



ADAMS TRADITIONAL
ACADEMY

PARENT/STUDENT
HANDBOOK

SCHOOL YEAR
2026-2027

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1. Introduction

The purpose of the Adams Traditional Academy (ATA) Parent-Student Handbook is to answer questions about the school. In this handbook, the term parent(s) is used to represent both parent(s) and legal guardian(s). The office personnel can answer any further questions that may arise.

Please take the time to review this handbook. During the first week of school, students will bring home a Parent-Student Handbook Agreement. Every family is required to review the handbook, sign the agreement, and return it to school. Students and parents are held responsible for knowing the school's rules.

2. Adams Traditional Academy Philosophy

ATA exists to provide a better choice for children to excel in their elementary academic years. A child's success in high school and college is directly related to the foundation of his/her education. A child's success in these elementary years is also directly related to the partnership between the school and parent.

This partnership between ATA and the parent is demonstrated by parents assisting and encouraging the student to excel in all areas of academics, responsibility, and behavior. Success at ATA requires that parents take an active role in their child's education. If parents value achievement, learning, and good citizenship, then the child will also. Valuing achievement is demonstrated at home when parents are looking at daily planners, being aware of what the child is learning, and encouraging best effort in all school work. A child is likely to be excited about learning when parents are seen reading. Good citizenship involves respecting both the staff and the other students at school. Arriving to class on time and striving to have consistent attendance teaches responsibility and accountability that are essential to success in college and career. The elementary school years are formative and will be the child's foundation for higher learning and leadership.

ATA provides a curriculum and education objectives that go beyond the state standards. With a strong science and humanities lab component, the school's goal is to develop well-rounded, competent students. We utilize the Core Knowledge Scope and Sequence in addition to the Spalding Integrated Language Arts, Singapore Math, Open Court Reading, Excellence in Writing and Latin programs.

3. Motto, Vision Statement, Mission Statement and Philosophical Foundation

Motto: Building Excellence

Vision Statement: ATA will consistently provide a superior education in an orderly environment, giving students a strong educational foundation for future academic success.

Mission Statement: It is the commitment of Adams Traditional Academy to provide a traditional, back-to-basics education within a framework of high standards and expectations in a safe environment. Our purpose is to provide students with a strong foundation of knowledge, teach critical thinking, and develop good citizenship and leadership skills. Through the sequential increase in knowledge and student accountability, Adams Traditional Academy will strive to become nationally competitive. These objectives will be achieved through highly trained teachers, proven administration, and supported by parental involvement.

Our Philosophical Foundation: We believe

- 1) The child belongs to the parent.
- 2) High academic standards are to be expected.
- 3) High behavior standards are enforced.
- 4) Responsible citizenship is enforced.

4. Legal Statements

A. Statement of Intent to Comply

ATA affirms its intent to comply with all federal and state laws relating to the prevention of discrimination based on race, color, creed, national origin, age, sex, or handicap. This compliance includes, but is not limited to, the regulations of Title IX of the Education Amendments of 1972 (20 U.S.C. 1681 – 1688), issued by the United State Department of Health, Education and Welfare, which prohibit discrimination on the basis of sex in education programs or activities which receive federal funds, extending to employment in and admission to such programs and activities; the Education of All Handicapped Children Act (Public Law 94-142), now known as the Individual with Disabilities Education Act; the Americans with Disabilities Act (42 U.S.C. 12101 et seq.); and the Rehabilitation Act (Section 504) (29 U.S.C. 794). This compliance also includes, but is not limited to, the regulations of Title VI of the Civil Rights of 1964 (42 U.S.C. 2000(c) et seq.), which prohibit discrimination on the basis of race, color, creed, national origin, age, sex, or handicap.

B. Annual Notification of Confidentiality of Student Records

The Governing Board has established written policies regarding the collection, storage, retrieval, use and transfer of information relating to the education of students. These policies and procedures ensure the confidentiality of the information and guarantee parents' and students' rights to privacy. These policies and procedures are in compliance with:

- 1) The Family Education Rights and Privacy Act of the United States Code [20 U.S.C. 1232(g) and 1232(h) and the Code of Federal Regulations (34 C.F.R. 99 et seq.) issued pursuant to such act;
- 2) The Individuals with Disabilities Education Act of the United States Code [20 U.S.C. 1412(a)(8) and 1417(c)]; and the Code of Federal Regulations (34 C.F.R. 300-560-300.574) issued pursuant to such act; and
- 3) Arizona Revised Statutes Section 15-141

Student education records are collected and maintained to help in the instruction, guidance and educational progress of a student; to provide information to parents and school staff; to provide a basis for the evaluation and improvement of school programs; and to assist in legitimate educational research. The records maintained by the school may include, but are not limited to identifying data, reports of psychological testing, health data, teacher and counselor observations and verified reports of serious or recurrent behavior problems. Behavior data may be forwarded to state agencies as required under the AZ SAFE reporting guidelines. Generally, these records are housed in the office of the school under the supervision of the administrator and are available only to the teachers and school staff working with a student. If a student should transfer to another school, these records will be sent to the new school upon that school's request. Otherwise, records are not released to most agencies or persons without the prior consent of parents.

Parents have the right to inspect and review any and all records relating to their child, including a listing of persons who have reviewed or have received copies of the information. Parents who wish to review their child's records should contact the principal or designee for an appointment. School staff will be available to explain the contents of the records to parents. Copies of a student's education records will be made available to parents when it is not practical for parents to inspect and review the records at the school. Charges for copies of records will be the actual costs of copying. If parents believe information in the record file is inaccurate or misleading, or violates the student's privacy rights, parents have the right to request that a correction be made to the record file and add comments of their own. If at any time an agreement between the principal and parents cannot be reached, parents may contact the Governing Board and request a hearing. Parents will be informed when personally identifiable information collected, maintained, or used is no longer needed to provide educational services to their child. The information must be maintained for five (5) years after the date a child was last enrolled in the school district.

Confidentiality policies and procedures for ATA's student-education records may be viewed in the school office. Federal law also permits parents to file a complaint with the Student Privacy and Policy Office in Washington, D.C., if parents feel the school is violating public school records, policies, and statutes.

C. FERPA (Family Education Rights and Privacy Act) Regulations

The Family Education Rights and Privacy Act (FERPA) affords families and majority age students rights to their education records. These rights are as follows:

1) Right to Inspect and Review

Parents have the right to inspect and review a student's education records within 45 calendar days from the day the school receives a request for access. Requests should be submitted in writing to the Principal and clarify the records to be inspected and/or reviewed.

2) Right to Amend Education Records

Parent may request to have their student's educational records amended if they believe the information is inaccurate or misleading or otherwise in violation of the student's privacy rights. The request should be made in writing to the Principal, clearly identifying the part of the record the parent(s) want changed and specifying why it is inaccurate or misleading. If the School decides not to amend the record as requested, the parent(s) will be notified of their right to a hearing regarding the request for amendment.

Additional information regarding the hearing procedure will be provided to the parent(s) when notified of the right to a hearing. After the hearing, if the School still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view regarding the contested information.

3) Right to Consent to Disclosure

Parent(s) or eligible students have the right to require their consent to disclosure of personally identifiable information contained in the student's education records by the prior written consent of the parent(s) or eligible student(s), except to the extent that FERPA authorizes disclosure without consent.

4) Right to File a Complaint

A parent or eligible student has the right to file a complaint with the Family Educational Rights and Privacy Act Office in Washington D.C., if they believe that the district has violated the provision of FERPA. If a family or majority age student wishes to file a complaint alleging a FERPA violation, he or she should first contact the Principal. If a reasonable solution is not made at the school level the complainant has the right to file a complaint with the U.S. Department of Education. The name and address of the office that administers FERPA is:

Student Privacy and Policy Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Directory Information

A school may designate information in education records as "directory information" and may disclose it without parent consent, unless the parent/guardian notifies the School of their decision to "opt-out." The School may disclose appropriately designated "directory information" without written consent, unless the parent/guardian notifies the School of their decision to "opt-out." The primary purpose of directory information is to allow the School to include this type of information from your child's education records in certain school publications.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. If you do not want the School to disclose directory information from your child's education records without your prior written consent, you must notify the School, in writing at the time of your Student's enrollment.

D. Title I

ATA receives Title I, Part A funds from the federal government. Title I funds support programs and services designed to assist a student in meeting academic or emotional needs. Initially, the No Child Left Behind (NCLB) that was later replaced by Every Student Succeed Act (ESSA) are federal legislations that requires schools that receive Title I funds to inform parents that they have the right to know the professional qualifications of their child's teachers, as well as the qualifications of any para-professional who provides instructional assistance to their child.

The following information will be made available upon request:

- 1) The Arizona certification qualifications held by the teacher who services a child;
- 2) The baccalaureate degree, graduate degree, and/or any other certification held by the teacher who services a child; and
- 3) The qualifications of the para-professional who services a child.

The State of Arizona uses the AzM2 test to determine the achievement levels of a student in specific core subject areas. Parents have the right to request the achievement level of their child if their child took the AzM2 test. Please contact the school office to request information related to the qualifications of teachers and para-professionals and test scores.

E. Child Find

It is the responsibility of ATA to inform the general public and parents of the school's responsibility to make available special education services for a student with disabilities and how to access those services. In addition, the school has a responsibility to provide information regarding early intervention services for a child birth through five (5) years of age (a pre-kindergarten student).

The school is responsible for identifying, locating, and evaluating a student with disabilities within the school and for making appropriate referrals to the:

- 1) Arizona Early Intervention Program (AzEIP) for a child birth through two (2) years of age for evaluation and services (if needed); and
- 2) School district of residence for a child three (3) through five (5) years of age for evaluation and services (if needed).

For a new student to the school, the classroom teacher will complete screening activities within forty-five (45) calendar days of enrollment. The teacher will look at a student's ability in the areas of academics, vision, hearing, adaptive behaviors, communication, and social, emotional, and motor skills. If any concerns are noted, a student may be referred for additional help.

The school is also responsible for providing Free and Appropriate Public Education (FAPE), which includes special education and related services for a student with disabilities – at a public expense, under public supervision and without charge to parents.

F. Special Education Services – The Individuals with Disabilities Education Act

The School is also responsible for providing Free and Appropriate Public Education (FAPE), which includes special education and related services for a student with disabilities – at a public expense, under public supervision and without charge to parents. For more information about our special education programs, please contact the Principal.

Procedural Safeguards

Parents of a student with a disability (or suspected of having a disability) are entitled to a Procedural Safeguards Notice, which explains the rights of the parent and student to ensure they are protected through the special education process. A copy of the procedural safeguards notice is offered to parents once annually and in specific instances; however, copies are always available by contacting the School Office.

Evaluation

A special education evaluation will be considered whenever the School suspects that the student may have a disability. Before the evaluation can be conducted, informed parental consent is required. The School may contract with private specialists to provide needed services for students requiring related services. Services include but are not limited to school psychologist, speech therapy, and occupational therapy. Results from the evaluation will then be shared with the Multidisciplinary Evaluation Team (MET), which consists of the student's parents, principal, classroom teacher, school psychologist, special education teacher, and any other needed personnel (i.e., speech therapist, occupational therapist, etc.). The results of the evaluation determine a student's eligibility for special education services, but do not automatically qualify a student for these services. The IDEA sets out the rules and regulations regarding eligibility and the determination of whether a student qualifies for special education services. By law, the School must follow these rules and regulations.

Individualized Education Plan (IEP)

If it is determined by the MET that the student qualifies for special education services under the definition and guidelines of the IDEA, an Individualized Education Plan (IEP) will be written for the student, setting out specific goals, accommodations, services, and placement. The IEP must be reviewed at least annually or at the request of an IEP team member.

G. Section 504 of the Rehabilitation Act

In compliance with Section 504 of the Rehabilitation Act of 1973, no otherwise qualified individual with disabilities, shall solely by reason of his or her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity of the School.

The law also requires that facilities be readily accessible for use by individuals with disabilities. The School complies with the requirement of this law. Questions concerning the law may be addressed to the Section 504/ADA Coordinator for the School:

Jennifer McKee
Special Education Director
2323 W Parkside Ln
Phoenix, AZ 85027
Jennymckee82@gmail.com

Grievance Procedure

Any person who believes she or he has been subjected to discrimination on the basis of disability by a student, staff member, or third party may file a grievance under this procedure. Examples of disability discrimination can include, but are not limited to, disability-based harassment; limiting or denying a qualified individual with a disability in the enjoyment of any right, privilege, advantage, or opportunity enjoyed by others receiving an aid, benefit or service; treating a student differently on the basis of disability; denying a student with a disability a free and appropriate education; and failing to make modifications of "policies, practices or procedures" when such modification is necessary to accommodate individuals with disabilities.

The School prohibits retaliation against anyone who files a grievance or cooperates in the investigation of a grievance.

- 1) Grievances must be submitted to the Section 504/ADA Coordinator within sixty (30) calendar days of the date the person filing the grievance becomes aware of the alleged discriminatory action.
- 2) A complaint should be in writing, containing the name and address of the person filing it. The complaint must state the problem or action alleged to be discriminatory and the remedy or relief sought. If the Complainant is unable to put the complaint in writing, the School shall provide reasonable accommodations to assist the Complainant with submission of his/her complaint. (Note: Please see the attached Complaint form, which may be used to file a complaint in conformance with these procedures).
- 3) The Section 504/ADA Coordinator (or her/his designee) shall conduct an investigation of the complaint. This investigation may be informal, but it must be thorough, affording all interested persons an opportunity to submit evidence relevant to the complaint, including the opportunity to present witnesses. The Section 504/ADA Coordinator will maintain the files and records of the School relating to such grievances.
- 4) The Section 504/ADA Coordinator will issue a written decision on the grievance no later than thirty (30) school days after its filing, unless extenuating circumstances require an extension of the 30-day timeline. In such a case, the Section 504/ADA Coordinator (or her/his designee) will communicate with the Complainant concerning the need for an extension.
- 5) The person filing the grievance may appeal the decision of the Section 504/ADA Coordinator by writing to the School's Executive Director within fifteen (15) calendar days of receiving the Section 504/ADA Coordinator's decision. The Executive Director shall issue a written decision in response to the appeal no later than thirty (30) school days after its filing.
- 6) The School shall maintain confidentiality as required by the Family Educational Rights and Privacy Act (FERPA).
- 7) The availability and use of this grievance procedure does not prevent a person from filing a complaint of discrimination on the basis of disability with the Office for Civil Rights.
- 8) The School will make appropriate arrangements to ensure that disabled persons are provided other accommodations, if needed, to participate in this grievance process. Such arrangements may include, but are not limited to, providing interpreters for the deaf, providing taped cassettes of material for the blind, providing a scribe for submission of the complaint, or assuring a barrier-free location for the proceedings. The Section 504/ADA Coordinator will be responsible for making such arrangements.

