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POLICY AND PROCEDURE MANUAL



Chandler Traditional Academy Elementary Schools



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Unity

*I dreamed I stood in a studio
And watched two sculptors there.
The clay they used was a young child's mind
And they fashioned it with care.*

*One was a teacher; the tools he used
Were books and music and art,
One was a parent with a guiding hand
And a gentle loving heart.*

*Day after day the teacher toiled,
With a touch that was deft and sure,
While the parent labored by his side
And polished and smoothed it o'er.*

*And when at last their task was done
They were proud of what they had wrought,
For the things they had molded into the child
Could neither be sold nor bought.*

*And each agreed he would have failed
If he had worked alone.
For behind the parent stood the school,
And behind the teacher the home.*

Anonymous

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PREFACE

Special thanks to Dr. Camille Casteel and the Governing Board Members of Chandler Unified School District for their support in providing a traditional school choice for the parents of the district. Chandler Traditional Academies will follow all district guidelines and standards and will provide a structured and accelerated program focused on academic excellence with the “Back-to-Basic” concept being chosen as its guiding philosophy.

INTRODUCTION

Philosophy

The Chandler Traditional Academy program was founded on the principle that parents and staff shall work together as partners to provide an education that encourages students to pursue academic excellence to the best of their abilities. The back-to-basics curriculum, pace of studies, and specific expectations for academic achievement, behavior, and dress require a firm commitment from every parent, student, and teacher. By selecting the Chandler Traditional Academy, parents, students, and staff are responsible for and committed to supporting CTA programs, upholding standards, and following the rules and policies of the school.

Traditional Curriculum

The CTA program develops a solid foundation of fundamental and higher level thinking skills through a structured curriculum that is consistent within each grade level and sequential throughout the grades. The kindergarten through sixth grade curriculum is taught using direct teaching techniques, whole class instruction and approved teaching methods, and is not interrupted for non-curricular programs or activities. The phonics-based Spalding program is the basis of the CTA language arts curriculum. The Saxon math program is accelerated one grade level across the school. Special area classes, such as library, music, and physical education are included in the curriculum. Technology will be incorporated throughout the curriculum as appropriate in accordance with Arizona State Standards and within district guidelines. With the exception of Special Education classes, pull-out programs are not provided at CTA; however, many of these programs such as orchestra, band, chorus, foreign languages, student council, and sports, may be available either before or after the regular school day.

Governance

Chandler Traditional Academy parents, principal, and staff work together as partners in the decision making process of the school. The Site Council is organized with representation of parents and staff to establish and uphold the educational foundation of the school. All rules and regulations set forth in this manual shall be consistent with the policies of the Chandler Unified School District Governing Board and shall be actively enforced by the principal.

ADMISSIONS AND VARIANCE

Admission Eligibility

The Chandler Traditional Academy accepts students from Chandler District schools as well as other public and private schools.

Priority Procedure

- Siblings of children in the school attending on an open enrollment and living inside or outside of the district and children of the staff working at the school
- Children in school attendance boundaries (one square mile) and children of CUSD employees who do not work at the school
- New in-district transfers (live in the district but do not have a sibling in the school)
- New out-of-district students with no older sibling in the school

Admissions Requirements

Parents shall complete a registration form and provide immunization records, proof of residency, and an official birth certificate at the time of registration.

All parents and students must review and sign the CTA Policy and Procedure Manual and contract each school year. The contract briefly states that parents and students agree to adhere to the rules of CTA and the Chandler Unified District Governing Board.

New Admissions Opportunities

New students entering grades 1-6 at the beginning of the year are offered the opportunity to attend the Summer Academy where they will be introduced to the Spalding program.

CURRICULUM PROCEDURES

The following curriculum procedures are established to ensure that the Chandler Traditional Academy will continue to meet the expectations of parents, teachers, administration, and the Chandler Unified District Governing Board.

Classroom teachers and administrators shall utilize the following procedures as a guide for classroom organization and planning:

Classroom Organization

1. Classrooms in grades K-6 shall be self-contained with heterogeneous grouping.
2. Utilization of departmentalized teaching methods, to take advantage of the strengths of individual teachers, may be implemented in the fifth and sixth grades.
3. Students' desks shall face the teacher's primary instructional area.
4. Appropriate discipline techniques, which focus on positive reinforcement of appropriate behavior, shall be used to maintain a structured, calm, and orderly classroom atmosphere.

Curriculum Instruction

1. Each teacher shall utilize whole class instruction, direct teaching, and approved methods with an emphasis on meeting individual needs. Instructional time and students' time on task shall be maximized. Classroom activities not directly related to academic tasks should be kept to a minimum in all grade levels.
2. Each teacher shall provide an assignment for students to work on at the beginning of each day.
3. The sequence of course scheduling should reflect that students are more receptive to learning earlier in the school day; therefore, it is recommended that core subjects be taught during these times.
4. A minimum block of uninterrupted teaching time during the morning should be provided for each grade level, if possible. Suggested allocations are:

Kindergarten	1 hour
Grades First-Sixth	2 hours

5. Teachers shall strive to provide academic challenges for all students. Parents will also be encouraged to provide extended learning activities for their children.
6. Teachers shall help students gain the necessary skills to become productive citizens by modeling and discussing the meaning of good citizenship, courtesy, honesty, and respect for personal and public property, and expect students to follow their example.

