



Student/Parent Handbook

June 2026

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Tucson Country Day School

www.tcdschampions.com

Vision

Innovations Pursued
Passions Realized
Champions Made

Mission

Fostering Ideas
Connecting Learning
Personalizing the Process

Employee Service Standards

All Students are Special and Destined to Succeed

Staff will engage with each student with this simple idea always in mind - this child has potential for intellectual growth. In action, this looks like a staff member being kind and attentive to students, providing frequent feedback, especially when inevitable mistakes are made, and ensuring each student has the necessary materials for learning. Staff will behave towards students as if *all students are special and destined to succeed*.

Questions Cultivate Learning

Asking good questions is central to learning and sometimes can be more important than getting the answers. The entire community is encouraged to ask questions big and small when seeking to understand. Staff and students consistently formulate open ended questions and engage in discussion that supports critical thinking, reasoning, and reflection. *Questions cultivate learning*.

Connectedness Governs Behavior

The motivation to behave comes from being in a relationship where one feels connected. All staff create an environment where students take an active role in developing and sustaining positive relationships. The health of these relationships amongst a group will drive many of the decisions made by its members. *Connectedness governs behavior*.

Great Accountability Happens with Clear Expectations

Be explicit and persistent about sending big, clear signals that establish your expectations. Only then can feedback and accountability have the opportunity to work. *Great accountability happens with clear expectations*.

Safety and Security are Everyone's Duty

All staff and students are encouraged to be aware of their surroundings and to think and respond in the event of an emergency. The school's Emergency Operations Plan (EOP) is to be consistently reviewed by staff and with students,

as appropriate. *Safety and security are everyone's duty.*

Let Your Norms do the Work

Norms are written and posted agreements among members of a learning environment about how they will treat one another. Norms can evolve and be selectively used for various types of learning. All teachers and staff must establish norms for their environment and *let these norms do the work.*

Environment Speaks

All classrooms, work spaces, and outdoor areas are to be clean, orderly, and safe, and should convey that “we care” and that “details matter” to our community. All staff and students are responsible for achieving this goal. There is total alignment between the learning activities and the physical environment. Our *environment speaks.*

Communicate Clearly, Creatively, and Consistently

When communicating, staff will be clear with their message or goal in as few words as necessary, will be creative in how these messages are conveyed, and will establish a consistent and predictable pattern with their communication to students, families, and colleagues. *Communicate clearly, creatively, and consistently.*

No Gossip

Gossip is when a negative is discussed with anyone who can't solve the problem. Gossip wastes time, erodes trust and morale, and creates an anxious atmosphere among students, staff, and families as rumors can circulate without clear or proper information. Not to be confused with problem solving, gossip talks about *people* and spreads negativity while problem solving talks about *challenges* and works toward solutions. Gossip erodes trust, problem solving builds it. No Gossip serves as a clear boundary designed to protect the school culture and provide optimal conditions for our Vision, Mission and remaining Service Standards to be realized.

Your Example is Paramount

All staff are expected to live our Champion Traits throughout each day. Afterall, as Albert Schwietzer said, “A good example has twice the value of good advice.” *Your example is paramount.*

Motto
“Creating the Future”

A Champion is:

Collaborative: Working within a team

Honorable: Making right choices even when no one is looking

Academic: Desiring to attain and share knowledge

Motivated: Excited to do what needs to be done

Persistent: Determined by not giving up

Inquisitive: Discovering and learning new things

Optimistic: Expecting the best

Nurturing: Encouraging and supporting others

Champion Pledge

I am a Champion
I am an individual.

I make mistakes so I can learn,
I learn so I can succeed.

I succeed so I can help others.
I am somebody.

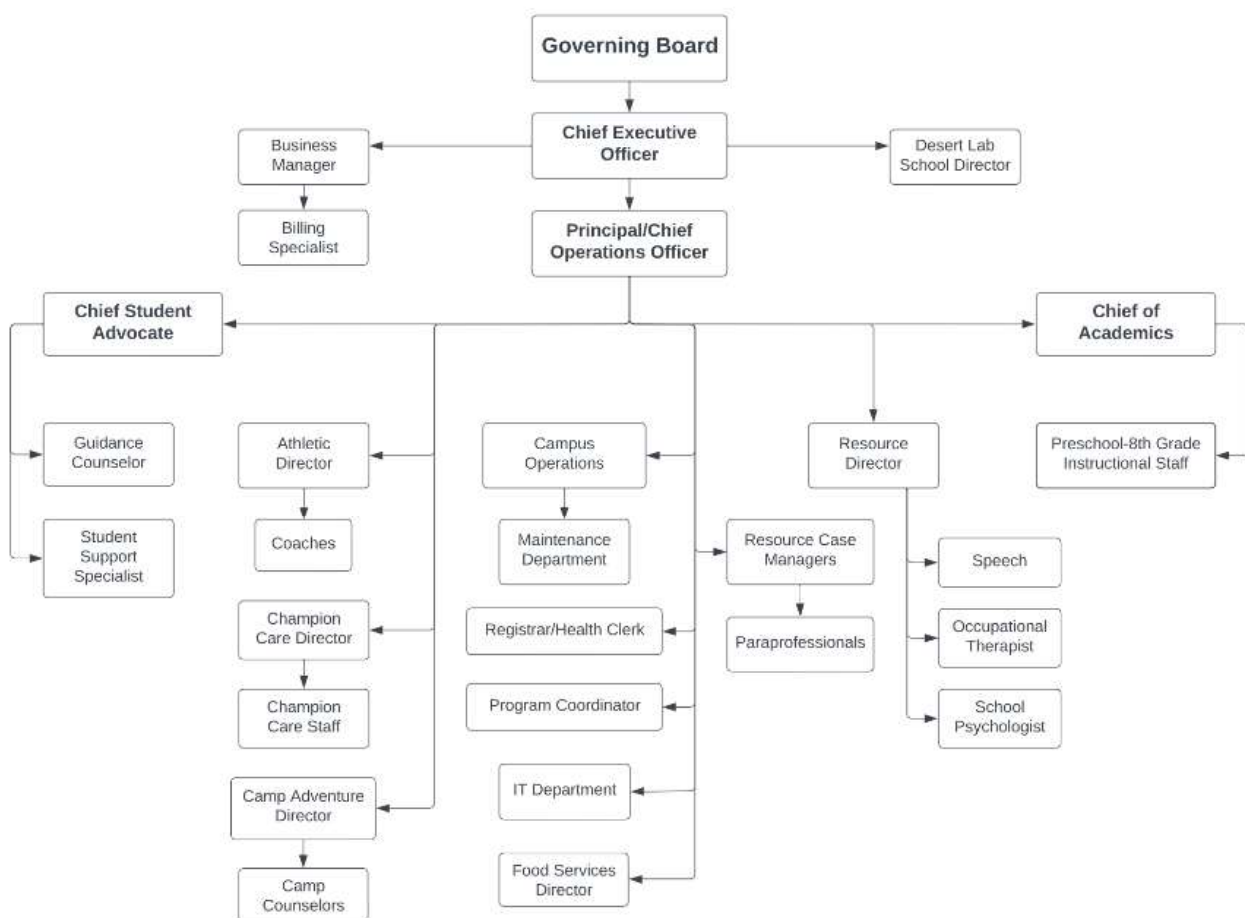
I will become the person I want to be.
I will act like a Champion in every way!

Because I am a Champion,
Today is the day I will succeed

Organization and Structure

The TCDS campus includes a private preschool and prekindergarten program, public charter school K-8 program, and a number of additional programs including Camp Adventure, Champion Care (*before and after care program*), and Lunch Program. While TCDS is all one campus and functions as one school entity, only the public charter school and lunch program receive state and/or federal funding. All other programs are fee-based and are private programs. The entire entity – charter school and private programs – operates as a non-profit company and is overseen by an elected governing board.

Organizational Chart



The School Day

Office Hours:	Monday - Friday: 7:30 AM - 4:00 PM
Kindergarten through Third Grade:	8:20 AM - 2:45 PM (8:20 - 1:45 on Wednesdays)
Fourth and Fifth Grade	8:20 AM - 3:05 PM (8:20 - 2:05 on Wednesdays)
Sixth through Eighth Grade:	8:40 AM - 3:20 PM (8:40 - 2:20 on Wednesdays)

Student Drop off and Pick up

Grades K-5

K-5th grade students are to be dropped off on campus in the area designated in the parking lot map on the next page, between 8:00-8:15 AM and report directly to their classroom. Students will be escorted to Flag, which begins at 8:20 AM, by their teacher. Students arriving earlier than 8:00 AM must be checked into the fee-based Champion Care program. Siblings that are in 6th-8th grade may also be dropped off during this time and will be checked into AM Sibling Care, which is free of charge.

K-3rd grade students are to be picked up from campus in the area designated in the parking lot map on the next page, between 2:45-3:00 PM. K-3rd grade students not picked up by 3:00 PM will be checked into the fee-based Champion Care program and will be billed accordingly.

- **PM Sibling Care:** K-3rd grade students with a sibling(s) in 4th-8th grades will be checked into PM Sibling Care, which is free of charge, and be picked up with their older sibling between 3:05-3:35 PM.

4th-5th grade students are to be picked up from campus in the area designated in the parking lot map on the next page, between 3:05-3:20 PM. 4th-5th grade students not picked up by 3:20 PM will be checked into the fee-based Champion Care program and will be billed accordingly.

- **PM Sibling Care:** 4th-5th grade students with a sibling(s) in 6th-8th grades will be checked into PM Sibling Care, which is free of charge, and be picked up with their older sibling between 3:20-3:35.

6th-8th grade students are to be dropped off on campus in the area designated in the map on the next page, between 8:20-8:35 AM and report directly to their first period classroom. Students arriving earlier than 8:20 AM must be checked into the fee-based Champion Care program described in detail below.

