

Team Kenilworth Family Handbook

2024-2025

We ♥ Our Students

Our school pride is



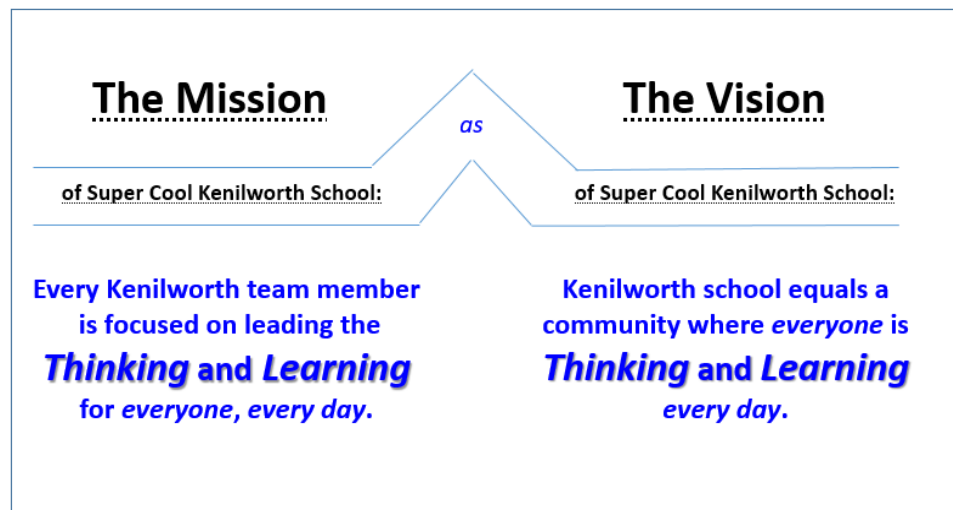
bigger than this building

Telephone Numbers

Main Office #602-257-3889

Report an Absence #602-257-3816

Nurse # 602-257-3891



School Hours

Please **do not** drop your children off before 7:40 a.m. as there is **no one** to supervise them before 7:40a.m.

Kindergarten – 8 th Grade
<ul style="list-style-type: none"> ● The gates open at 7:40 a.m. ● Breakfast ends at 7:55 a.m. ● School Lessons begin at 7:55 a.m. ● Dismissal at 2:55 p.m. ● * Wednesday Dismissal is 1:00pm

If you pick your child up from school, **please be on time.**

ALL students must leave the campus at 2:55PM. Students are not allowed to remain on campus after 2:55 PM due to safety.

- Students who have not been picked up by 3:10PM (1:10PM on early release days) will be directed to go to the office in order to call their parent/guardian. The parent/guardian will have to enter the school to sign their child out with the office staff.
- We will collaborate with the Phoenix Police Department to assist with any families that have not picked up their child when we are unable to contact a parent/guardian.

The **ONLY exception** to this expectation is if your child is enrolled in the afternoon YMCA Program or is involved in an approved, school sponsored activity. If your child is involved in an afternoon activity, the primary sponsor or coach will provide a pass in order for the student to stay on campus.

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FIREARM SAFETY

1) School Safety

School safety is top of mind for educators, caregivers and community members. Safety is the work of an entire school community. Our school will continue to support our teams in the areas of: Bullying Reporting Process and Procedures, Threat Management Process, Crisis Intervention Process, Emergency Response Process. We have high value in practicing as our efforts to constantly improve. We will have practice time with our Fire Drills, Campus Lock Down Drills, and Campus Lock In Drills.

We appreciate the support from our Phoenix 1 administration team members.

- Our Chief Operations Officer is our lead with Safety Plans. Phone #602-523-8974
- Our Social Worker Team is our lead with our Bullying Reporting Process. Phone# 602-257-3889.

Visitors to Kenilworth School

The school front door will open at 7:40a.m. Only students will be permitted to enter the campus.

All visitors will be directed to the front office.

We lock all our exterior door and gates except the front entrance.

2) Family Communication

We value two way communication systems. We will establish multiple communication tools between the classroom and home and also the school and home.

