-age teaching also continue to build the collaborative skills of students at this level. All Middle School students take part in hands-on service learning and build real life skills by interning with teachers and students in the lower grades. They also participate in student government committees and present science and history lessons to fellow students.

4.2 REQUIREMENTS TO PARTICIPATE IN 8TH GRADE PROMOTION

Eighth graders must meet four requirements to participate in promotion exercises at the end of the year. **These requirements are as follows:**

1. Have completed and presented their 8th Grade Exit Exhibition.
2. Have MASTERED all eighth-grade class work with a 3 or 4. Students who are consistently at a 1 or 2 will be required to make up/retake all necessary work to a 3, which may require school attendance during Fall and/or Spring Intercessions, including summer school, in order to be promoted to high school.
3. Have demonstrated appropriate behavior and a positive attitude during the school year. Students with excessive suspensions (defined as three separate suspensions or more) will be at risk of non-participation in promotion activities (i.e., the promotion ceremony, scholarship tea, etc.)
4. Have 95% or better attendance, as well as have no more than 15 tardies for the year.

4.3 EIGHTH GRADE EXHIBITION

Herrera requires all of our promoting 8th graders to present an Eighth Grade Exit Exhibition encompassing their cumulative learning journey at Herrera and beyond. It is a time when students reflect and are recognized for their accomplishments.

The exhibitions will take place in person on the Herrera Campus, where your child will present his/her Exhibition Portfolio in front of a Mentor Council of 4-5 community members from the Metropolitan Phoenix Area.

Through the eyes of the council members, the students will see that there are people in the community who care about helping them become competent adults.

This is an 8th-grade requirement for graduation, and all 8th-grade students are expected to participate. If, for some reason, your student will not be present on this day, please let us know to make other arrangements for the presentation

4.5 EIGHTH GRADE SCHOLARSHIPS

At the end of the eighth-grade school year, select students may be awarded scholarships to help defray costs for fees and materials for high school. Scholarships are based on the amount of money raised through school fundraisers. Students may qualify for other scholarships by meeting or exceeding Mastery in all their classes, including electives for the second semester, no office referrals

for misbehavior, and excellent attendance in accordance with attendance program incentives. Scholarship accounts will be established at the bookstores of the high school the students will be attending or through gift cards to an office supply store. If students change high schools, they must notify the bookstores to transfer the account. If a parent would like to contribute to a scholarship fund, please contact Herrera's Office Manager at 602-257-3885.

PART V: ADDITIONAL PROGRAMS

5.1 AFTER SCHOOL PROGRAMS

Herrera offers various programs throughout the school year for students of all ages.

5.2 HERRERA SUMMER ARTS ACADEMY

Herrera's Summer Arts Academy takes place during the summer only. Applications begin going out to families in April.

5.3 COLLEGE AND CAREER SUCCESS ACADEMY (C.A.S.A.)

C.A.S.A. is a unique program designed for students entering 7th or 8th grade for the upcoming Fall. Applications begin going out to families in April.