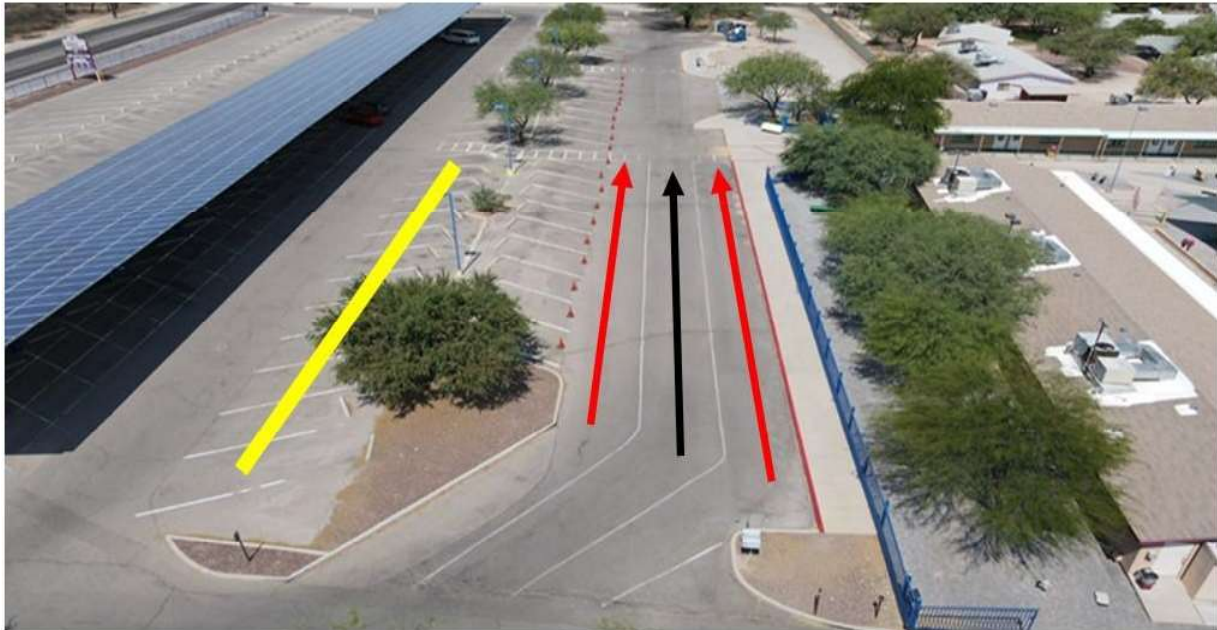
- **AM Sibling Care:** If a 6th-8th grade student has a sibling in K-5th-grade, they may be dropped off with their younger sibling and will be checked into AM Sibling Care, which is free of charge, under Ramada B.

6th-8th grade students are to be picked up from campus in the area designated in the parking lot map on the next page, between 3:20-3:35. Students not picked up by 3:35 will be checked into the fee-based Champion Care program and will be billed accordingly.

Morning Drop-off

8:00-8:15 AM - Kindergarten - 5th grade

8:20-8:35 AM - 6th - 8th grade



Yellow is the parking area for cars to park in a designated space and allow their child(ren) to exit towards the crosswalk.

The two **red lines** are drop off lanes for drivers to stop their vehicle as close to the crosswalk as possible and allow their child(ren) to exit towards the crosswalk. Students are not to exit their vehicle into the **black** drive through lane.

Afternoon Pick-up

2:45-3:00 PM - Kindergarten - 3rd grade

3:05-3:20 PM - 4th and 5th grade

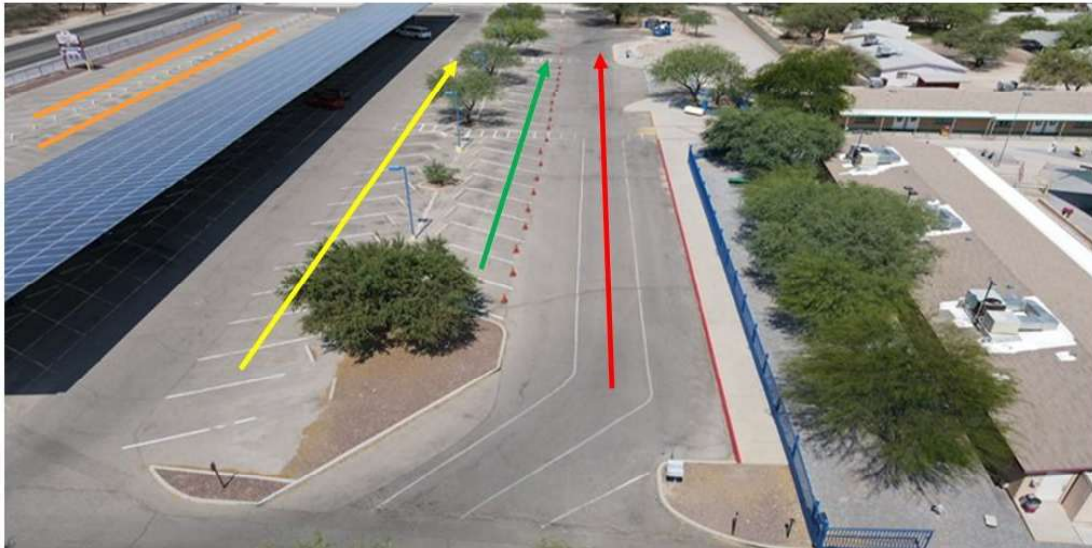
3:20-3:35 PM - 6th - 8th grade

Wednesday Pick-up

1:45-2:00 PM - Kindergarten - 3rd grade

2:05-2:20 PM - 4th and 5th grade

2:20-2:35 PM - 6th - 8th grade



Kinder and 1st graders follow the **RED** line for pick-up at the second crosswalk.
2nd and 3rd graders follow the **YELLOW** line for pick-up at the second crosswalk.

4th-graders follow the **RED** line for pick-up at the second crosswalk.
5th graders follow the **GREEN** line for pick-up at the second crosswalk.



6th-8th grade has two options:

Option 1:
6th grade follows the **RED** line for pick-up.
7th and 8th grade follows the **YELLOW** or **GREEN** lines for pick-up.

Option 2:
Students meet their ride in a parking spot
in the **ORANGE** area

Attendance

The right and privilege of attending public school carries with it certain responsibilities on the part of both parents and students. School attendance is ultimately the responsibility of the student and his/her family. Students should be absent from school only when absolutely necessary, as much of the classroom activity cannot be made up.

Please make note of the following state statutes relating to attendance at school:

- **Arizona State Statute 15-802** requires every child between the ages of six and sixteen years old to attend school.
- **Arizona State Statute 15-802** states that a parent of a child between six and sixteen years of age who fails to ensure that their child attends school is guilty of a class 3 misdemeanor.
- **Arizona State Statute 15-803** states that excessive absences are those that exceed 10% of the attendance days for instruction.

TCDS monitors and documents student attendance throughout the school year. When attendance patterns become a concern, including excessive absences or frequent tardies, parents/guardians may be contacted to discuss the concern and identify supports to improve attendance.

The TCDS staff is committed to providing every child with quality instruction that allows for the student to progress academically and socially. Excessive absences interfere with instruction and are a detriment to a child's education and success in school.

When a student is absent, parents are to notify the school as soon as possible through a written note, voice mail, or a call to the office (520-296-0883). 24-hour advance notice for planned absences is appreciated and is required if a student needs work prior to their absence.

If a student must be picked up prior to the end of the day, parents/guardians will inform the office staff at the school's front gate intercom, and the student will be sent to the waiting parent/guardian. To ensure that students do not miss academic time in their classroom, students will not be called out of class until a parent or guardian arrives at the front gate.

A student is considered **tardy** if they are not present at the green hill with their class by the time their flag ceremony begins.

Students With Chronic Health Conditions:

In cases where medical documentation can be provided regarding a long-term illness or an ongoing medical condition, parents should contact the school's health clerk.

- At the beginning of school, the school health clerk will review health data and note any students who were previously diagnosed as students with chronic health conditions.
- The school health clerk will refer all applicable students with a current Medical Certification of Student with Chronic Health Condition form to the appropriate 504 Coordinator. The 504 coordinator will review the certification and determine whether a 504 team should be convened to consider whether further accommodations are necessary or review of a current 504 plan is necessary.
- Additionally, the parent or teacher may initiate the process for chronic medical certification by informing the school health clerk.
- Upon referral or request, the school health clerk will provide the parent with a Medical Certification of Student with Chronic Health Condition form which needs to be completed by a licensed medical doctor, podiatrist, osteopathic physician, chiropractor, naturopathic physician, physician's assistant or nurse practitioner.
- When the completed chronic medical certification form is returned to the school health clerk, the health clerk shall review the form for completeness. The medical certification form may be retroactive up to fourteen (14) days or date of initial medical consultation.
- Unless the original chronic medical certification is designated as permanent per the healthcare provider, an updated medical certification shall be obtained for each school year to verify the need for continuing instructional modifications and average daily membership adjustment, if applicable. However, the student may be recertified at any time to reevaluate appropriate services needed.
- The student will be identified as having a chronic medical certification in the student information system.

Recordkeeping

- A copy of the Medical Certification of Student with Chronic Health Condition form will be placed in the student's cumulative file.
- Each student absence must be coded appropriately when a chronic health condition exists. Parents will be instructed by the school health clerk as to how to call in an absence due to a chronic health condition.

McKinney Vento Policy:

Students are entitled to certain rights and protections under the [McKinney-Vento Homeless Education Assistance Act](#). The Stewart B. McKinney-Vento Homeless Student Assistance Act protects the rights of all homeless/highly mobile students.

Who is Considered Homeless/Unsheltered?

The term "homeless children and youths" means individuals who lack a fixed, regular, and adequate nighttime residence; and includes children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals; children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings.

Below are the steps taken at TCDS to ensure unsheltered students are properly identified and served:

1. Parent/guardian indicates unsheltered status when filling out the TCDS enrollment form [online](#) and completes the accompanying Student Residency Questionnaire (SRQ).
2. School McKinney Vento liaison receives SRQ and reaches out to the parent to schedule an in person meeting at the school.
3. School McKinney Vento liaison and parent meet to discuss and determine needs.
4. The determined services are provided to the student.

[Champion Care](#)

If students arrive earlier than their designated drop-off time, they will be signed into the fee-based Champion Care program which offers supervision for children from 6:30 to 8:20 AM. After-care is available to parents who cannot pick up their student(s) immediately after school. The thematic learning environment offers students opportunities to be engaged in exciting and fun learning activities from the end of their school day until 6:00 PM.

Parents are required to complete a [Champion Care Registration Form](#) for these programs before students can participate. All parents are encouraged to complete a registration form in the event unexpected before-care or after-care is needed.

Middle school students who are not checked into the Champion Care program and who remain on campus for the purpose of watching a *scheduled after school athletics game* without the supervision of their parent, guardian or other designated adult need to stay in the Activity Center or Field, depending on the sporting event. Any student engaging in inappropriate, dangerous or disruptive behavior while waiting to watch, watching or after watching an event will be prohibited from attending after school events unless they are flag ceremonies accompanied by a parent, guardian or other designated adult. Siblings and friends of a student who are participating in a *routine practice for an afterschool program* must be checked into the Champion Care program in order to remain on campus. Students are not permitted to wait unsupervised for another student to finish practice or a meeting.

Morning Flag Ceremonies

Preschool - 5th grade	8:20 AM
6th-8th grade	8:40 AM

The raising of the Flag and Pledge of Allegiance are valued traditions at Tucson Country Day School. TCDS believes the respect and discipline shown during these ceremonies instill in students a sense of pride and honor toward our country and school community. Morning Flag Ceremonies are also used to recognize student achievements, showcase student work, and build community around selected weekly themes.

Family members are welcome to attend special flag ceremonies when invitations are announced.

Visitors - During School Hours

Parents/Guardians are welcome on campus from 8:00-3:30 by invitation only.

