

FUTURE INVESTMENT MIDDLE SCHOOL

GRIFFIN FOUNDATION SCHOOL DISTRICT

**MR. GRIFFIN, SUPERINTENDENT
AND PRINCIPAL
MS. HEIDINGER, ASSISTANT TO THE PRINCIPAL**



PARENT/STUDENT HANDBOOK

2024-2025

Mission Statement

The mission of Children Reaching for the Sky Elementary School (CRS) grades K-5 is to give each student, regardless of ability, difference, or diversity needs access to curriculum that is meaningful and that allows the students to use his or her strengths, allowing them to develop their full potential and become knowledgeable and productive members of society using such education resources as computer technology, music, and language arts. In addition, Future Investment Middle School (FI) grades 6 - 8 allows students to think outside of the box and plan for their future with visionary skills, experiences, and knowledge of investments, business, financial planning, management, entrepreneurship, and social awareness, with mathematics and science as a building block of structured growth in reaching one's goals in life.

Motto

Students will have the foundation and determination to move forward with their education and future.

Students will learn the Future Investment Middle School Student's Motto:

I shall be BRAVE!

B - BELIEVE

R - RISE

A -ACT & ACHIEVE

V -VISUALIZE

E – EVOLVE

Definitions:

Believe - to have confidence or faith in the truth, the existence, or the reliability of something, although without absolute proof that one is right in doing so: *Only if one believes in something can one act purposefully.*

Rise – advance to a higher level of action, thought, and feeling; ascend; move upward; to rise to one's responsibilities.

Act & Achieve - something done or performed; action; deed; to bring to a successful end; carry through; accomplish.

Visualize - make perceptible to the mind or imagination; to form a mental image of something not present before the eye at the time.

Evolve - to come forth or develop gradually into being; *to evolve a style of one's own.*

"I am, I shall, and I will be BRAVE. A star is only as bright as the sun that shines. The only limitations I have are the limitations that I place on myself. If I rise to the level of my expectations, success will follow me."

Written by:

Lee Griffin

Contact Information

Future Investment Middle School
1854 South Alvernon Way
Tucson, Arizona 85711

School Office Number: (520) 790-8400

School Hours

FIMS Middle School 9:00 AM – 4:00 PM (Wed. 2:45 PM)

Adult supervision begins at 7:00 AM for FIMS students. Students may not arrive before that time.

Enrollment Requirements

According to the Arizona Department of Education, parents need the following information to enroll children in Arizona schools:

Proof of residency

Families must provide two proofs of residency to establish residence in a designated school attendance area, the district's boundaries or the state. These can include:

Motor vehicle registration

Rent or mortgage payment receipt

Employer letter on letterhead

Utility bill

Property tax bill

Lease agreement

Tax return

Bank account, paycheck, credit card bill, etc.

Driver's license or State ID

Proof of age

Arizona students must be five years old before September 1 of the current school year for kindergarten, and 6 years old before September 1 to enter first grade. Proof of age can include:

A certified copy of the child's birth certificate.

Other reliable proof of the student's identity and age (must include birth date), including the student's baptismal certificate, passport, a stamped application for a Social Security number, I94 with Federal stamp stating refugee status, or original school registration records, and an affidavit explaining the inability to provide the birth certificate.

Pursuant to A.R.S. 15-183 (f) resumes for all current employees who provide instruction are available to parents or guardians of enrolled students for review upon request.

FIMS Comprehensive Program of Instruction

Curricular Philosophy - Through the course of history, good education has by necessity and practice encompassed the best of the past and the present. As we declare in our Mission Statement, Future Investment Middle School (FIMS) will "challenge committed students with a robust cultural and ethnic education, emphasizing multi-cultural education, cultural diversity, the arts, and basic education fundamentals. The school combines a traditional course of study while preparing our students for the 21st century. Using the Arizona Academic Standards, the curriculum is designed to prepare students beyond state standards and integrate the knowledge and skills acquired across the curricular spectrum. FIMS delivers traditional studies and real-world knowledge and skills to students by combining time-tested teaching methods and materials with innovative techniques. Therefore, each child's education will reflect the best of the past and present on a daily basis. We further believe that students rise to the level of expectation set by faculty, and setting the bar higher necessitates greater effort and yields enhanced rewards for each student.