H. Notification of Asbestos Free Facilities

Reference: Asbestos Hazard Emergency Response Act (AHERA) 40 CFR Part 763 – Asbestos Containing Materials in Schools; Final Rule and Notice, October 30, 1987, 763.84, Local Education Agency (LEA) responsibilities.

Notification is required to inform building occupants at least once each school year about inspections, response actions, and post-response action activities, including periodic re-inspection and surveillance activities that are planned or in progress at each K-12 in accordance with AHERA.

Asbestos materials were not identified within the onsite school structures. The EPA requires every K-12 public or private school to an asbestos Management Plan (MP). The MP (dated March 2011) is available for review at the administrative office of the campus.

5. **Volunteers**

Volunteers provide a tremendous service. The wide variety of talent and expertise among parents and community members greatly enhances the educational process for all students. It allows teachers to stay focused on students and be available to meet any additional instructional needs of their students. Areas where volunteers may assist include:

Clerical
Classroom Assistance
Special Presentations
Field Trips

Extracurricular Activities
Campus Maintenance
Special Material Preparation
Curriculum and Literature Committees

6. Program Description

ATA is a non-profit entity providing a public-school education. Under contract with the State of Arizona, the services provided are outlined in our charter and governed by a philosophy of excellence, along with personal accountability and hands-on integration. The ATA program will differ from other standard district school programs in many ways.

- A. ATA believes in parent involvement and parent input. A Site Council, Parent/Teacher Organization, volunteer support, and an open-door policy all provide parents with ongoing information and the ability to participate in their child's education and operation of the school.
- B. Curriculum selected is research-based and may include time-honored methods as well as innovative programs allowing students to obtain a solid foundation of all core subjects. Programs include Spalding Integrated Language Arts, Singapore Math, Excellence in Writing, Core Knowledge Scope and Sequence, lab-based science instruction with *Using Science Notebooks*, history, geography, economics, Latin, and (grade 8 only) Spanish.
- C. ATA believes strongly that traditional, whole-group, direct instruction should be the primary educational method of teaching. Hands-on, exploratory and integrated humanities, technology, and science are vital to the implementation of the full scope of learning to create a well-rounded child.
- D. Personal accountability and responsibility will remain a focus for all grade levels. Regular testing, assignment grading and long-term reports and projects are required so students may grow academically and in self-esteem. These items are also used to determine intervention needs at the individual level.
- E. Homework will be integral for student success. Regular review and reinforcement of classroom instruction is vital for drill and practice.
- F. Reading instruction will begin with decoding and fluency. It will incorporate comprehension even at the lower grades by exploring quality classical literature. Requirements for reading pages and book reports will spiral* through the grades. Students will also develop an increased ability to think critically.
- G. The ability to analyze and critique literature will become increasingly more important as the student progresses through the grade levels.
- H. Art displays, music productions, memory pieces of prose and poetry, and public presentation skills will be required.
- I. Self-image for all students is improved by gaining the mastery of skills that have been delivered in small parts through highly trained teachers. Drill, practice, and intervention will allow students to be successful and, through success, gain confidence in themselves.
- J. The school, as well as classroom teachers, provides recognition for achievements in learning and behavior.
- K. The discipline policy is spiraling** and sequential. Classroom consequences, office referral, detention and suspension will all be used to maintain a calm and orderly environment allowing all children to learn. Discipline will focus on behavior compliance, teaching responsibility, and include adherence to strict dress standards and attendance policies.
- L. Classroom Composition: The maximum kindergarten class size is 20 students. The maximum 1st-8th class size is 26 students. Each class in kindergarten through eighth grade is overloaded by two students at the start of the year. This is to compensate for the children who will not attend ATA but have failed to notify the school (kindergarten will have 22 students per class, 1st-8th will have 28 students per class). After the first day of school, classes will not be filled beyond 20 students per kindergarten class and 26 students per each 1st-8th grade class.

Balanced classrooms in each grade level are created using the following criteria: gender, academic ability, and behavior.

*Definition of Spiral – A method of revisiting concepts each year and increasing comprehension.

**Definition of Spiraling – A method of revisiting expectations each year and decreasing leniency.

7. Admission

The enrollment process includes a welcome packet.

The following students may be given enrollment preference:

- 1) Students returning to the school in the second or any subsequent year
- 2) Siblings of students already enrolled
- 3) Children of faculty members
- 4) Children of the Choice Academies Board of Directors

ATA may limit admissions based on age group or grade level availability, but ATA will not limit admission based on ethnicity, national origin, gender, income level, disabling condition, proficiency in English, athletic ability, or the provisions of the *McKinney-Vento Act of 2001*.

ATA will not enroll any student who has been subject to expulsion from any educational institution.

Entrance Age Requirements

A child must reach the age of five (5) prior to September 1 of the current school year to be eligible for kindergarten. Exceptions to this age limit may be made for children whose birthdays fall after September 1 but before December 31, if space is available after all five (5) year olds are placed. Exceptions shall be based on one or more consultations with the parent, child, teacher, and Principal.

Students who are new to ATA at the beginning of the school year will normally be placed in the grade level indicated on the report card. Students who transfer to ATA after the start of school will normally be placed at their current level.

8. Choice Academies School Calendar – 2026-2027

JULY '26						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

29 Meet the Teacher

01 No School, Holiday
06 Report Cards
18 No School, Holiday
19 100th Day of School

JANUARY '27						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

AUGUST '26						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

04 First Day of School
07 Early Release, Inservice

10 Progress Reports
12 Early Release, Inservice
15 No School, Holiday

FEBRUARY '27						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

SEPTEMBER '26						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

04 Early Release, Inservice
07 No School, Holiday
10 Progress Reports

12 Early Release, End of Quarter 3
15-19 No School, Spring Break
24 Report Cards
26 No School, Holiday

MARCH '27						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

OCTOBER '26						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

02 Early Release, Inservice, End of Quarter 1
07 Report Cards
08-09 Early Release, P/T Conf
12-16 No School, Fall Break

16 Early Release, Inservice
21 Progress Reports

APRIL '27						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

NOVEMBER '26						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

11 No School, Holiday
18 Progress Reports
20 Early Release, Inservice
25-27 No School, Holiday

07 Early Release, Inservice
20 Early Release, Report Cards, Last Day of School

MAY '27						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

DECEMBER '26						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

18 Early Release, End of Quarter 2
21-31 No School, Holiday

JUNE '27						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

9. Daily School Schedules

Regular School Hours

Half Day Kindergarten.....	8:00 a.m.	-	11:00 a.m.
Full Day Kindergarten.....	8:00 a.m.	-	3:15 p.m.
Grades 1 – 8	8:00 a.m.	-	3:15 p.m.

Early Release Hours

Half Day Kindergarten hours	8:00 a.m. – 10:00 a.m.
Full Day Kindergarten hours	8:00 a.m. - 12:00 p.m.
Grades 1 – 8	8:00 a.m. - 12:00 p.m.

Additional Recesses

Kindergarten: Two 15 Minutes Recesses
Grades 1 – 6: One 15 Minute Recess

Lunch Schedule – Building A Includes 25 minute recess

	Start	Out to Recess	End
Grade 1	11:00 a.m.	11:20 a.m.	11:45 a.m.
Grade 3	11:20 a.m.	11:40 a.m.	12:05 p.m.
Grade 2	11:40 a.m.	12:00 p.m.	12:25 p.m.
Grade 4.....	12:00 p.m.	12:20 p.m.	12:45 p.m.
Grades 5, 6	12:20 p.m.	12:40 p.m.	1:05 p.m.

Rainy Day Lunch Schedule – Building A

	Start	End
Grade 1	11:00 a.m.	11:30 a.m.
Grade 3.....	11:20 a.m.	11:50 a.m.
Grade 2.....	11:40 a.m.	12:10 p.m.
Grades 4... ..	12:00 p.m.	12:30 p.m.
Grades 5, 6	12:20 p.m.	12:50 p.m.

Students return to classroom after lunch.

Lunch Schedule – Building B

	Start	Out to Recess	End
Kindergarten.....	11:00 a.m.	11:20 a.m.	11:45 a.m.
Grades 7, 8	12:30 p.m.	12:50 p.m.	1:15 p.m.

Rainy Day Lunch Schedule – Building B

	Start	End
Kindergarten	11:00 a.m.	11:30 a.m.
Grades 7, 8	12:30 p.m.	1:00 p.m.

10. Dress Standards (Grades K-8)

ATA has a uniform dress standard to allow students to focus on their academic responsibilities and promote a feeling of unity among all students. The uniform was created and organized to allow families the freedom to purchase uniforms from any source convenient to their local and financial circumstances.

Please refer to the following guidelines when acquiring uniforms for your students' wardrobe. If in doubt about an article of clothing, please contact the school office before purchasing. We ask not only for the students' commitment to our dress standards, but for the parents' as well.

All clothing should be clean, neat, and in properly fitting condition. Inappropriate attire is not limited to the following standards. Administration will have the discretion to make administrative decisions on inappropriate clothing and accessories.

This policy may be adjusted if stricter guidelines are required or if standards detract from the learning environment. Non-compliance with the dress standard will result in the issuing of a uniform violation and one or more of the following actions:

- 1) Require that the child come to the office and wait for the parent to bring appropriate clothing
- 2) Removal of the inappropriate accessories, i.e., rings, makeup

Four (4) uniform violations (grades K-3) or three (3) uniform violations (grades 4-8), in one grading quarter, will result in a detention. Repeated violations will lead to increased consequences.

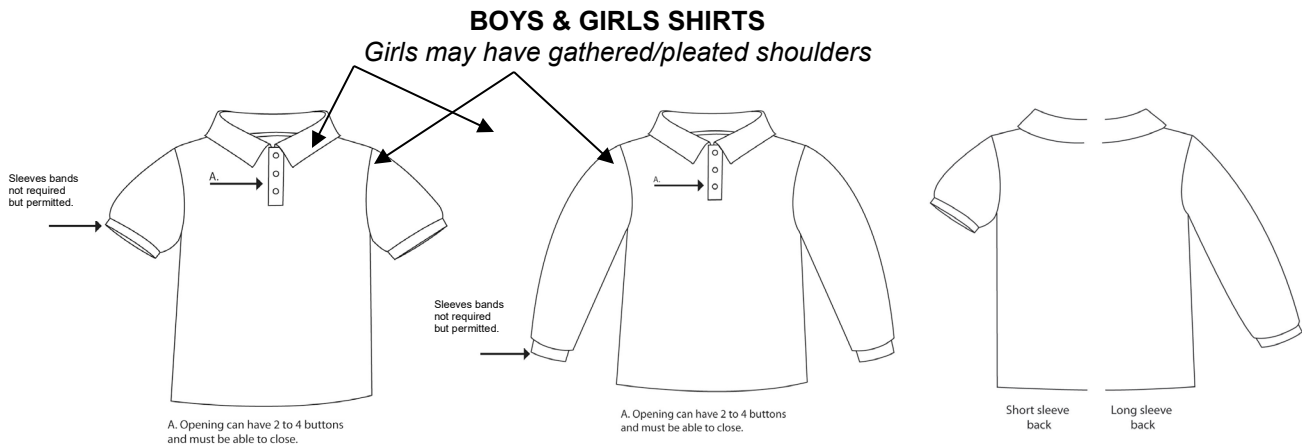
Shopping Resources – Many retailers have different versions of uniforms; please look closely at the clothes before purchasing. Some possible retailers include, but are not limited to, Walmart, Costco, Kohls, Old Navy, Target, and The Children's Place.

A. Shirts - Boys

- 1) Description - The uniform shirt is a plain, classic styled polo shirt with either short or long sleeves. Please see illustrations.
- 2) Approved Solid Colors - Red, white, or navy blue.
- 3) Appearance
 - a) The placket is the opening on the neckline that allows the head to enter the shirt. It can have two to four buttons but must be able to be buttoned when worn (the top button may remain opened while being worn).
 - b) Shirts are to be tucked in at all times and may not be rolled at the waist.
 - c) Any undershirt that is worn beneath a uniform approved shirt (and is visible at the neck only) must be white or match the color of the uniform shirt.

4) Restrictions

- a) If a shirt has a logo, it must be the Adams Traditional Academy logo.
- b) The shirt cannot have stripes or pockets.
- c) If a sleeve band, it may not have openings (keyhole opening), lace, buttons, buckles or any other features.
- d) The collar does not have ribbon, stripes, or any other details.
- e) A long-sleeved shirt may not be worn under a uniform shirt.



B. Shirts - Girls

1) Description

- a) The uniform shirt is a plain, styled polo shirt with either short or long sleeves.
- b) The sleeves may have a gathering at the shoulder.

**Please see illustrations.*

2) Approved Solid Colors - Red, white, or navy blue.

3) Appearance

- a) The placket is the opening on the neckline that allows the head to enter the shirt. It can have two to four buttons but must be able to be buttoned when worn (the top button may remain open while being worn).
- b) Shirts are to be tucked in at all times and may not be rolled at the waist.
- c) Any undershirt that is worn beneath a uniform approved shirt (and is visible at the neck only) must be white or match the color of the uniform shirt.

4) Restrictions

- a) If a shirt has a logo, it must be the Adams Traditional Academy logo.
- b) The shirt cannot have stripes or pockets.
- c) If a sleeve band, it may not have openings (keyhole opening), lace, buttons, buckles or any other features.
- d) The collar may not have lace, ribbon, stripes or any other details.
- e) The shirt cannot have ruffles, ribbons, stripes, capped sleeves, additional seams, or gatherings/pleats other than sleeve shoulder gatherings/pleats.
- f) The sleeve shoulder may have gatherings/pleats as long as they are not excessively puffy or high.
- g) A long-sleeved shirt may not be worn under the uniform shirt.

C. Spirit & Team Shirts

1) Description - School approved spirit and team shirts are designed each year and are available for purchase during the year.

2) Approved Solid Colors

- a) Each grade will select its pre-approved spirit color choice.
- b) Teams will select their pre-approved color choice.