Parents/Guardians visiting for special flag ceremony recognition, or other all school/grade level events via invitation are not required to sign in. All other parents and guardians visiting for classroom meetings, teacher conferences, IEP or 504 meetings, volunteering or other purposes must sign in at the office and wear a visitors badge while on campus.

Preschool/Prek parents/guardians coming on to campus will pick up a visitors badge at the front entrance of the TCDS campus. Parents picking up students from aftercare are not required to sign into the office.

Visitors - After School Hours

Parents/Guardians attending extra-curricular events after school hours are expected to monitor and supervise their children. Family members and any other spectators need to be within the vicinity of the event for the purpose of safety.

Athletics Student Spectators

Middle school students who are not checked into the Champion Care program and who remain on campus for the purpose of watching a *scheduled after school athletics game* without the supervision of their parent, guardian or other designated adult need to wait in the Activity Center or Field, depending on the sporting event. Any student engaging in inappropriate, dangerous or disruptive behavior while waiting to watch, watching or after watching an event will be prohibited from attending after school events unless they are accompanied by a parent, guardian or other designated adult. Siblings and friends of a student who are participating in a *routine practice for an afterschool program* must be checked into the Champion Care program in order to remain on campus. Students are not permitted to wait unsupervised for another student to finish practice or a meeting.

Moving Around Campus

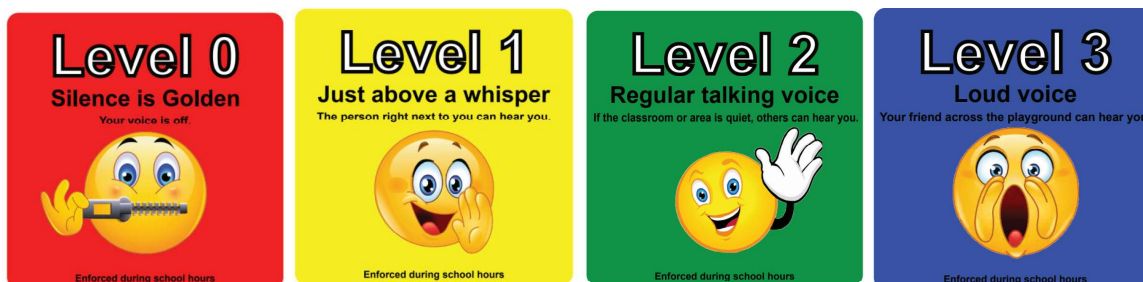
When moving around campus, students, staff, and visitors are to observe the signs below that are posted, and align their volume accordingly.

Level 0 - "Silence is Golden" Your voice is off

Level 1 - "Just above a whisper" The person right next to you can hear you.

Level 2 - "Regular talking voice" If the classroom or area is quiet, others can hear you.

Level 3 - "Loud Voice" Your friend across the playground can hear you.



Student Release

Students will be released during school hours ONLY to individuals listed on the student "information card" as being authorized to pick up a student by the parent/guardian. Students will not be released to any individuals not appearing on the "information card", unless authorized in writing by a parent/guardian. Parents are to call the school (520-296-0883) if additional information is required.

Students who walk, ride a bike or use another form of transportation to return home after school without the supervision of a parent, guardian or other designated adult, must complete a permission slip signed by a parent or guardian that gives TCDS permission to dismiss the student after school.

Pets On Campus

Animals are not allowed on campus, with the exception of licensed service animals. Administrative approval must be obtained in advance if pets are to be part of a classroom presentation or of a service to a student or family member.

Birthdays, Special Occasions

For reasons of equity and health (e.g. allergies/dietary restrictions) gifts, treats, and food will not be allowed on campus. Birthdays and special occasions will be celebrated ~~in-house~~ during the morning flag ceremony, based on student & family preference.

School Uniform and Dress Code

At TCDS we promote a "Dress for Success" mindset. Students attending TCDS must wear uniform clothing that is comfortable, clean, and appropriate for school. Because our instructional program includes active play, students must wear clothing that allows them to run and jump, including

closed-toed shoes. Clothing and other items our students wear must not disrupt the educational process, create safety concerns, nor create any distraction.

Prohibited dress includes but is not limited to:

- Pajamas/loungewear
- Torn denim jeans/bottoms
- Clothing with logos, slogans, words, or pictures promoting or depicting “mature” content (such as alcohol, tobacco, drugs, vandalism, bigotry, violence, or profanity). This includes clothing with phrases or pictures that have double meanings or are politically inflammatory.
- Clothing that is revealing that exposes midriff and/or undergarments. Examples may include, but are not limited to, halter tops, tank tops, tube tops, sagging pants, and low cut tops.
- Shorts, skirts, and dresses must be mid-thigh length or longer.
- Earrings, chains, jewelry that dangles and could be dangerous when playing
- Any make-up or adornment that causes a distraction in the classroom or on the playground
- Shoes with open toes or excessive heels
- Hats or hoods worn indoors or incorrectly

School personnel reserve the right to determine the appropriateness of hair, clothing, and make-up. Some school-wide events will allow opportunities for exceptions to the dress code provided with approval and guidance. With the support and cooperation of our students, parents, and staff, TCDS will be a positive and productive learning environment.

Uniform Bottoms: All grade levels have the choice to wear, navy blue or khaki bottoms. Bottoms may include pants, shorts, skirts, dresses, or skorts that reach mid-thigh or longer. Athleisure, sweatpants, yoga pants, denim, leggings, pajama bottoms, and other similar apparel are not considered TCDS uniform bottoms.

Uniform Top: The student uniform shirt must be a solid color, collared, and cannot have any monograms, stripes, logos (except the TCDS logo) or other markings on them. Students may wear collared dresses that are solid in color. Shirt colors by grade are: **Preschool - 1st: Navy Blue**, **2nd/3rd: Yellow**, **4th/5th: Red**, **6th: Sky Blue**, **7th: Green**, 8th: White

Socks and Shoes: Students are expected to wear school-appropriate socks with closed-toed footwear. On PE days, students are to wear closed toed athletic shoes. Each PE teacher may have further attire requirements for their classes.

Dress Down Days: Every Monday is “Champion Pride” shirt day, where students can wear TCDS apparel with uniform bottoms. Every Friday is a “Dress Down Day” where students can wear a school appropriate outfit of their choice.

Dress For Success Quick Guide:

Clothing Type	Uniform Days	Dress Down Days
Denim	<i>No</i>	<i>Yes</i>
Sweatpants	<i>No</i>	<i>No</i>
Yoga pants/athleisure	<i>No</i>	<i>No</i>
Leggings	<i>No, unless worn under a uniform bottom</i>	<i>No, unless worn under appropriate bottoms</i>
Open-toed shoes	<i>No</i>	<i>No</i>
Shorts	<i>Yes</i>	<i>Yes</i>
Skirts	<i>Yes</i>	<i>Yes</i>
Collared shirts	<i>Yes</i>	<i>Yes</i>
Monogrammed polos	<i>No, unless its a TCDS logo</i>	<i>Yes</i>
Hoodies	<i>Yes, over a uniform top</i>	<i>Yes</i>
Pajamas	<i>No</i>	<i>No</i>
Hats	<i>Yes, while outdoors</i>	<i>Yes, while outdoors</i>
T-shirt	<i>No, except TCDS shirt on Mondays</i>	<i>Yes</i>

Families will be notified if their student is not in compliance with the Uniform and/or Dress Code Policy by the teachers. Multiple violations will be addressed by the Student Support Services Team. If the student is out of uniform he or she will be given the opportunity to fix the issue. If it cannot be fixed, a loaner uniform will be provided, if available. We respectfully request that the loaner uniform be laundered and returned to the office the next school day.

Campus Safety and Health Care/Emergency Situations

Protecting the safety and welfare of our students is our top priority. Guided by the school's

Emergency Response Plan (EOP), fire drills, lock down drills, and other emergency procedures are practiced throughout the school year and families will be notified prior to these drills taking place.

In the event of a campus emergency, our Emergency Operations Plan (EOP) Incident Command Team will utilize the communication tool Call Multiplier, a texting service that will send a text message to all families with need-to-know information and updates regarding the emergency. This process will allow the staff and first responders to effectively handle emergency situations that may occur while ensuring that parents are given as much information as possible about the situation.

Emergency situations in schools can occur. TCDS is prepared to respond to medical and other emergency situations when necessary. Efforts will be made to immediately contact the family of a student when serious injury, sickness or other medical conditions occur. Medical professionals will be called to the school to administer aid to a student when deemed appropriate by school officials.

The dispensing of all over-the-counter or prescription medication will be done only with the written consent of a parent/guardian and must be administered and kept in the Central Office. Examples of over-the-counter medication include, but are not limited to, cough medicine, decongestants, allergy pills, Pepto-Bismol, Tylenol, ibuprofen, and Chloraseptic. [Parent permission forms](#) are to be completed online and returned to the Central Office.

The School Health Clerk is responsible for providing student care, administering needed medications to the students, monitoring communicable diseases, maintaining health records and state mandated immunization records on students. Any time a student visits the Health Clerk during the school day for reasons other than to receive scheduled medication, for example, stomach ache, headache, cut or bruise, etc., parents will be notified. The Health Clerk may request a release to return to school based on the nature of the illness. The following criteria and guidelines will be followed to ensure that students who are sick are excluded from in-person attendance at school. Students will be assessed by the health clerk, or other trained personnel, at the school and will be required to be picked up under the following conditions:

- Temperature of 100.4 and above
- Vomiting
- Diarrhea

For all aforementioned conditions, the student may not return to school until he/she has been symptom-free for at least 24 hours without the use of medications to manage symptoms.

Other conditions will be assessed by the school's health clerk, or trained personnel, and may result in the student being required to be picked up from school. The clinical evaluation of

health services personnel will serve as the determining factor. These conditions include, but are not limited to:

- Temperature of 99.0- 100.3 (low-grade fever)
- Headache
- Cough
- Sore throat
- Nausea and/or stomach ache without vomiting
- Difficulty breathing
- Congestion
- Runny nose
- Rash
- Other abnormal findings indicating potential illness

Students sent home for these conditions may return to school once the symptoms have resolved, unless otherwise specified in this policy.

Lice Checks:

Head lice are tiny insects that feed on blood from the human scalp, most often affecting children. The insects usually spread through direct transfer from the hair of one person to the hair of another, most often through the use of shared combs, brushes, hats, and coats. Lice crawl slowly; they do not hop or fly. They will die if they fall off of the human body. Lice checks are performed on students by the TCDS Health Clerk, or other trained personnel, when the parent or teacher suspects the child has lice, or if classmates and/or siblings of any student have lice. If a child is found to have head lice, the parent/guardian will be notified immediately by telephone to take their child home. The child will need to be treated, and the parent/guardian must remove all of the eggs (nits) from the hair shafts before the student may return to school. The child must check in with the TCDS Health Clerk, or other trained personnel, before re-entering school the next day. If more than one student in a class has lice, the parents/guardians of every student in the classroom (whether they have lice or not) will be notified by a letter sent by the Health Clerk.