Methodology – FIMS practices traditional, time-tested teaching methods that are considered best practices such as: cooperative learning, inclusion, authentic assessment, problem-based learning, team teaching, critical thinking exercises, hands-on experiences, guest instructors, written and oral exams, in addition to whole language integration in learner-center classrooms.

Because teaching begins at home, parent involvement is required. Parents are encouraged to participate in home-teaching support, school activities, fundraisers participation, as well as ensuring that your child/children attend school every day and arrive on time.

Special Areas of Emphasis – Cultural Diversity across the FIMS curriculum are prominent:

Investments and Entrepreneurship - Through the Future Investment Middle School's Investments and Entrepreneurship Program, youth discover that what they are learning in the classroom is relevant to the real world. Students are taught to invest and plan for their future. FIMS has educational classroom resources that promote entrepreneurial literacy among youth. As students explore the business world and participate in investments and entrepreneurship with hand-on experiences, they begin to unlock their unique entrepreneurial creativity, have a greater understanding of the free enterprise system, improve the quality of their lives, and dare to dream for bright futures.

History - Students are taught history appreciation based on ethnic and cultural achievements, in addition to learning to connect factual historical context, establishing relevancy, and building knowledge through human perspectives and relationships.

Language and Fine Arts – Students will learn to develop and enhance their ability to articulate concepts through precise use of the language (correct grammar, expanded vocabulary, creative expression, and appreciation of reading/literature) which will potentially open doors to greater educational and career achievements.

Physical Education and Health – We have physical fitness programs to include health education.

Character Development and Self-Esteem - Studying, recognizing, and practicing positive character attributes promotes individual and community actualization. Children need to know that they each have individual skills and assets that are important to our society.

Technology - Utilizing the full range of current technology promotes a greater depth of knowledge and experience, and develops skills essential for the new millennium economy in which our students will live. Students will learn to integrate technology with their core subjects.

Educational Program/School Curriculum

Each student at FIMS, regardless of ability, difference, or diversity needs has access to a curriculum that is meaningful and that allows the student to use his or her strengths. For any student to learn and progress in the subject matter taught in school, he or she must first have access to the curriculum. We believe access to the curriculum begins with a student being able to interact with it in order to learn.

Our school offers the student, grades kindergarten through eighth grade, an education providing the necessary foundations for a successful learning experience, leading ultimately to becoming a productive citizen of the community in the 21st century. The school is committed to providing services for the special needs of all students, based on the changing demographics of the community. The school wishes to be in a position to take advantage of innovative ideas, curriculum materials, as well as programs that have been successful for many students over the years.

The school's educational plan consists of a broad range of goals and objectives to meet the educational needs of all students. The curriculum to be used in the school will be the board-adopted curriculum of the FIMS school curriculum. Input and recommendations will flow through representatives on school and district curriculum committees. Additional methods and/or curriculum may be utilized to supplement and/or supplant the school-adopted materials.

FIMS Curriculum Goals

- Activities will reflect ethnic, cultural, and gender diversity in our global society.
- Activities will help students to view events, situations, and concepts from diverse ethnic and cultural perspectives.
- Activities will reflect the learning styles of the students.
- Parents from diverse ethnic and cultural groups shall be involved in school activities, programs and planning.
- Testing procedures and all performance outcomes shall be fair.
- School assemblies and holidays will reflect the ethnic and cultural diversity in our global society.
- School displays and course related material and activities will reflect ethnic and cultural diversity.

Student Outcomes

Students will demonstrate the attainment of skills and knowledge established throughout the program by:

- Performing at or above state and national norms on widely accepted achievement tests administered by the Charter School faculty.
- Communicating clearly - verbally and in writing commensurate with their age group.
- Demonstrating the use of verbal and written language in personal expression.
- Using technology-based methods of acquiring and communicating information and knowledge.
- Demonstrating the ability to use knowledge and skills, logical thinking, and problem solving in academic areas and in real-life situations.
- Understanding and applying the knowledge, concepts, principles, and themes learned in the social sciences (social studies, history, geography, political science, economics, and philosophy).
- Understanding and using scientific, mathematical, and technological principles and processes in everyday life.
- Acting as self-motivated, competent, and life-long learners.

