

**Phoenix Advantage  
Charter School**

**2009-2010  
Parent and Student  
Handbook  
And  
Code of Civility**



# Letter from the Chief Administrative Officer

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August 2009

Dear Parents and Guardians:

Thank you for choosing Phoenix Advantage Charter School for your child! The School's leadership team, faculty, and staff welcome you to a new and exciting school year. We are eager to build on the success achieved during our school's first ten years. This will only be possible if we work together as a team supporting each other as we soar to greater heights. *The 2009-2010 Parent and Student Handbook* and *Code of Civility* are designed as a guide for you, your child and our school community. I encourage you to thoroughly read both sections of this handbook and discuss them with your child.

This handbook is prepared in an effort to keep families informed of the procedures at Phoenix Advantage Charter School. Parents are the child's first teacher and are the school's partners in the important job of educating this diverse community. This handbook includes contact information for the School's leadership team, general information about our proven curriculum and instructional design, and specific School policies and procedures which, if followed consistently, will contribute to the development of a strong community and assist us in becoming an excelling school. The *Code of Civility* describes the specific policies and procedures that will be implemented to encourage appropriate conduct and ensure a safe learning environment for all students.

Phoenix Advantage Charter School is very proud of the staff who works with your child each day. Please feel free to contact your student's teacher if you have questions or concerns or would like additional information about the work that your student is doing in class. The school also has available the resumes for all of the staff. These are on file and available for public inspection during normal school hours of operations.

Should you have a question that is not answered within these pages, please feel free to contact me, another member of our school leadership team, or your child's teacher.

At Phoenix Advantage Charter School, we recognize that educating children requires a team effort, and we look forward to joining you in this vital pursuit. Working together, we can realize our shared vision of excellence in public education.

Sincerely,

*Jack Rowe*

Jack Rowe  
Chief Administrative Officer

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## Contact Information

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3738 North 16<sup>th</sup> Street  
Phoenix, Arizona 85016

School Office	602-263-8777
FAX	602-263-8822
School Attendance Line	(602) 604-7292
Leave a message before 8:00 a.m. to let the office know if your child is going to be absent for the school day.	
School Nurse	(602) 604-7213
Web Site	<a href="http://www.phoenixadvantage.org">www.phoenixadvantage.org</a>
Email	<a href="mailto:jrowe@phoenixadvantage.org">jrowe@phoenixadvantage.org</a>

### HOURS OF OPERATION

Instruction will begin promptly at 8:00 a.m. and end at 3:30 p.m., Monday through Friday. *No student will be admitted into the main school building before 8:00 a.m. Adult supervision for children begins at 7:30 a.m.*

# School Overview

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## MISSION

Phoenix Advantage Charter School was founded on the simple conviction that all children can learn, and that every child should be challenged to reach his or her fullest potential. The over-arching goals of the school are to:

- ❑ Demonstrate the heights of academic achievement which students can routinely attain when the advantages of charter school governance are coupled with ambitious new academic standards
- ❑ Offer area families rich new choices in public education
- ❑ Create new professional settings for teachers that permit them to succeed.

## Leadership

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The school's highly skilled and experienced leadership team is eager to serve you and your child through the provision of a world-class education. Your satisfaction is our school's highest priority. Please contact the leadership team with any questions or concerns. The school phone number is 602-263-8777. Leadership team members are:

- ❑ Mr. Jack Rowe, Chief Administrative Officer
- ❑ Ms. Stephanie Carpenter, Federal Grants Coordinator and Title I Interventionist
- ❑ Mr. Timothy Burns, Behavioral Intervention Specialist
- ❑ Ms. Sabrina Poggi, Reading First Coach
- ❑ Ms. Minette Klenner, 21<sup>st</sup> Century Grant Coordinator

## Chain of Concern

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Phoenix Advantage Charter School maintains an open-door policy of communication to all parents, students, staff, and community. At the same, all concerns should be addressed at the lowest level possible. Any student or parent with a concern should follow the proper line of contact to address the issue. The chain of concern is:

1. Teacher or activity sponsor, i.e. OASIS Director, club sponsor, food service personnel
2. Behavior Intervention Specialist
3. Chief Administrative Officer
4. Mosaica Regional Vice President

## **Management**

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Phoenix Advantage Charter School is part of a national network of schools managed by Mosaica Education. The Mosaica Education Model combines the rigors of solid skill building in the core content areas of English/Language Arts, Math and Science with our Paragon Curriculum. Paragon includes more than 25,000 pages of classroom-tested content that combines high tech with the humanities, enhancing the rigors of classical education with the relevance required by contemporary culture. Recognizing that we are living in the 21<sup>st</sup> century global village, the Mosaica Model also introduces students to foreign language instruction beginning in kindergarten. The model also extends the school day and the academic year to allow for true mastery rather than cursory coverage of the curriculum.

Mosaica's corporate office may be contacted at:

Mosaica Education, Inc.  
42 Broadway  
Suite 1039  
10th Floor  
New York, NY 10004

[www.mosaicaeducation.com](http://www.mosaicaeducation.com)

## **Curriculum and Instructional Design**

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At the heart of Phoenix Advantage Charter School is a highly structured curriculum that sets high expectations and provides individualized monitoring to assist students in attaining ambitious goals for achievement. Phoenix Advantage Charter School provides a strong academic foundation for students at the elementary and junior high levels level that will prepare them for demanding academic studies of senior high school and college.

The morning session is dedicated to mastery of essential skills in reading and writing.

### **READING**

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Children are most successful when they learn to read through a balance of literature and explicit, systematic phonics instruction. Mastering phonics skills enables students to get beyond the distractions and mechanics of decoding words so they can focus on the goal of reading: comprehension. That's why Phoenix Advantage Charter School uses SRA/McGraw-Hill and the Open Court approach to reading instruction. The well-designed, systematic program, balancing phonics and literature, has known success for nearly 40 years.

Open Court Reading, of SRA/McGraw-Hill, provides:

- An educational philosophy based on scientific research and nearly 40 years of practical experience.
- A program that has been proven successful in schools nationwide.
- A well-defined plan of systematic, explicit instruction for teaching the strategies and skills necessary for reading.

Open Court Reading is a research-based curriculum grounded in systematic, explicit instruction of phonemic awareness, phonics and word knowledge, comprehension skills and strategies, inquiry skills and strategies, and writing and language arts skills and strategies. Reading fine literature is one of the founding principles of Open Court Reading. As children read classic and contemporary literature, they discover the importance of clarity of thought and word. They enjoy an abundant reading experience that moves them toward independent, self-directed learning. The Open Court Reading literature selections exemplify how different forms of literature can all express a particular theme. Through various genres, children progressively deepen understanding of the thematic learning units presented in each grade level.