Pink Eye:

Pink eye (conjunctivitis) is an eye infection most often caused by bacteria or a virus with symptoms of red, swollen, runny and/or sticky eyelids, especially in the morning. Pink eye is easily spread from person to person by contact with discharge from the infected person's eyes. If a child is found to have pink eye symptoms, the parents/guardians will be notified immediately by telephone to take their child home. The child may return to school after using antibiotic eye drops or ointment for 24 hours or with a doctor's note indicating the child is not contagious and is fit for school attendance.

Hearing and Vision Screening

TCDS follows the Arizona Department of Health Services guidelines and Arizona state statutes for hearing and vision screening. Staff members who conduct screeners are certified and trained in accordance with AZDHS requirements. This handbook serves as your notification of the screenings. If you do not wish your student to be screened, please notify the school's Health Clerk at nbrown@tcdschampions.com or by calling 520-296-0883.

Hearing screening information can be found Arizona Administrative Code 9.A.A.C.13 Article 1.

The following population will be screened at TCDS on an annual basis:

- Any student as requested by leadership, classroom teacher, or parents.
- All students who have an IEP, or those about to be evaluated for an IEP.
- All students who are new to the schools and whose transfer records do not indicate previous screenings.
- All students in grades Kindergarten, 1st, 3rd, 5th and 7th grades.
- Any student who did not meet the previous years move on when reading requirements from 3rd grade state testing.
- Kindergarten near and distance acuity, stereoacuity and color vision deficiency
- 3rd grade near and distance acuity and stereoacuity
- 7th grade near and distance acuity only

Students who fail either a hearing or vision screening will be rescreened in 30 days. If the student does not pass the rescreening parents will be notified via email, Class Dojo, or letter.

Mitigation Strategies:

In an effort to build and maintain a culture that values health and safety, we employ the following mitigation strategies daily:

- High touch point surfaces are disinfected and cleaned every day.
- Staff and students use hand washing stations, hand sanitizer, and bathroom sinks to wash hands throughout the school day.
- Outdoor learning spaces are frequently utilized, as weather permits.
- Drinking fountains are available for refilling bottles. Students and staff are encouraged to bring their own water bottles.

Additional mitigation strategies may be implemented in the event of a public health emergency. In the matters of public health and safety, TCDS seeks guidance and recommendations from the Pima County Health Department and Arizona Department of Health Services.

Mental Health

In the event a student receives professional treatment for their mental health, a physician's clearance note must be submitted to the Central office stating that the student is no longer a danger to themselves or others. In order for the student to return to school, the student, family, teacher(s), and guidance counselor must develop a Crisis Plan to ensure the returning student is set up for success.

Communication

Class Dojo will serve as the primary communication tool between teachers and families. Elementary Classroom teachers will post a weekly newsletter each Friday morning, outlining what their students are learning that upcoming week, important dates and events, and other relevant announcements or reminders. Classroom teachers will post a picture/video of their students in action each week, each with an accompanying caption and post within FERPA guidelines.

Middle School Teachers, with student input, will send a monthly ClassDojo Newsletter at the beginning of each month to their families providing a basic outline of what was learned the previous month along with important dates for the coming month. Teachers will email and send a ClassDojo message to all parents/guardians anytime a student has a "D" grade/is trending toward a "D" grade.

Each middle school teacher will create a syllabus for their students and families. Each syllabus will include:

- A course description
- Teacher contact information and short biography
- Family communication norms (monthly email, etc.)
- Academic standards being covered throughout the year
- Grading criteria
- Key curricular resources and/or strategies that will be utilized

School Website:

The school website provides up-to-date information about TCDS programs
www.tcdschampions.com

How We Communicate

Together We Support Success!



Always reach out to teachers first, via Class Dojo.

Need Further Assistance?



All academic and instructional inquiries



Ms. Wanda
Chief of Academics



Email
wmcdonnell@
tcdschampions.com



Student/Peer Relations and Interactions



Mrs. Maddock
Chief Student Advocate



Email
tmaddock@
tcdschampions.com



Any further inquiries, follow-ups, assistance



Mr. Bravo
Principal/Chief Operations Officer



Email
cbravo@
tcdschampions.com



We're here to partner with you!

Open, respectful communication helps our students thrive.



SAFETY

We create safe spaces.



CONNECTION

We build strong relationships.



PROBLEM-SOLVING

We find solutions together.



Different Roles.

Same Goal.

Stronger Together.



Student Personal Device Usage

In accordance with a new Arizona law (HB 2484, A.R.S. § 15-120.05), and in order to support a focused and distraction-free learning environment, use of personal electronic devices - including, but not limited to cell phones, smart watches, or tablets - is prohibited during the school day, except in limited circumstances.

General Prohibition:

1. Personal electronic devices may not be accessed, displayed, or used during the school day, including during class time, meal time, passing periods, recess, field trips, and Champion Care.

Authorized Use:

1. Students may be authorized to use their electronic personal devices when required for documented medical needs.
2. As required by A.R.S. § 15-120.05, students can have access to personal electronic devices during emergencies.
3. When appropriate, students may use a personal electronic device to contact a parent/guardian from the Central Office or from a classroom with TCDS staff member approval.
4. Parents may contact their child during the school day by calling the Central Office at 520-296-0883. When appropriate, the student will be allowed to return the parent phone call using their personal electronic device from the Central Office.

As a reminder, students who are sick or injured and need to go home must have the Central Office staff notify the parent/guardian.

Enforcement:

1. First Offense: Students will be given a warning.
2. Second Offense: The device will be immediately confiscated and brought to the Central Office where it will be kept until the end of the student's school day.
3. Third Offense: The device will be immediately confiscated and brought to the Central Office, and TCDS will contact the parent/guardian.
4. Fourth Offense: Student will serve in a one-day out-of-school-recovery.



CELL PHONE & WIRELESS DEVICE POLICY

In Alignment with Arizona Law (A.R.S. § 15-120.05)

Arizona law requires all public and charter schools to establish policies limiting student use of cell phones and wireless devices during the school day.



1. LEAVE IT AT HOME

The best choice for learning!

- ✓ Stay focused
- ✓ Minimize distractions
- ✓ Engage with friends and teachers
- ✓ Maximize your learning



2. IF BROUGHT TO SCHOOL

Devices must be:

- ✓ TURNED OFF
- ✓ STORED IN A BACKPACK
- ✓ OUT OF SIGHT ALL DAY

This includes:

- Cell Phones
- Smart Watches
- Earbuds & Headphones
- Bluetooth & Wireless Devices



Students may not use:



Cell Phones



Smart Watches



Earbuds or Headphones



Wireless Communication Devices

STOP

PERSONAL DEVICE
USE IS NOT
PERMITTED DURING
THE SCHOOL DAY.

Exceptions may be granted only for:

- Educational Purposes
- Medical Needs
- Emergency Situations

Administrative approval is required.



HOW WE COMMUNICATE ON CAMPUS



Students needing to contact a parent/guardian will use the Central Office phone.



Emergency situations may include access to classroom landlines and approved methods.



Parents needing to reach their student should contact the Central Office.



REMINDER

The school day begins when students arrive on campus and ends at dismissal.

Thank you for helping us create a focused, safe, and distraction-free learning environment!



Belongings from Home

TCDS is not responsible for personal items brought from home. If a student brings an item to school to share for curriculum purposes, please label it so we can identify its owner. Students are asked not to bring outdoor equipment, toys or other items from home unless specifically asked to by their teacher.

Parents are to label all of their child/ren's belongings with a permanent marker so the school can return these items. The school **does not host** a lost and found on campus for items without personal information labeled.

Academic & Social Framework

With a rapidly changing world and future occupations that haven't been thought of yet, it is TCDS's obligation to prepare students for future success. The Academic & Social Frameworks provide the criteria to equip students with skills to thrive in an interconnected world, where respectfully interacting with others while tackling societal challenges will be vital to their positive community contributions. To effectively implement the Academic and Social Frameworks, TCDS utilizes a variety of evidence-based instructional approaches, tools, resources and strategies determined by developmentally appropriate needs of students.

Education Week surveyed executives at some of the nation's leading companies. The prompt: Tell us what you'll want and expect from today's K-12 students when you're eventually hiring them (Lieberman, 2021). Below you will find terms and skills that were frequently mentioned by these executives:

- | | | |
|---|--|---|
| • Agility and Cognitive flexibility | • Social and Emotional Learning | • Teamwork and Collaboration |
| • Growth Mindset and Resilience | • Coaching and Fostering Inclusiveness | • Self-Regulation, Self-Motivation and Self-Awareness |
| • Problem-Solving, Critical Thinking and Strategic Thinking | • Technological Skills and Coding | • Learn to Learn |

The Academic Framework serves as guidelines not only for opportunities to build foundational skills towards content mastery, but also guiding principles for the creation of learning experiences that will support the most sought after skills such as collaboration, communication, problem solving and critical thinking.

TCDS Academic Framework

Academic development is driven by three primary elements of engagement, each serving distinct roles in the Champion Learning Experience.



New Learning	Practice	Project Based Learning
Experiences	Personalized	Application
Explanations	Purposeful	Relevance
Teacher Driven	Student driven	Teacher-Student driven
Guided by AZ State Standards	Guided by assessment	Guided by Community Needs
Quarterly Planning Framework	Practice Pathway	Project Planning Tool
Assessment		Phase Planner

New Learning

Experiences - Experiences are inherently engaging for students, providing the opportunity for a deeper conceptual understanding of what is being learned to be acquired. At TCDS, we believe students experiencing a concept before an explanation is provided creates the ideal learning environment.

Explanations - Teachers (and students) play a valuable role in facilitating learning through providing explanations and lectures. Explanations are often most impactful after students have had an experience with the concept being presented.

Teacher Driven - Teachers are the main drivers in terms of what new concepts and skills students will learn throughout the school year. Teachers plan using the quarterly planning framework and their grade level Arizona state standards.

Guided by Arizona State Standards - TCDS uses “power standards” which are a carefully selected subset of the total list of the grade-specific and course-specific standards within each content area that students must know and be able to do by the end of each school year in order to be prepared to enter the next grade level or course. While these power standards are the only standards that students receive quarterly grades, teachers are expected to teach and expose students to all of their grade level standards throughout the school year.

Quarterly Planning Framework - A common template all instructional staff use to ensure new learning plans align with key instructional components.

Assessment - Based on rubrics and performance indicators, assessment is focused on providing meaningful and time sensitive feedback to empower the student in their learning. Forms of assessment include formative (just in time feedback), summative (progress monitoring), and benchmark assessments (a snapshot of current grade level proficiency).

Practice

Personalized - Practicing a new skill and the process of acquiring knowledge is personal and can look different for each student. As much as possible, we want to live our mission and personalize the process by which students learn through practice.

