

The Traditional Academy at Bellair



Home of the Silverhawks
Staff/Family Handbook

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Educational Philosophy

The Traditional Academy at Bellair staff believes that a strong partnership between parents, students, and educators is requisite to the success of our students. We aspire to the principles promoted by our founding fathers encouraging hard work, tenacity, and a spirit of curiosity. We are dedicated to provide a rigorous, well-rounded curriculum and high quality instruction to ensure your child reaches his fullest potential. We will promote core values of integrity, excellence, and accountability in a safe and nurturing environment.

The Traditional Academy at Bellair Curriculum

The Traditional Academy at Bellair 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 6th grade curriculum uses direct instruction techniques, whole class instruction and other approved teaching methods including small groups. There are minimal interruptions for non-curricular programs or activities. Curriculum materials are explicit, systematic, and include spiral review. The phonics-based Spalding method is the foundation of the language arts curriculum in kindergarten through third grade. Open Court is designated for 4th and 5th grade and Study Sync is utilized by 6th grade. The Saxon math program is used in every kindergarten through sixth grade classroom. Special area classes are offered including Band, Music, Physical Education, Art and Gifted Services. Technology is incorporated throughout the curriculum, as appropriate, in accordance with adopted State Standards and within district guidelines.

Acceleration

Students will be assessed during the first two weeks of school to determine if gap areas exist or if acceleration is appropriate. Any student above grade level in reading will have the opportunity to

advance to the next grade level in this subject with parental permission. Math will be taught at one grade level ahead accompanied by specialized instruction to close gap areas at the current grade level. Acceleration of two grades above current grade level will be offered in math to those who qualify.

Drop Off and Pick-Up Procedures

Kindergarten through sixth grade parents drop off students between 8:30 am – 8:40 am. Students are picked up at 3:30 pm. Parents stay in line while entering the parking lot and pull as far forward as possible along the curb. Students enter or exit cars at the curb and parents remain in their cars. Parents who need to leave their cars can do so only after parking in an established parking space. Cars may not be left unattended in the drop off or pick-up lines. Teachers on drop off and pick-up duties are present when students arrive and depart. Parents must sign in students arriving late, and sign out students leaving early.

Kindergarten, first and second graders are dropped off/ picked up at the parking lot off Grovers in front of the campus. Third-Sixth grade students are dropped off/ picked up at the parking lot off Grovers on the east side of the campus. Families with children in multiple grade levels may choose either pick- up/ drop off location.

Flag Observance

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

- A flag observance is held every morning at the Traditional flagpole before students enter the building and after the whistle is blown. All students should be outside.
- The flag observance consists of the Pledge of Allegiance and a moment of silence.

Bikes, Skates, Scooters, and Skateboards

Students may:

- leave bicycles in designated areas.
- walk bicycles through the crosswalk and to the bike rack.
- walk bicycles from the bike rack through the crosswalk.
- not have skates, skate shoes, skateboards or scooters on campus.

Playground Rules

A certified or classified staff member must be present at all times while students are on the playground. It is the responsibility of the teachers on duty to position themselves to be able to monitor the entire duty area. They should have their cell phones or radios with them while on recess duty in case of emergencies.

Students must:

- play in the designated areas.
- play away from irrigation and muddy areas.
- throw or kick only items specifically designed to be thrown or kicked.
- demonstrate good sportsmanship at all times.
- play safe, non-violent games (no playing tag, grabbing clothing, tripping, or pushing).
- use playground equipment as intended.
- obtain permission from the teacher or staff on duty before leaving the playground.
- bring no toys from home.
- play with footballs, soccer balls, or kick balls on concrete or grass areas, not on or around playground equipment.
- throw trash in garbage cans and keep the playground area clean.
- follow rules issued by P.E. for use of playground equipment.

Restroom Rules

Students must:

- obtain permission from a teacher or staff on duty.
- keep restrooms neat and clean at all times.
- wash hands and leave the restroom when finished.
- not play in restrooms.

Transition Expectations

Students must:

- stand in FLASH lines when walking with their class, keep hands by their sides or behind their back. Students should not touch walls, bulletin boards, or doors while walking.
- keep voices off in walkways.
- walk straight to their destination and return quickly to the classroom when traveling without their class.

Classroom Organization and Planning

Each teacher will utilize whole class instruction and other approved methods with an emphasis on meeting individual needs. Instructional time and students' time on task are to be maximized. Classroom activities not directly related to academic tasks are to be kept to a minimum in all grade levels.