#### Features

- Develops children's print awareness through reading aloud from Big Books, Pre Decodable or Decodable Books and Take-home Books in full-color and Black line Master formats.
- Encourages phonemic awareness through games, puppets, and language activities
- Teaches the alphabet and how it works with Pre-Decodable and Decodable Books, Alphabet Cards, Pocket Chart materials, and carefully structured activities for kindergarten classrooms
- Teaches sound/spelling associations systematically using Sound/Spelling Cards
- Teaches blending as a strategy for accessing unfamiliar words with Sound/Spelling Cards and encourages children to build fluency and read connected text independently using Decodable Books in Levels 1-3
- Develops spelling strategies through Dictation and Word-Building Activities

## **MATH**

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REAL MATH is packed with everything needed to successfully teach children to think mathematically. This comprehensive, research-based program is for grades K-5.

This is a powerful, research-based basal program that not only teaches essential skills, but also fosters a natural fluency in math. With intelligent use of games and manipulatives, this program delivers results, including higher test scores.

This proven program has evolved through extensive research, testing and refinement.

The program allows students to demonstrate mastery of basic math skills, understanding of math concepts, and success in problem solving.

- The program also allows the teacher the flexibility to meet the individual needs of students of all ability levels and learning styles.
- Early introduction of concepts, including algebra, geometry, multiplication, division, and problem solving, helps students develop a deeper understanding of mathematics.
- Games and manipulatives – central to the program – teach skills and higher-order thinking.
- Problem solving is integrated throughout.

## **SCIENCE**

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The science program gives students a solid foundation of knowledge about life, Earth, physical, and health science. At the same time, students master the scientific thinking processes necessary to solve problems. Harcourt Science features the following:

- Interactive activities that help sharpen science-thinking skills and reinforce content mastery. A complete multimedia glossary helps to clarify key terms in science.
- News features are designed to keep student up-to-date in what is happening the world of science.
- Harcourt Science links with Smithsonian Web sites that are correlated to individual lessons.

## **PARAGON CURRICULUM**

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Mosaica's unique Paragon Curriculum is more than just a social studies curriculum. It helps students achieve academic and personal excellence. Students learn about character, ethics, empathy and self-esteem implicitly by studying the world's greatest thinkers, both canonical and unsung, and by stepping into the shoes of great historical figures, both real and imaginary.

Paragon teaches rich content through hands-on study that addresses student's learning styles. Through this engaging curriculum, students gain historical information, and come to understand the expansive potential open to them if they can identify with early clarity their individual strengths and sense of purpose. Paragon students contemplate questions that have captivated thinkers for millennia: What makes a "Hero"? What makes me unique? How can we learn from the past? How do we apply that knowledge to the future?

Rather than teach history in bits and pieces in arbitrary sequence, Paragon's fully integrated, chronological approach demonstrates to students how one idea builds on and evolves into another. The curriculum illustrates how sweeping cycles repeat and leads students to understand the evolutions of world cultures.

In Paragon, students study history across continents, which demonstrate the manner in which many ideas develop at the same time in independent cultures unaware of the other's breakthroughs. Through this, students develop a larger picture of history and the associated interrelationships. Rather than memorize names, dates, and events in isolation,

students recall the sequential circumstances surrounding these events and remember more readily both factual information and conceptual relevance.

Paragon cultivates the following:

- Decision making— identifying and struggling with complexities, solving problems and thinking critically, developing creativity, rather than strict conformity to conventional practices
- Self-direction and personal initiative
- Strong interactive skills— cooperation, networking, teamwork and information pathway knowledge
- Responsibility for learning, identification of goals, development of a plan, gathering information, and implementation of a plan
- A sense of awe and a passion for inquiry
- Use of technology as a research-learning tool
- An understanding of cultural, philosophical, and technological connections over time and place

The Paragon Curriculum uses an integrated interdisciplinary approach that enables students to see all subjects as part of their lives, rather than as separate, often daunting disciplines. Paragon integrates language arts, math, science, philosophy, geography, and history as part of the social studies frame. It also integrates: technology, the arts, music, and foreign language.

## **ART, PHYSICAL EDUCATION, AND SPANISH**

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Rotating classes in art, physical education, and Spanish occur daily and feature integration of the unique Paragon Curriculum.

## **HOMEWORK**

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Homework assigned by the teacher is for skill practice, not the introduction of new information. All parents are encouraged to read to or be read to by their child for a minimum of 15 minutes a day every day.

## **FIELD TRIPS**

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Field trips may be planned throughout the year for various academic enrichment and extracurricular purposes. Fundraising activities will be provided to raise money for field trips. Parents may be asked to assist in paying for field trips. Parents will receive advance notice of all such trips. A permission slip must be signed by a student's parent in order for the student to participate in a field trip. **Students without signed permission**

**slips will remain at the school in another class.** Participating students should bring a bag lunch unless otherwise noted.

Occasionally, parents will be needed to serve as chaperones on class field trips. No parent should feel obligated to serve in this capacity, but parents are encouraged to volunteer if possible. The primary responsibility of a chaperone is to ensure appropriate supervision for students. Parental chaperones are asked to take this responsibility seriously and to remain vigilant and attentive to the students' needs throughout the trip.

**Babies and children who are not enrolled in the class may not accompany the chaperones.**

## **Parent Involvement and Communications**

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### **VOLUNTEERING**

Parents are encouraged to participate in School-related activities, including those pertaining to curriculum and instruction, such as classroom work or storytelling. Volunteers may also be involved in monitoring the playground, student drop-off and pick-up, crosswalk, and assisting with School events. In addition, parents are encouraged to contribute their time and talent to organizing extracurricular activities and community outreach projects.

Volunteers are to follow all policies and procedures defined by the law and the School. The Chief Administrative Officer (CAO) reserves the right to relieve the volunteer of his or her responsibilities.

#### **During School Hours Volunteers May . . .**

- Assist with small reading groups
- Assist with small math groups
- Share about your work or career
- Help teachers with classroom décor -- posters, bulletin boards, hallway art displays
- Help during reading groups, Paragon, and math
- Organize completed work
- Grade papers or projects for teachers
- Photocopy homework or project packets
- Supervise or play with children during lunch
- Clean school equipment or school grounds
- Volunteer with student clubs

#### **After School Hours Or From Work Or Home Volunteers May . . .**

- Assist teachers in correcting student work
- Contact a paper or printing company and offer to collect outdated or unwanted paper products
- Host a talk at work to promote the school
- Organize a family drive to enlist in Target, Office Depot, or Wal-Mart Card Programs that donate to the school
- Share any fund raising experiences and ideas
- Provide general grounds maintenance

- Organize the School Uniform Exchange
- Buy or send in Paragon supplies
- Complete Paragon projects that teachers may use as instructional models
- Organize Scholastic book orders for teachers
- Shop for school supply donations – pencils, pens, paper towels, wet wipes, bleach wipes, Ziploc bags are needed throughout the year
- Request your office to donate art supplies
- Photocopy homework and project packets

#### **PARENT TEACHER ORGANIZATION**

Phoenix Advantage Charter School is interested in developing a Parent Teacher Organization dedicated to supporting student learning and the overall success of the School. The PTO may provide school leaders with ongoing input and may serve as a vital link between the school and families. All parents are encouraged to join. For more information, contact the school's office at (602) 263-8777.