Assessment Methods

Using a variety of assessment variables which will allow students the opportunity to master the learning objectives, FIMS staff will measure student outcomes in a variety of methods including, but not limited to, the following:

- Time on task, as appropriate to the individual's ability
- Authentic assessment
- Demonstration of skills/knowledge
- State driven criterion based assessments
- Teacher observation
- Project completion
- Field experience
- Use of tutorials
- Unit testing
- Individual portfolios (work samples)
- Group discussions and analysis
- School performance criteria

Our vision includes encouraging the use of new and creative teaching methods, developing better forms of assessment, and creating new professional opportunities for teachers, including responsibility for curriculum governance that will adhere to our mission and beliefs. In addition, FIMS will administer the prescribed state assessments to meet established state performance standards.

Student Rules

1. Respect and courtesy toward all teachers, adults, and fellow students is expected at all times.
2. Respectful language must be used at all times. The use of “thank you,” “please,” and “excuse me,” should be a part of everyone’s vocabulary.
3. Students are to take particular care to ensure that no papers or litter are left on the floor.
4. Each student is responsible for any school property he/she uses. Damage or lost property (books, etc.) is to be reported immediately. It is the parent’s responsibility to replace these materials. Instructional materials on loan from the school are to be kept free from marking and abuse.
5. Only those items necessary for school assignments may be brought to school. Unauthorized radios, toys, i-Pods, hand-held video games, etc. will be confiscated.
6. Students may not have permanent markers at any time on campus.
7. Students may not use cell phones at any time on campus.
8. Students must keep their hands and feet to themselves.
9. Students must demonstrate the school motto at all times.

Arrival and Dismissal Policy

The safety of students is of utmost importance. With this in mind, the following policies will be implemented:

- At the beginning of the school year, a parent or guardian must notify the front desk and the child's teacher if the student will be picked up, walking, or riding the bus. If the child will be riding in a carpool, the parent must provide the front desk with the details.
- Parents/guardian must provide the front desk with a list of several people who are authorized to pick up their child, along with current phone numbers and their relationship to the child. Parents/guardians may, in writing, update the emergency list at anytime. Students will not be released to someone who is not on the enrollment pick up card. In order for a person (other than the parent but on the approved pick up list), to pick up a student, the person picking up the child needs to report to the front office and will be required to produce identification.
- Students must go to the Rise and Shine Room as soon as they arrive inside in the mornings. Students and parents are not allowed in the classrooms.
- If for any reason the Principal or his/her designee is uncomfortable about the dismissal of a child, he/she she will keep the child in school until a parent can be notified.
- Parents must sign out at the front desk register if they need to take their children during the school day. Parents must wait in the lobby area until their child is brought to them by a staff member.
- Be sure to notify the school if you will be picking up your child early. The school may elect not to honor requests for early dismissal when made 30 minutes prior to dismissal without prior notification.

Emergency Closing of School

In the event that schools must be closed because of inclement weather or other emergencies, announcements will be on the local radio stations and/or posted on the front building doors of FIMS. It is the responsibility of the parent/guardian to consult the local radio and television stations for school closings.

Attendance

Statute A.R.S. 15-802

requires that a person having custody of a child between six and sixteen years of age must ensure that the child is in school full time when school is in session.

Statute A.R.S. 13-3613

requires that parents not commit any acts contributing to a child's dependency or delinquency. This includes failing to send a child to school.