- The importance of your contact information being accurate in our enrollment computer programs will be key to ensuring that you have access to receive our Automated Calls and Text messages.
- Technology applications of **Class Dojo** will also be relied on to establish two way communication with you and the classrooms.
- Our Synergy System provides online access to **Parent Vue (and Student Vue)** which is a tool to give the families access to the grade book.
- We will also utilize Social Media tools available to us like **Facebook and Instagram**.
- We are excited to have the support from our site based Family and Community Engagement Specialist, Ms. Magali De Jesus. Phone #602-523-5962. Email is M.deJesus.Alvarez@phxschools.org

Attendance and Tardiness

Attendance is one of the most significant requirements for student success. We need your daily support ensuring your child's attendance at school and in **ALL** daily classes. Therefore, we urge parents to send their children to school everyday unless they are ill or an emergency arises. Please remember the following:

- If your child is absent, please call the **Kenilworth Elementary Attendance Line at 602-257-3816 BEFORE 7:55 AM** the day of the absence or the day before in order to inform the school of the status of your child.
- As required by law, when a student returns from an absence he/she must bring a written note signed by the parent/guardian explaining the absence. This note must be given to the teacher or the front office. If we do not receive a note or a phone call within a **24 hour period**, the absence will be documented as unexcused.

***The City of Phoenix C.U.T.S. (Court Unified Truancy Suppression) Direct Cite Program will be implemented as a response to negative attendance patterns.**

Tardy:

- School begins at 7:55. Tardiness is disruptive to the learning process and has a negative effect on the class and your child. Possible consequences for excessive tardiness may be implemented.
- Please plan your morning commute so that your child arrives on time for school.
- Levels of Tardy and Leaving Early will affect a full day attendance report to AZ Dept of Ed.

Grading: Feedback to Students and Communication to Families

A letter grade will be earned by each student for all of their core subject areas. The letter grade will be calculated by the grades earned on assignments.

- The teacher will collect assignments to be graded at least once a week.
- The teacher will return the assignment and communicate to the student the letter grade earned for that assignment in a time frame no longer than one week after the assignment is collected.
- Any assignments turned in after the stated due date will be considered late and a possible penalty to the grade may apply.

Each graded assignment will become part of the whole letter grade earned for the progress report and report cards. Students will be encouraged to keep track of their graded assignments so they may be empowered to explain their letter grade to the families. Support to access the online grade book using Parent Vue and Student Vue is available.

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Technology Devices: Cell Phones, iPad, tablets, watches, headphones

Technology devices are a privilege to have inside our campus for the students. Appropriate and ethical usage is expected and supported. These devices cannot become a distraction to the learning or a threat to anyone's safety on campus. A code of ethics for appropriate usage will be reviewed with students often and low cooperation will result in loss of this privilege.

Health Services

Our school nurse is available five days a week to provide services. Parents/guardians are encouraged to notify the nurse of any disability or special health needs that may require accommodations at school.

When to Keep Your Child at Home

It is important to maintain a healthy environment in the classroom to protect students. A child will be readmitted to school **ONLY** after obtaining appropriate therapy for the following conditions:

Strep throat, scarlet fever, impetigo, ringworm, pinworm, conjunctivitis (pink eye), Chicken Pox ,
Hepatitis A, Hepatitis B and Meningitis, Head Lice

First Aid-Emergency Care

First aid and emergency care for students who become ill or injured during the school day will be provided. If your child is too ill to remain in school, parents will be expected to make arrangements to pick up the student. Staff members are not permitted to transport students. In case of a serious illness or injury, an ambulance will be called to transport the student to a hospital.

Medications

Whenever possible, all medication required by students should be administered at home. The school nurse may administer medication only when a physician's written order and parent's written permission are supplied.

- The medication in its original labeled container must be delivered by the parent/guardian to the principal or school nurse.
- Medication must not be sent to school in a student's book bag.
- Medication authorization forms can be obtained from the school nurse.

Allergies to Insects/Food

Parents/guardians of students with known bee allergies or life threatening food allergies must alert the school nurse, provide necessary medication and have a physician complete a medication authorization form with instructions for emergency treatment.

Asthma Inhalers & EpiPens

Medication authorization forms must be completed and kept on file in the nurse's office. The physician should indicate on the form if the child may carry the medication and self administer. Self administration of medication is permitted for emergency medication only.

3. Translation and Interpretation

Families will be offered support in their native language any time it is needed. We are proud of our partnership with Language Line Solutions and will rely on this partnership to support translation when an individual is unable to support in person translation needs.

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4. Social Emotional Learning (S.E.L.)