#### **PARENT CONFERENCES**

Formal parent/teacher conferences are scheduled twice a year to facilitate open communication between parents and teachers regarding students' progress. Refer to the school calendar for specific dates.

Phoenix Advantage Charter School maintains an open door policy, and parents are encouraged to visit their children's classrooms anytime to see them in action. Informal conferences or conversations are encouraged and may also be scheduled with teachers or school leaders at any time throughout the year.

#### **PARENT NEWSLETTERS**

Parents will receive newsletters from the Chief Administrative Officer with announcements of upcoming events and school-wide activities. These newsletters will be sent home on Fridays.

#### **PROGRESS REPORTS AND REPORT CARDS**

Progress reports will be sent home to parent's mid-quarter to provide specific information about student progress in each subject. At the end of each quarter, parents will receive a report card with cumulative data on their child's performance and progress.

#### **TEXTBOOKS AND SUPPLIES**

Phoenix Advantage Charter School furnishes all textbooks and instructional materials, and they remain the school property. Parents may be required to reimburse the school for lost or damaged books, before new books are issued. Students are asked to furnish some of their own supplies. The list of supplies by grade level is available from the classroom teacher or the front office.

# School Uniforms

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To help create an environment conducive to learning, all students at Phoenix Advantage Charter School are required to wear uniforms. This policy is designed to allow students to focus their attention on academics.

To ensure that the school's uniform policy has its desired effect, it is important that it be implemented consistently. School leaders, faculty, and staff will respond immediately to violations of the policy. First-time offenders that do not comply with the uniform policy will receive a call to their parent. The second time a student fails to comply with our uniform policy the parent will be called to meet with the Chief Administrative Officer.

The school uniform consists of the following:

## Bottoms

Boys may wear black or navy blue long or short pants. Girls may wear black or navy blue long or short pants and knee-length skirts. Floor-length skirts, baggy or wide-legged pants **and allowing pants to sag are not permitted. Sweat pants, denim and corduroy pants are not allowed.**

## Tops

Both girls and boys wear red polo shirts in grades K-5. Grades 6-8 wear grey or blue Phoenix Advantage polo shirts. **Shirts must be tucked in at all times and clean.** Navy blue sweatshirts are permitted. **No hoods of any type are permitted! No jackets of any kind may not be worn in the classroom at any time.** Only white long or short sleeve T-shirts may be worn under the polo shirts.

## Shoes

Students are required to wear black or dark color closed-toe shoes. The shoelaces must be to black. High-heeled shoes, open-toe sandals, open heeled shoes, or slippers are not permitted.

## Socks and Belts

Students may wear navy blue, black or white crew socks without stripes or logos. Girls may wear white or blue tights without stripes. Students **must wear a belt** if there are belt loops on their pants, or skirts. Belt buckles may **not have any type of design** or color other than black, or brown.

## **Jewelry**

Students may not wear anything around their necks. Female students are permitted to wear one small pair of simple stud earrings per ear! **Hoop or Hanging earrings of any size are not permitted.** Male students are not permitted wear any earrings. Nose rings, eyebrow rings, lip rings, tongue rings and belly-button rings are not allowed. One ring per hand is allowed. One bracelet per wrist is allowed.

## **Hair/Grooming**

Students must keep their hair neat, clean and out of their eyes. **There will be no shoe laces of any color worn in the hair as a hair tie.** Students may not wear drastic or unnatural hair colors or styles, *e.g.*, shaved letters, numbers, or designs. No make-up is permitted for students K-5. Students in grades 6-8 may wear natural makeup. Only clear nail polish is permitted. **No artificial nails are permitted. CAO has discretion as to what is acceptable.**

## **Uniform Bank**

A Families Helping Families Uniforms Bank is maintained at the school for families in need and for children who soil their clothes during the school day and require a change. If a financial need exists in your family and you would like to take advantage of this resource, please contact the school office. Donated items may be dropped at the school office in a bag marked "Uniform Donation."

# **Attendance**

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## **TARDINESS**

Instruction at Phoenix Advantage Charter School begins promptly, and it is critical that all students be prepared to begin instruction on time. Therefore, students must arrive at School before 8:00 a.m. A student who is late misses valuable instructional time, and conveys an unacceptable lack of regard for the school.

**The parent must accompany any student who arrives after 8:15 a.m. to the office before proceeding to the classroom.** The student will be considered tardy and the incident will be recorded. If a student is tardy four times, the problem will be regarded as chronic, and it will be reported to the school's Truancy Officer. In addition, no child will be dismissed early, unless for special circumstances. Being at school on time in the morning and staying in school until the end of the school day is central to receiving a good education. If a child is picked up early more than four times, this will be regarded as chronic and will be handled in the same manner as chronic tardiness.

## **ABSENCES**

It is unlawful for any child between six and sixteen years of age to fail to attend school during the hours that school is in session. If a student misses at least one class period during the day this is considered "truant"- the absence will be recorded and added to the

student's file. If a student is "Habitually truant" meaning a child who is "truant" for at least five school days within a school year, that student will be subject to contact with a truancy officer, a ticket will be issued to the parent of that student for failure to attend a public or private school during the hours that school is in session, and a fine will be assessed.

Parents must contact the school office by phone whenever a child is going to be absent, and send a written excuse to the Truancy Officer when the child returns to school. The school has a dedicated phone line for all calls related to attendance: (602) 604-7292.

The following reasons are sufficient cause for an excused absence: a.) illness, b.) death in the family, c.) inclement weather, which would be dangerous to the life or health of the child, d.) legal quarantine, e.) emergency conditions as determined by the Chief Administrative Officer and f.) prior permission from the Chief Administrative Officer and consent from the legal guardian.

In the event that extraordinary circumstances require that the student be absent from school, an Authorized Absence Plan will be developed jointly by the teacher, the Chief Administrative Officer, Truancy Officer and the student's parent or legal guardian. The plan will define the length of the absence and the means by which the student will make-up the work he or she will miss. The plan must be approved and signed by the Chief Administrative Officer and the parent/guardian prior to the student's absence.

If a student returns to school after an absence without a note of explanation from the parent, the Truancy Officer will call the parent to remind him or her to send a note the following day. If a note is not received within two school days of the absence, the absence will be regarded as unexcused. If the child receives three unexcused absences, the parent will receive a truancy notice from the school. The school's Truancy Officer will make a follow-up phone call to the parent to underscore the parent's legal obligation to make certain the child is in school.

In response to continued absenteeism or chronic tardiness, the Truancy Officer will conduct a home visit with a citation. The citation will be explained and, if necessary, issued with a court date and location. The Truancy Officer will represent the school at court, providing the court with the student's attendance record, a copy of the student's progress report and grades, and all documentation related to the child's truancy. Legal sanctions include fines.