- **School begins promptly at 9:00 AM and ends at 4:00 PM.** Parents may drop off students no earlier than 7:00 AM. On early release days (Wednesdays), parents must pick up their students by 4:00 PM.
- Students are expected to attend school every day unless they are ill or a family emergency arises. When a student is absent, they miss important educational content and may have difficulties catching up with their peers. Parents are responsible to ensure their children attend school. When warranted, Administrators will report chronic truancy to the proper authorities.
- Parents will need to either submit a written note listing the child's name, date(s) of absence, and reason for absence, along with the parents' signature and phone number, or call the Receptionist (790-8400) and leave a message the morning of the student's absence.
- Administration will be informed of any student with excessive absences that are not the result of a clearly defined medical reason. Ten (10) absences are considered excessive. Eighteen (18) absences, or 10% of the academic year, may result in automatic retention of the student. Parent conferences will be held in these cases.
- Any student consistently tardy will also be referred to the Administration for review and corrective action.

School Lunch - See GFSD Acceptable/Non Acceptable Food List

Dress Code - (Uniforms are no longer required but are optional)

FIMS has a dress code that consists of:

Bottoms:

Navy blue pants, skirt, shorts, jumpers, or skorts NO JEANS!

Khaki pants, skirt, shorts, or skorts

Tops

White polo or dress shirt

Maroon polo shirt

Green polo shirt

- Children should keep uniforms clean and neat, and shirts must be tucked in at all times.
- Students must wear their pants at their waist and a belt should be worn.
- Hats and hoods may not be worn in school.
- Students are not allowed to wear make-up.
- Jewelry should be limited to watches and small earrings worn on the ear.
- No more than 2 bracelets per wrist
- Students may not wear uniforms that are too short or too tight.
- Mohawk haircuts and unnaturally colored hair are not acceptable.
- Tattoos (permanent or temporary) may not be worn by students in school.
- Please identify clothing, lunch boxes, and all personal property with your child's name.
- NO Bandanas
- Undershirts must be uniform color and plain.

Visitors/Volunteers

To ensure a safe school, everyone must enter the building via the main door and report immediately to the office. Visitors must have administrative approval for visitations. A prior arrangement with teachers or staff is preferred. Visitors will be limited to a 30 minute visit unless fingerprint requirements can be shown. A visitor's pass should be worn at all times, and will need to be returned to the office at the end of the visit.

Volunteers are an important part of our community/parental involvement program and No Child Left Behind (NCLB). We encourage help in all areas of our school community. Volunteers must be fingerprinted and follow state guidelines for obtaining a fingerprint card. This fingerprint card is required for anyone working, helping, or volunteering with our students.

Money

Please supervise the amount of money that your child brings to school. Money is only needed for lunches, pencils, field trips, and specific fund-raising events.

Medication

A doctor's written order and/or written permission from the student's parent is required before any student can take medication during school hours. Students are not allowed to carry medications to and from school. All medication must be left at the front desk with Mrs. Melendez.

Head Lice Health Requirements

Griffin Foundation School District has a Head Lice policy. If your child is infected, you will need to inform the front office and they will inform administration. ALL children who have been affected will be checked before they can return to school. It is the mission of the school to ensure a healthy environment for all students and therefore, we have the authority to examine students for Head Lice. If your child has a large amount of nits or live lice are still present, you will need to keep your child home.

IF YOU FIND LICE, apply a Lice removal treatment, and follow the directions. There are various treatment options available to parents. You can also purchase over the counter Head Lice Treatment from any major department store pharmacy. Continued treatment may be necessary to remove head lice/nits. If not removed, within 7-10 days more lice will develop.

Treatment MUST be done in conjunction with cleaning, or re-infestation is likely! Treating for head lice without cleaning ALL living environments is leaving your child open for re-infestation! For children traveling between parents, share this information with everyone involved. Having head lice does not mean you are unclean or that you are a bad parent! Head lice are very common and it can affect everyone living with the infested person! Make sure that if you find lice on one head that you check everyone in the household. If you have older children in the house, make sure that you check and treat them yourself.

For your information:

- Lice are small, grayish-white, wingless bugs, about the size of a sesame seed. Lice eggs can be tiny!
- Lice cannot jump or hop, and they do not have wings.
- Lice are easily spread through head-to-head contact.
- Lice can be passed by sharing head coverings, such as helmets, hats and hair accessories.