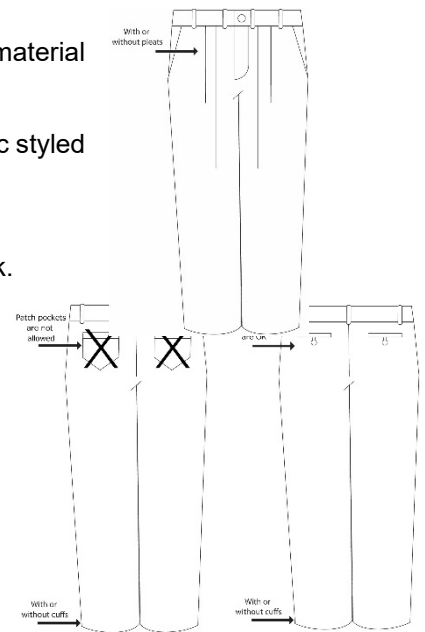
3) Appearance

- a) Shirts are to be tucked in at all times and may not be rolled at the waist.
- b) A long-sleeved shirt may be worn under a team or spirit shirt.

4) Restrictions – The approved spirit and team shirts for the current school year may be worn on Fridays or designated day(s).

D. Slacks/Pants

- 1) Description – The classic Dockers™ look is our standard for our look and material style. Please see illustrations.
- 2) Approved Solid Colors – Navy blue or khaki (beige).
- 3) Material – Plain or twill weave fabric. Refer to the fabric used in the classic styled Dockers™ pants.
- 4) Appearance
 - a) Should have straight or slightly tapered legs.
 - b) May have pleats or be flat front, have inset pockets on front and back.
 - c) Waistbands with belt loops are required (excluding K-2nd).
 - d) Waistbands should be worn at the top of the hipbone or the waist.
 - e) Must cover the ankle.
- 5) Restrictions
 - a) No bell-bottom, hip-hugger, cargo, joggers or any other exaggerated styles may be worn.
 - b) May not be excessively baggy or tight-fitting.
 - c) Should not drag on the ground.
 - d) May not have patch pockets on the front or on the legs.
 - e) May not have additional seams.
 - f) Material may not be stretch knits, denim, flannel, nylon, or corduroy.



E. Shorts

- 1) Description – The classic Dockers™ look is our standard.
- 2) Approved Solid Colors – Navy blue or khaki (beige).
- 3) Material – Plain or twill weave fabric. Refer to the fabric used in the classic styled Dockers™ pants.
- 4) Appearance
 - a) Shorts must be no more than 4 inches above the middle of the knee. Should have straight or slightly tapered legs.
 - b) May have pleats or be flat front, have inset pockets on front and back.
 - c) Waistbands with belt loops are required (excluding K-2nd).
 - d) Waistbands should be worn at the top of the hipbone or the waist.
 - e) Pants must cover the ankle.
- 5) Restrictions
 - a) Cannot be worn longer than the front of the knee.
 - b) No hip-hugger, cargo, or any other exaggerated styles may be worn.
 - c) May not be excessively baggy or tight-fitting.
 - d) May not have outer and/or patch pockets.
 - e) May not have additional seams.
 - f) Material may not be stretch knits, denim, flannel, nylon, or corduroy.
 - g) Tights may not be worn under shorts.

F. Belts

- 1) Belts are not required in grades K–2nd.
- 2) Belts are required only for grades 3rd–8th. Belts are required on all pants, shorts, and any uniform bottoms that have belt loops.
- 3) Approved Solid Colors – Khaki (beige), navy blue, black, or brown.
- 4) Appearance - Must be simple and non-distracting in style.

G. Polo Dresses (Girls Only)

- 1) Description – Dresses may be a uniform polo style.
- 2) Approved Solid Colors – Navy blue, red, white, and khaki (beige).
- 3) Material – Plain or twill weave fabric, stretch knit, or polyester.
- 4) Appearance
 - a) Grades K-4 - Garment must be no more than 4 inches above the middle of the knee.
 - b) Grades 5- 8 - Garment must cover the top of the knee cap.
 - c) K-6th girls are encouraged to wear shorts under dress.
- 5) Restrictions
 - a) Material may not be denim, flannel, nylon, or corduroy.
 - b) Pants may not be worn under dresses.
 - c) Polo dresses are not permitted on PE days.

H. Skirts/Skorts/Scooters and Jumpers (Girls Only)

- 1) Description – Skirts, skorts, scooters, and jumpers in a uniform style.
- 2) Approved Solid Colors – Navy blue and khaki (beige)
- 3) Material – Plain or twill weave fabric, stretch knit or polyester.
- 4) Appearance
 - a) Grades K-4 -The garment must be no more than 4 inches above the middle of the knee.
 - b) Grades 5-8 – The garment must cover the top of the knee cap.
 - c) Jumpers must be worn over an approved uniform shirt.
 - d) K-6th girls are encouraged to wear shorts under skirt.
- 5) Restrictions
 - a) Material may not be denim, flannel, nylon, or corduroy.
 - b) Pants may not be worn under skirts, skorts, scooters or jumpers.
 - c) Skirts/dresses/jumpers are not permitted on PE days.

I. Sweater Vests

- 1) Sweater vests must be in solid colors (red, navy blue, or white) and may be a round or V-neck.
- 2) Restrictions – Crew neck sweater vests are not permitted.

J. Outerwear Worn Inside

- 1) Description – Outerwear is sweatshirt/sweaters worn inside the school buildings.
- 2) Approved Solid Colors – Red, navy blue, and white.
- 3) Material – sweatshirt or sweater materials.
- 4) Appearance
 - a) Collar must be visible at the neckline.
 - b) Sweatshirts must be plain, basic sweatshirts.
 - c) Sweatshirts may have ATA logo.
 - d) Sweaters can be pull over or button sweater with crew or V-neck.
 - e) Spirit sweatshirts must be of the current school year and may be worn on Fridays or designated days only.
- 5) Restrictions
 - d) Hoods on sweatshirts or sweaters are not allowed.
 - e) Zippers on sweatshirts or sweaters are not allowed.

K. Shoes and Socks

- 1) Description
 - a) Shoes and socks are to be worn during the school day.
 - b) Athletic or tennis style shoes are to be worn to PE.
- 2) Approved Solid Colors
 - a) Shoes – no specific color required.
 - b) Socks – White, navy blue, red, khaki, gray or black. Socks must match. Socks may contain reasonably sized logos or branding that does not distract from the overall solid color of the sock.
 - c) Tights for girls – White, navy blue, red, khaki, black or cream.
- 3) Appearance
 - a) School shoes should be closed toe, closed heel, properly fitting, and properly laced, buckled, fastened, or secured as to prevent them from coming off unexpectedly during normal playground activity.
 - b) Maximum heel height: (K-3rd – 1" one inch.) (4th-8th – 2" two inches). Heel height is measured from where the heel is attached to the back of the shoe at its highest point.
- 4) Restrictions
 - a) Boots are not permitted.
 - b) Shoes with wheels, lights, or sounds are not permitted.
 - c) Girls may not wear footless-type tights.
 - d) Girls may not wear leggings.

L. Hair, Make-Up, Jewelry

Boys are permitted:

- 1) Single strand necklace, one ring per hand, wrist bracelet (no sweatbands) and basic wristwatch.

Boys are not permitted:

- 1) Faddish hairstyles (spiking, mohawk, faux hawk, etc.), coloring, bleaching, or unnatural looking highlighting.
- 2) Earrings, makeup, or tattoos (permanent or temporary).
- 3) Fragrances.

4) Facial hair; must be clean-shaven; any sideburns are to be no lower than the earlobe.

Girls are permitted:

- 1) Simple pair of post or small hoop earrings in the lobes (for-safety reasons, hoops must wrap snugly around the ear lobe).
- 2) Single strand necklace (no chokers), one ring per hand, wrist bracelet (no sweatbands) and basic wristwatch.
- 3) Clear nail polish.
- 4) Nails must be maintained at a conservative length.
- 5) Middle school girls (7th & 8th grade) are permitted to wear natural looking nail polish such as shades of light pink, light beige, or a French manicure with the white tips only.
- 6) Clear (no tint) lip balm or lip gloss.
- 7) Middle school girls (7th & 8th grade) are permitted: light make-up which includes a natural looking foundation, natural looking concealer, brown or black mascara, a natural/light color lip balm or lip gloss. Light color lip balm/lip gloss is referring to light pink or light beige only.

Girls are not permitted:

- 1) Visible body piercing of any kind, with the exception of ear lobes, is unacceptable and students will be required to remove such adornment. One small piercing in each ear lobe is allowed for small earrings. Gauges, plugs, and bars are not allowed.
- 2) Faddish hairstyles (no spiking, etc.), coloring, bleaching, or unnatural looking highlighting.
- 3) Tattoos (permanent or temporary).
- 4) Fragrances.
- 5) Embellishments attached to nails such as glitter, gems, stones, designs, or decals/stickers.
- 6) Nail polish color, even if they are a light shade of that color, such as red, burgundy, orange, yellow, blue, green, purple, black etc.
- 7) Acrylic nails.
- 8) Makeup for K-6th is not permitted. Middle school (7th & 8th) are not permitted blush, eye-shadow, eye-liner, other colors of mascara, lip stick, rich color lip balm/lip gloss.

M. Special Event Dress Code

In order to assure that student dress at 7/8 dances and special events is aligned to the school's philosophy of conservative dress, there are specific dress requirements for special events, including but not limited to periodic fine arts concerts, dances, and end-of-year ceremonies (such as commencement and graduation). The dress code for each event will be sent home prior to the event.

11. Attendance

Arizona state law requires compulsory school attendance for school-age children. Students are expected to be in school except in cases of emergency, illness, or religious observance. A school calendar has been included so that family vacations may be planned to coincide with scheduled breaks. It is the parents' responsibility to inform the school of an absence.

Parents are expected to contact the attendance office by 10:30 a.m. on the first day of the absence or tardy. To report an absence, ATA requires parents to call or report online to the attendance office on each day of the absence. Planned absences should be reported to the attendance office prior to the first day of the absence. Failure to contact the attendance office by 10:30 a.m. will result in the absence(s) being marked unexcused.

The attendance number is (602) 938-5517, ext. 116 and the website is www.atachoice.org/report-an-absence/. Messages can be left at any time, day or night. When leaving a message, please include the student's:

- First and last name
- Grade level
- Teacher
- Specific reason for absence

Attendance Number
(602) 938-5517 ext. 116
www.atachoice.org

A. Absences

Absences of more than 10% of the school year may be considered excessive by Arizona law. A student who has *ten (10) or more consecutive unexcused absences* may be withdrawn from Adams Traditional Academy until a Parent/Administration conference is held. A student who is habitually truant (more than ten times per school year) or has excessive absences may not be eligible to pass to the next grade level unless prior arrangements have been made and cleared by the administrator (i.e., chronic illness or other medical reasons). All medical documentation is to be forwarded to the attendance office.

An absence will be considered excused if it is due to one or more of the following: illness, observance of religious holiday, death of a family member, emergency, mandated court appearance, extraordinary educational opportunity pre-approved by administration.

B. Tardies

Morning Tardies

The bell rings at 8:00 a.m. **Students are considered tardy at 8:00 a.m.** If a child is tardy, the parent must sign the child in at the office. A pass will be issued for admittance to class. The attendance office will maintain a record of all tardies.

A student who has accumulated five (5) unexcused tardies in a quarter will be assigned a detention. If the student receives a sixth unexcused tardy in a quarter, the student and parent will be required to have a conference with an administrator to create a plan to assure the student's prompt arrival at school. Continued tardies will result in a second conference and appropriate disciplinary actions. A tardy is excused if it is the result of extenuating circumstances that impact a large segment of the school population, i.e., road closures, inclement weather, or power failures. A tardy that is the result of a doctor's appointment will be excused if a note from the doctor's office is submitted. All other tardies are considered unexcused. Tardies affect perfect attendance regardless of being considered excused or unexcused.

Afternoon Tardies

The bell rings at 3:15 p.m. **Students are considered tardy if signed out before 3:15 p.m.** If a child is tardy, the parent must sign the child out at the office.

After School Tardies

Students picked up after 3:30 p.m., excluding those enrolled in Eagles' Nest, clubs, sports, or tutoring, will be issued an after school tardy. All after school tardies are unexcused. We understand there are circumstances surrounding an occasional late pick up, however, we do not have the resources to supervise students on these occasions. A student who has accumulated three (3) unexcused after school tardies in a quarter, will be assigned detention.

12. School Campus

A. Closed Campus

Because we take seriously our responsibility to supervise and protect our students, ATA has a closed campus. This means that students are not permitted to leave the campus for any reason during school hours or during after-school activities, unless accompanied by the adult supervisor of that activity. However, parents may come to the school and sign their own children out and accompany them off-campus for lunch. Parents who do so must then accompany their children back to school and sign them in at the office. The lunch period is 45 minutes long.

Students' friends from other schools are never permitted to visit the campus socially before, during, or after school. Former ATA students are also not permitted to visit the campus before, during, or after school hours. Official signs are posted that prohibit trespassing, state that ATA is a public school and that visitors must come directly to the office.

All visitors to the school must come directly to the school office, where they must sign in and obtain an official school visitor's pass to wear visibly on their outer clothing.

Students are not allowed to leave school grounds unless accompanied by a supervising adult. Students who leave the school grounds during the school day without permission may be suspended from school for truancy, and the school will report missing students to the Phoenix Police Department.

B. Campus Arrival

Students are welcome on campus after 7:15 a.m. Supervision will not be available until that time. Students arriving prior to 7:15 a.m. must be enrolled in Eagles' Nest for supervision.

C. Campus Departure

All students are expected to leave the campus immediately after dismissal unless staying for after-school activities or enrolled in Eagles' Nest.

If a parent wishes to pick up a student from the office prior to dismissal time, the parent is asked to send a

note to the homeroom teacher informing him/her of the early release. The teacher will then send the student to the office at the appropriate time. This will reduce the disruption caused by such early releases. ATA realizes that there are times when emergencies arise wherein a student may be required to leave campus before dismissal time, without having an opportunity to inform the classroom teacher. In such cases, the parent simply needs to come to the office and arrangements will be made to dismiss the student from class. **Students will not be dismissed through the front office after 2:45 p.m.**

Parents will be required to "sign-out" the student in a special notebook maintained in the school office and the student will receive a tardy (please see section B under Attendance for the definition of tardy). Students will only be released to individuals listed on their emergency cards filed in the school office or listed in the computer. Those individuals may be required to show identification at the time of student pick-up.