7. Students shall remain in class until their assigned dismissal in order to maximize instructional time. Teachers on duty in the afternoon may leave their classes a few minutes early in order to be at their duty stations when the students are released.
8. Whole school announcements, visitors and guest observers, and individual messages to students shall not interfere with instructional time. When possible, messages and announcements will be delivered during the first or last 15 minutes of the school day.
9. High expectations shall be maintained for neatness, spelling, grammar, punctuation, and accuracy on all written assignments. Space will be provided for students to show their work on tests and other assignments when appropriate. If necessary, an assignment may be returned to the student for revision. Writing should be done in cursive for upper grades.
10. Teachers shall provide and establish a predetermined routine for testing. Students should be seated quietly and remain seated during testing. Teachers will monitor students during the administration of a test. All necessary materials will be provided and interruptions kept to a minimum.
11. Report cards shall be issued every quarter. Grades for Specials are only done at the end of the semester.
12. Teachers may use audio-visual aids that relate directly to the curriculum. Films and other AV material not related to the curriculum shall be limited to two viewings per year per class, must be approved by the principal, and shall not be viewed for more than one hour at a time. In keeping with district policy, only G-rated videos may be shown.

Chandler Traditional Academy – Weekly Instructional Minutes by grade level

Curricular Area	<u>K-Full</u>	1	2	3	4	5	6
Literature	305	400	400	400	400	360	360
Phonics/Spelling/Handwriting	360	300	300	240	175	125	100
English, Grammar	100	100	100	100	125	125	100
Composition	125	190	175	200	200	225	225
Total Reading/Writing Literacy	890	990	935	940	900	835	785
Mathematics	350	300	350	375	385	385	385
History/Geography	40	60	80	85	100	150	180
Science/Health	40	60	80	85	100	100	120
Subtotal	1320	1410	1485	1485	1485	1470	1470
Library	30	30	30	30	30	30	30
Music	60	60	60	60	60	60	60
P.E.	60	60	60	60	60	60	60
Art	80	50	50	50	50	50	50
Computers/Research	30	45	45	45	45	60	60
Subtotal	260	245	245	245	245	260	260
Lunch and/or Recess	350	275	200	200	200	200	200
Miscellaneous	20	20	20	20	20	20	20
Subtotal	370	295	220	220	220	220	220
Grand Total	1950	1950	1950	1950	1950	1950	1950

CURRICULUM

District Objectives

The Chandler Traditional Academy shall meet or exceed all curriculum objectives established by the Chandler Unified School District. A sequential curriculum will be utilized in the areas of language arts, math, and reading. New material is introduced each year, which builds upon the previous year's curriculum. The Arizona State Educational Standards will remain as the CTA's framework. Quality teaching strategies will infuse the relationship of the subject matter to real world situations.

Generally, curriculum in the areas stated will be textbook based. Curriculum selected for each subject area will reflect the CTA philosophy and the importance of basic skills acquisition.

Spalding Integrated Language Arts

The language arts program shall be based on the Spalding Method using The Writing Road to Reading along with the guidance of Succeeding in Reading with the Spalding Method Teacher's Guide. As a total language arts program, Spalding integrates direct instruction in listening, speaking, spelling, writing, and reading. The Spalding mission is to develop skilled readers, critical listeners, accomplished speakers, spellers, writers, and lifelong learners. A strong emphasis on grammar, both oral and written, will be stressed on all CTA campuses.

All language arts teachers at CTA shall have completed, or be enrolled in, the Spalding I course within five months after the date they are hired. Language arts teachers shall complete the Spalding II course prior to the start of their third year teaching at a CTA campus.

The language arts program shall integrate the following components:

1. Spelling

Spelling is a phonics-based program with emphasis on daily written and oral phonics drills. Phonics with Spalding manuscript and/or cursive handwriting shall be directly taught and maintained as standardized penmanship for all grade levels. Students in third through sixth grades are expected to write primarily in cursive.

The Morrison McCall Spelling Scale is used as an evaluation tool to determine students' need for additional help in the Ayres list. At the beginning of the school year, grades 3-6 shall enter the Spalding rule pages. Students' proficiency in phonograms and spelling shall be evaluated, and students may need remediation.

Spelling Bee

- Teachers in grades 5-6 shall select a representative from their classes to participate in a spelling bee event held during the school year, provided there is coordinator available for the event.

2. Vocabulary

Vocabulary development shall be emphasized during spelling and in all content areas. Dictionary and thesaurus skills shall also be taught.

3. Composition

In accordance with grade level expectations, each student shall participate in creative writing experiences as well as written book reports and research papers. Written assignments shall include narratives, informatives, and informative-narratives.

Teachers shall encourage students' creativity while maintaining high expectations for grammar, spelling, punctuation, and neatness. Rubrics will be used as a scoring tool to evaluate these composition genres as well as the use of correct grammar, writing mechanics, and neatness.