Parent-Teacher Conferences

Communication between parents and teachers has proven to be beneficial to a child's academic success. We will schedule parent/teacher conferences throughout the school year. Teachers also encourage parents to call, e-mail, or arrange conferences at any time to discuss their child's progress.

Homework

While teaching responsibility and independence, homework also helps reinforce skills taught during the school day. Students in grades 6-8 will be given homework Monday – Friday throughout the academic year. A homework schedule is provided for students and families. Please encourage your child to complete and return his/her homework assignments on time. Failure to do so may affect his/her progress.

Discipline

Key to being successful in school and earning an education is learning to demonstrate self-discipline. In order to ensure a safe climate, the Griffin Foundation has adopted the Positive Behavior Intervention Support (PBIS) model of discipline, along with the school-wide disciplinary matrix. We are following the Motto that all students are to be:

- Respectful
- Responsible
- Safe

Through PBIS, expected student behaviors are presented, demonstrated, and discussed. School rules are established with an emphasis placed on compliance. Students will be rewarded for following the Motto by earning a “Jag Paw” for which they can earn prizes. Parents are responsible for reviewing the Discipline Matrix and Motto with their children.

Discipline Matrix

Possible Consequences (listed in alphabetical order):

1. Behavior contract
2. Collaborative student support team
3. Confiscation of item
- 3(a) Confiscation of item until June
4. Contact police department
5. Counsel and warn
6. Detention
7. Home suspension
8. Loss of privileges (forfeit activities)
9. Parent conference
10. Parent contact (mail, phone, email)
11. Parent attend school
12. Recommended expulsion
13. Referral to outside agency
14. Removal from class/Think Time
15. Replacement cost/restitution
16. School beautification
17. School specific consequences

When it is necessary to impose discipline, school officials will follow a progressive discipline process. The degree of discipline to be imposed will be in proportion to the severity of the behavior of a particular student and will take into account the student's discipline history, the age of the student, and other relevant factors.

The administration reserves the right to make decisions at any time to implement disciplinary procedures to ensure the well-being of all students. The administration will be responsible for interpreting the rules contained within this matrix. Should a situation or circumstance arise that is not specifically covered in this matrix, the administration will make a decision based upon all applicable school district policies, along with state and federal statutes and regulations.

INCIDENT, INFRACTION, OR BEHAVIOR	POSSIBLE CONSEQUENCES
Alcohol (Possession/Consumption/Distribution/Sale)	3, 4, 7, 9, 13
Arson	4, 7, 9, 12, 13, 15
Assault	1, 2, 4, 5, 6, 7, 9, 12, 13
Bullying: Level 1 Offense Level 2 Offense	1, 5, 6, 10, 14 7, 9
Cheating/Plagiarism/Forging School Documents	5, 6, 8, 10, 17
Defiance, Disrespect towards Authority, and Non-Compliance	1, 2, 5, 6, 7, 8, 9, 10, 14
Disruption	1, 5, 6, 7, 9, 10, 11, 14
Dress Code Violation	5, 10, 17
Drugs: Possession/Consumption/Sales/Distribution of Over-the-Counter Drugs and/or Medications	3, 4, 7, 9, 12, 13, 17
Drugs: Possession/Consumption/Sales/Distribution of Narcotics/Drug Paraphernalia/Controlled Substances	3, 4, 7, 9, 12, 13, 17
Electronic Devices (Cell phone, i-Pods, etc.): 1 st Offense 2 nd Offense	3, 5, 8, 10 3(a)
Fighting	1, 4, 7, 8, 10

Harassment, Threat, and Intimidation	5, 6, 7, 9, 10
Language, Inappropriate	5, 6, 9, 10, 11, 14
Leaving School Grounds Without Permission	4, 7, 10, 17
Libel/Slander/Lying	5, 6, 7, 8, 9, 10, 17
Public Display of Affection	5, 6, 7, 8, 9, 10, 17
Sale/Distribution of Materials (Non-Criminal)	3, 5, 6, 10
Sexual Offenses	4, 7, 9, 13, 17
Skipping Class	6, 7, 8, 10, 17
Tardiness, Habitual	6, 8, 10, 17
Theft (stealing, accepting, or carrying stolen property)	3, 4, 5, 6, 8, 10, 13, 15
Tobacco Products - Possession/Use/Distribution On School Property Or At School Sponsored Activity	3, 7, 9, 12, 13
Trespassing	4, 7, 10, 17
Truancy	6, 8, 9, 10, 13
Vandalism or Criminal Damage	4, 6, 7, 8, 9, 10, 15, 16
Violation/Inappropriate Use of Technology (computers, i-Pods, cell phones, cameras, lasers, etc.)	3, 6, 8, 10
Weapons and Dangerous Items	3, 4, 7, 9, 12, 13