Carline pick-up: When classes are dismissed and students are leaving campus, parents are asked to remain in their vehicles and form a line along the pick-up area. Children will be escorted to the appropriate cars. Each car must have a pick-up placard displayed in the front window. Each family will be issued two placards, but more may be obtained in the front office.

Parent walk-up: Parent walk-up is an option for kindergarten students OR students in grades 1-8 WITH a kindergarten, high school and/or preschool sibling. For parents who choose to use parent walk-up, proceed to the parking lot in front of building B. Parents are to bring their placard to drop-off zone B area and give the placard to the walk-up duty teacher.

Walk-off campus: For all parents who choose to have their student(s) walk-off campus, students will be escorted to the crosswalk located at the northeast corner of the building A playground. Each student must have a signed walk-off permission form on file and walk-off card with them.

Student(s) may be removed from any dismissal option at the discretion of Administration.

D. Bus Information

- 1) Bus Transportation to/from school:
Choice Academies provides limited bus service for students to and from school. Bus ridership is only for students K-8 and is not available for Preschool students. The bus is available for a **\$300.00 per semester fee**. Students and parents must complete a registration packet, prepay, and schedule their use through the Business Department.
- 2) Drop Off:
The bus drops students off in the morning at the northeast playground gate (flagpole).
- 3) Pick Up:
To return home, students are picked up at the northeast playground gate (flagpole).
- 4) Bus Registration Packets:
Bus registration packets are available in the front office or on our website www.atachoice.org
- 5) Bus Route Information:

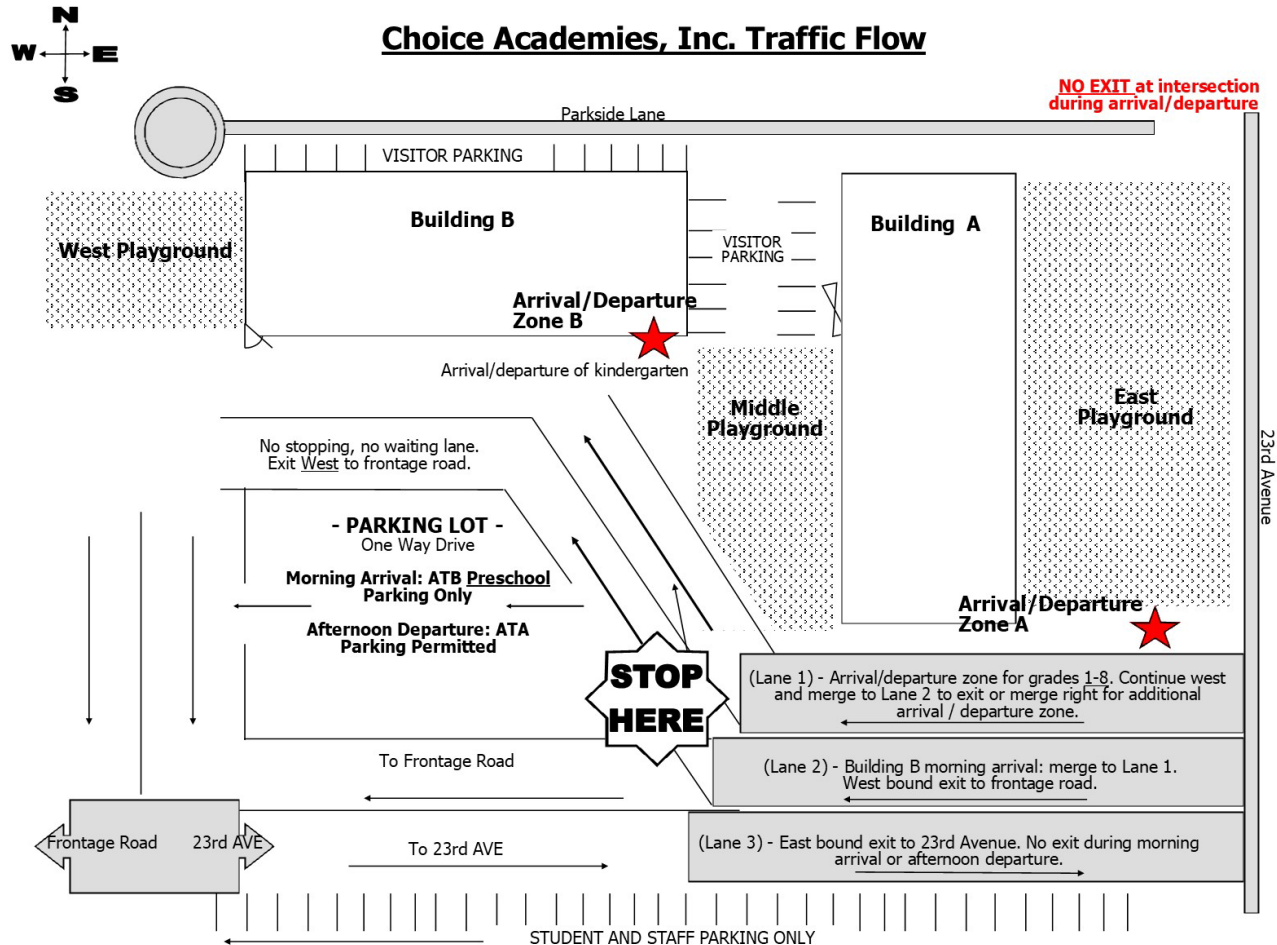
Morning Pick-Up Schedule and Stops: 6:55 am 3010 W. Yorkshire & 31st Ave. 7:10 am 24th Ave & Tether Trl. 7:14 am 21st Ave. & W. Hide Trl 7:17 am 21st Ave. & Holden Dr. 7:22 am 20th Ln. & W. Andalusian Trl 7:25 am 20th Ln. & W. El Cortez Trl 7:30 am 24250 N. 23rd Ave. 7:40 am Arrives at 2323 W. Parkside Ln.	Afternoon Drop-Off Schedule Monday-Friday 3:15 pm Leaves 2323 W. Parkside Lane Campus 3:22 pm 24250 N. 23rd Ave. 3:26 pm 20th Ln. & W. El Cortez Trl 3:28 pm 20th Ln. & W. Andalusian Trl 3:29 pm 21st Ave. & Holden Dr. 3:30 pm 22nd Ave. & W. Hide Trl 3:31 pm 24th Ave. and Tether Trl 3:45 pm 3010 W. Yorkshire Dr.
Afternoon Drop-Off for Friday Early Release 12:15 pm Leaves 2323 W. Parkside Lane Campus 12:22 pm 24250 N. 23rd Ave. 12:26 pm 20th Ln & W. El Cortez Trl 12:28 pm 20th Ln. & W. Andalusian Trl 12:29 pm 21st Ave. & Holden Dr. 12:30 pm 22nd Ave. & W. Hide Trl 12:31 pm 24th Ave. & Tether Trl 12:45 pm 3010 W. Yorkshire Dr.	Please make sure your student(s) are at the bus stop at least 5 minutes prior to the scheduled time. If you have any questions, please contact Mrs. Lainie Rankin at lrainkin@choiceacademies.org or 602-938-5517 ext. 106.

E. Traffic Flow Procedures

- 1) **During morning arrival (7:15 a.m. – 8:05 a.m.) and afternoon departure (2:45 p.m. – 3:30 p.m.), all traffic will exit at the frontage road. No traffic may use the north or south drive as an exit onto 23rd Avenue.**
- 2) The arrival and departure entrance to the campus is located on 23rd Avenue at the south side of the east playground.
- 3) Exit the campus on 23rd Avenue (8:05 a.m. – 2:45 p.m.) or the west exit at the frontage road.
- 4) To facilitate the continued flow of traffic, please pull forward and do not wait for staff to open doors for your children unless they are unable to do so for themselves.
- 5) Do not allow your child to exit the vehicle from the driver's side as the driveway consists of two-lane traffic at the car-line area.
- 6) Students arriving after 8:00 a.m. must enter through the school office and will be issued a tardy.
 - a) **Playground gates are closed at 7:57 a.m. Students arriving on campus after 7:56 a.m. must be escorted to the front office by an adult.**
 - b) **Due to student safety, there is no parking between 7:57 a.m. and 8:05 a.m. in front of the school office. All vehicles will be directed to park in the designated parking spaces located south of building A in the south driveway.**
- 7) Parents with ATB preschool children are to park on the south side of building B and escort their children to the preschool lobby. *Please be mindful of the continuous flow of traffic.*
- 8) Parking along the south drive of buildings A and B is designated for staff, and for families arriving between 7:57 a.m. and 8:05 a.m. to drop off students after gates have been closed.
- 9) Morning Arrival Procedures
 - a) **Arrival for grades 1-8 only (no preschool, no kindergarten, no high school)**
Enter campus using Lane 1
 - o Student(s) exit vehicle along sidewalk at "Arrival/Departure Zone A."
 - o Vehicles will merge left for Lane 2. Continue to the stop sign to exit west at the frontage road.
 - o **Vehicles may NOT circle the campus and exit at 23rd Ave and Parkside Ln.**
 - b) **Arrival for kindergarten, high school, and/or preschool**
PLEASE NOTE: Only ATB preschool families may park in the building B parking lot.
Enter campus using Lane 2
 - o Immediately following "Arrival/Departure Zone A," merge from Lane 2 to Lane 1 and proceed to the stop sign. Turn right.
 - o Student(s) exit vehicle along sidewalk at "Arrival/Departure Zone B," or park in the building B parking lot if an ATB preschooler is in attendance.
 - o Exit west at the frontage road.
 - o **Vehicles may NOT circle the campus and exit at 23rd Ave and Parkside Ln.**
 - b) **Arrival for grades 1-8 and kindergarten or high school**
Enter campus using Lane 1
 - o Student(s) exit vehicle along sidewalk at "Arrival/Departure Zone A."
 - o Continue in Lane 1 to the stop sign. Turn right.
 - o Student(s) exit vehicle along sidewalk at "Arrival/Departure Zone B."
 - o Exit west at the frontage road.
 - o **Vehicles may NOT circle the campus and exit at 23rd Ave and Parkside Ln.**
 - c) **Arrival for grades 1-8 and preschool**
PLEASE NOTE: Only ATB preschool families may park in the building B parking lot.
Enter campus using Lane 1
 - o Student(s) exit vehicle along sidewalk at "Arrival/Departure Zone A."
 - o Continue in Lane 1 to the stop sign. Turn right into the building B parking lot.
 - o Exit west at the frontage road.
 - o **Vehicles may NOT circle the campus and exit at 23rd Ave and Parkside Ln.**
- 10) Afternoon Departure Procedures
 - a) Car-line departure for grades kindergarten – 8.
 - o From 23rd Ave, enter campus using Lane 1.
 - o Pull forward in Lane 1 to "Arrival/Departure Zone A" with your placard visible in the car window.
 - o Retrieve student(s) from assigned zone.
 - b) Parent Walk-up for grades kindergarten – 8 (RESTRICTIONS APPLY. Speak with a front office staff member to know if your student(s) are eligible.).
 - o From 23rd Ave, enter campus using Lane 2, merge right to Lane 1, and proceed to the stop sign. Turn right into the building B parking lot.
 - o **Parking along the fire lane is strictly prohibited.**
 - o Place family placard in basket at "Arrival/Departure Zone B."

- c) Walk-off/Crosswalk for grades kindergarten – 8 (RESTRICTIONS APPLY. Speak with a front office staff member to know if your student(s) are eligible.).
- Students will be escorted to the crosswalk located at the northeast corner of the east playground.
 - **Students must have a signed permission form on file with the front office and a “Walk-off/Crosswalk” card for display.**

F. Traffic Flow Map



G. After-School Extracurricular Activities

Students must have administrative approval AND written parental permission to stay and be involved in school-sanctioned activities after school hours.

H. Skateboards

Roller blades, roller skates, skateboards, scooters, and wheeled shoes are not permitted on school property.

I. Bicycles

It is the parents' responsibility to make the decision whether to allow their children to ride bicycles to school. Bicycles must be walked on campus and then parked. ATA assumes no responsibility for damage or theft of bicycles. Students who ride bicycles to school are responsible for following common bicycle safety practices. All bicycle riders attending school at ATA are urged to wear helmets while riding their bicycles to and from school. It is recommended that kindergarten students NOT ride their bicycles to school.

J. Vehicles

Arrival and departure directions will be distributed at the beginning of the year and when adjustments are required. Directions will be available in the school office. **Drivers are asked not to exceed 15 miles per hour on campus.**

13. Academics

A. Curriculum

Language Arts

www.Spalding.org
www.ExcellenceinWriting.com

All five elements of the language arts are taught: spelling, reading, writing, listening, and speaking.

Spelling is the first component taught in the Spalding Integrated Language Arts Program. After learning the first 30 of the 70 phonograms, students begin working with lists of common English words and begin to write and decode words.

Reading continues to be taught through the **Spalding Integrated Language Arts Program** and consists of instruction in comprehension, text structure, attributes of quality literature, and reading fluently with expression. ATA believes that to provide students with a strong foundation of knowledge, students will read quality literature and write book reports. Monthly book reports are required in first grade, four (4) book reports per year are required in 2nd through 4th grade, and two (2) book reports per year are required in 5th – 8th grade. ATA staff and the parent-led library committee review books for the recommended reading list, ensuring that they adhere to the standards of quality literature.

In addition to the book report requirements, students are required to read additional books/pages in the following quantities. These do not need to be on the recommended reading list.

Kindergarten.....	one book per week
First grade	twenty (20) books per quarter (one chapter of a book = one book)
Second grade	1600 pages per year
Third grade	2000 pages per year
Fourth grade	2400 pages per year
Fifth grade	3000 pages per year
Sixth, Seventh, Eighth grades.....	3200 pages per year

A log should be provided that includes parent verification of pages read. Pages should be divided by quarter. At the end of each quarter, a percentage of completion should be tallied. This percentage should be one reading grade. Students should be able to read ahead with no penalty given. Selections for these additional pages are at parent discretion.