4. Reading/Literature

Reading skills shall be developed utilizing quality literature, the Open Court Reading Series, Succeeding in Reading with the Spalding Method Teacher's Guide, and various expository text along with the phonic skills learned in spelling and handwriting. A strong emphasis shall be placed on listening and reading comprehension, literary appreciation, passage structure, and mental actions.

Each class may be read to daily for enjoyment. This activity will not exceed 15 minutes.

Students shall have Silent Sustained Reading (SSR) each day in conjunction with the Accelerated Reader (AR) program. Each student shall have a library book available at his desk to read at all times.

Detailed book reports are required throughout the year. The number of reports is determined by each grade level. Detailed book reports shall be on books approved by the teacher within the students' personal reading level range. Students shall not be allowed to repeat book reports from previous years for detailed book reports.

First grade students shall be required to read 32 books during the school year.

Required AR goals and books shall be equally divided into the four grading periods. At second through sixth grades, students shall set reading goals.

AR points and individualized reading goals shall be monitored by every second through sixth grade classroom teacher.

- Students shall be required to fill out a reading log daily. Parents shall monitor and initial the log.
- Teachers shall develop a system to keep track of the number of books/pages read. The number of books/pages read shall be included in the reading grade. Consistency in grading shall be maintained at each grade level. Teachers need to conduct daily mini-conferences to view students' reading logs.
- Students' individualized reading goals and percentages correct shall be reflected on the students' quarterly report card.

5. Oral Communication

Appropriate listening, speaking, and memorization exercises shall be required at each grade level. Students shall memorize and recite material appropriate for their grade. The teacher may select quality poetry or prose, sections from the constitution or other patriotic memory pieces, or a relevant piece that highlights an area of study. Students shall receive credit for completion of the memorization exercises. The goal of this activity is not simply to memorize and recite, but to practice fluency and expression in recitation.

Grades K-2	one item each grading period
Grades 3-6	two items each grading period

6. Dictation

Dictation exercises, where the teacher reads, dictates a selection, or provides information, and the students write down what is said, shall occur at least once per week.

Mathematics

Mathematics shall include the mastery and practical application of basic mathematical principles. Students shall understand that mathematical problems have absolute answers and that precision and accuracy are required. The use of calculators to complete classwork or homework shall occur only when directed by the teacher.

The mathematics basic facts program shall be taught to the mastery level using drill, repetition, and memorization to achieve appropriate accuracy and speed. Grade level year-end goals/expectations are as follows:

Grade 1 (+,-) 30 problems in 1 ½ min. Grade 2 (+,-,×) 100 problems in 4 min.
Grade 3 (+,-,×,÷) 100 problems in 3 ½ min. Grade 4 (+,-,×,÷) 100 problems in 3 min.
Grade 5 (+,-,×,÷) 100 problems in 2 ½ min. Grade 6 (+,-,×,÷) 100 problems in 2 min.

The Saxon math textbook-based program, along with hands on activities and practice with manipulatives, shall be utilized at all grade levels. The math program shall be accelerated one year at all grade levels.

Social Studies/History/Geography/Government

The Chandler Traditional Academy shall utilize social studies materials adopted and approved by the Chandler Unified School District in the spring of 2007.

The history and government program consists of the study of ancient history, American history, Arizona history, world history, and grade level appropriate current events. Geography may include the study of place, location, regions, relationships within places, and map skills appropriate to grade levels. Citizenship and patriotism shall be emphasized in the study of history, geography, and government.

Science

Science shall include the application of scientific principles in the areas of physics, chemistry, life science, and earth and space sciences. Students shall use the five steps of inquiry with a “discovery” approach, with themes adopted for each grade level by Chandler Unified School District, utilizing the Harcourt Arizona Edition textbook.

Science Fair

- A science fair shall be held every year provided there is a teacher available to coordinate the event.

Technology

Technology shall be integrated into the CTA curriculum as an additional resource that offers the student quality practice or for reference or communication as related to a specific subject. Computer skills, such as keyboarding will be taught where developmentally appropriate. Internet access requires a signed electronic user agreement to be on file for each student.

Special Area Classes

1. Library

A library program for grades kindergarten through six shall be provided by a qualified teacher. Instruction shall occur in separate facilities specifically designed for library services. The library program shall:

- correlate library skills for each grade level with classroom curriculum. The librarian shall be aware of classroom activities that relate to specific library skills and reinforce those skills.
- encourage students in all grades to obtain public library cards.
- provide a specific time during non-class hours to return and check out library books.
- encourage parents to volunteer as library aides. In addition, students, who are interested and competent, may be chosen as library aides during non-class hours.

2. **Music**

Music for grades kindergarten through six shall be a required subject. Music shall be taught by a qualified music specialist.

The music program shall:

- emphasize music appreciation, music history, note reading, composition, rhythm, instrument identification and choral skills.
- It also includes the opportunity for students to perform during music instruction.
- It may include a musical performance by each class during the school year.