Suspension Makeup Policy

Those students who have been assigned a suspension must make up all class assignments upon returning to school within the time equal to the days suspended. Class work and/or homework should be picked up by parents within 24-hours of the assigned suspension. Makeup tests will need to be scheduled with each individual teacher. It is the student's responsibility to complete and turn in all missed assignments.

Zero Tolerance

The Griffin Foundation School District practices a zero tolerance for profanity, bullying, drugs, violence, and weapons in school. Any student found to be in possession of a weapon, and/or is involved in an aggravated assault, will immediately be suspended and referred to the proper local officials.

English Language Learners (ELL) and Special Education Programs

FIMS offers a range of services to children whose first language is not English. The school offers home language assessments, parent referrals, and observations committed to determine the child's eligibility for services. ELL students are assessed with the AZELLA to determine their English proficiency.

FIMS is committed to provide special education services to students identified with an IEP. Provided services may include speech, full or partial inclusion, 504 plans, and Individual Educational Programs (IEPs), in addition to testing and assessment for students who may qualify for services.

Internet Use

CRS provides safe Internet services for students within our facility. The use of this service is subject to the terms and conditions set forth in this document. The Internet is a privilege that is available only to those who comply with its policy and its use. This privilege may be revoked at any time.

- Students may not use the Internet for illegal or indecent purposes. This includes the viewing of pornographic materials, violent or inappropriate behavior, hate or racist behavior, content offensive to others, or drug related content.
- Students will not be provided access to e-mail.
- The use of chat rooms or their derivatives is strictly forbidden. This includes instant messengers, web hosted chat rooms, and any form of communication with others outside of the premises on computers.
- Students will be directed to stay on safe websites and to avoid clicking onto other non-approved sites.
- Consequences for violating the Internet Use Policy can range from verbal warnings, suspension of computer privileges, or suspension from school.

Harassment or Bullying Policy

The Griffin Foundation School District has a written policy or policies prohibiting discriminatory harassment or bullying of students on the basis of sex, race/color/national origin, and disability. Written policy or policies must be for all the categories of discrimination.

** Harassment or bullying on the basis of sex includes sexual harassment or bullying and gender-based harassment or bullying. Sexual harassment or bullying is unwelcome conduct of a sexual nature, such as unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. Gender-based harassment or bullying is nonsexual intimidation or abusive behavior toward a student based on the student's actual or perceived sex, including harassment based on gender identity, gender expression, and nonconformity with gender stereotypes. Harassing conduct may take many forms, including verbal acts and name-calling, as well as non-verbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful or humiliating. The conduct can be carried out by school employees, other students, and non-employee third parties. Both male and female students can be victims of harassment or bullying on the basis of sex, and the harasser or bully and the victim can be of the same sex. Bullying on the basis of sex constitutes sexual harassment.*

** Harassment or bullying on the basis of race, color, or national origin refers to intimidation or abusive behavior toward a student based on actual or perceived race, color or national origin. Harassing conduct may take many forms, including verbal acts and name-calling, as well as non-verbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful or humiliating. The conduct can be carried out by school employees, other students, and non-employee third parties. Bullying on the basis of race, color, or national origin constitutes racial harassment.*

** Harassment or bullying on the basis of disability refers to intimidation or abusive behavior toward a student based on actual or perceived disability. Harassing conduct may take many forms, including verbal acts and name-calling, as well as non-verbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful or humiliating. The conduct can be carried out by school employees, other students, and non-employee third parties. Bullying on the basis of disability constitutes disability harassment.*