In writing, once students master a sufficient number of words, they begin learning the attributes of and the techniques for writing sentences. They advance to writing related sentences and finally paragraphs. After paragraphs are mastered, students begin to retell stories, write from picture prompts, create 3 to 5 paragraph reports from single and multiple sources, and finally tackle the essay from a single sentence or topic prompt (commonly seen on formatted exams like the AASA, AzSci, ACT Aspire, ACT and SAT).

The mechanics of how to write quality paragraphs are taught through **Excellence in Writing**. Students begin by imitating the works of other writers. They learn to take key words from existing text, verbally retell the information, and then rewrite it using their own words. They then learn to use stylistic techniques to enhance their writing.

Listening skills are developed and honed when our teachers read chapter books to children and discuss what they are reading. Listening to well-spoken language contributes to better comprehension and leads to both better speaking and writing.

Speaking and the art of elocution are started as early as kindergarten and continued into the upper grades through monthly/quarterly memorization and recitation of poems and other important works. Memorization and practiced recitation expand the brain, enhance pronunciation skills, and develop a deeper sense of the English language that ultimately leads to better writing.

Core Knowledge Scope and Sequence

www.coreknowledge.org

The scope and sequence is a shared, solid, and sequential body of works that include: basic principles of government, important events of world history, essential elements of mathematics, science and of oral and written expression, widely acknowledged masterpieces of art and music, and stories and poems passed down from generation to generation. The Core Knowledge Foundation does not publish a curriculum or textbook. Instead, it provides a detailed list of ideas, people, events, and concepts that are to be taught at each grade level. ATA utilizes the Core Knowledge Scope and Sequence for science, history, geography, civics, and economics. ATA also utilizes the scope and sequence to integrate music and the arts into all subjects.

Singapore Math

www.singaporemath.com

Research has long indicated that mathematics instruction in Asian countries far surpasses that of standard math instruction in the Western world. The country of Singapore is a recognized world leader in math education. Singapore Math was first imported to the United States in 1998. Strategies involve teaching a strong number sense, mental-math skills, and a deep understanding of place value. In the primary grades, colorful math manipulatives aid students in “seeing” number relationships. Students move to a drawing stage then graduate to the abstract level. While the processes of math are taught, the relationship of numbers and a depth of thinking are emphasized. Singapore Math is a balance between drills and creative problem solving. The Singapore approach focuses on creating problem solvers with Singapore’s *8 Steps to Model Drawing*, a visual approach to solving word problems. The students are encouraged to think the problem through in a step-by-step manner. Children may adopt different skills to solve the same problem. Fewer concepts are introduced each year, but they are taught to mastery. Concepts can be revisited but are not re-taught.

ATA believes it is essential that all students learn math facts to be able to solve problems efficiently.

Grade	Operations	Goal
1 st	<u>Addition / Subtraction</u> Fact Family 0 to 20	20 problems in 2 Minutes
2 nd	<u>Addition / Subtraction</u> Fact Family 0 to 20 <u>Multiplication</u> Fact Family 0 to 10	50 problems in 2 Minutes
3 rd	<u>Addition / Subtraction</u> Fact Family 0 to 20 <u>Multiplication & Division</u> Fact Family 0 to 10	100 problems in 3 minutes
4 th	<u>Addition / Subtraction</u> Fact Family 0 to 20 <u>Multiplication & Division</u> Fact Family 0 to 12	100 problems in 3 minutes
5 th & 6 th	<u>Addition / Subtraction</u> Fact Family 0 to 20 <u>Multiplication / Division</u> Fact Family through the 12s	100 problems in 3 minutes

When these skills are mastered, students may take additional challenging tests.

Science

For science instruction, the regular classroom teachers will provide direct instruction on the concept being learned. Once students have a basic understanding, the “hands-on” portion of education will begin. Classroom instruction will utilize a fully stocked science lab with tools and safety equipment necessary to implement the science standards at each grade level.

Foreign Language

Latin

Leaders in the medical, legal, and science professions encourage Latin instruction. The foundation of many of the world’s languages is Latin, including Spanish, Italian, French, Portuguese, and even English. By learning the vocabulary and structure of this ancient speech, children are able to develop an understanding of many words they read that they have not before encountered. Minimus, a mouse guide, leads us through a curriculum program in grade 2. Latin for Children is the textbook for grades 3 - 7.

Spanish

Students in 8th grade will take Spanish and have the opportunity to earn high school credit.

Physical Education

ATA’s overall goal is to produce well-rounded children with sufficient information to be a success in college and other future endeavors. Recent goals established by the President’s Council on Physical Fitness and Sports outline the types of skills and training that should be given to each child and a method for measuring

their success on an individual basis. ATA feels it is crucial to provide personal fitness education. The physical education curriculum will be divided between the two goals of sports and personal fitness. Each child will learn and be tested on the rules for sports played regularly in the United States and some played in other countries. Every child will be given the opportunity to play and explore each sport at an age-appropriate level. The remainder of the curriculum will teach personal fitness, how to set personal goals, an introduction to individualized activities, how to gauge appropriate levels of activity, what constitutes a well-balanced diet, proper forms for exercise, and other related topics.

Art

Art instruction will include art history and cultural impact. With the presentation of great works of art and architecture, students will be exposed to classical pieces of historical significance from around the world. Curriculum will be integrated and coordinated with standards being taught by the regular classroom teacher. Students will be taught the hands-on skills needed to mimic the "great masters" and will be encouraged to create similar but individual works. As students progress, individual abilities will be nurtured.

Music

Music instruction will include history and cultural impact. Basic music instruction will include patriotic songs (along with a study of their composers and historical significance), the ability to perform in front of an audience and participate as audience members, exposure to a variety of instruments and music styles and music composition. Attendance in music class may also vary and concepts taught will be integrated into the regular classroom instruction with teacher coordination.

Technology

ATA will provide regular technology exposure to all students in several ways. Teachers will have access to technology in their classrooms to aide in regular instruction and to provide supplemental whole-group direct instruction. Each class will have access to the technology lab.

B. Purpose of the Student Planner

Students use Student Planners designed for their specific grade level, from a simple homework sheet to a weekly/monthly planner. The student planner when used effectively becomes an essential tool for academic success. The planner serves as a communication device between the teacher and the parent/guardian, as a task management device for the student, as well as a tool for homework accountability.

When a parent/guardian signs the student planner, they are communicating to the teacher, "I have reviewed the student's homework and attest that the work has been completed." This is where the parent/guardian can and should communicate how much time the student is taking to complete the homework so that the teacher is able to measure homework volume. This is especially helpful during the first semester when the teachers are learning the abilities of the students. Daily assignments written in the planner communicate to the parent/guardian what the student is learning on a daily basis. This communication using the student planner is an important tool to develop and maintain the parent/school partnership that is integral to the philosophy of ATA.

The planner is a wonderful device to teach students how to take seemingly large and daunting homework assignments and break them into sizable and less intimidating portions. An example is the book report. The students in the upper grades have one quarter to read the book and write a report and prepare a classroom presentation, if required. The parent/guardian can help the student plot out these sizable assignments over the course of the quarter so the student can not only complete the assignment but have time enough for editing and reviewing prior to turning it in. This use of the planner can help students avoid the unpleasant experience of rushing the night before the due date. Effective time management will not only give our students success in grade school but also in high school, college and the workplace.

Homework accountability is the most obvious use of the student planner or, for the younger grades, the worksheet. Students must copy the daily assignments and homework into their planners. The teacher explains each assignment written on the board. The student is expected to understand the expectations of each assignment as well as accurately write the assignment in the planner from the board. This is a responsibility issue and teaches the students to be accountable for their work. When homework is written down incorrectly or not completed, the student is held accountable with appropriate consequences.

To give 8th grade students an opportunity to show responsibility for completing homework and using their planners effectively, the students have the option starting in the 2nd quarter to not require a daily parent signature in the planner. To achieve this privilege, students cannot have late or missing assignments during

the 1st quarter. Once this privilege is achieved, if the student fails to turn in a homework assignment, the student must return to the required parent signature in the planner for the next two weeks. When there are no missing or late assignments over the next two weeks, the student can return to not requiring the parent to sign.

C. Study Materials

In order to do well at school, the student must be prepared with the proper tools. Backpacks or book bags may be used to carry books to and from school and will be stored in the back of the classroom during the school day. Each student should be prepared with several pencils and/or ballpoint pens, as well as other materials specified on the supply list (which is posted on our website). Spiral bound notebooks are acceptable for note taking, but assignments written on spiral tear-out paper will not be accepted unless the edges are straight. "Magic Markers" and other permanent marking pens are prohibited on campus.

Textbooks will be issued to each student for use during the academic year and will remain the property of the school. If a student loses or severely damages a book, he or she will be charged for the full replacement cost of the book.

D. Homework Policy

Homework is a regular part of the academic program. It serves several purposes:

- 1) Homework helps parents know what their children are learning in school.
- 2) Parents should encourage systematic study, show interest in assignments, commend satisfactory performance and provide the proper conditions for study.
- 3) Student responsibilities:
 - a) Must keep an accurate record of assignments (planners)
 - b) Have necessary material at hand
 - c) Follow study techniques outlined by the teacher
 - d) Strive for the best quality of work of which he/she is capable
 - e) Complete assignments on time
- 4) Homework provides the opportunities for reinforcing class lessons and practice.
- 5) Homework is a vehicle for teaching and developing personal responsibility.
Homework is to be differentiated from regular, assigned class work not finished by the students during the school day.

Homework is normally required four days per week, Monday through Thursday. It is not normally assigned over holidays, although major assignments such as reports, may have to be completed over a period including weekends and holidays.

Parents are not required to help their children complete homework assignments, but doing so often enables the child to receive one-on-one support which may help a child understand a confusing concept. Parents are expected to sign the homework slip or planner each night indicating that they have seen the homework.

The easiest way to determine homework time is to expect an average of 10 minutes of homework for every year in school. Thus, a kindergartener does an average of 10 minutes per day and a first grader does 20 minutes per day. However, not all children require the same amount of time to complete homework. The table below outlines average times, beyond the regular academic day, which students should expect to commit toward completion of home and/or class assignments. Some students may take a few minutes longer or may complete the assignments in a shorter period of time. Additional time may be required for the completion of memory pieces, book reports and special projects. In order to help teachers to evaluate the amount of time being spent by each child, parents are requested to use the planner or homework sheets to indicate their own child's total time spent on school related work.

Grade	Average	Maximum
Kindergarten	10 min.	15 min.
1 st Grade	20 min.	30 min.
2 nd Grade	30 min.	45 min.
3 rd Grade	40 min.	60 min.
4 th Grade	50 min.	75 min.
5 th Grade	60 min.	90 min.
6 th Grade	70 min.	105 min.
7 th Grade	80 min.	120 min.
8 th Grade	90 min.	135 min.

Parents will be expected to sign student planners/homework logs and record how much time their student(s) spend on daily homework and how much time is spent on other assigned work (e.g., book reports, long-term projects). This is important as it will help the teacher and administration determine if an appropriate amount of work is being assigned each day.

If a child is regularly exceeding the maximum allotted time for homework at their grade level, the parent should set up a meeting with the teacher to discuss strategies for resolving the issue. The maximum time in the above chart should not be a daily average for the student.

E. Make-up Work Procedures

- 1) Unexcused Absences: For **one** unexcused absence a year, the classroom teacher(s) will provide copies of missed work and collect it to be graded. Thereafter, work will be provided for unexcused absences to ensure academic value will not be lost; this work will not be collected, and a zero will be given for the missed work.
- 2) Excused Absences: Make-up work will be provided for all excused absences. Students will be given an additional day for every day to make up the missed work. If absent work is completed and returned within the time frame allowed, full credit for the grade earned will be given. Thereafter, the policy relating to late work would apply.
An absence will be considered excused if it is due to one or more of the following: illness, observance of religious holiday, death of a family member, emergency, mandated court appearance, extraordinary educational opportunity pre-approved by administration.
- 3) Excused Time Off: Work will be provided for excused time off for well doctor visits, dental appointments and other medical visits. It is expected that such visits will take no more than ½ day. Documentation of office visits may be required. It is understood that, on occasion, these office visits can result in a full day's absence due to extenuating circumstances. These would also be considered excused absences with appropriate documentation and all excused work policies would apply.
- 4) Work Pick-Up Procedures: When a student is absent, any work requested by the parent will be delivered to the front office. To ensure the classroom teacher has sufficient time to collect and organize the absent work, a request would need to be made prior to 10:30 a.m. The work will be available in the front office at the end of the school day. Should this material not be picked up within 24 hours, the material will be returned to the classroom teacher.

Students with chronic or long-term illnesses may request assignments to complete at home.

F. Late Work Standards for Class Work and Homework

In keeping with commitment to the value of education at ATA, the following late work policy establishes a spiral* of responsibility that increases expectations of a student as the student advances from kindergarten through 8th grade.

An assignment is considered late immediately if it cannot be produced when the teacher asks for it. A paper is also considered late if, when collected, it has no name on it. These papers are held in the back of the room to be claimed until the end of the day. They can be turned in for partial credit as provided in the school policy for the appropriate grade level.

- 1) Kindergarten – During the first quarter these students are “in training” and no consequences accrue. For the second and third quarters, students will be required to complete any incomplete class work or homework during recess on the day the work was due. The fourth quarter policy will mirror the policy established for first graders to prepare students for the next academic year.
- 2) Grades 1 & 2 – For the first day late, the student will have the grade earned reduced by 15%. For the second day, the grade earned on a late assignment will be reduced by 30%. No credit will be given and a 0% will be entered in the grade book for any work that is more than two days late.
- 3) Grades 3 & 4 – For the first day late the student will have the grade earned reduced by 20%, on day two the grade earned will be reduced by 35%. No credit will be given and a grade of 0% will be entered in the grade book for any work that is more than two days late.
- 4) Grades 5 & 6 – For the first day late, the grade earned for late work will be reduced by 35%. No credit will be given and a grade of 0% will be entered for any work more than 1 day late. In the fourth quarter of grade 6, the late work policy for 1st quarter of 7th grade will be enforced to prepare students for the upper grades. For the first day late, the grade earned will be reduced by 50%. No credit will be given and a grade of 0% will be entered for all work that is more than 1 day late.

- 5) Grade 7 – For the first quarter only, the grade earned on work received one day late will be reduced by 50%. All work that is more than one day late will receive 0%. For all quarters thereafter, a grade of 0% will be recorded for all late work.
- 6) Grade 8 – For the first quarter only, the grade earned on work received one day late will be reduced by 75%. All work that is more than one day late will receive 0%. For all quarters thereafter, a grade of 0% will be recorded for all late work.