3. **Physical Education**

Physical education (PE) for grades kindergarten through six shall be a required subject. PE shall be taught by a qualified physical education specialist.

The program shall instruct each student in various physical skills to promote good health and lifelong involvement in physical activities.

Appropriate athletic/PE (Tennis, Running, or Basketball) shoes are required to participate in class and in intramurals. Open-toed shoes, or shoes exposing any skin, will not be permitted. Shoes must have a soft, non-marking, standard-sized sole (no platform or high-heeled shoes). Shoes shall also be tied tightly/correctly to promote safety of the owner and others around them.

Water bottles are encouraged for PE classes but must not be a distraction in the classroom. Only WATER is permitted in a water bottle-no flavored water or other drinks.

CURRICULAR ACTIVITIES

Curricular activities are activities conducted during regular school hours. Specific activities shall include assemblies, classroom parties, field trips, and flag observances. Other academic-related activities may include Art Masterpiece lessons, Battle of the Books, Junior Achievement, the Geography Bowl, the Math Bowl, the science fair, spelling bee, and teacher-directed activities.

Students are expected to be well-behaved during all curricular activities. A student may be excluded from a curricular activity at the discretion of the teacher or principal. Games and recreational activities shall be related to an academic endeavor.

Assemblies

There shall be no more than three general assemblies during the school year. The assembly may be split into sessions.

Classroom Parties

Classroom parties shall be limited to a maximum of three (3) per school year. The parties shall be held the last hour of the school day when possible, due to Specials' schedules nearest the event being celebrated. The celebrations shall generally include a winter, a Valentine's, and an end-of-the-year party.

Field Trips

1. Field trips shall be related to the curriculum and appropriate to students' grade level.
2. One field trip may be scheduled with the principal's approval each year. Under special circumstances, and with prior approval from the principal, teachers may schedule additional field trips.
3. Teachers should ensure that similar field trips are not repeated at different grade levels.
4. The teacher shall preview material pertinent to the field trip.
5. Teachers shall provide clear objectives and assignments for field trips. Teachers may require students to take notes and/or collect data for reports.
6. Arrangements for the field trip, parent notification, transportation, lunch, and adult chaperones shall be made at least two weeks in advance.
7. Ratio of adult chaperones shall be in accordance with Chandler Unified District guidelines.

Flag Observance

The goal of the flag observance shall be to encourage patriotism and enhance school unity, spirit, and pride.

1. A flag observance shall be held at a time and place designated by the principal as appropriate.
2. The flag observance shall consist of the Pledge of Allegiance and a moment of silence which may be led by a Student Council member if available. All students shall be encouraged to participate in the pledge and songs. Individual students or classes may have the opportunity to sing a patriotic song or recite a poem or original creative writing.
3. Each class may have the opportunity to make patriotic presentations during flag observances throughout the school year.
4. At the end of the flag observance, weekly announcements may be made. In addition, school or individual recognition awards may be given.
5. Classroom teachers shall conduct the Pledge of Allegiance as well as other brief patriotic activities in their individual classrooms on all other days.

Teacher-Directed Activity

The purpose of teacher-directed activity (TDA) is to reward classes for good behavior and assignment completion during the school week. Teachers who choose to use TDA shall create a criteria, based upon good behavior/assignment completion, for their class to earn TDA. If a class earns TDA, it shall be conducted during the last thirty minutes of the regular classroom day on Friday. TDA shall be supervised by the teacher and shall consist of educational activities. Examples of appropriate TDAs include educational films, filmstrips, board games, puzzles, and art projects. Activities outside the teacher's classroom such as sporting activities must have prior approval of the principal in order to coordinate playground space.

EXTRACURRICULAR ACTIVITIES

Extracurricular activities are an integral part of the Chandler Traditional Academy. These activities may include orchestra, band, chorus, running club, drama, sports, yearbook, pre-teaching, computers, and Student Council. Extracurricular activities shall be conducted before or after regular school hours or during lunch and shall not be graded. Achievement certificates and awards may be given to recognize participation.

Band, Orchestra, and Chorus

To be eligible to participate in these and other extracurricular activities, specific academic and behavior standards may be required. Students who elect to participate in these groups, either before or after regular school hours, will have the opportunity to perform or participate in special activities during the school year. Students who consistently arrive late or are not picked up on time following these activities will be removed from the program.

Intramurals

Students may participate in school-related intramural before or after school, or during lunch period. To be eligible to participate, a student shall:

- have at least a C grade average,
- have parent or legal guardian give permission to participate,
- maintain acceptable behavior as determined by teacher,
- wear PE attire (PE shoes-see page 9).

Pre-teaching

A pre-teaching program utilizing staff members and/or volunteers shall assist students in need of extra help. The pre-teaching program shall be conducted before and after regular school hours.

HOMework/ASSIGNMENTS

Homework is assigned to aid each student in time management, personal responsibility, skills practice of concepts taught in class, the strengthening of basic skills, developing study skills, developing initiative, and fostering independent learning. The homework policy will further keep parents involved in their child's academic progress, and the CTA curriculum.