#### **EARLY DISMISSAL**

If it is necessary for a student to be dismissed from school before the end of the school day, parents must notify the school office by 2:30 p.m. the day before the early dismissal. In such cases, parents must inform the school of the specific time that the child will be picked-up and the person who will come for the child. **Only adults who are listed in the school's records as being authorized will be allowed to take students from the school in these cases.**

## **Admission, Re-enrollment, Transfers**

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### **ADMISSION**

Phoenix Advantage Charter School is open to all children, on a space-available basis within each grade. The school does not discriminate on the basis of intellectual or athletic ability, measures of achievement or aptitude, disability, proficiency in English, or any other basis prohibited by law.

There are no admission requirements, and no tests of any sort are given to determine whether or not admission is granted, although tests are used to determine proper placement once students are enrolled. Once all available slots are filled, applicants will be placed on a waitlist. Students will be admitted from the waitlist as places become available in each grade, in the order that the applications were filed. Preference is given to siblings of admitted students.

### **RE-ENROLLMENT**

To secure your child's place at Phoenix Advantage Charter School for the next school year, you must officially re-enroll him or her. In April/May, re-enrollment packets will be sent home along with the spring deadline for re-enrollment. Students whose re-enrollment packets are received after the deadline will be added to the waitlist and admitted on a space-available basis.

### **TRANSFERS**

The school asks that, whenever possible, parents provide at least two weeks notice if a student must transfer from Phoenix Advantage Charter School for any reason. Such notice will allow the school to process the necessary transfer paperwork, including having the student's records transferred. It will also enable the school to fill the vacant seat with another student from the waitlist.

## **Student Records and Confidentiality**

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Every student is required to complete and submit the following as part of the registration process (all forms are available in the necessary language translation, upon request):

- ❑ *Proof of the child's age.*
- ❑ *Registration Form.* This form is used to record all basic information about the student and the family, including home, work, and emergency telephone numbers. It is extremely important that a parent or guardian sign this form.
- ❑ *Title I Income Guidelines Application.* This form allows all families to receive free breakfasts and lunches.
- ❑ *Dismissal Application.* Parents may choose the dismissal method that suits their individual child's needs. Bus transportation areas are limited. Re-enrolling students that rode the bus last year are the only students allowed to ride the bus. All students are required to have a dismissal pass. Students without a dismissal

pass will be sent to the office. Parents will be required to pick up their student in the office. **If a student loses their pass, they must report to the school office and purchase a new one for \$5.00.**

- ❑ *Medical Forms.* This set of forms, which must be submitted for all students before the child attends school, includes immunization schedules; family medical information; the child's medical history, including allergies; and a Medication Permission Form, which will permit the school to dispense specified medication to the student, as necessary.

*For children entering kindergarten, evidence of current immunizations must be provided before students can attend the school. All children should be current in their immunization schedule, specifically DTP, polio, Hib, Hepatitis B, Measles, Mumps, Rubella, and Varicella vaccines. If you have questions, please contact your physician.*

- ❑ *Record Release.* This form gives the school permission to obtain all records pertaining to a given student from his or her previous School. This form must be completed and should include the telephone number, fax number and address of the previous school, as well as the signature of a parent or legal guardian.
- ❑ *Home Language Survey.* This form is used to gather information about the primary language spoken in students' homes.

It is critical that the school be notified immediately of any changes in a student's name, address, phone number, responsible parent, or any other information provided at the time of registration. Such changes should be communicated in writing and addressed to the Attendance Officer.

Phoenix Advantage Charter School is dedicated to complying with all confidentiality laws protecting the privacy of their students and their families. Information regarding a student's progress will be shared only with parents or guardians, appropriate members of the school's faculty and staff, appropriate staff at Mosaica Education, and any professional consultants retained for the purpose of measuring and/or improving instructional quality. When information regarding student performance is made public, it will be presented in such a way as to avoid the identification of specific, individual students.

The school may not provide name, phone, or address lists to parents wishing to organize with other parents/guardians of students at Phoenix Advantage Charter School. Parents must find alternative ways to acquire such information, such as circulating forms at parent events or meetings of the Parent Teacher Organization.

Phoenix Advantage Charter School's strong academic offerings and impressive results have generated significant public interest and media coverage. If for any reason, you do not wish to have your child photographed, video taped, or otherwise contacted by the media, please inform the school immediately.

## **Breakfast and Lunch**

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Phoenix Advantage Charter School's commitment to offering children a superior education extends to the meals that we provide for students. The school aspires to the highest possible quality in its breakfast and lunch programs, and is dedicated to meeting high standards of nutrition, taste, attractiveness, and accurate delivery.

**Note that breakfast will not be served on the first day of school; it will be offered starting the following day. Lunch will NOT be served on the last day of school.** This year, Phoenix Advantage Charter School will be collection the meal applications we will no longer provide free meals to students our Provision Three program has come to a end

If a student has special dietary requirements, please contact the food manager to fill out a special needs form.

**Students are advised to refrain from sharing food with other students to minimize the spread of viruses and the risk of allergic reaction.**

Students will practice etiquette and clean-up skills during mealtimes.

### **Microwave Policy**

We understand that you would like a hot lunch for your child as the weather cools. However, if you send lunch with your child to school, it must be sent already prepared. Example, soup or hot dogs fit well into a thermos and will stay warm until lunchtime. Teachers do not have Food Handlers cards that would allow them to heat meals in their classroom. The kitchen does not have the facilities to microwave meals for students. For safety reasons, students are not allowed to heat their own meals. PACS serves a hot lunch everyday. Menus are available in the office for your convenience.

## **Health and Safety**

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Students' health and safety is the school's foremost responsibility. The following information describes the precautions taken to protect the well-being of all students. If your child has any specific health, safety or security needs, please inform the school so that appropriate accommodations can be made. Phoenix Advantage Charter School is regulated by the Arizona State Board for Charter Schools, the Arizona Department of Health Services, and the State Fire Marshal. All facility inspection reports are available upon request.

### **HEALTH ROOM**

Phoenix Advantage Charter School has the services of an on-site School Health Aide or a trained staff member to assist students who are ill or injured. **Parents will be notified whenever a student has been referred to the school's Health Room when there is a serious concern.**

Parents or students may also wish to consult with the aide on matters related to hygiene, nutrition, substance abuse, depression, child abuse and neglect, or other issues of concern. The School Health Aide or a trained staff member may be reached at (602) 604-7213.

#### **MEDICATION**

The School Health Aide or a trained staff member and the student's teacher must be informed of any prescription medication that a student is required to take at school. To dispense prescription medication to students, the school must receive a written order from the student's doctor and a permission slip from the student's parent. All medication should be brought to the School Health Aide or a trained staff member in its original prescription container, labeled with the student's name, the name of the medication, the date of expiration, and the proper dosage. If medication needs to be administered to the child when the School Health Aide is not present, a staff member trained by the School Health Aide will administer the medication.