Purposeful - Purpose should be the driving force behind what students practice. Before having students engage in any type of practice task, teachers should be able to clearly explain “why” the particular task is important and what it’s building towards.

Student driven - What students practice should be determined by what students are showing they are ready for through both formative and summative assessment.

Guided by assessment - Formative and summative assessment will guide teachers in determining what skills and concepts their students need to practice.

Practice pathway - Tailoring the learning journey to each individual student, before engaging in any practice task, educators ensure that students understand the importance of the task and how it contributes to their overall learning objectives. By personalizing the learning process and emphasizing purpose, the Practice Pathway method empowers students to navigate their educational journey.

Project Based Learning

Application - PBL units allow students to apply learned content and skills in a meaningful way that results in a tangible outcome.

Relevance - Life outside of school is full of projects, many of which involve having and developing a set of skills, often in collaboration with others, each with a tangible outcome or product. PBL units bring relevance to learning as the process by which students engage with projects mirrors the processes used by adults in the working world.

Teacher-student driven - Project units provide great opportunity for student voice and choice and should involve student input where appropriate. Project units also require ample teacher guidance and structuring.

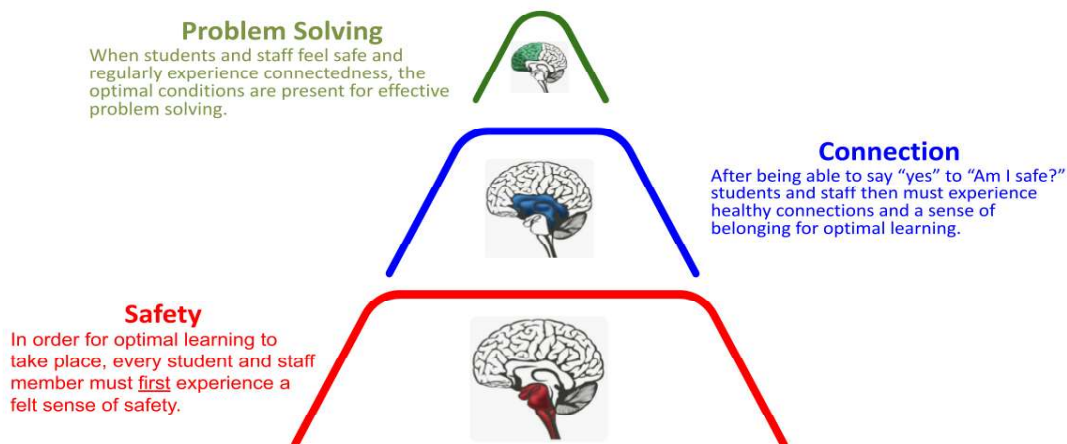
Guided by community needs - While not every PBL unit will make a direct impact on our school or local community, we want to pursue projects that can! When deciding what project unit to create, think about the needs of TCDS and our surrounding community. How can your students positively impact these communities?

Project Planning Tool - All projects are built using this template which is intended to provide a board overview of a project unit. This tool is made up of the following components:

- Enduring Understanding: The enduring understanding (EU) for the project is a simple teacher-facing statement that serves as the “umbrella” or big idea for planning that is rooted in the standards. Writing your EU helps you get clear on what you want students to remember ten years from now.
- Driving questions: A driving question (DQ) is the big question that guides student learning throughout the course of the project. The DQ is open-ended, student facing and it helps address the daily question, “Why are we learning this?”
- Assessed Standards: Assessed standards are those Arizona standards driving the project that will be evident in all student deliverables. Teachers should limit the number of assessed standards in a project to between 2-4, each with an accompanying rubric. Kindergarten - 5th grade PBL units must all have either a humanities or science power standard that is taught and assessed in the PBL unit.
- Essential Skills: One of the “whys” behind PBL is that it fosters the development and acquisition of skills that transfer beyond a test, project, or schooling experience. *Collaborative, Agency, and Influence* are the three essential skills used in TCDS PBL units. All PBL units must highlight one of these essential skills, each of which have an accompanying set of attributes for reflection.
- Project Phases: Each project is built in phases that involves thinking about your project with the end in mind and how you can break it down into digestible chunks. Typically, there are anywhere from 4-6 phases of a project. These phases serve as catch points for you to make sure students have mastered content and skills prior to moving forward.
 - Phase Planner: This is a template used to map out project phases week by week and include details of resources used and daily activities.
- Student Deliverables: Each project phase is tied to a student deliverable, something concrete that the student turns in for formative assessment and feedback that represents their understanding of one or more of the project assessed standards.
- Culminating Experiences: The culminating experience is where students get to present their project to a real audience.
- Final product: The final product is what the students will ultimately create, make, perform or do. The final product should showcase content mastery identified for the project.

Social development is supported as students are provided the necessary tools that will empower them to be conscious of their own brain and body states, as they learn to self-regulate their own emotions and behaviors.

TCDS Social Framework



Safety	Connection	Problem Solving
Survival Brain State	Emotional Brain State	Executive Brain State
Noticing	Rituals	Solutions
Assertiveness	Encouragement	Positive Intent
Routines	Jobs	Academic Integration
Composure	Empathy	Consequences
Safe Place & Safekeeper	Choices	Executive Skills
	School Family	

**The language below is taken from [Conscious Discipline](#), a research-based methodology for all ages designed to promote a culture of problem solving through social and emotional learning.*

Safety

Survival Brain State - In a survival state where we feel triggered by threat, these skills are flight, fight or surrender. We can't think clearly when a tiger is chasing us. In the modern world, the tiger may be a disrespectful child, but our brain's evolutionary skill set is the same: fight, flight or surrender. Most likely behaviors include fighting by hitting, pushing, kicking, spitting, screaming; flight by running, hiding, withdrawing; surrendering by crying, giving in, and giving up. The only way to soothe the survival state is through the creation of safety.

Tools to create safety

- Notice - Noticing involves verbally describing a child's nonverbal behavior actions without judgment. It helps achieve eye contact necessary to foster connection. The shift from judging to noticing is essential. With judgment no one is safe; with noticing all are safe.
- Assertiveness - Assertiveness uses the voice of "no doubt" to communicate clearly and focus vigilantly on the behaviors we desire. Focusing on what we want generates encouragement and safety. Focusing on what we don't want generates discouragement and fear.
- Routines - Predictability promotes a felt sense of safety, while inconsistency yields uncertainty. Clearly showing expected behaviors removes ambiguity, bias and uncertainty from the classroom.
- Composure - Composure, the ability to self-regulate, is essential for safety. Without composure, no one feels safe.
- Safe Place - The Safe Place is identified as a place where children can go to change their inner state from upset to composed in order to optimize learning. A chair, a beanbag, a throw rug, pillow, can serve as a base. Tools, visuals, strategies are often available, to help them identify the state of mind they may be in, and which to utilize to help them self-regulate.

Connection

Emotional Brain State - Emotional State is our response to upset – and can only be soothed through connection. An upset emotional state is triggered by the world not going our way. It limits our ability to see from another's point of view. This upset, unconscious state keeps us on autopilot so our words and tone match those of key authority figures from our childhood. We revert to disciplining the same ways we were disciplined, even if we know these behaviors to be ineffective or hurtful. Most likely behaviors include blaming, back-talking, name-calling, social exclusion, social aggression, guilt, attention-seeking, clinging, and neediness. The only way to soothe an upset emotional state is through the creation of connection.

Tools for creating connection

- Rituals - Rituals provide valuable opportunities to connect. Implementing caring classroom rituals cultivates compassion. Compassion motivates altruistic behavior.
- Encouragement - Encouragement is accepting children for who they are. It's based on noticing and connecting, and teaches what classroom values like "helpful" look like, sound like and feel like.
- Jobs - Being of service to others activates the higher centers of the brain. With a job for every student, each child contributes daily to the success of the classroom.
- Empathy - Empathy teaches emotional regulation and integrates the brain so children can take personal responsibility for their actions.

- Choices - Internally motivated choices foster cooperation, enhance decision-making and help children focus their attention.
- School Family - Calling your class a “School Family” and using a healthy family model as the blueprint for its organization meets all children’s connection needs.

Problem Solving

Executive Brain State - Executive State is the optimal state for problem-solving and learning. As we learn to regulate and integrate our internal state to be one of relaxed alertness, we are able to access our own brilliance. We are empowered to change and make wise choices. An integrated executive state frees us from past conditioning, attunes us to the feelings and experiences of others, enables us to remain focused enough to set and achieve goals, and allows us to consciously respond instead of automatically reacting to life events. Most likely behaviors include being a wise advocate, problem solving, empathy, and creating win-win solutions. The executive brain state is the optimal state of problem solving and learning.

Tools for creating problem solving opportunities

- Solutions - Problem-solving is impossible without vigilant focus on solutions instead of blame.
- Positive Intent - We must see children differently, especially our most challenging children, before they can act differently. Offering positive intent to children fosters integration, and the willingness to reflect on and change behavior.
- Academic Integration - As we embrace the School Family concepts and skills, integration between classroom management, discipline, social-emotional learning and the academic curriculum becomes seamless.
- Consequences - Effective consequences teach children to examine their behavior, reflect on its impact and make changes until reaching their goals. Ineffective consequences are applied again and again without behavioral change. A special note regarding consequences: recess, lunch, and snack times should never be taken away from students as a consequence. These activities may be modified for students if their misbehavior is directly connected to the activity.
- Executive Skills - Adults must lend their executive skills to scaffold children’s development. Once we see misbehavior as a call for help, we can begin the integrative process of coaching children for academic and social-emotional success.

Content Philosophies:

Social Emotional Learning:

At TCDS, we believe in creating a community-based learning environment called the “School Family.” Social emotional learning thrives when we transform from an industrial, power-over, competitive, factory model of education to a relational-cultural leadership model with shared power, group cohesion, equality, trust and strong personal relationships.

Numeracy:

At TCDS, we believe that equipping students with the skills to problem solve leads to deeper understanding of mathematics concepts. By recognizing the patterns and connections embedded in mathematics, students will be able to notice, wonder, and apply what they already know to problem solve rich tasks. Exposure and experience with applying multiple strategies allows students to strategically choose the appropriate approach to confidently figure out how to solve problems. Numeracy at TCDS is a collaborative effort, through consistent opportunities to discuss and work together to complete complex tasks. Purposeful and personalized practice opportunities build individual problem solving skills.

Literacy/Communications:

At TCDS, we believe the teaching of literacy includes a balance of reading, writing, speaking and listening activities with the purpose of helping students become effective thinkers and communicators. Explicit, systematic instruction builds strong readers, multisensory instruction builds skills, and scaffolded instruction provides the support students need. Literacy development is best taught in the context of authentic literature and includes a balance of reading/writing "to" the students, "with" the students and "by" the students with a blend of small group, whole group and individual instruction.