Appropriate discipline techniques, which focus on positive reinforcement of appropriate behavior, are to be used to maintain a structured, calm, and orderly classroom atmosphere.

Teachers will strive to provide academic challenges and interventions, as needed for all students. There should be open communication with parents about student progress and classroom events and activities.

Teachers will help students gain the necessary skills to become productive citizens by modeling and discussing Deer Valley Core Values: Respect, Accountability, Integrity, Student-Centered, and Excellence. (RAISE)

Students will remain in their class until their assigned dismissal in order to maximize instructional time.

Whole school announcements, visitors, guest observers, and individual messages to students will not interfere with instructional time.

Messages and announcements will be delivered in the classroom at the beginning of the day.

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 keep parents involved in their child's academic progress and The Traditional Academy at Bellair curriculum.

Homework is assigned Monday through Thursday of each week, except before a holiday. Friday homework may be given at the discretion of the teacher. Daily homework is due at the beginning of the next school day.

Types of homework assigned may include:

- Completing work started in class
- Weekly spelling
- Writing themes, short stories, or compositions
- 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
- 15-30 minutes of nightly reading recorded on a reading log

The Traditional Academy at Bellair will meet or exceed Deer Valley Unified School District's homework requirements:

Kindergarten-1st Grade	30 minutes per day
2nd-3rd Grade	60 minutes per day
4th – 6th Grade	90 minutes per day

In addition to a specific homework assignment, students are expected to spend an additional 15 to 30 minutes reading. The students may be read to, read silently, or read to others in the home.

Long-term Assignments

Long-term assignments are assigned more than one week in advance. Some examples include, but are not limited to, book reports, poems/recitations, science projects, research papers, and current events. If a student is absent the day the long-term project is due, the long-term assignment is 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 are provided one day for each absent day to make up missed assignments, excluding long-term assignments. Work not completed by the assigned time will be considered late; however, teachers use their discretion to determine guidelines in acceptance of late assignments due to extenuating circumstances.

Grading Philosophy

A grading system for all students must be consistent, fair and reflective of the degree of mastery that the student has attained. Grades are a useful tool in the evaluation of student progress and therefore, should be as meaningful as possible. Each teacher will explain specific grading practices and methods to each student and their parents. Such explanations are given in classroom sessions, open houses, teacher conferences, and other communications.

Power Schools

It is recommended that parents and students sign up and register for Power Schools to access assignment and grade information at all times. Parents must obtain their password from the school office in person.

Progress Reports and Report Cards

The teacher has the responsibility of informing parents of academic progress on a regular basis. Grading and report cards are given in accordance with the Deer Valley Unified School District guidelines for elementary students. Report cards are issued after each 9-week quarter. Such reports will include a grade based on the approved scale, attendance information, and an indication of conduct in class. If

a student is experiencing academic difficulty, it is required that teachers contact the student's parent(s) weekly.

Student Responsibilities

Student responsibilities for assigned work include, but are not limited to:

- Keeping an accurate record of assignments in a daily log or agenda (as required by the teacher)
- Having necessary materials to complete assignments
- Completing assignments on time
- Doing their own work
- Applying and practicing skills learned in class
- Striving for the highest quality work possible
- Providing parents with accurate homework sheets
- Doing their homework to the best of their abilities
- Communicating with parents and teachers when concepts are new and/or when help is needed

Parent Responsibilities

Parent responsibilities for assigned work include, but are not limited to:

- Reading all school communication
- Checking his/her child's homework for accuracy, completeness, and neatness
- Signing homework assignments as required
- Signing up for the parent portal on Power Schools (done in the office in person) and checking student progress
- Encouraging effective study habits
- Showing interest in the assignment
- Commending satisfactory progress

- Providing the proper conditions suitable to study
- Ensuring proper materials and supplies are available for completing assignments
- Contacting the teacher in a timely manner when questions and/or concerns arise

Teacher Responsibilities

Teacher responsibilities for assigned work include, but are not limited to:

- inputting grades weekly
- providing appropriate feedback to students and parents
- assigning meaningful and grade level appropriate homework
- making every attempt to keep homework consistent at each grade level
- taking into account long-term assignments when assigning daily homework
- ensuring that all homework is a review of classroom assignments
- responding in a timely manner when homework concerns are brought to their attention
- sending home weekly graded assignments
- sending weekly communication to parents

Classroom Parties

Classroom parties are limited to a maximum of four (4) per school year. The parties are held in the last hour of the school day when possible. The celebrations generally include a fall, winter, Valentine's, and an end-of-year party.