Homework will be assigned Monday through Thursday of each week, except before a holiday. Daily homework will be due at the beginning of the next school day. Friday homework may be given to finish long-term assignments in the upper grades.

Types of homework assigned may include:

- completing work started in class,
- weekly spelling,
- writing themes, short stories, or compositions,
- drilling and practicing specific skills,
- researching for long-term projects,
- memorizing material to be recited in class,
- listening, observing, and evaluating radio, TV, forums, concerts, and other programs related to courses,
- conducting interviews and gathering information from authoritative sources,
- working on notebooks, maps, and other projects related to course activities,
- 15 to 30 minutes of nightly reading with maintenance of the reading log for AR.

The CTA **will meet or exceed** Chandler Unified School District's homework requirements:

Kindergarten-2	15-30 minutes per day
Grades 3-4	25-40 minutes per day
Grades 5-6	40-60 minutes per day

In addition to a specific homework assignment, students are expected to spend 15 to 30 minutes in additional reading related to the Accelerated Reader Program as well as other quality literature. The student may be read to, may read silently, or may read to parents or others in the home. Your child may experience difficulties if they have excessive absenteeism, are new to CTA, or during new or difficult concepts, requiring more time than is stated above. Please contact your child's classroom teacher with specific concerns.

Teacher Responsibilities

The teacher shall:

- maintain a homework accountability sheet for each student.
- provide appropriate feedback.
- assign meaningful and grade level appropriate homework.
- make every attempt to keep homework consistent at each grade level.
- take into account long-term assignments when assigning daily homework.
- ensure that all homework is a review of classroom assignments.
- respond in a timely manner when homework concerns are brought to their attention.
- send home weekly graded assignments.

Student Responsibilities

The student shall:

- keep an accurate record of assignments on daily log or agenda.
- have necessary materials to complete assignment.
- complete assignments on time.
- do their own work.
- apply and practice skills learned in class.
- strive for the highest quality work possible.
- provide parents with accurate homework sheets.
- do their homework to the best of their abilities.
- communicate to parents **and teachers** when concepts are new or difficult.

Parent Responsibilities

The parent shall:

- check his/her child's homework for accuracy, completeness, and neatness.
- sign homework assignment sheet as required.
- supervise completion and correction of inaccurate and untidy work.
- encourage systematic study.
- show interest in the assignment.
- commend satisfactory progress.
- provide the proper conditions suitable to study.
- read all communications regarding homework.
- ensure proper materials and supplies are available for completing assignments.
- utilize the "comment section" of the daily homework slip/planner to communicate as necessary.
- contact the teacher in a timely manner when homework concerns arise.

Homework Hints and Suggestions

- Find a private place to work, undistracted by TV, videos, siblings, etc.
- Be comfortable, yet structured.
- Reserve time each evening for long-term projects.
- Pay careful attention in the classroom. It is critical that each child utilizes available class time to avoid falling behind.
- Record accurate information on homework sheets in your best handwriting.
- Organizational skills are essential. **KEEP HOMEWORK IN A NEAT FOLDER AND CLEAN OUT DAILY.**
- Be positive! Remember that the goal of homework is to review and reinforce what your teacher has taught.
- If a concept is new, or the student is new to our school, try working in shifts or using a timer. Short concentrated efforts at new concepts will alleviate added stress on the children and parents.
- Be flexible! Try something new or different to help your children understand their homework.
- Praise your child for his or her efforts!
- Lastly, if the frustration level escalates, and both parent and child are frustrated, **Stop!** Take a break from the homework, and if you can, try again later. Otherwise, add a note to the bottom of the homework sheet, advising the teacher of the situation.

Long-term Assignments (assigned more than one week in advance)

Examples of long-term assignments include, but are not limited to, book reports, poems/recitations, science projects, research papers, and current events.

Failure to turn in a long-term assignment by the due date shall result in a 50 percent (50%) for students at all grade levels. NO MAKE-UP WILL BE GIVEN.

When a student is absent, long term assignments are due at the beginning of class the first day the student returns.

Absent and Late Work

It is required that all assignments be completed. **All students shall be provided one day for each absent day to make up missed assignments, not including long-term assignments.** Work not completed by the assigned time shall be considered late; however, teachers shall use their discretion to determine guidelines in acceptance of late assignments due to extenuating circumstances.

Grades

- K-3 The assignment shall be marked down 10% for each day it is late. After two days, a 50% shall be given.
- 4 The assignment shall be marked down 10% for the first day it is late. On the second day it is late, the same assignment shall receive a 69% only if the work is of “C” quality or better. After two days, a 50% shall be given.
- 5-6 Assignments one day late shall receive a 69% only if the work is of C quality or better. Thereafter, a 50% shall be given.

GRADING AND REPORT CARDS

Grading and report cards shall be given in accordance with Chandler Unified District guidelines for elementary schools.

Progress Reports

Parents shall be contacted at mid-term of each grading period regarding their child’s academic and behavioral performance. Progress reports shall be consistent at each grade level.