Science:

At TCDS, we believe that inquiry drives learning and discovery. A fundamental goal of science education is to help students determine how the world works and to make sense of phenomena in the natural world. Scientific thinking involves solving problems creatively, thinking critically, working cooperatively in teams, using technology effectively, and valuing lifelong learning. To develop a scientific understanding of the natural world, students must be able to ask questions, gather information, reason about that information and connect it to scientific principles, theories, or models, and then effectively communicate their understanding and reasoning.

Humanities:

At TCDS, we believe that an educated and engaged citizenry is vital for our systems of government to work. Humanities instruction embodies an emphasis on civics, economics, geography, and history, where students are taught skills and processes that are critical in a time when citizens are exposed to massive amounts of information in numerous forms and must make sense of it. Skills and processes taught in Humanities range from thinking analytically, to examining cause and effect relationships, to drawing and combining reasonable inferences from a variety of sources to build an understanding of complex questions.

Music & Art: At TCDS, we believe in fostering creativity in students through instruction that develops the ability to understand, study, read, interpret, create and verbally express various

works of musical and visual art. Music and Art education teaches values about family, work, hobbies, society, certain individuals, nature, and beauty through the expression of human concerns in music and artwork.

Spanish:

At TCDS, we believe that a strong Spanish program fosters linguistic and cultural appreciation, communication skills, and global citizenship. We aim to empower students to engage with diverse perspectives, cultures, and communities, thereby promoting empathy and understanding. Additionally, we emphasize the importance of language acquisition as a tool for personal and professional growth in an increasingly interconnected world. Students practice taking risks and making mistakes in a supportive learning environment where teachers play a crucial role in fostering a positive classroom atmosphere, encouraging active participation, and providing meaningful feedback to help students progress.

Physical Education (P.E.): At TCDS, we believe in developing physically literate individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity. P.E. at TCDS is different from physical activity in that it includes standards-based instruction incorporating three domains of learning: psychomotor, cognitive, and affective, and consists of developmentally and age-appropriate learning experiences taught in a sequential and articulated manner.

Core Strategies:

Champion Check in - A daily check in lead by a staff member where a class/small group of students engage in activities and discussion focused on building community. A Champion Check in is most often done with participants forming a circle on the ground, free of distractions.

Small Group - An approach to learning and instruction focused on groups ranging from 2-6 students, including teacher-led instruction, student-led activities, intervention, and enrichment.

Learning Menu - A Learning Menu is a way of structuring assignments and activities with built in flexibility so that students can work at their own level and help choose how they learn, using their strengths and individual learning styles.

Socratic Seminar - A formal discussion, based on a text, in which the facilitator asks open-ended questions to students that are sitting in a circle. Within the context of the discussion, students listen closely to the comments of others, thinking critically for themselves, and articulate their own thoughts and their responses to the thoughts of others.

Number Talk - A classroom routine for building flexibility, efficiency and accuracy in mathematical thinking through the articulation and sharing of mental math strategies using various visual

prompts. When used regularly, number talks result in classrooms where students feel encouraged to explain, justify, and make sense of math.

Making Learning Visible - The posting of learning objectives and expectations for students to see, as well as displaying student work, can increase learning outcomes and allow students to feel a sense of pride and accomplishment.

Nature Walk - An outdoor guided walk led by a staff member where students explore the TCDS campus and/or the neighboring wash in order to observe and enjoy nature, get exercise, or meet any other teacher-determined objective.

Creative Play - Most often used in Lil' Champs and early elementary grades, creative play is expressed when children use familiar materials in a new or unusual way, and when children engage in role-playing and imaginative play.

Restorative Practices - An approach to resolving conflict, repairing harm, and healing relationships that support a positive and safe school climate, prevent bullying, and reduce disciplinary incidents. Restorative practices teach students how to take ownership of their behaviors, and engage in acts of empathy and forgiveness.

Core Resources

TCDS Core Resources are thoughtfully selected resources providing teachers with ready-made tools and plans, streamlining the new learning and practice experience for students and staff.

SEL	Numeracy	Literacy/ Communications	Science	Humanities
True Colors	Illustrative Mathematics K-8	IXL 2-8	Mystery Science K-5	Kids Discover 4-5
Class Dojo	Synthesis Tutor 2-5	DIBELS K-3	IXL 6-8	IXL 6-8
Conscious Discipline	IXL 3-8	Heggerty PreK-2	Kids Discover 4-5	
		HD Word K-3		
		Really Great Reading K-3		

Homework

Homework at TCDS is to be purposeful practice of skills that students can complete independently and efficiently. Homework is an opportunity to apply skills being taught in the classroom in a meaningful way and to engage students with their families. Students must be able to freely communicate with their teachers when they struggle with homework, knowing they can admit they don't understand a task, and do so without penalty. In grades K-5 homework assignments will be minimal, while in grades 6-8 homework may be assigned more consistently.

Along with occasional teacher-assigned homework, TCDS will promote the following "Core Four" homework themes for K-8 students designed to connect and strengthen the family unit: Let Go Projects, Reading, Nutrition, and Sleep.

Academic Integrity

Character development, respect for others and self respect are emphasized at TCDS. Dishonest behavior such as cheating and plagiarism are behaviors that are unacceptable and are subject to academic and disciplinary sanctions that include, but are not limited to, the student being required to re-do the assignment, the awarding of no credit, and/or other disciplinary consequences.

Student Grades

Kindergarten and 1st Grade:

- In K/1 classrooms, teacher comments serve as the student grades. The quarterly report cards will contain only teacher comments that indicate academic and social strengths and areas of growth for each student.

2nd-5th Grade:

In 2nd-5th grade classrooms, students will be graded on their level of mastery of grade level standards using a four-part scale to denote levels of proficiency:

- **Highly Proficient** (HP) Consistently meets most requirements for exceptional work related to course standards and demonstrates a deep level of knowledge and skill for this point in the school year.
- **Proficient** (P) Consistently meets most requirements for proficient work related to course standards and demonstrates grade level knowledge and skills for this point in the school year
- **Partially Proficient** (PP) Consistently meets some requirements for proficient work related to course standards and demonstrates some grade level knowledge and skills for this point in the school year.
- **Minimally Proficient** (MP) Consistently meets few requirements for proficient work related to course standards and demonstrates little grade level knowledge and skill for this point in the school year.

6th-8th Grade:

In 6th-8th grade classrooms, students will receive two forms of feedback:

- 1) Standards Grades: Grades indicating their level of mastery of grade level/content standards using a four-part scale to denote levels of proficiency:
 - “**A**” Consistently meets most requirements for exceptional work related to course standards and demonstrates a deep level of knowledge and skill for this point in the school year.
 - “**B**” Consistently meets most requirements for proficient work related to course standards and demonstrates grade level knowledge and skills for this point in the school year
 - “**C**” Consistently meets some requirements for proficient work related to course standards and demonstrates some grade level knowledge and skills for this point in the school year.
 - “**D**” Consistently meets few requirements for proficient work related to course standards and demonstrates little grade level knowledge and skill for this point in the school year.
 - i) Students will take a minimum of four graded assessments per quarter, per class. Quarterly report card grades will be generated based only on student assessment grades.
- 2) Task Completion Percentage: A number, 0-100, that indicates a student’s percentage of completed assignments for each of their classes in the quarter. Assignments do not factor into the quarterly grades, rather are used to gauge the consistency with which students practice applying grade level content and skills, as well as their ability to complete assignments by given due dates.

While all grade level standards are taught and assessed throughout the school year, only the TCDS identified grade level “Power Standards” are reported each quarter.

Synergy:

Synergy is a student information system used at TCDS for reporting student grades, creating schedules, tracking attendance, and documenting negative behaviors.

- K-5th teachers: enter grades/feedback into Synergy at the end of each quarter for report card purposes.
- 6th-8th teachers: enter grades/feedback into Synergy weekly for students and parents to be able to see progress.

Champion Showcase Events

Students creating products and making them public not only can increase student engagement, but allows the learning to be perceived as more real and consequential than school work that is simply graded by the teacher and returned to a folder. At the end of a

project unit, classrooms will host a Champion Showcase where student work is presented for visiting families and community members to view.

At the end of each semester, TCDS will host a Champion Showcase Performance, providing a school-wide venue to showcase our outstanding performing and fine arts student work.

Lunch

TCDS offers an optional lunch program provided by an outside vendor five days per week. The cost of a lunch is \$4.00 with pre-orders taken as early as the prior month and a minimum of 48 hours before the lunch that is being ordered. TCDS participates in the National School Free and Reduced Lunch Program. Application forms are available on the school website at tcdschampions.com.

Middle School students may choose to purchase an extra main item. They will be charged \$2.25 in addition to the \$4.00 for the full lunch.

All parents are encouraged to submit a Free and Reduced Lunch application. Applications remain confidential. The percentage of students who qualify for free and reduced lunch affects some of the federal funding received by TCDS. Applications can be completed and submitted electronically by clicking on the following links:

English: [Free and Reduced Lunch Application](#)

Spanish: [Solicitud para Comida Escolar Gratuita y de Precio Reducido](#)

When students bring a lunch to campus, they are to use cold packs in their lunches as refrigeration is not provided. Students are not to bring food items that need to be heated, and we encourage all students to pack healthy, well-balanced lunch items.

If your student does not bring lunch and does not have lunch credit on their account, they will be provided with a regular or light lunch. Parents will be contacted to reimburse the lunch program.

Students are not permitted to have gum, soda, coffee and energy drinks on campus. If a student is chewing gum or brings a beverage that is not allowed, the student will be asked to dispose of it.

For questions about the lunch program, email Food Service Director, Audrey Clous at aclous@tcdschampions.com.

Wellness Policy

To view The Tucson Country Day School Wellness Policy, click here: [TCDS Wellness Policy](#)

Extra-Curricular Activities

TCDS believes in the power of passion. When students are given opportunities to explore their unique interests and passions it has the potential to positively impact *all* aspects of their lives. TCDS offers students a wide array of clubs to join after school hours. For additional information about clubs, please contact Chief Operations Officer, Claudio Bravo at cbravo@tcdschampions.com.

Athletics for 5th through 8th Grade

Students must be in at least fifth grade to participate in the TCDS after school sports program.

TCDS sports teams include:

Girls: Volleyball, Softball, Basketball, Cross Country

Boys: Basketball, Cross Country

Co-ed: Flag Football, Soccer

In most cases, there are two teams for each sport (with the exception of softball). The “A” team is for students that demonstrate advanced skills in that particular sport. The “A” team is also used to prepare students to play competitive high school sports. If students are selected to the “A” team, students are not guaranteed to be played in any game during the year. Playing time is decided by the coach, and the coach is not obligated to play every player.

The “B” teams are created to develop players to later become successful “A” team players and to teach the students the rules of the game. The goal is to familiarize the students with competition and organized sport. “B” team students that attend practice regularly will get playing time each game. For details, or to ask questions about the Athletics program, please contact our Athletic Director, Mr. Tim Hall, at thall@tcdschampions.com.