Field Trips

Field trips related to the curriculum and appropriate to students' grade level may be scheduled with the principal's approval each year. The ratio of adult chaperones will be in accordance with Deer Valley Unified School District guidelines and activity fees will be assessed.

Extra-Curricular Activities

Extracurricular activities are an integral part of The Traditional Academy at Bellair. These activities may include, chorus, yearbook, Student Council, National Junior Honor Society, and Kindness Club. Extracurricular activities are conducted before or after regular school hours or during lunch.

Fundraising

The Traditional Academy at Bellair Parent Teacher Organization may direct fundraisers 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 will take place before school, after school, or at lunchtime, and must be approved by the principal.

Parent Volunteers

A parent volunteer organization will be established. At least one adult from each family that enrolls their child at The Traditional Academy at Bellair are asked to volunteer a minimum of 1 hour a month or 10 hours during the school year. Our hope is that parents who have schedules and time commitments that allow, will volunteer more hours if possible.

We welcome and appreciate the time our parents can devote to their child's education, but also understand that time availability is different for each individual parent.

Each classroom will have a room parent who will communicate volunteer opportunities to other family members within the classroom. Teachers are responsible for communicating the classroom needs to the room parent. Volunteer opportunities may include, but are not limited to, working one-on-one or with small groups of students in the classroom, lunch and recess duty, putting papers in student folders, assisting with class celebrations, and chaperoning field trips.

Uniform Dress Code

An enforced code contributes to The Traditional Academy at Bellair academic environment. The guidelines meet or exceed the Deer Valley Unified School District guidelines. Just as dress codes address professional standards in the workplace, The Traditional Academy at Bellair "prescribed" dress code promotes the purpose of academics. "Prescribed Dress" means that all students are expected to dress in a neat fashion reflecting pride in themselves and their school. It is both the parents' and the child's responsibility to ensure the compliance of these standards. Teachers are responsible for enforcing proper dress. The Traditional Academy at Bellair's mandatory dress code options are as follows:

Shirts

- Boys and girls can wear short sleeve, or long sleeved polos in the solid colors of White, Red, Navy, or Light Blue
- Girls can wear Dresses/Jumpers in the solid colors of Navy blue or Khaki with shorts or leggings underneath.

Sweatshirts, Jackets, or Sweaters

- Boys and girls can wear cover items in the solid colors of Navy, Black, Red, or Light Blue. Outerwear not meeting the

school dress code will NOT be allowed to be worn in the classroom.

- Option: Star prints and PTO sponsored wear are allowed on sweatshirts and jackets.

Bottoms

- Boys and girls can wear pants or longer shorts in the solid colors of Khaki or Navy Blue
- Girls may wear skirts with shorts or leggings underneath

Shoes

- Boys and girls should wear closed heel and closed toe shoes. Athletic shoes with minimal accent colors, and no embellishments are acceptable. For safety purposes no Heelys, Crocs, or cowboy boots are allowed.

Additional Requirements

- Students may not wear hats in the building.
- All student dress requirements already enforced by Deer Valley Unified School district is also observed.

Enforcing the Traditional Academy at Bellair Dress Standard

- Teachers are responsible for enforcing school dress standards.
- Verbal warning to the student and written communication to the parent/guardian
- Lunch detention assigned to the student and written communication to the parent/guardian
- Teacher, parent/guardian, and student conference
- Principal approval before student enters class
- Principal review

Communication

Response to emails from parents is within 24 hours. Communication sent to families is on a weekly basis by email or newsletter.

Classroom Maintenance

Classroom maintenance is a joint effort involving, students, teachers, custodians and administration.

Classroom cleanliness can be greatly assisted by the teacher and students by following a few simple guidelines:

- Have students pick up papers and trash and deposit them in the trash containers. Make this a ritual at the end of each day.
- If there are tables and chairs in the room, students will place chairs on top of tables at the end the day.
- No excessive clutter in classrooms. Treat classrooms like a home away from home.
- It is the responsibility of the teachers and students to make sure desks are kept clean.

Record Keeping

Teachers must keep students' grades and personal information up-to-date using Power Schools. Students may be transferred at any time during the school year.