Parent-Teacher Conferences

- Parent teacher conferences are scheduled each fall. Attendance at that conference is expected.
- Intervention conferences are held mid-year as needed.
- Spring conferences are student-led, and all parents are expected to attend.
- Additional conferences may be requested by teachers or parents.

Promotion

Students shall be promoted when they meet minimum grade level standards and pass all objectives for their grade level.

SCHOOL SERVICES

Chandler Traditional Academy offers services to enhance school unity, parental involvement, and an environment that promotes student success, care, and safety. Services shall include, but are not limited to Fundraising, Parent-Student-Teacher Policy book, pre-teaching, Tutoring Club, parent volunteers, and Spalding parent courses.

Extended Day Care-Kids Express

Kids Express provides before and after school care for the CTA campuses. Information is available at the Chandler District office, at (480) 812-7970.

Fundraising

The Chandler Traditional Academy Parent Teacher Organization (PTO) may direct one major fundraiser each school year. Families are encouraged to participate together in this activity. Door-to-door sales by students are strongly discouraged.

Other fundraising activities on campus involving students shall take place before school, after school, or at lunchtime, and must be approved by principal.

Tutoring

Tutoring provides assistance to students in academic areas determined by the teacher. It meets before or after school. Teachers may request that a student attend Tutoring. Parents will be notified if a student is asked to attend. The teacher and parent must give permission for a student to attend. Students shall bring all the supplies they need to Tutoring.

Parent-Student-Teacher Policy and Procedure Manual

Parents are provided access to the CTA Policy and Procedure Manual through our school web sites. Copies are also available in the school library and in the front office. Parents and students are expected to read the policy manual and return the contract **found on the last page** of the manual within one week of entry into the Chandler Traditional Academy.

Parent Volunteers

A parent volunteer organization will be established. **At least one adult from each family that enrolls their child at the Chandler Traditional Academy is expected to volunteer a minimum of 5 hours for the school during the school year.** It is hoped that parents, who have schedules and time commitments that allow, will volunteer many more hours than this. We welcome and appreciate the time our parents can devote to their child's education, but also understand that time available is different for each individual parent. Volunteering your time can be accomplished in a variety of ways, either at school or at home. See a PTO board member or the office for information.

Spalding Parent Course

CTA shall provide a Spalding parent course or in-service each year for CTA parents. A small fee may be charged in order to cover the cost of the course instructor and materials.

Transportation

Chandler Unified School District shall provide only limited bus transportation for CTA students. It is generally expected that parents are responsible for providing transportation to each of the CTA schools.

SCHOOL ORGANIZATIONS AND COMMITTEES

The success and operation of the Chandler Traditional Academy (CTA) is due, in part, to the attendance and participation of parents, teachers, and administrators in school organizations and committees; therefore, participation is strongly urged.

Parent-Teacher Organization (PTO)

This volunteer parent-teacher organization meets each month to support academic endeavors. PTO activities include fundraising, building school community and spirit, and the governance of the school and its functions. The PTO officers are elected by the membership, and a board representative shall serve on the Site Council. Parents who choose to bring their child to PTO meetings must provide immediate supervision.

Site Council

A school site council shall be established at the CTA to provide a cooperative procedure for determining goals and educational philosophies of the school. The council, like all other governance or administrative units of District, operates within the guidelines of District Governing Board policy, budget, ethics, and law. This governing body is organized with representation of parents and staff to uphold the educational foundation of the school. The Site Council meets regularly and establishes committees on which parents may serve. Children are not to attend Site Council meetings.

Membership

The Site Council membership shall consist of:

- the school principal (ex officio member),
- other Staff representatives,
- a PTO representative,
- other community representatives.
- Membership should be representative of the population in the geographic area of the school, as well as each of the grade levels.
- Ad hoc committees may be appointed by the Site Council. The findings of these committees shall be reported to the council, after which the committee will be discharged.
- The term shall be one year for all community representatives.
- The chairperson and secretary shall be elected by the membership of the council.

Meetings

- The council shall meet regularly and more often if business dictates.
- Operating procedures of the council shall be determined by the council.
- Minutes of each council meeting shall be taken, and the results of actions shall be distributed to the members and shall be made available to the general public. Minutes of the previous meeting will be available in the school office.

BEHAVIOR EXPECTATIONS AND DISCIPLINE

Chandler Traditional Academy is intended to have a highly structured, calm, and orderly atmosphere. Respect and courtesy shall be exhibited at all times. Teachers and parents are expected to exemplify appropriate modes of conduct and abide by school rules.

School rules shall be consistent with Chandler Unified District Governing Board policies.

Discipline

CTA shall utilize positive discipline programs at all grade levels. Good behavior shall be recognized with positive reinforcement and rewards.

A student who does not complete work may be required to complete the assignment before, during, or after school for periods of 30 minutes or less.

Consequences for inappropriate behavior are clearly defined and enforced.

Disciplinary Process

Violation of classroom or school rules requiring intervention beyond that of the classroom teacher shall be handled according to the following disciplinary process. Disciplinary action may begin at any level, and levels may be combined depending on the severity of the offense.