Athletic Program and Club Participation

Criteria for Athletic program and Extracurricular Club participation is designed by the coach(es) and or teachers hosting the program, and will be included in the sport/club registration process.

Activity Fees

There is a \$100 athletics fee for students participating in after school sports. Extra curricular fees for after school clubs will vary depending on the material needs of the club and the frequency with which the club meets. Club leaders will share fee amounts when advertising their club to students and families. Payments can be made on the [TCDS website](#).

Student Council – Middle School

The Student Council is directly involved in assisting the Administration with programs that benefit both students and the school. Each fall, TCDS will host an election, and elect one

grade level representative. All students in Middle School are eligible to participate. Student Council members elect a President, Vice President, Secretary, and Treasurer from the Student Council representatives.

Fundraising Committee

The TCDS Fundraising Committee is a parent and staff organized committee that plans and executes various fundraising initiatives in an effort to support school needs and programs. Any TCDS parent can get involved in as many fundraising initiatives as they choose based on their availability and interest.

Tax Credit

The Tax Credit program is designed to enhance a number of extracurricular programs at TCDS, including athletics, clubs, and field trips. All Arizona taxpayers, regardless of whether they have children in school, are eligible to receive a tax credit for qualifying donations made to a public school. Relatives, friends, co-workers, neighbors, and others can participate! **Contributors receive a dollar for dollar tax credit on their Arizona income tax return.** Families can contribute up to \$400 if filed as married or joint return, or up to \$200 for a single or head of household return. Make your tax credit payment to TCDS by [clicking here](#). Visit the school's [website](#) to learn about how tax credit dollars support the TCDS program.

STUDENT CONDUCT

Disrespectful behavior can vary in how it looks and sounds. In order to adequately address student conduct that negatively contributes to the TCDS community, it is important to understand the differences between being rude, being mean, and bullying.



Accidentally saying or doing something that hurts feelings or embarrasses someone. Being rude means to be inconsiderate, thoughtless, showing bad manners, only thinking of yourself, and typically is not meant to actually hurt anyone.

EXAMPLES:

- Burping, coughing, sneezing on others
- Bragging about the highest grade
- Cutting in line
- Horseplay
- Being disrespectful
- Getting into personal space



Saying or doing something on purpose to hurt someone maybe once or twice. Sometimes said in anger to make someone else look bad.

EXAMPLES:

- Criticizing or making fun of someone's clothes, looks, intelligence, language
- Breaking or stealing others' belongings



Bullying is behavior that is on purpose, repeated over time and involves an imbalance of power.



THERE ARE FOUR TYPES OF BULLYING:

PHYSICAL

Actions that hurt your body.



VERBAL

Words that hurt your feelings.



SOCIAL / RELATIONAL

Actions that hurt someone's reputation or relationships.



CYBER

Using technology to hurt or embarrass someone.



AT TCDS, WE CHOOSE RESPECT, KINDNESS, AND INCLUSION.



SAFETY



CONNECTION



PROBLEM SOLVING



BE A CHAMPION. MAKE A POSITIVE CHOICE.



PEER-TO-PEER CONFLICT RESOLUTION & Restorative Practices



Learning how to solve problems with others is an important life skill.

Disagreements may happen in the classroom, on the playground, during unstructured play, such as recess or snack/lunch time(s).

Conflict is part of teaching children how to best problem solve.

We encourage students to learn to resolve peer conflicts and typically involve parents/guardians when conflicts persist.



IN THE CLASSROOM



ON THE PLAYGROUND



DURING GROUP
ACTIVITIES



DURING
UNSTRUCTURED PLAY

Our restorative practices are aligned with our **SOCIAL FRAMEWORK** and help students build **SAFETY**, **CONNECTION**, and **PROBLEM-SOLVING SKILLS**.



SAFETY

Everyone feels safe and respected.



CONNECTION

We build strong relationships.



PROBLEM-SOLVING

We learn to solve problems together.

When conflicts occur, staff members guide students through conversations that help them:



When appropriate, a staff member may facilitate a restorative conversation between students and may seek additional support from the Guidance Counselor or Chief Student Advocate.



OUR GOAL

is to help students learn from mistakes, strengthen relationships, and develop the skills needed to resolve conflicts respectfully.

If concerns continue or behaviors persist, parents/guardians will be contacted so we can work together to support the student.



Together, we build a school where every student feels safe, connected, and supported.



Phased Response Plan

In the event that a student begins to show a pattern of academic, behavioral, or attendance challenges, the below Phased Response Plan is to be put in motion by the teacher(s) responsible for the student, with the intent to positively guide the student.

Phase 1: Teacher-Led Communication

Two of the following methods of communication, along with implementation of a Buddy Class System and Social Framework Core Strategies, are to be implemented by the teacher(s) as methods to partner with the student and parent/guardian:

- ☐ Email/Dojo parent/guardian: Date _____
- ☐ Phone call to parent/guardian: Date _____
- ☐ In-person meeting on campus with student and parent or alternative in-person via Google/Zoom: Date _____

Buddy Class System: *pre-arranged intervention system designed to give a student the opportunity to take time away from an environment he/she may be struggling in.*

Phase 2: Student Support Services Initiated

If the identified issue continues trending in a negative direction after Phase 1 of Teacher-Led communication, then the staff member will email their direct report to schedule a time to collaborate and review documentation in order to determine next steps that may include, but are not limited to:

- Administrator observation of student
- Conference with family, teacher(s), and administrator
- Implementation of a behavior/recovery plan framework relevant to the root causes of the challenge. This plan is to be communicated with the family by the teacher(s) responsible for implementation.
- Consult with the Guidance Counselor and/or Student Support Specialist

Phase 3: Administrative Action

If the identified issue continues trending in a negative direction after Phase 2, or if an administrator deems necessary, the administration will take action.

- Action may include, but is not limited to, in-school recovery, out-of-school recovery, administrative withdrawal, expulsion, retention, and grade level recovery.

In-School Recovery - student spends the school day on campus in a designated location separate from their day-to-day classroom(s)

Out-of-School Recovery - students spend the school day off campus under the care and supervision of their family/guardian engaging in assigned tasks

Post ISR/OSR Reflection and Restorative Session(s) - students may be assigned a day alongside a Student Support Services Team member, following ISR or OSR, to reflect on their behaviors which may include

Administrative withdrawal - student is withdrawn from TCDS as a result of 10 consecutive days of unexcused absences.

Expulsion - permanently removing a student from TCDS due to persistent violations of school rules and policies, or, in extreme cases, for a single offense marked severity with board approval

Retention - student repeats their grade level

Immediate Response Needed:

In the event where a student puts themselves and/or others in harm's way, immediate administrative action is necessary. Any staff member that is a witness to any of the infractions listed below should immediately contact the Central Office or administrator and keep the student(s) in an appropriate location until an administrator receives the student(s), and to make any necessary reports to the Department of Child Services at 1-888-767-2445 or Tucson Police Department at 520-791-444. Staff are to use their discretion as to whether or not the situation requires immediate action on their part *before* notifying the Central Office or administrator for assistance.

***In the event that a student is assigned to an OSR and or “to go home,” the administrator and or a Central Office staff member must document the time he/she will be leaving, using the sign-out sheet.

Student offenses leading to an immediate response may include, but are not limited to:

- Bringing illegal substances and/or paraphernalia to campus
- Bringing weapons to campus
- Creating an unsafe environment related to defiance, bullying, cyberbullying, repeated violations of student/parent handbook policies relevant to student conduct
- Consistently disrupting the learning environment
- Physical altercation with peer or staff with intent to harm
- Self-harm
- Sexual assault/harrassment
- Stealing
- Vandalism and or destruction of school property or others' property
- Inappropriate use of technology
- Leaving the classroom without staff permission
- Threats made with intent to harm others and or the school community

Confidentiality

The protection of confidential information is vital to the interests and success of TCDS. Such confidential information includes, but is not limited to, the following:

- Student Records or Information
- Family Information
- Personnel Records or Information

- Computer Processes

Special Education / 504

To the greatest extent possible, appropriate services and accommodations will be provided to students with IEPs and 504 plans. For questions about IEPs, please contact Resource Director Kelly Grusendorf at kgrusendorf@tcdschampions.com, and for questions about 504s contact Guidance Counselor, Diane St. Amand at dstamand@tcdschampions.com.

FERPA

The Family Educational Rights and Privacy Act (FERPA) is a federal statute that establishes requirements designed to protect the privacy of families and students. In brief, the law requires a school to:

- Provide a parent access to their child's educational records.
- Provide a parent an opportunity to seek correction of records he/she believes to be inaccurate or misleading.
- With some exceptions, obtain the written permission of a parent before disclosing information contained in the student's educational records.
- Allow parents/guardians to inspect and review educational records and to authorize release or access to these records, other information or instructional materials.

Pursuant to FERPA, personally identifiable information generally cannot be disclosed to others without the prior consent of the parent. Consent must be obtained in writing and should be signed and dated, specify the records to be disclosed, state the purpose of the disclosure, and identify the parties to whom the disclosure is to be made.

FERPA allows for the disclosure of student records without parental consent in the following circumstances:

- Teachers or other school officials
- Officials of another school system where the student seeks to enroll
- State juvenile justice systems or their officials
- State and federal educational authorities
- In compliance with a judicial order or a lawfully issued subpoena
- In connection with the receipt or application of financial aid
- Organizations conducting educational studies for or on behalf of the school
- Accrediting organizations
- Health and safety emergency
- Specified officials for audit or evaluation purposes

School officials must maintain records of all requests for student information, except requests made by parents or school officials with a legitimate educational interest. Parents have the right to access and review these records to see who has had access to their child's records.

Staff shall not:

- Discuss student or family information with any individual who does not have the right or need to know. This includes but is not limited to: discipline, grades, family information, medical information, or religious beliefs.
- Share disciplinary action taken against a student with other parents or students.
- Discuss openly in class reasons why a student was or will be absent.

Administrator and Teacher Resumes

"No Child Left Behind" Federal Legislation requires charter and public schools to make the resumes of faculty and administration available to families and the community. Upon request, resumes are available in the Central Office for review.

Technology Policies

Each student in grades 2 - 8 is required to bring a charged, updatable Chromebook and either wired headphones or earbuds to school daily. Students in grades K - 1 are required to bring wired headphones or earbuds.

All students are required to log into TCDS's online education applications using their TCDS-issued Google account for the School's Google Workspace domain, @tcdschampions.com and the device must be managed by the school in order to maintain security and safety standards. These protections filter malicious cyber threats and protect your child and our network. Please consider this device a school supply that is dedicated solely to your child's education. The Chromebook will only be able to be used for educational purposes.

External/personal accounts may not be used for any TCDS education applications.

Device Requirements:

Chromebooks are the only device option. Please note that devices are required to be managed by the TCDS Google domain administration and must be enrolled in the school's domain by the end of the first week of the school year.