Lesson plans will be on hand in the classroom, and checked periodically during classroom visits.

Raise the Bar Assemblies

A quarterly recognition honors two students from each homeroom who excel in the core values of Deer Valley Unified School District (Respect, Accountability, Integrity, Student-Driven, and Excellence). “Raise the Bar” students are recognized at a quarterly school-wide assembly and awarded a gift bag.

Discipline

The Traditional Academy at Bellair utilizes positive discipline programs at all grade levels. Positive behavior is recognized with positive reinforcement and rewards. Consequences for inappropriate behavior are clearly defined and enforced. The Traditional Academy at Bellair follows the DVUSD elementary school handbook behavior and discipline guidelines.

Teachers are expected to implement proper classroom management. The administration is available to help, but teachers are expected to handle routine problems within the classroom.

The following suggestions may assist teachers with classroom management:

- Have complete and meaningful daily lesson plans.
- Reduce time for routine chores (attendance, passing out papers etc.) to a minimum. Attendance can be taken after students get to work.
- A student should not be out of the classroom except with expressed permission of the teachers and with the proper pass for the planned

activity.

- Effectively communicate with parents. Parents want to be aware of what happens within the classroom and a positive partnership should exist between teachers and families.
- Remember that positive measures are always preferred. Make phone calls to parents to relate positive situations with the student.
- Discipline/consequences should be corrective, not punitive.
- Demonstrate and expect respect from all students.
- Students will not be placed in a humiliating situation.
- Student's behavior and what has been done to correct it is documented.
- Communicate, teach, and practice procedures from the first day of school.
- Post a list of classroom rules where they are visible. There should not be an excessive number of rules. They will be simple and easy to follow.
- Rules are followed by all and favoritism is not shown.
- Private conferences will be used to discuss a student's behavior.
- Use firmness and consistency along with fairness and courtesy.
- Abusive, suggestive or foul language will not be used in the classroom by anyone.
- Discipline requires common sense and good judgment at all times. If a student is loudly, belligerently and/or blatantly defying a teacher or disrupting an entire class, and all measures have been exhausted, the student should be sent or brought to the office.

- The student should be accompanied with a written description of his/her behavior.
- Effective school discipline is accomplished through a team effort of all staff and administration. Each staff member is expected to observe student activity in the buildings, on campus and on field trips. If a student's conduct is out of order, any staff member corrects it immediately at any time or place.
- Conferences with the teacher, the principal and the parents usually bring about acceptable behavior. Teachers contact parents to discuss the problem.
- The principal may suspend the student if behavior warrants such action. The Board of Education has final approval over permanent expulsions from school.

Fire Drill Procedures & Regulations

Teachers instruct their students during the first week of school in the method for leaving the room in an orderly single file line. Teachers walk their students to their designated area behind the school playground. Students stand in a quiet, single file line facing the school building. The teacher takes attendance to ensure that all assigned to the class are present; report any absentees to the principal, and checks attendance after returning to the room. Teachers and students will return to the building and the classrooms in an orderly manner and continue class work immediately upon administrative approval. Reenter the building only after receiving official instruction. If the fire alarm is set off accidentally, it is treated like a regular fire drill.

Fire exit procedures must be posted in the every classroom by the end of the first week of school.

Emergency Preparedness Plan

A comprehensive emergency preparedness plan is located in the office. Routine procedures for fire drills, lock downs, lock outs, and in-shelter drills will be defined.

Cell Phones

Student cell phones must be turned off and left in backpacks unless otherwise specified by the teacher. Teachers are careful not to use cell phones in front of students or parents.

DVD/VCR/Video Usage Policy

Teachers must preview all DVD/VCR/videos and films before they are introduced into the classroom. If the materials are sensitive but the teacher feels they are applicable to the subject he/she is teaching, prior approval is needed from the principal. Ratings that exceed G cannot be shown without a completed parent consent form.

The following criteria will be followed:

1. Video must be an integral part of the class and align with lesson plans.
2. Videos will not be used as substitute lesson plans.
3. Videos will not be shown for entertainment value only unless prior approval from Principal is received.
4. Videos must stimulate growth in factual knowledge, literacy appreciation, aesthetic values or ethical standards
5. Parental permission must be received for each student watching a tape containing sensitive material. Foul language is considered sensitive.
6. Absolutely no R or X rated material.