**Students are not permitted to bring non-prescription medications to school.** If, during the course of the school day, it is necessary for a student to receive common, non-prescription medication (e.g., Tylenol), the School Health Aide or a trained staff member will dispense it, unless otherwise indicated by state law. Parents must inform the school of any allergies to or restrictions on non-prescription medication that their children might have. If you do not want your child to be administered any non-prescription medication, please so indicate on the Medication Permission Form. Please notify the School Health Aide or a trained staff member in writing if your child has a chronic illness that may affect his or her performance at school.

#### **ACCIDENTS**

The School Health Aide or a trained staff member will administer initial treatments of minor injuries. The student's emergency contact will be notified immediately by phone whenever medical treatment is administered to a student, and an Incident Report will be kept in the student's permanent file. In such cases, it is especially crucial that the school has working phone numbers for students' parents and for alternate contacts in the event that a parent is unavailable. Please be vigilant in keeping the school's records for your child up-to-date.

#### **VISITOR IDENTIFICATION**

To help ensure a safe and secure learning environment for your children, all visitors to Phoenix Advantage Charter School are required to sign-in at the school office and to wear a visitor's pass. Faculty and staff have been instructed to escort anyone not having a pass immediately to the office for identification.

#### **FIRE DRILLS/EVACUATIONS**

The school will have at least one fire drill per month within the school hours. Specific signals and procedures have been established for all types of disaster drills, and safety areas have been designated. Teachers are equipped with instructions, and all drills will

be practiced with students on a regular basis. The entire school will practice weather and security lockdowns. During these drills, no one will be allowed to enter or leave the school. Please be patient and understanding of this important rule. Your child's safety is our number one concern.

## **STUDENT ARRIVAL AND DEPARTURE**

Parents should familiarize themselves with the dismissal procedures.

- You will have to commit to picking up your children **one** of two ways.
- All children will be either released to the playground or to the front of the school.
- If you want to park your car, you will pick up your children from the playground where they will be waiting for you.
- If you want to stay in your car, you will pull up to the school where your child will be waiting for you.
- You may not walk up some days and then drive up some days. We will not know where to send your children. You must pick one method or the other.
- Please be on time to keep the children from standing in the sun any longer than necessary.

### **Important -**

- If you are driving through and picking up your children, enter the school from the west. You are able to do this by entering the neighborhood from Indian School off of 15<sup>th</sup> Place or off of Osborn from 14<sup>th</sup> Place. Turn onto Indianola and turn right into the school driveway. You will never be allowed to turn LEFT into the school parking lot. This leads to Indianola being blocked and the police may ticket you. The police continually monitor our arrival and dismissal areas for traffic law compliance and student safety.
- If you are parking your car and picking up your child from the playground, enter Indianola off of 16<sup>th</sup> Street. You may park your car in the street or in the school's lot. Children will NOT be allowed to cross the street alone. Please do not stand on the other side of the street and wave them across. Your child's safety is our number one concern.

***This procedure will ease the traffic congestion and will keep all of us in compliance with traffic laws.***

***It is the school's policy that no child be allowed to leave a bus without an adult guardian to meet the child unless the school has signed permission from the parent.***

Parents or guardians should wait for the child on the *right side* of the bus, so the student will not be required to cross in front of the bus or behind it. In the event that an adult guardian is not waiting for the child at the bus stop, the child will be returned to the School and the parents or emergency contact will be notified. **If a parent, legal guardian, or authorized adult cannot be reached by 5:30 p.m., the police will be notified.**

## **SAFE BUS RIDING**

Students at Phoenix Advantage Charter School are expected to conduct themselves according to the *Code of Civility* and to practice such virtues as respect, responsibility, and kindness, in all School settings—including on the bus. Following the School rules on the bus is essential not only for developing good character, but for ensuring students' safety.

Students are taught to wait for and board the bus in an orderly fashion.

- ❑ Have quiet, friendly conversations.
- ❑ When the bus is stopped, voices are off and bodies don't move.
- ❑ Do not move or get off the bus until the driver says, "Unload."
- ❑ Follow directions the first time.

If a student breaks a rule on the bus, the driver will notify the CAO and action will be taken. **Serious misbehavior may lead to the suspension or expulsion of bus riding privileges. Riding the bus is a privilege and is limited to only a few students. The school will remove students from the bus unless the bus rules are followed.**

Parents with specific complaints about bus service should contact the school during normal school operation hours

## **SOLICITATION**

Solicitation of or by any student, parent, or staff member on School property for any cause except those authorized by the Chief Administrative Officer is strictly prohibited.

## **MONEY AND OTHER VALUABLE PROPERTY**

Students are encouraged to leave all money and other valuable property at home. **The school assumes no responsibility for the loss or theft of such articles.**

## **NON-SCHOOL RELATED ITEMS**

Students may not bring candy, toys to school unless approved by the teacher. The student assumes responsibility for any items brought from home. Toy weapons are strictly prohibited, and no headphones, radios, cell phones, games, virtual pets, Game Boys, PSP's etc., are allowed and will be confiscated and only returned to a parent.

# **Before and After School**

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## **BEFORE AND AFTER SCHOOL PROGRAMS**

OASIS provides a before and after-school program Monday through Friday from 6:00 a.m. – 7:45a.m. and from 3:30pm – 6:00 pm. The program includes arts and crafts, games, organized sports, personal self-management lessons, and a snack. Interested

parents may pick-up an application at the School office. OASIS is a voluntary, fee based, before and after school program.

## **Unsupervised Students**

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Unless enrolled in the OASIS before-school program, parents may not drop children off at school before 7:30 a.m. There is no student supervision on campus before this time and the school cannot be responsible for the child. Children not enrolled in the after-school program or another school activity must leave the school campus by 3:45 pm. If students remain on the campus, all attempts will be made to contact a parent. However, if the parent is not reached the school will contact the police.

### **EXTRACURRICULAR ACTIVITIES**

During the 2009-2010 School year, Phoenix Advantage Charter School will offer an array of extracurricular activities. Clubs will be founded that reflect the interests of our students. Parents who are interested in promoting or volunteering to assist with an extracurricular activity are encouraged to contact the school's leadership team.

Children who are not enrolled in the school's after-School program or an organized extracurricular activity are not permitted on school grounds after 3:45 p.m. If a child is left at or returned to the school after 4:30pm, the parent or emergency contact will be called to arrange for pick-up. **If a parent, legal guardian, or authorized adult cannot be reached by 5:30 p.m., the police will be notified**

## **Cameras in the Classroom for Professional Development Policy Statement**

The goal of establishing policies regarding the use of Observation Monitors is to strike an acceptable balance between protecting student privacy and achieving additional means to provide professional development opportunities to our teachers/staff.

Intent – On occasion video or digital cameras will be used in this school to:

- provide an information resource for use in establishing systems that improve school climate
- provide a tool for teachers and/or administrators to identify strengths & weaknesses in a teacher
- Allow instructional staff and students to review project presentations as an instructional tool.
- be used in accordance with individuals rights to privacy

*Note:* The use of video or digital cameras are not intended to be used for extended viewing periods by unauthorized persons or by persons that do not have a specific reason to view them.