The Phoenix Elementary School District will create systems and resources to support the whole child by implementing social emotional learning, trauma-informed practices, and mental health awareness into the learning environment by 2025 as measured by student, staff and family climate surveys, discipline data, and Social Emotional Learning assessments.

Our site based Social Worker Team will collaborate with all the teachers to integrate S.E.L activities and lessons. With family consent students may be eligible to engage in small group focused S.E.L. opportunities that will be in addition to the classroom activities. The Second Step program will be utilized to guide the S.E.L efforts.

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5. Student Discipline

This past fall our Governing Board approved three updates to our existing student discipline policies, JK (student discipline), JKD (student suspension), and JKE (expulsion of students). Our School team values positive support and implements many systems to motivate and encourage students' positive choices.

Defining Discipline

Discipline is a process that uses teaching, modeling, and other appropriate strategies to maintain the behaviors necessary to ensure a safe, orderly, and productive learning environment by changing unacceptable behaviors to acceptable behaviors.

- We believe that student discipline is a process that uses teaching, modeling, and other appropriate strategies to maintain and sustain positive behaviors.

Kenilworth Elementary Beliefs Related to Student Discipline

Teaching and learning of the intended curriculum for all students and practice time is a high priority; therefore, the Kenilworth school team members will be available for students to utilize as they have all completed training in our character education programs along with Positive Behavior Interventions and Supports.

Steps in School Wide Discipline Plan - Procedures for Disruptive Behaviors

The level of the referable offense will be based on the PESD Student Handbook for Success. (For more details, please see the PESD Student Handbook for Success located at the front desk of the Main Office).

Dress Code

Students have the responsibility to wear clothing that projects a positive attitude of pride in self, school and the community.

- Students are required to wear appropriate, comfortable and safe clothing that is neat, clean and in good taste.
- No article of clothing shall be worn that distracts from the educational process.
- **Administration has the final decision as to the appropriateness of all clothing and attire.**

Field Trips

We value the experiences that our field trips offer the students. This is an area where safety will remain a high priority. Any previous student behaviors that raise a level of concern for safety will be reviewed with families prior to participating in a field trip to discuss eligibility.

- Parents are to receive written notification.
- Parent permission forms for field trips must also be returned to the school before the scheduled field trip.
- **No child may attend any trip for which the school has not obtained parental permission.**

Behavior on Buses and other District Vehicles

Students are expected to follow all District policies for riding school transportation. Students will lose bus-riding privileges after repeated minor safety and behavior violations, or after a major disciplinary problem while riding the school bus.

- **All District students who have lost their bus riding privileges must make their own arrangements for transportation.**

6. MOWR (Move Over When Reading)

Question: What is MOWR?

Answer: Arizona's Move on When Reading policy is designed to provide students with evidence-based, effective reading instruction in kindergarten through third grade in order to position them for success as they progress through school, college, and career.

A.R.S §15-701 requires that an Arizona student not be promoted from the third grade if the student scores far below the third-grade level on the AzMERIT statewide assessment. A third grader who does not demonstrate sufficient reading skills may be promoted to fourth grade if the student:

1. Is an English Language Learner (ELL) who has received less than two year of English instruction.
2. Has a disability and the IEP team agrees promotion is appropriate or the student is in the process of being evaluated for an IEP.
3. Has been diagnosed with a significant reading impairment (including dyslexia).
4. Demonstrates sufficient reading skills or adequate progress toward sufficient reading skills through a collection of assessments approved by the State Board of Education.

Phoenix #1 Letter 1: School districts shall provide annual written notification to parents of pupils in grades K – 3 that a pupil who does not demonstrate sufficient reading skills will not be promoted from the third grade.

Phoenix #1 Letter 2: School districts shall identify each pupil who is at risk of reading below grade level in grades K - 3 based on district or statewide assessments, and shall provide to the parent of that pupil a specific written notification of the reading deficiency that includes the following:

- Pupil's specific individual needs.
- Current reading services provided to the pupil.
- Available supplemental instructional services and supporting programs.
- Parental strategies to assist the pupil to attain reading proficiency. (Attach strategies to letter)
- A statement that the pupil will not be promoted from the third grade if they do not demonstrate sufficient reading skills.

7) MTSS (Multi-Tiered System of Supports)

Question: What is MTSS

Answer: MTSS is our Multi-Tiered System of Supports (MTSS) is a school-wide, data driven, proactive framework for improving both learning and behavioral outcomes for all students. It utilizes evidenced based practices and effective systems to improve core instruction and intervention.