If your child's Chromebook is no longer updateable, you may either purchase a newer device independently or purchase a Chromebook from TCDS for **\$50**.

Direct any technology-related questions to the TCDS I.T. Dept. at ithelpdesk@tcdschampions.com.

Chromebook Rentals:

If a student should forget to bring the chromebook to school, they may rent a school device

for \$5/day. It must be returned by the end of the school day or an additional day will be assessed. Funds may be added to student accounts through the school website or may be paid in cash at the time of the rental. Parents are financially responsible for any lost or damaged devices.

Statement of Services for Lil' Champs, Champion Care, and Camp Adventure:

A description of the facility's child care services classifications:

- Early Childhood: 3-5 years old (must be fully potty trained)
- Before and After Care: Kinder-8th grade
- Camp Adventure: Kinder-8th grade (Summer)

Hours of operation:

- Early Childhood: Monday-Friday 6:30am-6:00pm
- Before Care: Monday-Friday 6:30am-8:00am
- Champion Care: Monday-Friday 3:00pm-6:00pm (12pm-6:00pm on Wednesday during school year)
- Camp Adventure: Monday-Friday 8:00am-3:30pm (Summer)

Facility's street address, city, state, zip code, mailing address, & telephone number:

Tucson Country Day School
9239 E. Wrightstown Rd.
Tucson, AZ 85715

Mailing address same as above

Phone: 520-296-0883

Fax: 520-290-1521

Website: www.tcdschampions.com

Child enrollment & disenrollment procedures:

- You must provide written notice on any changes in schedule or withdrawal from a program. Written notice must be received at least one week prior to the effective date of change/withdrawal. You will be required to pay all the fees for the program you are currently registered for until written notice is received. If your child is removed or withdrawn from the program for any reason, there is no guarantee a space will be available later in the year.
- The safety and well-being of each child is important to us. Prior to enrollment each family is asked to complete a Health Checklist. Early Childhood families are invited to tour our school and interview with the Director to ensure that we meet the needs

of each individual child. Parents will need to submit the required registration documentation prior to the child(ren) starting in the program.

Charges, fees and payment requirements for child care services:

- Early Childhood, Before & Aftercare, Camp Adventure & Camp Days:
- Tuition/Billing: Tuition will be billed weekly. If the first week of school does not begin on a Monday, that week will result in a prorated charge. Summer program billing is based on the schedule the parent/guardian selects. The first payment will be due on the first day of attendance; subsequent payments are due in advance of the billing period by the Friday before.
- Tuition Express: Automatic payment is also available using Tuition Express. This option withdraws your tuition automatically from your checking, savings, or credit card on file. Payments using this option are run every Friday prior to attendance. Please allow up to 48 business hours for the withdrawal to show on your account.
- Delinquent or non-sufficient payments: If your account is continuously delinquent, you will be asked to withdraw your child from the program. A \$25.00 processing fee will be assessed for any NSF check or declined Tuition Express transactions. Recurring NSF checks or declined Tuition Express transactions will require all future payments to be made via cash, credit card or money order. You will be responsible for all costs involved, including reasonable attorney fees if your account is sent to collections.
- Registration fee is due upon enrollment and is not refundable.
- Holidays: Tuition will be discounted for children in our 4-5 day programs, and only when the entire TCDS campus is closed for a holiday lasting 2 or more consecutive days. There is no pro-rating for children in our 3-day programs unless the campus is closed for 5 consecutive days. However, 3-day families may choose to shift their schedules to the days the school is open during a holiday week with prior written notification. See the School Calendar for these dates. Tuition for the week of Independence Day (4th of July) will be prorated should July 4th fall on a weekday.
- **Vacations ~ Illness:** There are NO credits, adjustments or pro-rating for absences. If your child is absent for any reason, full tuition is due for the time your child is not in school in order to continue enrollment. *During the summer program only, weekly tuition may be waived if written notification is received one week prior to your vacation.
- **Late Pick-Up:** If your child remains past the time the program ends, an additional fee of \$10.00 per fifteen (15) minutes or any portion of a fifteen (15) minute period will be charged. If there are multiple children, the fee will be assessed for each child.

- **Refunds:** Refunds require 2-4 weeks to process. Should a refund become necessary, your child may not re-enroll for the remainder of the year.

Child admission & release requirements:

- Parents will sign using a first initial and complete last name when signing a child in or out of the program daily. Children can only be released to the custodial parents/guardians and/or a person listed on the Emergency Information and Immunization Record unless written authorization from parent/guardian is provided in advance. As a safety measure, anyone picking up your child who is not familiar to staff will be asked for proof of identification. Please make sure any changes in emergency information are given to the program director.

Age-appropriate discipline guidelines and procedures:

- In our programs, staff members will use communication, redirection, role modeling of appropriate behavior, and problem solving techniques when helping children deal with conflict. Removing a child from the group will be used sparingly and only until a child is able to rejoin the group or be redirected to another activity.
- Parents will be notified if a child consistently endangers the health and safety of him/herself and/or others with inappropriate and/or dangerous behaviors. If the child continues to engage in harmful behavior, parents will be asked to meet with staff members to formulate a behavior plan.
- Staff and parents will evaluate if the behavior plan is benefiting the child and the program. In the event inappropriate and/or dangerous behaviors continue a suspension from the program will be issued. Continued inappropriate and/or dangerous behaviors will result in a loss of program services.

Transportation Procedures:

- Parents are responsible for providing transportation to and from TCDS

Field trip requirements and procedures:

- Supervised field trips may be scheduled to local areas of interest. Your signature authorizes Tucson Country Day School to take your child on all field trips. In addition, you will be required to sign an authorization form and pay any accompanying fees prior to the day of the field trip. Field trips are an exciting way for children to participate in learning experiences outside of the classroom.

Responsibilities & participation of parents in facility activities:

- **Parent Code of Conduct:**
 - Parents and staff are role models for children and will therefore act accordingly. Failure to do so may result in loss of childcare services. While on campus, parents will refrain from:

1. Physical punishment of children
 2. Verbal abuse, swearing or cursing, threatening staff or parents of other children
 3. Smoking/Vaping
 4. Quarreling with other parents or staff
 5. Disciplining other people's children
- Staff is available to help with ideas and techniques if needed, as parents are interacting with their children

- **Our Families**

- We believe building authentic relationships with families is vital to our work with children. We strive to approach and interact with children and families with the utmost respect and support.
- We encourage parents to participate through volunteering in the classrooms and school functions. We use various forms of communication such as direct contact, notes, phone calls and newsletters. Formal conferences may be held at the request of parents and/or staff.
- Each fall the program holds a “Meet-n-Greet” so that parents and children can become familiar with the programs, classrooms and staff. We request that all new families visit the classrooms and meet the staff prior to their child(ren) starting the programs.

A general description of activities and programs:

- **Early Childhood:**

- Our Early Education Program (Pre-School and Pre-Kindergarten) is founded on our belief that children are capable, competent learners. We strive to create environments that are responsive to the many individual differences of each child, and create a sense of wonder and excitement of learning. We accept enrollment of fully potty-trained 3 and 4 year old children.
- Staff promote purposeful play along with teacher led activities that provide development of the whole child, while framing their play and academic development.

- **Before Care and Aftercare:**

- A minimum of two staff members per group. Who are ready to help with homework, instruct with respect, listen to concerns and to be there for the children at all times.
- Staff offer a structured schedule with time dedicated to homework, playtime, and some technology use.
- Staff work with parents and children to make sure that all needs and concerns are met, ensuring the best program available for the children.
- **Technology:** Chromebook use is limited to the TCDS approved website(s).

- **Camp Adventure may include the following activities:**
 - **Archery:** A very popular activity at Camp Adventure, Archery is enjoyed by campers from 1st thru 8th grade.
 - **Art:** Campers participate in a variety of fun, creative activities.
 - **Music** Campers learn to play basic instruments, learn songs, and create crafts to go along with their songs!
 - **Indoor Games:** Campers learn group games, act out skits, play a variety of board games and take a chance on their luck at our Random Rally.
 - **Outdoor Games:** Campers may compete in Scooter Basketball, parachute games, kickball, basketball and other fun outdoor sports. Most of these sports are played under our huge outdoor activity center.
 - **STEM:** Campers can engage in a variety of science experiments, expanding your inquisitive minds. Become a detective in the world of Science.
 - **Swimming:** Campers participate in swim safety lessons available up to 3 - 5 days per week.
 - **Cooking:** Campers participate in learning about food safety and creating quick and creative snacks.

The liability insurance required by R9-5-308 that is carried by Tucson Country Day School's facilities and documentation of the liability insurance coverage.

- Tucson Country Day School has a certificate of liability insurance posted in the front office on the parent board as well as in the Early Childhood area on the parent board.
- Tucson Country Day School and all programs have general liability, automobile liability and umbrella liability. For further detailed information, please see postings in the front office and at Early Childhood.

Medication administration procedures:

- Tucson Country Day School will only administer over-the-counter and prescription medication when it is provided by the parent/guardian in the original packaging, and a Medication Consent form [AZDHS Medication Consent](#) is completed and signed by the parent/guardian. A Tucson Country Day School employee may administer originally labeled over-the-counter and prescription medications if authorized following the required guidelines.

Accident and Emergency Procedures

- Sick/Injured Child Policy – Children should remain at home if they are sick with any of the following: fever, vomiting, diarrhea, severe coughing, pink eye, head lice, chicken pox, unknown rash or any other contagious disease. Children need to be **symptom free without the aid of ibuprofen or other pain/fever reducers for at least 24 hours** before returning to school.

- In the event your child becomes ill at school you will be notified to pick up your child asap (preferably within 15 minutes). It is to the benefit of all children that a sick child is kept at home. Also, a recovering child is more susceptible to illness if appropriate rest and care are not provided.
- In the case of minor injury, such as a scraped knee, splinter or nose bleed, the child will be treated in accordance with First Aid procedures and a Child Update stating what happened and how the child was cared for will be sent home with the child. In the case of a major injury, such as falling from climbing equipment, emergency medical personnel and parents will be notified immediately. If your child has a potty accident with defecation present, a parent/guardian will be called to come in and help clean the child before the child is able to return to class.
- Each child must have an updated **Emergency Information and Immunization Form** on record; all portions of this form have to be completed including listing all allergies, medical conditions and/or special needs. At time of enrollment we ask that parents discuss any special needs their child(ren) might have.

Inspection reports are available in the front office on the Parent Board and right inside the Early Childhood area on the Parent Board.

Tucson Country Day School, Early Childhood, Before & Aftercare and Camp Adventure are all regulated and surveyed by the Arizona Department of Health Services 400 W. Congress, Ste. 100, Tucson, AZ 85701, 520-628-6541

Pesticides applied on facility's services:

- Postings are distributed 48 hours in advance of pesticide use on the premises.

Parents with children enrolled in any Tucson Country Day School's programs have access to the areas on the Tucson Country Day School premises where their child is enrolled and receiving child care services.