Access – Chief Administrative Officer or designee, Board Members on official business; Mosaica Education, Inc. (MEI) employees on official business; authorized teachers and parents.

Application and Use – observational tool to:

- enhance classroom instruction
- provide teachers with a resource tool when developing professional development plans
- provide Curriculum Instruction Specialist additional tools for working with teachers to implement effective instruction within the classroom

Precautions – In order to protect every individual's right to privacy the monitors will only be accessed by authorized persons. Authorization will be made only through the Chief Administrative Officer.

Process – In order to avoid disruption to the school day persons requesting to view the video or digital camera footage must follow this process:

- Notify the CAO to request authorization and set up an appointment
- Sign in on viewing log indicating name, date, purpose and time in/time out
- An administrator must be present
- Time limit – at the discretion of the CAO

## Cameras in the Classroom ~ Policy Statement

The goal of establishing policies regarding the use of Observation Monitors is to strike an acceptable balance between protecting student privacy and achieving appropriate levels of security.

Intent – observation cameras and monitors were installed in this school to:

- provide a layer of building security
- provide an information resource for use in establishing systems that improve school climate
- in some cases to provide a tool for teachers and/or administrators to identify behavioral cues when designing personalized behavior/education plans
- provide parents with a quick reference on their child's well-being (for example a child who is upset at drop-off time)
- be used in accordance with individuals rights to privacy

*Note:* The observation monitors are not intended to be used for extended viewing periods by unauthorized persons or by persons that do not have a specific reason to view them. The observation monitors are not used to evaluate staff.

Access – Chief Administrative Officer or designee, Board Members on official business; Mosaica Education, Inc. (MEI) employees on official business; authorized teachers and parents.

Application and Use – observational tool to:

- enhance classroom security
- provide teachers with a resource tool when developing personalized behavior/education plans
- review questionable incidents that may affect school climate

Precautions – In order to protect every individual's right to privacy the monitors will only be accessed by authorized persons. Authorization will be made only through the Chief Administrative Officer.

Process – In order to avoid disruption to the school day persons requesting to view the monitors must follow this process:

- Notify the CAO to request authorization and set up an appointment
- Sign in on viewing log indicating name, date, purpose and time in/time out
- An administrator must be present
- Time limit – at the discretion of the CAO

# **CODE OF CIVILITY**

*A BLUEPRINT FOR LIVING AND LEARNING*

## Introduction

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The faculty and staff at Phoenix Advantage Charter School are dedicated to providing the school's students with the skills necessary to reason, communicate, and live with dignity in a civil society. Central to this mission is the creation of a school community characterized by caring, discipline, order, and respect.

The school's *Code of Civility* has been designed to guide the efforts of teachers and staff in creating a safe, orderly environment and to reinforce the primary mission of the school: rigorous academic learning. The *Code*, which states clearly all school-wide rules governing student behavior as well as the consequences for breaking the rules, will serve as a contract among parents, students, and staff.

The *Code of Civility* identifies ten character virtues that will be at the center of the school's character education curriculum and that will be cultivated with care and consistency at the school. In addition, it describes the ways in which appropriate choices will be encouraged as well as the roles and responsibilities of students, parents, teachers, and faculty.

Establishing a policy that promotes character education and discipline is an ongoing process. Alone, this *Code* will not ensure school discipline, nor will it develop an individual's character. As part of a comprehensive effort supported by all members of the school community, however, it will guide the process. Faculty and staff will work continuously to achieve as much consistency as possible with regard to disciplinary matters, and they will be prepared to revise and adapt disciplinary procedures as necessary.

Embracing the principles outlined herein is a first and vital step toward creating the type of environment in which all children can thrive. It will not only minimize physical harm and disruption among students, it will help establish among all members of the school community the habits that characterize a civil society. This is our *Code*, a blueprint for living and learning.

## School wide Rules & Expectations

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1. Be Safe
2. Respect yourself & others
3. Respect the environment
4. Be Ready to Learn

## **Roles and Responsibilities**

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Each member of the Phoenix Advantage Charter School community has a role to play in creating a safe, orderly environment that is conducive to learning. The various roles and the responsibilities that accompany each are outlined on the following pages.

### **CLASSROOM TEACHERS AND INSTRUCTIONAL ASSISTANTS**

The classroom teacher at the school is the center of the school's character education and discipline policy. Teachers will continually emphasize to both students and parents the importance of the Keys to Success. The Keys will be established as rules for each classroom, and students will be encouraged to live by the ten character virtues; teachers will underscore expectations for student behavior by relating student actions to the Keys to Success. In this way, teachers will focus on teaching and encouraging appropriate conduct, rather than just trying to "control" behavior.

Three basic principles of classroom management and discipline will be implemented by all teachers.

- ❑ At the beginning of the school year, students will be taught how to behave responsibly in each type of classroom activity, and these lessons will be reinforced throughout the year as necessary.
- ❑ Teachers will strive to interact frequently with each student when the student is behaving appropriately.
- ❑ When misbehavior occurs, teachers will calmly and consistently implement mild classroom "consequences," corrective actions taken in response to inappropriate behavior, using such instances as teaching opportunities. The focus of interaction with each student will continue to be primarily positive, with a ratio of at least four positive interactions to every one correction.

Though these principles will serve as useful guides, each teacher, student, and situation is unique. Teachers will use professional discretion to select the specific procedures that fit individual student needs and particular situations.

Teachers will work in collaboration with other staff to solve problems that are chronic or severe. Techniques that may be used by teachers in dealing with minor behavior problems as well as procedures for responding to chronic misbehavior are described under "Encouraging Appropriate Conduct."

### **CHIEF ADMINISTRATIVE OFFICER**

The role of the Chief Administrative Officer with regard to discipline is to guide staff and students in their efforts to ensure student success—the central mission of Phoenix Advantage Charter School.

The Chief Administrative Officer will have a thorough working knowledge of the *Code of Civility*, and when necessary will assist staff in implementing classroom and School-wide management procedures. The Chief Administrative Officer will assist staff in responding to severe misbehavior, such as insubordination and physically dangerous and/or illegal acts, as well as chronic or recurring problems. In certain cases, the CAO will initiate time-out periods, parent conferences, in-school suspensions, out-of-school suspensions, or other severe consequences. The CAO may also contact the appropriate law enforcement authorities, depending on the nature of the infraction. If the Chief Administrative Officer is unavailable to assist with a crisis situation, the school secretary will direct referrals to one of the Program Facilitators or another assigned staff member.

The Chief Administrative Officer (CAO) will assist teachers with the implementation of their classroom management plans.

The Behavior Intervention Specialist (BIS) will assist teachers in developing and implementing classroom management systems that support positive behavior and help students make good choices. The BIS will also handle those violations of school policies that are referred to the office

The Curriculum and Instruction Specialist (CIS) is the primary curriculum implementation specialist for the faculty and staff. This person assist all instructional staff in attaining the School's objectives of high student achievement through the accurate implementation of the Mosaica School Design and alignment to the Arizona State Academic Standards.