Your Kenilworth Team of educators are committed to supporting all students with success plans. We will continue to support the MTSS process as part of our commitment to you and our students. We will work together to identify what your child needs to support improving.

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8) Exceptional Student Services

The Individuals with Disabilities Education Act of 2004 includes significant changes from the previous authorization in 1997.

Accountability, Improved Outcomes, Research Based Instruction

When Congress reauthorized the law, it focused on accountability and improved outcomes by bringing IDEA 2004 into conformity with the No Child Left Behind Act (NCLB). IDEA 2004 requires schools to use “proven methods of teaching and learning” based on “replicable research.” Many schools continue to use educational methods that are not research-based. Pressure from litigation and No Child Left Behind requirements are forcing school districts to adopt research-based methods of teaching. IDEA 2004 also includes new requirements for early intervening services and highly qualified special education teachers.

9) EL (English Learners)

Arizona’s Language Development Approach is the foundation for language development. It helps us conceptualize what language development must look like, sound like and feel like. It makes explicit the ways in which learning for all English Learners must be designed and enacted throughout a system; it connects the language and literacy and learning practices in all instructional models that are critical to effective teaching and learning and communicates how we can expect practitioners to design and enact, language, literacy and learning practices in all subject areas.

The four principles that surround the core reflect the research-based and non-negotiable components of a comprehensive instructional program for Arizona’s EL students.

- **Principle 1:** Asset Based Behaviors and Expectations make certain that we value and leverage who our students are, what they bring to school and the community they are a part of. As we plan for standards-based instruction, it's important that we keep our students, and what they each bring to the classroom in mind.
- **Principle 2:** Integrated Instruction in Disciplinary Language and Content ensures we use content and the language it is made up of as a vehicle to further develop students' English language in a relevant and meaningful way. The content standards will drive the learning during integrated instruction, and the ELP standards will support the content by providing access to academic language.
- **Principle 3:** Targeted and Explicit Language Instruction makes certain that students are provided an opportunity to develop English based on their level of proficiency and the appropriate ELP standards. Learning will be driven by the ELP standards, and instruction will focus on the explicit development of language.
- **Principle 4:** Assessment, Monitoring, and Feedback makes certain that beyond the AZELLA, we assess and monitor student's language development and that we do so continuously in multiple ways. Using the English Language Proficiency Standards to support the development of assessments that allow students to showcase their language proficiency and providing immediate, authentic feedback to students related to the standards is critical to language development and acquisition.

10) Special Populations

Welcome to Indian Education

Phoenix #1 is the recipient of both Title VI and Johnson-O'Malley grant funds to ensure the educational and cultural needs of our students with tribal heritage are met. If your child, you or your child's grandparents have tribal affiliation, please contact the Special Populations Coordinator at 602-523-8988 for more information on enrollment in Indian Education programming at Phoenix #1. Any questions regarding eligibility can be answered by the coordinator.

We honor and embrace our Native American students and families at Phoenix #1, and strive to meet the unique needs of our Native American students and families to ensure their educational opportunities are second to none.

Notice of Public Hearing – Title VI Grant Application for American Indian/Alaska Native Students

The Phoenix Elementary School District Governing Board will hold a public hearing on Thursday, April 21, 2022, at 6:15 p.m., in the Governing Board Room, 1817 N. 7th Street in Phoenix. The public hearing is to receive public input on the Title VI Grant Application for American Indian/Alaska Native Students. Grant funding is used to provide coordinated services for American Indian/Alaska native students. The public is invited to share public comments regarding this grant funding.

11) Title I

Title I — Improving the Academic Achievement of the Disadvantaged was enacted to “ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging academic achievement standards and academics.” Arizona has developed a comprehensive set of standards to measure what students need to know and achieve and an assessment system to determine to what extent our students have met these standards to ensure all students are able to obtain the essential college and career readiness skills needed for the 21st century, global society we live in.