- **First Level**
A verbal warning shall be given by the teacher or supervisor, and a record shall be maintained.
- **Second Level**
A note concerning the infraction(s) shall be sent home to be signed by the parent and returned. This note shall be kept by the teacher. A phone call to parents may precede or follow the discipline.
- **Third Level**
Parents shall be notified and the student may be sent to the principal's office for discipline.
- **Fourth Level**
A student shall be temporarily removed from the classroom by the principal and assigned to a supervised isolation room.
- **Fifth Level**
A principal, parent, teacher, and student conference shall be mandatory. Necessary behavior changes shall be defined, probationary time set, and consequences clearly stated.

- **Sixth Level**

There shall be a temporary suspension from school. A principal, parent, teacher, and student conference shall be mandatory.

In-School Suspension/Isolation (ISS)

The student shall be in an isolated, supervised, academic work detention. Classroom work shall be sent with the student to be completed in ISS. Supervision of the isolation room may be assigned to non-certified staff, under the direction of certified personnel.

DRESS CODE

An enforced dress code will contribute to the CTA's academic environment. Just as dress codes address professional standards in the workplace, the CTA "prescribed" dress code promotes the purpose of academics. "Prescribed Dress" means that all students are expected to dress in a neat attractive fashion reflecting pride in themselves and their school. It is both the parents' and the child's responsibility to ensure compliance with these standards. The CTA's mandatory dress code options are as follows:

MONDAY – THURSDAY:

GIRLS:

Bottoms:

Pants – Plain dark navy blue or khaki

Jeans – Plain dark navy blue denim (no fading, logos, or designs)-No tight-fitting or big/baggy styles

Shorts/culottes/skirts – Must be of modest length—approximately to the knee

Capris – Plain dark navy blue denim or khaki – tight fitting and leggings are not permitted

Dress/jumper – Plain navy blue or khaki (no pin stripes, designs, or red) Jumpers must have a dress code appropriate shirt underneath.

No pants or leggings under the jumpers; tights are acceptable.

No tight fitting or big/baggy bottoms will be allowed.

Tights – navy blue or white – Leggings are not allowed.

Tops:

SOLID navy blue, red or white shirts

All shirts must be solid in color with no pin stripes or logos of any kind with the exception of the CTA campus-specific logo shirt.

A collar and sleeves are required. A solid red, white, or navy blue turtleneck shirt can be worn instead of a collared shirt.

When long-sleeved shirts are worn under the collared shirt, the shirts must be red, white, or navy blue. The collared shirt and the long-sleeved shirt do not have to be the same color, i.e., red can be worn with white or navy blue, navy blue can be worn with red or white, and white can be worn with red and navy blue.

All shirts **must be tucked in.**

All jewelry will remain on the owner. Jewelry shall be worn in the manner designed. Pierced body jewelry, other than earrings in the ears, is not to be allowed.

Hair shall be neatly groomed. Appropriate hairstyles and cuts, as well as natural hair colors, are acceptable. Bangs shall be worn above the eyebrows or pinned away from the eyes.

No face make-up or eye make-up shall be worn at school.

BOYS:

Bottoms:

Pants – Plain dark navy blue or khaki

Jeans – Plain dark navy blue denim (no fading, logos, or designs)

Shorts– Must be of modest length-approximately to the knee

No tight fitting or big/baggy bottoms will be allowed.

Tops:

SOLID navy blue, red or white shirts

All shirts must be solid in color with no pin stripes or logos of any kind with the exception of the CTA logo shirts.

A collar and sleeves are required.

When long-sleeved shirts are worn under the collared shirt, the shirts must be red, white, or navy blue.

All shirts **must be tucked in.**

Hair shall be neatly groomed and trimmed. **Hair length shall not be longer than the ear lobes on the side or fall below the collar in the back.** Bangs shall be worn above the eyebrows. No hair tails are permitted. Appropriate hairstyles, cuts, or colors are acceptable. No headbands, hats, or caps shall be worn at school except hats approved by the teacher or principal for sun protection on the playground.

No earrings or pierced body jewelry shall be worn at school.

FRIDAYS:

Tops can be red, white and blue. Background color must be red, white, or navy blue.

Students are encouraged to wear their spirit shirts (eagle, hawk, falcon, or gator), or may wear shirts that have a patriotic theme. No collars are required but they must have sleeves. **All shirts must be tucked in.**

OUTERWEAR:

Outerwear, including sweaters and sweatshirts, worn in the classroom must be predominantly navy, red, or white. A very small logo on the front of the solid navy, red, or white outerwear is acceptable. If the outerwear is worn outside and not inside the building, it may be any color.

SHOES:

Shoes must adhere securely at the heel and be tied properly if they were designed to do so. (Flip-flops and heelys are not acceptable). Open-toed shoes are acceptable as long as they adhere to the heel.

On scheduled P.E. days, students are expected to wear tennis shoes to ensure safety.

Issues of improper dress are addressed by the teacher. Repeat offenders shall be counseled by the principal.

Parents

Parents are urged to discuss the CTA dress code with their children to foster thorough understanding. If questions occur, the school nurse, teacher, or principal may be contacted.