*Definition of Spiral – A method of revisiting expectations each year and decreasing leniency.

G. Late Work Standards for Long-Term Assignments

Long-term assignments are expected to be turned in on the date assigned by the teacher, regardless of whether a student is absent. Exceptions are listed below.

- 1) Grades K – 4 use the same standards as listed above for all assignments, including long-term assignments.
- 2) Grade 5 – students have two opportunities to turn in long-term assignments according to the standards listed above. Other long-term late assignments will not receive credit.
- 3) Grade 6 – students have one opportunity to turn in a long-term assignment according to the standards listed above. Other long-term late assignments will not receive credit.
- 4) Grades 7 & 8 – students may not turn in any late long-term assignments and receive credit.

H. Tutoring

Either parents or teachers may request that the student attends tutoring sessions. Tutoring can be arranged with consideration given to both parties scheduling needs.

I. Report Cards and Grading Standards

The teacher is responsible for determining the student's grades and promotion or retention status. The grade given by the teacher shall not be changed by another person, except as follows:

- When there is a complaint regarding a grade given to a student, the principal may investigate the complaint thoroughly. The complaint must:
 - Describe the exact nature of the complaint.
 - Be written in specific and concise terms.
 - Be signed and dated by the complainant.

Evaluating student achievement is one of the most important functions of the teacher. Report cards are issued approximately every nine (9) weeks. All academic grades are based on percentages. The marking system is as follows:

Excellent Achievement	93% - 100%	A
Good Progress	84% - 92%	B
Satisfactory Progress	73% - 83%	C
Below Average	62% - 72%	D
Failure	Below 62%	F

Citizenship grades are based on the following criteria: *completes work on time, follows directions, follows dress code, prepares for class, respects authority, respects others and property.*

Excellent		E
Satisfactory		S
Needs Improvement		N
Unsatisfactory		U

Grade weighting percentages for all regular classes are as follows:

	Homework	Class work	Quizzes	Tests/Long-term projects
Grade K	10%	45%	N/A	45%
Grades 1-8	15%	20%	25%	40%

Grade weighting percentages for all special area classes are as follows:

	Participation/ Behavior	Class work	Tests/Projects
Grades 1-2	50%	50%	N/A
Grades 3-8	50%	25%	25%

Grades for behavior and dress standard will also be issued and notations will be made.

J. Honor Roll

Students are eligible to receive the following awards by proving their ability in all subject areas.

- 1) Board of Directors' Honor Roll is awarded annually to students who received 93% and above in all subjects all year. All citizenship qualities must be ranked E or S.
- 2) Principal's List is awarded quarterly to students who receive 93% and above in all subjects per quarter. All citizenship qualities must be ranked E or S.
- 3) Teacher's Honor Roll is awarded quarterly to students who receive 84% and above in all subjects per quarter. All citizenship qualities must be ranked E or S.
- 4) Students at Adams Traditional Academy occasionally require significant instructional and testing accommodations. The final decision to implement a divergent grading system is made by the principal and usually at the recommendation of the classroom teacher. Grades earned under a divergent grading system will be indicated by an asterisk (*) on the student's grade card.

Reasons for implementing a divergent grading system may include, but are not limited to, the following events:

- a) The student has experienced a temporary health event such as a broken limb or excessive absences from school
- b) The student has experienced some difficulty with the home environment
- c) The 504 or IEP team has recommended a modified grading system

Students placed on a divergent grading system may be subject to one or more of the following:

- a) Significant reduction in assignment quantity
- b) Significant reduction in expected assignment quantity
- c) Ability level curriculum
- d) Forgiveness of one or more required assignments

Students placed on a divergent grading scale will not be eligible for the Adams Traditional Academy Honor Roll.

K. Student Promotion and Retention

Eligibility for promotion is indicated by an overall average of 70% in all subject areas and should include 70% or higher in each core subject of reading, writing, and math, and a 65% or higher in science and social studies.

Mastery will be a 70% or better in each subject overall and a 70% or better on individual school assessments.

Kindergarten and first grade use fourth quarter grades to determine promotion/retention and are based on the criteria for mastery.

Grades 2-8 use an average of all four quarters to determine promotion/retention and are based on the criteria for mastery.

14. Fire and Emergency Drills

Fire and emergency drills are held at irregular intervals throughout the school year. When drills are held, it is important for all students, staff, and visitors to:

- 1) Check the directions posted near each room's exit.
- 2) Follow the instructions of the teachers.
- 3) Walk. Do not talk. Move quickly and quietly to the designated area.

Whenever a class leaves a room for an emergency, students are to stay with their teachers. No one is to enter the building until the principal gives approval.

15. School Rules

A. General

It is ATA's belief that rules can be broken down into three simple rules. All other rules are actually subcategories of the following:

- 1) *Be Nice – Treat others and their property with respect.***
- 2) *Use good manners.***
- 3) *Follow commonly acceptable directions given by responsible adults.***

Teachers may wish to clarify the meaning of the above rules by having specific classroom rules. Rules and expectations may vary from classroom to classroom. However, all will be a subcategory of the above rules.

B. Bullying, Harassment, and Intimidation

The Governing Board is committed to providing all students with a safe school environment where everyone is treated with respect. All violations of this policy shall be treated in accordance with the appropriate procedures and penalties provided for in school policies related to the conduct and discipline of students, staff, and others. Bullying, by definition, is not a single incident but a pattern of intimidation, physical harm, or emotional harm caused by one person having more power or strength than the person being harmed. Bullying can fall into the category of physical, verbal, or emotional abuse of a target, or a combination of these categories. Bullying is a pattern of physical and verbal aggression that causes another person to experience pain, fear, embarrassment, or anxiety. Children will be taught that the only way to stop bullying is to report it to an adult either at school or at home. In turn, the adult has the responsibility to take the complaint seriously and investigate it to determine if it is bullying and then take appropriate action.

C. Lunchroom

No food is to be shared with other students. Sharing food is one major way of transmitting disease or illness and could lead to allergic reactions.

ATA provides a lunch account for all students. It is the parents' responsibility to monitor and communicate with their student regarding use of the lunch account.

Should a child forget his/her lunch, an emergency lunch will be provided. Parents will be notified that their child was served a school lunch and reimbursement of costs will be requested. This program should not be used as a daily alternative to lunch brought from home.

D. School and Personal Property

- 1) I-pods or other portable music players, pagers, cameras, electronic games, laser pointers, skateboards, roller blades, and other toys that are not part of the academic or extra-curricular program are prohibited on campus. Students may be disciplined, and such items will be confiscated and returned only at the parent's request.
- 2) The use of cell phones and smart watches during school days is prohibited. The reason for such a prohibition is to promote an uninterrupted academic environment and to encourage the development of personal relationships among students while they are at school. One can immediately see the disruption to classes and the interruption of communication among students were cell phones to be used at random on campus.

Students may not use personal wireless communication devices, including but not limited to cell phones, smart watches, meta glasses, tablets, and air pods during the school day. The personal devices must turned off and stored away entirety of the school day. Use of these personal devices is strictly limited during the school day unless one of the following exceptions applies:

- a) Personal devices may be used for educational learning purposes ONLY when explicitly directed by the teacher; or
- b) Personal devices may be used to manage a documented medical condition (with appropriate medical documentation on file with the School).

Students found in violation of this policy will receive one written, documented warning. After that, detention will be given for each violation after that. Continued and repeated violations may result in a detention or suspension and meeting with the parents.

If a student's wireless communication device is confiscated, the student can pick it up from the Administrative team at the end of the school day. After the third confiscation, a parent must come to school to pick up the device and meet with a member of the Administrative team.

Per A.R.S. § 15-120.05(A)(1), student access to the internet through School networks is restricted. Social media platforms are blocked for student access unless specifically approved by a teacher for instructional purposes. All student internet activity is filtered and monitored in compliance with state and federal guidelines.

- 3) A student may request approval from the administration to use an e-reader at school for the purpose of reading books. An e-reader is defined as a device whose primary purpose is the downloading and reading of books, such as Kindles and Nooks. Electronic tablets, iPads, phones and iPods are not considered e-readers. If approval of an e-reader is granted, the school accepts no liability for the e-book. If the student violates the approved terms of use, the e-reader will be confiscated and sent to the office. Only a parent or guardian will be able to redeem the item. Should there be a second violation of the approved terms of use, the e-reader will no longer be permitted on campus. Teachers have final discretion concerning e-readers in their classrooms.
- 4) Textbooks are on loan to students for use during the school year and are to be kept clean and handled carefully. Name and grade should be written on all book labels in case the book is misplaced. Parents are required to pay for lost or damaged books. Lost schoolbooks are to be turned in as well as claimed at the school office.
- 5) Students are responsible for loss or damage to personal property. The school will endeavor to protect personal property but is not responsible for any item. The lost and found is located in the multi-purpose room. Lost items of value should be reported to the school office. All unclaimed articles will periodically be given to charity.
- 6) Personal belongings should have identification marks.
- 7) All toys must be left at home.

E. Public Displays of Affection

Public displays of affection that are of a romantic nature between students are not appropriate.

16. Discipline

NO STUDENT HAS THE RIGHT TO IMPEDE THE EDUCATION OF ANOTHER STUDENT. ATA follows an assertive discipline plan for controlling student behavior. The consequences for inappropriate behavior are clearly identified and enforced.

A. Classroom Discipline Policy

The classroom teachers use systematic, assertive discipline plan(s) that are posted in the classrooms and reviewed with students during the first day of class. Consistency is important. The overall plan establishes firm and consistent limits for students. The program also establishes a positive educational environment for both student and teacher. Every effort is made to develop positive reinforcements that can be applied to individual students as well as classrooms.

- 1) **Kindergarten (resets daily):** During the first semester it is felt that these students are “in training” and some additional leniency is required. However, in January, at the beginning of their second school semester, kindergarten students can be issued detentions to be served after school as a disciplinary consequence.
- 2) **Grades 1-2 (resets daily):**
 - a) Warning: can be a name on the board, turning a card, clothespin, etc. The method for the warning is at the teacher’s discretion but serves as a visual cue.
 - b) 2nd offense: Classroom consequence.
 - c) 3rd offense: Classroom consequence.
 - d) 4th offense: Parent notification of student behavior.
 - e) 5th offense: Detention. A detention can be earned in a single day if the student’s behavior is not corrected, even though the parent has not yet received the 4th offense notification.
- 3) **Grades 3-4 (resets daily):**
 - a) Warning: can be a name on the board, turning a card, clothespin, etc. The method for the warning is at the teacher’s discretion but serves as a visual cue.
 - b) 2nd offense: Classroom consequence.
 - c) 3rd offense: Parent notification of student behavior.
 - d) 4th offense: Detention. A detention can be earned in a single day if the student’s behavior is not corrected, even though the parent has not yet received the 3rd offense notification.
- 4) **Grades 5-6 (resets daily):**
 - a) Warning: Mark in binder.
 - b) 2nd offense: Mark in binder and loss of one recess.
 - c) 3rd offense: Mark in binder and detention.

*5th & 6th grades use a binder system to track behavior.

5) **Grades 7-8 (resets weekly, NOT daily):**

- a) 1st offense: Mark in binder.
 - b) 2nd offense: Mark in binder and loss of lunch recess.
 - c) 3rd offense: Mark in binder and detention.
- *7th & 8th grades use a binder system to track behavior.

B. Classroom Discipline Policy - Repetitive Behavior

It is recognized that some students learn to “play the system” and often misbehave stopping just short of a detention or parent notification on a repetitive basis. If a student reaches a fourth offense in grades 1 & 2, and a third offense in grades 3-6, three times in a five-day period, detention will be issued.

C. Classroom Discipline Policy - Excessive Behavior

Behaviors deemed excessive and outside of normal classroom behavior may result (at the teacher’s discretion) in immediate detention or a referral to the principal’s office. Such behavior might include, but not limited to throwing objects, excessive outbursts, and aggressive or disrespectful behavior.

D. School Policies

- 1) Four (4) dress standard citations (grades K-3) or three (3) dress standard citations (grades 4-8), in one grading quarter, will result in a detention. Repeated violations will lead to increased consequences.
- 2) Missing homework is defined as failure to complete any or all homework including parent signature on any given night.
- 3) Any combination of three nights of missing homework and/or signatures within a ten-school day period will result in detention.

E. Parent Notification

It is not always possible to call parents daily to report behavior or missing work. Parent notification may be in the form of a telephone call, note or letter home, a message written in the student’s planner, or an email.

Further, if a student’s behavior escalates throughout a school day to the point where a detention is issued, notification to the parent of the detention may occur at the end of that day. However, detention will not be served until the parent is notified.

F. Failure to Serve Detention

If a student refuses or fails to serve a detention, that detention will be re-issued and a second detention will be assigned as a consequence for the failure to serve the first detention. Should these detentions not be served, students in grades 5-8 will move to the half day in-school suspension step on the school discipline ladder. Students in grades kindergarten-4 will receive a half day classroom reassignment for reflection.

G. Discipline Escalation Policy

Grades 5-8:

All classroom behavioral and responsibility guidelines are in-step with and spiral into the school discipline escalation policy. After three detentions in a quarter, the policy is as follows:

- 4th detention will lead to a parent/teacher/administrator conference. The student will receive a 1/2 day in-school suspension.
- 5th detention will result in a 1 day in-school suspension.
- 6th detention will result in a 2 day in-school suspension.
- 7th detention will result in a 1 day out of school suspension.
- 8th detention will result in a 2 day out of school suspension.
- 9th detention will result in a 3 day out of school suspension.
- 10th detention will result in a 5 day out of school suspension.
- 11th detention will result in a long-term suspension (10 days) and a behavior contract.
- 12th detention will result in Expulsion.

Grades 5-8 will start with a clean slate after each quarter unless they have reached the point where they received a 2-day in-school suspension. At that point, the escalation of consequences would be cumulative. Grades kindergarten-4 will start with a clean slate after each quarter.

Students receiving in-school or out-of-school suspensions will be required to make up any work missed. Work must be made up for the academic benefit of the student.

- First suspension: Students will only receive a zero on homework, class work, and quizzes. Students are to take any missed tests and receive full credit.
- Second suspension: Zeros will be given on all assignments, including tests administered the day(s) of the suspension period.