12) Cell Phone and Mobile Device Guidelines “Away for the Day”

Phoenix #1 recognizes the importance of communication and collaboration and provides devices for students to be productive in the classroom. To keep the focus on academics and to reduce unnecessary distractions, the school enforces the following guidelines:

- **Turn it off.** Personal cell phones and mobile devices shall be “Turned Off” when entering the school campus.
- **Pack it away.** Personal cell phones and all mobile devices shall be kept in a student’s backpack or locker--not in clothing pockets during the school day.
- **Phone limits.** Personal cell phones and mobile devices shall not be used in the classroom, library, restrooms, or common areas unless approved by a teacher/staff member.
- **Keep it quiet.** Personal cell phones and mobile devices shall not be used during transition times or between classes without teacher/staff approval.
- **Need to call home?** If a student needs to make an emergency call during, they may do so in the front office with teacher approval.
- **After school.** Personal cell phones and mobile devices may be turned back on at the end of the school day to facilitate direct communication with family/friends who are assisting with transportation.

What happens if you forget the rules? Failure to abide by these guidelines may result in the phone being held by campus administration in the front office until a parent or guardian is able to pick up the device.

By following these simple rules, we can make sure that everyone at Phoenix #1 has a focused and productive learning environment.

13) Suicide Prevention

Protecting the health and well being of all students is of utmost importance to Phoenix #1. The school board has adopted a suicide prevention policy, **IHAMD © INSTRUCTION AND TRAINING IN SUICIDE PREVENTION**, which will help to protect students through the following steps:

- Staff will learn about recognizing and responding to warning signs of suicide in students, accessing and utilizing systems of support and seeking help for students. Staff that work with students grades 6-8 will attend an evidenced based professional development at minimum every three years.
- Phoenix #1 has designated a suicide prevention coordinator, the Coordinator of Social Services & Wellness as a point of contact for district coordination. The school social worker/counselor and psychologist serve as a point of contact for students in crisis and refer students to appropriate resources.

14) Suicide Prevention (continued from previous page)

- When a student is identified as being at-risk, a risk assessment will be completed by a trained mental health district staff member, a school social worker/ counselor or psychologist. As soon as safety is established with the student the parent/ guardian/ caretaker will be contacted. The school social worker/ counselor or psychologist will work with the student and family to ensure a safety plan is in place as well as help connect them to appropriate local resources.
- Students and families will have access to national and local resources that they can contact for additional support, such as:
 - 988, Suicide and Crisis Lifeline
 - Crisis Text Line: Text TALK to 741-741
 - Teen Lifeline, 602-248-8336 (TEEN), text or call
 - Local Crisis Response Hotline, 602-222-9444

All school staff and students will be expected to help create a school culture of respect and support, in which students feel comfortable seeking help for themselves or friends. Students are encouraged to tell any staff member if they or a friend are feeling suicidal, or are in need of help. While confidentiality and privacy are important, students should know when there is a risk of suicide, safety comes first. While family and parental rights are important, student safety will take priority when a risk has been identified. Once a student's safety is secure the family/ parent will be immediately contacted. For a detailed review of policy changes, please see the district's full suicide prevention policy.

15) FIREARM SAFETY

Parent/Guardian: Phoenix #1 is a student-centered community where together we prioritize having a safe educational environment. Research shows that gun violence has increased and that guns used with unintentional tragedies usually belong to family members or exist in households with unlocked firearms. Several studies of school-based gun violence or unintentional tragedies are due to households with unlocked firearms. The intervention is to prevent unauthorized access to guns in the home. Unsecured guns in the home pose a risk to students beyond gun violence in schools. Storing firearms securely protects any child in the home as well as students throughout the school district and our community.

Phoenix #1 provides prevention measures to increase student safety by raising awareness of the importance of secure gun storage to protect our community and their students. The district communicates directly to parents and guardians with information and resources to learn more and download helpful resources, including a secure storage fact sheet, talking to your children about guns, and facts and resources on child firearm suicide, at BeSMARTforKids.org/resource.

Phoenix #1 also educates and empowers our students through proven prevention programs to connect with each other, minimize social isolation, and create an inclusive school community. By having trained trusted adults, students are taught to recognize warning signs of someone in crisis and immediately "say something" to our adult staff. When trusted adults and students connect and know the warning signs of pending violence, then the school community is engaged and school safety, and academic learning increases. For more information, please reference specific Safer Schools proven prevention programs at Sandyhookpromise.org.

Students are expected to connect and "say something" to a staff member/trusted adult when they see or hear warning signs of potential violence or danger. Our school community is strengthened when we work together with our adult staff and pay attention to taught warning signs that can signal a crisis or need for help.