In support of the dress code, parents are asked to wear modest attire when on campus for lunch, visiting classrooms, or volunteering.

Faculty and Staff

The faculty, staff, and administration are expected to set good examples of appropriate dress as outlined in the CUSD faculty and staff dress code. Faculty and staff may dress in attire appropriate for their specific duties.

SCHOOL RULES AND REGULATIONS

Parents or guardians who wish to pick up their children prior to dismissal time must sign their children out in the office. Students shall not be released early from school without written permission from a parent or guardian. If a student leaves campus without written or oral permission, a conference shall occur with the principal, teacher, parent or guardian, and student before re-admission to class is granted.

General Rules

Students shall:

1. not possess weapons, tobacco, alcohol, or drugs.
2. be on time to class and school activities.
3. show respect to adults and fellow students.
4. respect other individuals' properties and not take items belonging to others.
5. help preserve school property and grounds.
6. not have chewing gum on campus.
7. settle disagreements without fighting or threatening to fight.
8. use only wholesome and courteous language.
9. walk on the sidewalks in a quiet and orderly manner when moving about the campus.
10. act appropriately during school safety drills.
11. enter teachers' workroom, supply rooms, and staff room with permission only.

Drop-off and Pick-up of Students

Please stay in line while entering the parking lot and pull as far forward as possible along the curb. Students shall enter or exit cars at the curb. Parents shall remain in their cars. Parents who need to leave their cars shall do so only after parking in an established parking space. Students shall be accompanied at all times by an adult when walking from the curb to the parking lot. Parents must sign in students arriving late. Please refrain from talking on a cell phone at any time while picking up and/or dropping off your students.

Visiting the office during drop-off or pick-up times

Parents needing to park their car to come into the school during drop off or pick-up times shall carefully pass the line of cars on the left, and park in an established parking space. Do not leave cars unattended in the drop off or pick-up lines.

Bicycles, Skates, Scooters, and Skateboards

Only students in grades two through six may ride bicycles per CUSD policy. Students shall:

1. leave bicycles in designated area.
2. not have skates, skate shoes, skateboards, or scooters on campus.
3. walk their bike through the crosswalk and to the bike rack.
4. walk their bike from the bike rack through the crosswalk.

Bus Rules

Students shall arrive at the designated bus stop prior to the scheduled bus arrival time. Infraction of the bus rules may result in the loss of bus privileges.

Students shall:

1. not possess weapons, tobacco, alcohol, or drugs.
2. not eat, drink, or chew gum.
3. not carry glass containers, live animals, or extremely large objects.
4. wait quietly for the bus at the assigned area in a safe and orderly manner.
5. obey the bus driver's instructions and directions at all times.
6. board the bus in a single file line without pushing.
7. be seated immediately in their assigned seat and stay seated the entire trip until the bus has come to a complete stop.
8. conduct themselves in a polite, quiet, and respectful manner.
9. participate in district directed bus safety drills.
10. keep aisles clear.
11. keep their hands to themselves.
12. respect the property of others.
13. not throw things in the bus, at the bus, or out of the bus.
14. keep everything inside the bus.
15. ask for permission to open or close the windows.
16. not damage bus property.

Cafeteria Rules

It is recommended that students pay for their lunches before the first bell. It is strongly suggested that parents put money in their students' lunch accounts in advance in the cafeteria or online through myLunchMoney.com.

The following rules apply for students eating inside the cafeteria. Non-staff chaperones shall not release students to the playground.

Students shall:

1. be quiet and orderly in line.
2. eat lunch quietly in assigned area and use good manners.
3. ask permission from staff in charge to move elsewhere or be dismissed.
4. keep the floor and table areas neat and clean.
5. not share food.

Playground Rules

Students shall:

1. play in the designated areas.
2. play away from irrigation and muddy areas.
3. only throw or kick items specifically designed to be thrown or kicked.
4. use good sportsmanship at all times.
5. play safe non-violent games (no tackling, grabbing clothing, tripping or pushing).
6. use playground equipment as intended.
7. obtain permission from the teacher or staff on duty before leaving the playground.
8. not handle broken glass or harmful objects and report the item to the staff on duty.
9. not play tag on the playground equipment.
10. swing in only one direction.
11. not play with footballs, soccer balls, or kick balls on the basketball courts or near the playground equipment.
12. Please refer to each school's site-specific considerations.

Restroom Rules

Students shall:

1. obtain permission from a teacher or staff on duty.
2. keep restrooms neat and clean at all times.
3. wash hands and leave the restroom when finished.
4. not play in restrooms.
5. Classroom teachers will take their students in a group after specials and before or after lunch.

**CTA Policy and Procedure Manual
Parent/Student Contract**

We have read in detail, understand, and agree to abide by the conditions set forth in the Policy and Procedure Manual, i.e., curriculum, homework and grading expectations, behavior/discipline, and dress code, of Chandler Traditional Academy.

Date _____

Name of Student _____

Parent/Guardian _____

Parent/Guardian _____

Student _____