Grades kindergarten-4

After three detentions in a quarter, the policy pertaining to missing work, dress code violations, tardies, and minor behavior infractions is as follows:

- 4th detention will lead to a parent/teacher/administrator conference. The student will receive a 1/2-day classroom reassignment for reflection.
- 5th detention will result in a 1-day classroom reassignment for reflection.
- 6th detention and thereafter will result in a 2-day classroom reassignment for reflection.

Students receiving a temporary classroom reassignment for reflection will be required to make up any work missed. Work must be made up for the academic benefit of the student.

- First temporary classroom reassignment for reflection: Students will only receive a zero on homework, class work, and quizzes. Students are to take any missed tests and receive full credit.
- Second and thereafter temporary classroom reassignment for reflection: Zeros will be given on all assignments, including tests administered the day of the classroom reassignment for reflection.

The following actions are considered severe by school personnel and may warrant immediate teacher or administrative intervention. Suspension or expulsion may result upon the first incident.

- Defiance of authority
- Assault – verbal or physical threat, abuse, or action against another person
- Profanity – verbal, written or visual displays of obscenities and vulgar language
- Fighting – including roughhousing & horseplay that could result in injury
- Drugs – using, possessing or selling any dangerous, illegal or look-alike drugs, paraphernalia, non-approved prescription drugs, or over-the-counter medications
- Alcohol—using or possessing any alcoholic or look-alike alcoholic beverages
- Tobacco – using or possessing any tobacco or tobacco products (i.e. e-cigarettes)
- Gambling – wagering or betting money or other stakes on the outcome of any activity
- Theft – stealing property of another person or of the school
- Weapons/dangerous items – bringing items to school that are considered dangerous, including knives
- Leaving campus without authorization – truancy
- Property damage
- Extortion
- Cheating, forgery, plagiarism, or use of artificial intelligence:
 - K – 2nd
 - First offense: Zero given on assignment.
 - Second offense and thereafter: A zero given on that assignment and a detention.
 - 3rd – 4th
 - First offense: Zero given on assignment.
 - Second offense: Zero given on the assignment and a detention.
 - Third offense and thereafter: Zero given on the assignment and a temporary classroom reassignment for reflection.
 - 5th - 6th
 - First offense: Zero given on the assignment and detention.
 - Second offense and thereafter: Zero given on assignment and a suspension.
 - 7th – 8th
 - First offense and thereafter: Zero given on the assignment and a suspension.

H. Drugs, Tobacco and Alcohol Use

Adams Traditional Academy is a Drug-Free Campus. Any student who sells, gives, possesses, uses, is involved with, or under the influence of narcotics, dangerous and illicit drugs, or alcohol in or on the school property shall:

- 1) Receive a short-term suspension from school and recommendations for long-term suspension or expulsion.
- 2) Be reported to the appropriate law enforcement agency for violations.

Adults and visitors are expected to abide by the same standards. Arizona law forbids use of tobacco products on school property and may impose up to a \$300.00 fine for violations.

I. Disciplinary Definitions

Detention is a disciplinary “time out.” It is not time to do assignments. Students will sit silently. Students in grades K through 2 will serve detention either during lunch or after school. Students in grades 3 through 8 will serve thirty-minute detentions after school.

J. Due Process

All ATA students are entitled to due process. This means that students must:

- 1) Be informed of accusations against them.
- 2) Have a chance to explain their side of the incident.

K. Reasonable Restraint

While corporal punishment is not allowed at ATA, students will be restrained and/or secluded when his/her behavior presents an imminent danger of bodily harm to him/herself or others and less restrictive interventions appear insufficient to mitigate the imminent danger of bodily harm.

L. Search and Seizure

ATA reserves the right to search and seize (school or personal property) when there is a reasonable belief that there exists some material or matter which is detrimental to the health, safety and welfare of the students or employees. This includes written material or pictures transmitted by cell phone that contain inappropriate subject matter. School authorities will seize illegal items or other possessions reasonably determined to be a threat to the health, safety, or security of any person. Items that are used to disrupt or interfere with the educational process may be removed from the student. Items seized by the school may be held by the school, returned to parents, or turned over to the appropriate law enforcement agency. The school will maintain records of items seized and their disposition. Strip searches of students will not be conducted by the school and will not be permitted except as required by statute.

M. AZ Safe

ATA will follow AZ Safe reporting mandates. AZ Safe requires schools to report violations and/or serious incidences such as bullying, threat of physical harm, and drug possession. Parents may refer to <http://www.azed.gov/sa/health/AZSafe.asp> for further information.

17. Health Care

A. Regulations

Any pupil entering ATA will observe all state laws regarding immunizations of children. Please contact the health aide with any questions.

B. Health Services

The school employs a health aide who is authorized to administer medications and initiate emergency health care. If at any time a family is faced with an unusual health situation which could affect a child's performance in school, please notify the health office.

Parents are required to complete an Emergency, Information and Immunization Record Card (blue card) for **each** of their children. This card tells us how to contact parents or other responsible adults should a child become ill or is injured at school. It lists health problems, including allergies to food, medicine, and insect stings. **Parents must immediately inform the school office when there are changes in address, home phone, business phone, or emergency phone numbers.**

If a parent cannot be reached in an emergency, the school will call paramedics, who will decide the need for an ambulance. The cost of this service is the parent's responsibility.

C. Medicines

State law rigidly controls dispensing medication to children by a health professional. These requirements are made for the protection of all children.

ATA will supply the following medicines: throat soothing drops, triple antibiotic cream, hydrocortisone itch cream, ibuprofen, and acetaminophen. For these medicines to be dispensed to the child, parents must fill out a Health Office Release form. Parents may still provide these medications from home, if preferred, and follow the guidelines below.

Parents must fill out a Health Office Release form that will remain on file. This form will allow parents to indicate permission for the students to take specific standard over the counter (OTC) drugs (acetaminophen or ibuprofen).

Pursuant to A.R.S. §§ 15-341(A)(35),(36), students who have been diagnosed with anaphylaxis and/or breathing disorders may carry and self-administer emergency medications while at school and at school-sponsored activities. The student's name must be on the medication container and annual written documentation, which authorizes the possession and self-administration of the medication from the student's parent, is required.

If a student must take prescription or any other OTC drugs (cold remedies, etc.) while at school, the parent must bring the prescription/OTC medication to the school office and complete an additional permission form with signed instructions for administration. Dosage requested by the parent or guardian shall be in keeping with the manufacturer's recommendations. Each instance of administration of a prescription or non-prescription (OTC) drug shall be documented by the administering office staff.

Students are not permitted to keep prescription or OTC medications on their person (all drugs are kept locked in the health aide's office). Non-medical use or on-campus possession of the OTC or prescription medication is strictly forbidden by school policy. Violation of these policies places the student and others at great risk of personal harm, and as such, will result in disciplinary action.

Medicines brought to the school and not meeting necessary requirements will not be dispensed and will be locked in the health office until a parent complies with the above procedures or takes the medicine home.

D. Medication Attention Notification

If medical attention is provided to a child during school hours, notification will be sent home with the child informing parents of the situation and medical care received.

E. Cleanliness

- 1) Hand Washing Policy: Teachers are expected to provide time for and insist that all students wash their hands prior to eating lunch.
- 3) Restrooms: Students should be taught the proper use and care of restrooms and cautioned against the waste of soap, towels, and other restroom supplies. Proper restroom conduct will be monitored, and employees will periodically check the appropriate restrooms where and when students congregate.

F. Diabetes Policy

In accordance with Arizona Revised Statute 15-344.01, the management of students with diabetes in the classroom, on School grounds and at school-sponsored activities shall be in compliance with this policy. Students attending Choice Academies, Inc. with diabetes shall have a Diabetes Medical Management Plan (DMMP) on file with the School and the DMMP shall be updated and submitted annually.

The DMMP shall:

- Be provided by the Parent or Guardian;
- Be signed by the appropriately licensed health professional or nurse practitioner;
- Authorize the student to carry appropriate medications and monitoring equipment;
- Acknowledge that the student is capable of self-administering medications and equipment;
- Specify a method to dispose of equipment and medications in a manner agreed on by the parent or guardian and the School; and
- List the medications, monitoring equipment, and nutritional needs that are medically appropriate for the student to self-administer and that have been prescribed or authorized for the student.

Student Self-Administration of Medication

Students are to take extraordinary precautions to ensure that any medication or equipment is secure and shall never make the medication and/or equipment available to another student. The student shall immediately report to School Administration any theft or loss of the medication and/or equipment brought to the School. Violation of these procedures may subject the student to disciplinary action.

Students are required to practice proper safety precautions for the handling and disposal of the equipment and medications authorized under the DMMP.

Medication must come in the prescription container as provided by the physician and/or pharmacy. If a student fails to practice proper safety precautions, the School may withdraw student's authorization to self-monitor blood glucose and/or diabetes medication and develop a plan for administration by a designated staff member.

School Administration of Medication

If a student is not capable of self-monitoring blood glucose and/or self-administering medications, any medication administration services specified in the student's DMMP shall be provided by the School.

Two or more staff members shall be identified as designated staff members for the purposes of the administration of diabetic medications including storing, supervising ingestion, and recording.

School employees shall not be subject to any penalty or disciplinary action for refusing to serve as a designated staff member. Designated staff members shall receive training by an appropriately licensed health professional as to the implementation of a student's DMMP.

Choice Academies, Inc., its employees and members of its governing body, are immune from civil liability with respect to actions taken to adopt this Policy and all decisions made and actions taken that are based on good faith compliance with this Policy.

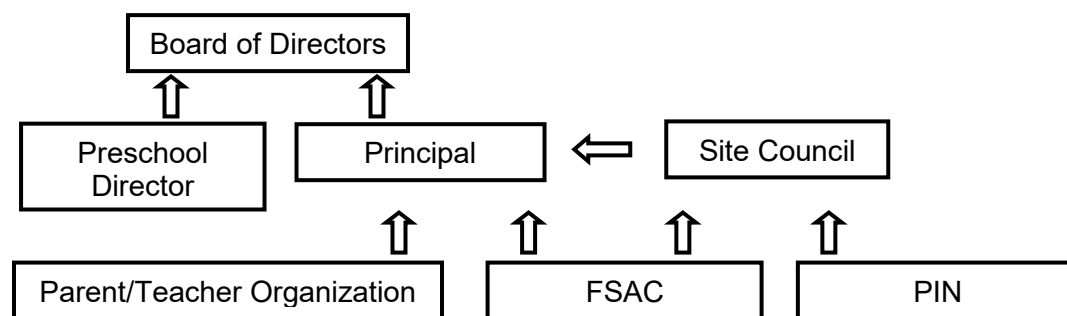
18. Board of Directors

ATA is governed by the Choice Academies, Inc. Board of Directors made up of representatives of the business and school community. Its primary role is to ensure that ATA remains in compliance with our charter, state and federal regulations, sound fiduciary practices, and the school's mission statement. The Board meets monthly following open meeting laws. Parents may address the Board with comments. The Board is not obligated to act upon suggestions or comments.

Mission Statement

Choice Academies is committed to providing a traditional, back-to-basics education within a framework of high standards and high expectations in a safe environment. Its purpose is to provide students with a strong foundation of knowledge, to teach critical thinking and to develop good citizenship and leadership skills. Choice Academies strives to become nationally competitive by achieving its objectives through sequential increase in knowledge and student accountability, highly trained teachers and strong parental involvement.

Adams Traditional Academy Organizational Chart



19. Parent Involvement and School Governance

At ATA, parents have the opportunity to participate on the Site Council and serve on committees to help support the school. In addition, parents have the opportunity to participate by either attending or forwarding information to Parent Input Night (PIN) each month. Family Members may visit the school campus and classrooms as well as assist with many different volunteering opportunities.

A. Site Council

The Site Council consists of 6 parents and 6 staff members. The principal is a non-voting member of the council. All decisions must have 100% consensus to be approved. Only the Board of Directors may reverse the Site Council decisions.

Parents:

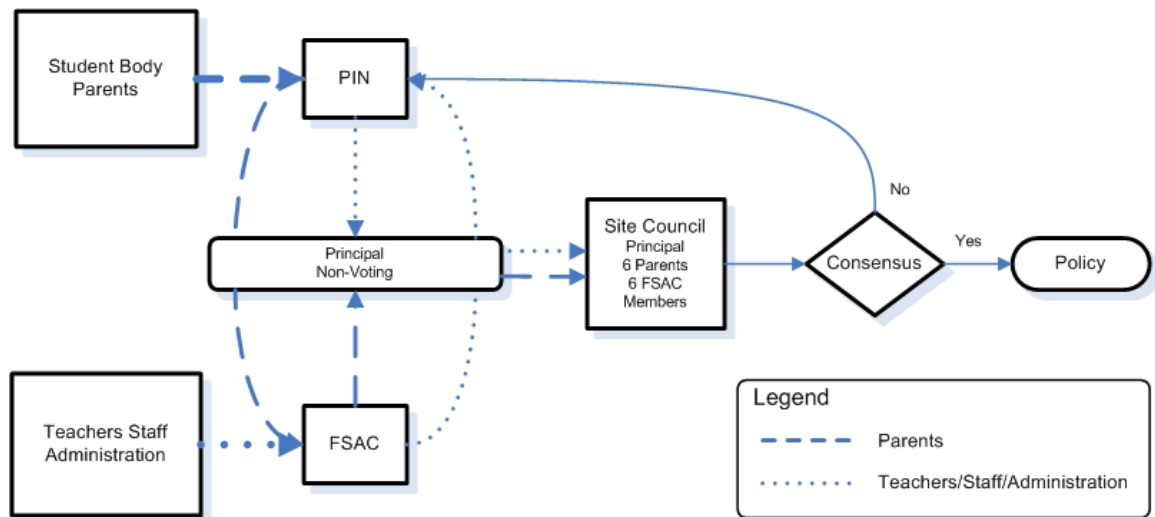
- 1) Serve a two-year term
- 2) Are appointed by the member leaving the council and approved by a majority vote of the parent members of the council
- 3) Serve as members at large or as chairperson of the standing committees created by the council

- 4) Provide a forum for discussion of school-related issues
- 5) Are not allowed to be an employee of Choice Academies, Inc, and serve on Site Council at the same time.