#### **OTHER STAFF**

All staff, including playground supervisors, bus drivers, secretaries, and custodians, have an equal part to play in teaching the ten character virtues at the School. The School's guidelines for promoting a safe and orderly environment require that all students and staff exhibit mutual respect and cooperation. Through positive interactions with students, staff members will encourage the practice of good character. Each staff member will be knowledgeable of the Keys to Success, School rules, and School-wide policies and procedures, and each will be prepared to implement the disciplinary procedures outlined in the *Code*.

#### **INTERVENTION PLANNING TEAM (IPT)**

Even after establishing a positive classroom environment with clear behavioral expectations, one or more students may still behave inappropriately. In such cases, the teacher may wish to explore additional behavioral or academic interventions that may help the student(s) be more responsible. The School's Intervention Planning Team (IPT) may be convened to assist in this effort.

The IPT will include the teacher dealing with the problem, the Chief Administrative Officer, one of the Curriculum and Instruction Specialists, the guidance counselor, and in

some cases other staff members who work with the student. The IPT will help develop creative approaches to discipline problems, targeting the specific needs of individual students.

To convene an Intervention Planning Team, the teacher should contact the Chief Administrative Officer.

## **Student Conduct**

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Phoenix Advantage Charter School recognizes that effective instruction requires an orderly environment focused on learning, and that schools have an important role to play in supporting parents' efforts to teach basic values to their children. The school's *Code of Civility* clearly defines expectations for student conduct. Students are encouraged to model appropriate behavior and attitude in their every action and thereby develop the habits that characterize a civil society. Parents can help reinforce such lessons by talking about the virtues and encouraging students to model them at home.

A complete copy of the *Code of Civility* is provided in Section II of this booklet. Please read the *Code* thoroughly, discuss it with your children and sign and return to your child's homeroom teacher the compact on the last page to indicate that you understand and agree to the school's rules and expectations. Students are also asked to sign the form, which will be co-signed by the Chief Administrative Officer upon receipt. The *Code* will thus serve as a contract among students, parents, and school staff, involving parents at the most fundamental level in their children's character development. The CAO will make appointments to discuss the *Code of Civility* with any parents who do not return signed copies of the form indicating their approval of the *Code*.

In addition to the expectations described in the *Code of Civility*, each classroom will develop their own classroom rules to coincide with our school policies.

Helping your child meet these expectations will facilitate the creation of a safe and orderly learning environment.

Students at the school will take pride in their efforts to follow the school's motto, "Phoenix Advantage Charter School ~ Providing Arizona Children Solutions." Throughout the day, students will practice the School's Keys to Success, cultivating these virtues. In the classroom, students will follow the classroom rules for group instruction, which will be articulated for each activity.

### **PARENTS**

As customers of Phoenix Advantage Charter School, parents will be encouraged to participate fully in the education of their children. The support and cooperation of parents are vital to helping each student reach his or her full potential. First and foremost, parents will be expected to support the academic learning of their children by maintaining high expectations for both the students and the school. The major role of parents with regard to discipline and character education at the school is to demonstrate

consistent interest in the children's progress at school and support for the children's best efforts. Parental support provides an enormous incentive for children to strive for excellence. Parents will be kept informed of students' efforts through conferences, monthly progress reports, report cards, phone calls, and notes.

Parents may be asked to help teach their child specific skills, such as remembering homework, learning to be more independent or managing anger in a mature way. If parents are asked to assist staff, specific information will be provided on ways to help the student.

If there is a severe or recurring problem, parents will be asked to help staff teach the student an alternative set of behaviors. In such cases, it is important to recognize that teaching a student to behave appropriately as a contributing member of the school community will enable him or her to succeed in middle school and high school. By working together, parents and staff can help the student acquire the skills that will increase opportunities for success throughout life. Failure to comply with the specifics of the school's plan for teaching appropriate behavior may result in the student's expulsion.

Parents who have concerns about their child's adjustment to the school or any aspect of the school's program and policies will be asked to discuss their concerns first with their child's teacher. Every teacher at the school will be prepared to work with parents and will respond to parental concerns appropriately and expeditiously. The school's leadership team will also be available if there are issues that exceed the scope of a parent-teacher conference.

The *Code of Civility* will be sent home with students each fall. Students and parents will be asked to discuss the *Code* together and to sign a form indicating that they understand and agree to the school's rules and expectations. The *Code* will thus serve as a contract among students, parents, and school staff, involving parent's at the most fundamental level in their children's character development. The Chief Administrative Officer will make appointments to discuss the *Code of Civility* with any parents who do not return signed copies of the form indicating their approval of the *Code*.

## **Encouraging Appropriate Conduct**

At Phoenix Advantage Charter School, students will be encouraged to make appropriate choices regarding their personal conduct. Following are the chief means by which faculty and staff will ensure order and support the development of good character at the School.

## **ACKNOWLEDGING APPROPRIATE CONDUCT**

### **Positive Interactions and Positive Feedback**

Daily interactions between staff and students provide the best opportunities for encouraging appropriate behavior and promoting the development of good habits. Staff at the School will strive to interact with students in a friendly, supportive manner at all times. Staff will attempt to interact with each student four times more frequently when the student is engaged in appropriate behavior than when the student is behaving inappropriately.

Positive interactions will include greeting students, talking to students, making eye contact, smiling, and overtly praising students when such accolades are deserved. When praising students, staff will attempt to provide them with specific information about which behaviors are contributing to success. For example, a staff member might say, “Alicia, you have been very responsible in remembering to bring your homework on the day it is due.”

### **Student of the Day/High Five Awards for Grades K-5**

At the end of each day, teachers will grant Student of the Day Awards to students in grades K-5 to acknowledge and reward students for demonstrating exceptionally responsible behavior, trying their best, cooperating, or showing respect. Award-winning students will receive special certificates, which they will take to the office. The Chief Administrative Officer will personally congratulate the students and sign their certificates.

Any student who has earned five Student of the Day Awards will receive a High Five Award. The names and handprints of High Five Award winners will be placed on the hallway wall. The handprints are left on the wall year to year and parents are encouraged to come in and view their child’s success as the years go on.

## **Correcting Inappropriate Conduct**

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It is expected that the great majority of students at the School will strive to meet the expectations for responsibility and self-discipline outlined herein. It is also understood, however, that no single set of procedures will be effective in helping every student develop the skills and attitudes necessary for success. Therefore, a series of interventions will be designed for students who have not been motivated by the School-wide procedures. As teachers and faculty adapt disciplinary procedures to meet individual needs, the focus will remain positive and an emphasis will be placed on the continuing need for calm and consistent consequences.