Faculty Staff Advisory Council (FSAC):

- 1) Serve a one year term
- 2) Are elected by the staff

B. Policy Making Process – PIN/FSAC



- 1) Topics generated and collected from
 - a. PIN (Parent Input Night) – topics collected from principal, parents and Site Council.
 - b. FSAC (Faculty Staff Advisory Council) – topics collected from principal, teachers, staff, administration.

2) Principal ensures that both parents and teacher groups review topics.

3) Principal recommends action items on the Site Council agenda.

The principal is the thirteenth member of Site Council and a non-voting participant who acts as a facilitator between the parent / teacher groups. The process takes at minimum one month; if it takes two PIN / FSAC meetings, it will take two months. Under certain circumstances there can be an urgent topic that must be voted on by Site Council. An emergency PIN / FSAC meeting can be organized with one week advertised parental notice for PIN.

The administration retains Power of Emergency to make a decision on policy before Site Council can take a vote. Administration is responsible for the daily running of the school. Therefore, in cases where an immediate decision must be made, administration will take action and then recommend that PIN and FSAC research the topic to take a vote and form a permanent policy.

Parents who sit on Site Council listen and gather information from all parents of the student body. Teachers who sit on the Site Council listen and gather information from all teachers, staff and the administration. Any policy approved by Site Council is a consensus between six parent members and six teachers with counsel from the principal. Not all PIN recommendations become policy, just as not all FSAC recommendations become policy. Only policies that all the members achieve consensus on become permanent school policy. All policy recommendations are evaluated to determine that they support and strengthen ATA's Mission Statement, Philosophy, and Charter.

C. Site Council Committees

- 1) Book Report Book Selection Committee:
Will review and add books to each grade level's recommended reading list.
- 2) Curriculum Committee:
Will review and add curriculum that supports ATA's mission statement.
- 3) Community Support and Development Committee:
Meets as needed to address and research identified topics.

D. Parent Teacher Organization (PTO)

The purpose of the PTO is to enhance the education of our children and assist in creating a friendly atmosphere at school. The PTO's role is to:

- 1) Facilitate communication between home and school
- 2) Maintain a network for parental participation
- 3) Sponsor and coordinate student and family events
- 4) Fundraising
- 5) Coordinate the volunteer program

The PTO President is also a voting member of the Site Council.

E. Adults on Campus

ATA has an open-door policy. Adults may visit the campus and classrooms at any time without the need to schedule an appointment. The only exception to this policy is during formal, all-school testing times such as standardized testing.

- 1) Sign-In / Sign-Out Procedures
All adults on campus **MUST** sign in and out at the office.
- 2) Identification
All adults on campus must wear a temporary ATA sticker or school issued badge.
- 3) Dress Standards
Choice Academies supports families and students with a comfortable environment for everyone who visits our campuses. Staff and families are role models for every new generation. We encourage visitors on our campuses to wear appropriate clothing. Clothing should cover midriffs, buttocks, and undergarments. Please avoid any clothing that is excessively short in length and too open around the neckline, back, or armholes. Choice Academies will not deny attendance based on inappropriate dress. Administration reserves the right to address any concerns.
- 4) Cell Phone
Please turn off your cell phone or switch the phone to vibrate while on campus.
- 5) Entering Classrooms
Please remember academic time is precious; therefore, enter the room quietly.
- 6) Observing
If the purpose of the visit is to observe, please be seated in the back of the room to begin your observation.
- 7) Student's Family Members
Many children are excited to have family members in the room and may disrupt the learning of others. Therefore, we ask that a child be acknowledged with a smile and unspoken greeting only and then redirect the child's attention to the teacher.
- 8) Teacher's Responsibility
A teacher is responsible for the school/class environment. If a teacher deems an adult/visitor is distracting to a student or the students, he/she may ask the individual to leave.
- 9) Young Children (Baby, Toddler, Preschooler)
Please do not bring young children into the classroom.
- 10) Confidentiality
Anything an adult/visitor may hear or see may be considered confidential. We ask that these things are not discussed with others. Should there be an issue of concern, please bring the matter directly to the school administration. Things that are considered confidential include but are not limited to:
 - a) Student behavior or progress
 - b) Personnel information
 - c) Student records/grades
 - d) Inter-office memos
 - e) Names and phone numbers (unless specifically authorized for release).
- 11) Campus Access / Restrictions
 - a) Hallways – Please keep voices low while in the hallways
 - b) Restrooms – The adult/visitor restroom is located next door to the teacher's lounge in the main building
 - c) Teachers' Lounge(s) – Only teachers and school staff are permitted in the teachers' lounge(s)
 - d) Students / children are not allowed in the copy room
 - e) Adults may eat lunch with their student during the designated lunch time at a designated lunch table.
- 12) Physical Displays of Affection with Children
It is best to avoid initiating physical contact with the students and limiting physical contact when initiated by a student.

Keep in mind some children do not like to be touched at all. For example, an action as simple as a gentle hand on the back guiding the student could be an unwanted touch. Staff may be able to communicate those children's needs, or the child may back away after your touch. Please respect the child's wish to not be touched.

Physical or verbal contact with a child that makes the student feel uncomfortable communicated either by the student's words, actions or lack of response may be considered inappropriate.

13) **Accidents / Injuries**

An accident form must be completed when there is an accident or injury on campus. Forms are available at the front office.

F. **School Age Students on Campus**

School age students (elementary / high school students) not attending Adams Traditional Academy must have administrative approval to be on campus during school hours.

G. **Volunteers**

Volunteers provide a tremendous service. The wide variety of talent and expertise among parents and community members greatly enhances the educational process for all students. It allows teachers to stay focused on students and be available to meet any additional instructional needs of their students.

Areas where volunteers may assist include:

Classroom Assistance
Special Presentations
Field Trips

Extracurricular Activities
Curriculum and Literature Committees
Special Material Preparation

Guidelines for volunteering include:

1) **Adults on Campus**

Please review the guidelines in section E. Adults on Campus.

2) **Confidentiality Statement**

All volunteers must sign a confidentiality statement. This form can be obtained from the front office.

3) **Fingerprinting**

In keeping with Arizona law and school policy, volunteers who work alone with students must have a state issued clearance card. Please contact the business administrator if you have a clearance card or wish to obtain this clearance card.

4) **Scheduling Volunteering Time**

When coming to volunteer in the classroom, it is strongly suggested that volunteers inform the teacher ahead of time so they may be prepared and have tasks ready. This avoids the need for the teacher to interrupt the flow of the lesson.

5) **Teacher's Responsibility**

A teacher is responsible for the school/class environment. If a teacher deems a volunteer is distracting to a student or the students, he/she may ask the volunteer to leave.

6) **Discipline**

Parent volunteers are allowed to help keep the students safe and following proper conduct via a kind but firm correction, reminding them of the rules or previous instructions. If further intervention is required, contact a teacher or school representative for help as soon as possible.

a) Correction of student behavior should always be handled in a discrete way and on an individual basis. An entire group of students is not to be held responsible for the actions of one or two individuals (for example: preventing an entire table from going to recess if the behavior of a few individuals is in question).

b) Inappropriate correction by volunteers includes, but not limited to, the following examples:

- o Yelling at students or making sarcastic remarks
- o Embarrassing students

Physical discipline and restraint should be administered by properly trained personnel. In an emergency situation a volunteer may briefly restrain a student for no longer than one minute.

20. Student and Parent Rights

A. **Lines of Communication**

In an effort to resolve issues that may arise, parents with concerns about how academic programs or other activities are being conducted are encouraged to seek immediate consultation with school staff and/or administration.

- 1) For questions about the classroom (e.g., class work, student behavior, teacher discipline), contact the child's teacher.

- 2) For questions dealing with school-wide issues (e.g., playground privileges, lunchroom rules, discipline policies) or for questions that have gone to a teacher and not been resolved, parents should talk to the principal.

ATA's administration is always available to hear and discuss issues important to the parents. It is always helpful to the administration if the teacher has been consulted. Mutual trust between parents and teachers is essential to convincing students that we are a team working together to ensure the student's academic success.

B. Sexual Harassment

Sexual harassment consists of unwelcome verbal or physical conduct of a sexual nature where that conduct has the purpose or effect of substantially interfering with an individual's education, or creating an intimidating, hostile, or offensive educational environment. Any person who is subject to sexual harassment or who knows of the occurrence of such conduct must immediately inform administration or some other staff member with whom he/she is comfortable discussing the matter.

Upon receiving a complaint, the principal will investigate and determine the next appropriate and applicable steps. All matters involving sexual harassment complaints will remain confidential to the extent possible. A substantiated charge of sexual harassment against a student shall subject that student to disciplinary action, which may include suspension and/or expulsion.

If the complainant is not satisfied with the action taken by the principal, he/she may pursue the matter by filing a formal appeal with the Board of Directors within five (5) days of being notified of the action. The appeal must state the grounds of dissatisfaction, the remedy proposed and must be signed and dated by the complainant.

C. Letters of Recommendation

Students requiring letters of recommendation from teachers or the principal should provide at least 48 hours' notice, as well as a self-addressed stamped envelope with the ATA return address to the entity requiring the recommendation.

D. Academic Binder (Blue Binder)

A binder containing a record of academic progress will be maintained for each student (K-6) in his/her classroom. The binder will contain only the following information: AASA, Galileo, beginning and end of the year phonogram test results, Morrison McCall spelling scale results, McCall-Crabbs reading comprehension test results, handwriting samples and lists of books that have been read for book reports. This binder will be kept secure and made available for the teacher and parent to use in analyzing a student's progress and academic needs.

21. **Additional Information**

A. Extra-Curricular Activities

A variety of activities may be offered such as karate, chorus, band, sports, and miscellaneous clubs. Students who are absent from school on the day of an after-school extra-curricular activity (unless they are absent due to observation of a religious holiday) **may not** attend the activity.

B. ATA Sponsored Sports Eligibility Policy

- 1) Eligibility – For a player to participate in the ATA team sport, they must be in grades 5-8 and meet the following requirements:
 - a. Academics – Student maintains an overall accumulative grade per subject of at least 70%.
 - b. Behavior – During the season, a student who receives a:
 - 1st Detention – lose the upcoming game
 - 2nd Detention – lose the upcoming game
 - 3rd Detention – lose the upcoming game
 - 1st Suspension – student is no longer eligible to play/removal from the team

During the season, regardless of academic quarters, a student will not reset in behavior consequences.

2) Participation

- a. Players who are absent from school due to an illness or an unexcused absence on the day of a practice or game may not participate.
- b. Players are expected to participate in practices to be eligible to play in games.

3) Student Contracts

Students are expected to sign and abide by their sport team contract.

4) Parent Contracts

Parents are expected to sign and abide by the parent sports team contract.

5) Uniform

Students are responsible for maintaining their school issued uniform and promptly returning a cleaned uniform at the end of the season. There are consequences for damaged or lost school equipment.

6) Off Campus Games / Transportation

Parents are responsible for transporting their child to off campus games.

7) Administration may make an exception to the above policies.

C. Eagles' Nest

Eagles' Nest serves as a before school and an after school academic based program. The hours are from 7:00 a.m. to 7:15 a.m. and 3:15 p.m. to 6:00 p.m. Further information about fees and registration are available at the front office.

Please note: any balance not paid may result in the student, as well as his/her siblings being unable to participate in any extra-curricular or fee-based programs offered by Adams Traditional Academy in the school year until such time as the outstanding balance is paid in full.

D. Permission Slips

Students must have signed permission slips to participate in extra activities, sports and to attend school field trips. The permission form will be furnished by the school and must be signed by the parent and returned to school as directed on the form for a student to participate.

E. Telephone

Students may use the school office telephones with staff permission. Reasons for calls may be, but are not limited to, medication, illness, discipline, or a teacher's request to stay after school. Students may not call for misplaced homework, forgotten assignments, books, or permission to go home with a friend.

F. School Parties

Parents help plan scheduled parties for students. Scheduled parties are generally held during the last hour of the school day. The three occasions for which classes may hold parties are:

Christmas
Valentine's Day
End of the School Year

Parents need to consult with the classroom teacher before bringing siblings to a party.

Students will be recognized on their birthdays by their teachers. However, in the interest of fairness and equality, and with respect to academic time on task, no other treats or birthday recognitions of students, teachers and staff are permitted. Additionally, students and their families are asked not to distribute private party invitations at school unless the student's entire class is included.

G. No Solicitation Policy

- 1) ATA has a no-solicitation policy, which prohibits employees, students, parents, or visitors from selling on campus. School-based organizations with administrative approval may conduct sales.
- 2) Parent and student names will never be released or used for sales purposes.
- 3) No notices may be posted on campus without administrative approval.

H. Fundraising Policy

The Parent/Teacher Organization will conduct fundraising at ATA. Administration may approve other fundraising as needs arise. Fundraising activities are acceptable and are subject to the following conditions:

- 1) All fundraising activities must be approved by the school's administration.
- 2) Students are not to be released from school classes for fundraising purposes.
- 3) All state and school bookkeeping policies and procedures must be followed.
- 4) Door-to-door selling by students is prohibited.

I. Field Trips

- 1) Students may wear either their approved grade level spirit shirt or a uniform shirt.
- 2) Chaperones are expected to help supervise ATA students (their own child as well as other children).
- 3) Students must stay under the direct supervision of their chaperone. Family members attending the field trip, but not chaperoning, must communicate with the chaperone.
- 4) Chaperones may not bring additional children on a field trip.
- 5) Chaperones and accompanying parents/family members are not to extend extra privileges to the students. This includes but not limited to gift shop purchases, food purchases, or any type of purchase/ride/entertainment, etc.

- 6) If possible, chaperones should wear an ATA spirit shirt or a polo similar to the school uniform in the approved colors (red, white or navy blue).
- 7) Only ATA teachers, staff and students ride on the school provided bus.
- 8) If necessary, the teacher will explain additional rules for the trip.
- 9) If an adult is scheduled to chaperone a field trip and is unable to attend, please contact the teacher via the school office as soon as possible so another volunteer can be secured.

J. Allergy Notice

ATA, while not a nut free school, does provide a safe environment by maintaining a nut free table in the lunchroom and by alerting all classrooms to students that have allergies.

K. Lost and Found

ATA maintains a lost and found area in multi-purpose room A and B. Unclaimed items will be given away or discarded periodically throughout the year. It is strongly recommended that any items of value be marked with the student's name. Jackets and shirts should have the family name on the inside label; calculators should have the name etched on them, and we recommend that student owned books have the student's name prominently displayed either on the front cover or on the side of the book.

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