### **Potential Disciplinary Outcomes**

- A. Teacher – Student Conference
- B. Teacher – Student – Parent Conference
- C. Teacher – Student – Child Advocate – Administrator Conference
- D. Community Service
- E. After school Detention (days determined by behaviors and repetition)
- F. In-School Suspension (days determined by behaviors and repetition)
- G. Out-of-school Suspension (to be determined by administration)
- H. Expulsion

Students will learn that certain actions are unacceptable at the Phoenix Advantage Charter School and misbehavior has consequences that are neither amusing nor pleasant. Students, who engage in any type of misbehavior, whether minor or severe, will be required to make amends and/or restore the situation. Restitution may involve an apology; community or School service; or fixing, replacing, and/or paying for damage caused. The Chief Administrative Officer and/or teacher will determine the type of restitution required for a particular infraction. If possible, the restitution assignment will be communicated to the student's parents prior to his or her completion of the task. In all cases, parents will be informed of the child's inappropriate behavior and the restitution requirement.

### **Insubordination/Interference with Instruction**

Students are required to adhere to all classroom procedures and rules. A student whose actions violate those procedures or rules is subject to disciplinary action. Repeated violations of classroom procedures or rules, or any action that interferes with the presentation of instruction or the ability of other students in the class to have a positive classroom environment will result in action on the part of the teacher and the administration. If a student demonstrates a pattern of disregard for appropriate behavior, he/she is subject to suspension and/or expulsion.

## **Inappropriate Behavior**

The following is a sample list of those actions which might result in disciplinary action. It is meant to be a representative list only and is not presented as all inclusive. Each student and his/her family is expected to be aware of the policies and procedures for the student's teacher or teachers and to abide by those policies and procedures.

- Disrespect for the teacher
- Failure to follow directions
- Disturbing others
- Failure to participate in assigned work
- Dress code violations
- Disrespect toward other students
- Inappropriate language
- Failure to have necessary supplies available
- Running or inappropriate noise in hallways
- Leaving the classroom without permission
- Inappropriate use of school equipment/computers
- Use of inappropriate aid for assigned work
- Unauthorized use or possession of cell phones or other electronic devices
- Disruptive or inappropriate behavior on the bus
- Possession or use of tobacco products

## **“ZERO TOLERANCE” for Physically Dangerous or Illegal Behavior**

- Use of or possession of drugs
- Use of or possession of alcohol
- Possession of a weapon or use of any object as a weapon
- Arson or attempted arson
- Physical or verbal assault on any member of the school community
- Extortion through threat or action
- Gambling
- Possession of any incendiary device or explosive
- Theft of personal or school property
- Vandalism
- Bullying/Harassment/Hazing
- Submitting a false alarm/threat against the school or any member of the school community
- Gang related activities

### **Clarifications**

The following is provided to aid parents and students more completely understand the items listed as “Zero Tolerance for Physically Dangerous or Illegal Behavior.” It is not represented as a complete or absolute definition. Phoenix Advantage Charter School will review each situation on an individual basis.

### **Use of or Possession of Drugs**

Phoenix Advantage Charter School is a Drug Free Zone. Students, who possess, use or are under the influence of drugs at school or while on the way or from school or while participating in school sponsored events are subject to suspension and/or expulsion. The term “Drugs” refers to all illegal drugs. If a student needs medication during the day, all medication must be presented to the school nurse and must be received from the school nurse. A student in possession of prescription drugs on campus is in violation of the school policy. The appropriate authorities will be notified.

### **Use of or Possession of Alcohol**

A student, who is in possession of alcohol, uses alcohol or is under the influence of alcohol while at school, on the way to or from school or during a school sponsored activity is subject to suspension and/or expulsion.

### **Possession of a weapon or use of any object as a weapon**

A student who is in possession of a weapon, which would include but is not limited to, a gun, knife or martial arts implement, or any student who uses an object as a weapon to threaten or attack a member of the school community is subject to suspension and/or expulsion. The appropriate authorities will be notified.

### **Arson or attempted arson and Possession of any incendiary device or explosive**

Any student who is in possession of or attempts to use an incendiary device is subject to suspension or expulsion. Any student who possesses or uses any explosive, including but not limited to fireworks of any kind, is subject to suspension and/or expulsion. The appropriate authorities will be notified.

### **Physical or verbal assault on any member of the school community**

Any student who threatens or assaults a member of the school community, either verbally or physically, will be subject to suspension or expulsion. Physical or verbal threats to staff members are a violation of Arizona Statute and the authorities will be notified.

### **Extortion through threat or action**

Any student who attempts to extort or control any member of the school community, for any reason, through actual or implied threats or through physical action on campus, on the way to or from school, or during any school sponsored activity, will be subject to suspension and/or expulsion.

**Gambling**

Any student participating in a gambling activity, whether the activity involves the exchange of money or not, is subject to suspension and/or expulsion.

**Theft of personal or school property**

Any student found to have taken property not belonging to him/her or in possession of such property contrary to the wishes of the owner of the property is subject to suspension and/or expulsion.

**Vandalism**

Any student found to be defacing or damaging property belonging to the school or to any member of the school community will be subject to suspension and/or expulsion.

**Bullying/Harassment/Hazing**

Any attempt to control, humiliate, intimidate or otherwise demean any member of the school community, for any reason, subjects the student to suspension and/or expulsion.

**Submitting a false alarm/threat against the school or any member of the school community**

Any student who initiates a false report to the school concerning potential dangers or activities of others is subject to suspension and/or expulsion.

**Gang Related Activities**

A student who indicates through either words or actions that he/she is affiliated with a gang or has participated in gang activities, whether the student is actually involved with a gang or not, is subject to suspension or expulsion.

If a student withdraws from PACS in lieu of expulsion they may not return for one full calendar year and only at the beginning of the school year.

If a student is expelled from PACS they will not be accepted back as a student at any future date.

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## **Responsibilities in Common Areas**

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The school's common areas include the playground, hallways, rest rooms, and the multipurpose room. Because students from every grade and class will be using these areas under the supervision of various faculty and staff, it is important to establish rules and expectations that are commonly understood and consistently applied. With such rules in place, staff can focus on encouraging good character among students rather than correcting misbehavior.

Staff will continuously encourage appropriate behavior in the school's common areas through positive and friendly interactions with students. Verbal praise will be used to recognize students who exercise courtesy, safety, and respect. The CAO will visit classrooms or use the intercom to compliment good behavior in the School's common areas. In addition, small rewards will be granted for especially good conduct; for example, two or three times a year, the entire student body will be allowed an extra ten-minute recess at the end of the day as a reward for consistently good conduct on the playground. Or, when students demonstrate appropriate behavior during lunches over a long period, the CAO or teacher may provide a special treat.

Following are the school's goals for student conduct in each of the common areas.

**Playground:** Students will play safely in all games and on all equipment, showing consideration and respect for others.

**Hallways:** The hallways of the school will be a safe and quiet environment where people interact with courtesy and respect.

**Restrooms:** The restrooms at the school will be clean and safe.

**Meals:** Breakfasts, lunches, and snacks at the school will be enjoyed in a safe, clean, and friendly environment where people interact with courtesy, manners, and respect.

**Assemblies:** Students will demonstrate respectful behavior during assemblies by listening, participating, and following directions.

**Before and After School:** Students will arrive at and depart from the school in a safe and orderly manner.