

PASB Student Handbook

Student Handbook Acknowledgement	3
Purpose of this Script	5
Mission and Vision	6
Letter to Families	7
Scholarship	8
Student Responsibilities or “Knowing your Role”	8
Bell Schedules or “Call Time”	9
Grading Policy and Late Work	9
Assessments and Standardized Testing or “Showtime!”	10
Field Work and Off-Campus Learning Experiences	11
Creativity	11
Performing Arts Classes and Electives	12
Relationships	12
Ensemble Structure	12
Behavior or “How to Act.”	13
Staying Connected	16
Integrity	17
Attendance or “Not missing your cue.”	17
Cell Phones or “Committing to the Moment”	19
Lunch Expectations and Off Campus Privileges	20
Dress Code	21
Student Safety	22
Fire, Lockdown, Secure, and Tornado Drills	23
Passion	24
Performances	24
Mapleton District Performing Arts, Zero Hour, and Athletics	24
Ensemble and Forte Friday	24
Tenacity	25

PASB Student Handbook

Student-Led Conferences	26
Performing Arts	26
Conclusion	26
Weekly Planners	27

PASB Student Handbook

Student Handbook Acknowledgement

I have received a copy of the Student/Parent Handbook. I have read the handbook and understand all the rules and expectations. I agree to be responsible for following all of the rules and expectations of the school and understand the consequences for failing to follow the requirements. I understand that this handbook may be amended during the year without notice. This handbook in the latest version will be available on the school website and is applicable to all students upon the implementation of any change. The administration will notify all parents and students in writing, where possible, of any changes to the handbook as soon as is practical.

Please print the student's name _____

Student's Signature

Date

Parent/Guardian's Signature

Date

Please read the student handbook, complete the above information, sign where appropriate, then remove this page and turn in to your Ensemble teacher.

PASB Student Handbook

Purpose of this Script

script

[skrip(t)] *noun*

1. the written text of a play, movie, or broadcast.
2. The purpose of a script is to help performers know what to say to portray a work on stage correctly. This can help an actor prepare for the role and may allow them to deliver a more engaging performance. Scripts can also help technical crew members know how to perform their duties.

Believe it or not, there has long been a debate about who wrote Shakespeare's plays.

Who is writing *your* script? There can be no doubt! *You* must be the author of your life's story. Shakespeare famously wrote, "All the world's a stage..." If the world is your stage, what will be in your script? What will you accomplish? Who will be on stage with you? Who will be in the wings ready to support you? What will make the audience stand up and cheer?

At **The Performing Arts School on Broadway**, these questions aren't just hypothetical. The answers to these questions will help you find success in your academic classes, on stage, and in your community.

Part of the culture at the Performing Arts School on Broadway includes following the S.C.R.I.P.T. This S.C.R.I.P.T. is a mnemonic device that represents the habits and attributes we strive to develop. S.C.R.I.P.T. stands for -

Scholarship

Creativity

Relationships

Integrity

Passion

Tenacity

If your life were a play, what would be the title right now? Who would be your co-stars? Who would be on your production team?

PASB Student Handbook

Each of these habits and attributes are described in this handbook and will be a part of your learning

This handbook is a student and family guidebook that, like a script for a play or movie, will tell you a lot about your role. But, just like a script, it is up to the performer or technician to act on what is written in the script, give it meaning, and play your role to the best of your ability.

This **script** can guide you to success not only as a student scholar but also as an actor, a musician, a dancer, a technician working in stagecraft, a stage manager organizing a production, or any other role you find yourself in as a performer at The Performing Arts School on Broadway.

Please use this handbook along with the Mapleton Public Schools *Student Behavior Standards - Conduct and Discipline Code* as a reference for behavioral expectations, explanations of policies and procedures, as well as resources to have a successful year at The Performing Arts School on Broadway.

Mission and Vision

Mission Statement

The Performing Arts School on Broadway prepares all students to create their future by pairing rigorous academics with performing arts through an educational approach rooted in innovation, imagination, and intention.

Vision and Belief Statement

We believe that the performing arts will inspire a love of learning and teach skills in creativity, communication, collaboration, problem-solving, and leadership. We believe students prepared in this way will find success in their chosen path and become the leaders who change the world.

What is your Vision? What is important to you right now? What do you want to be true about your future? Write a vision statement that describes how your beliefs about yourself will impact your future.

PASB Student Handbook

Letter to Families

Dear Parents/Guardians:

Welcome to The Performing Arts School on Broadway! Here, we believe that *every student deserves the chance to perform on Broadway*. That isn't just a coincidence because our school is located on Broadway street. We believe that if "Broadway" represents the highest achievement in performing arts, then each of our students should have opportunities to perform at the highest level in whatever they choose to do.

We believe our students can be the highest achieving mathematicians, scientists, writers, and communicators. We believe they can be among the most talented dancers, singers, actors, musicians, and producers. We believe that the performing arts can be a vehicle for engaging students and inspiring them to achieve their dreams-whatever their dreams may be! Our goal is the success of every student.

The standards, behavior expectations, and resources outlined in this document lay the groundwork for a safe and successful learning environment and act as a "script" that will help all children succeed. Thank you for joining our **ensemble** at The Performing Arts School on Broadway. We welcome your active participation in your student's learning. If you have specific concerns or comments, please contact our office at 303.853.1690.

Sincerely,

The Staff Ensemble at The Performing Arts School on Broadway

PASB Student Handbook

Scholarship

"Education is not the filling of a pail but the lighting of a fire." - William Butler Yeats

Student Responsibilities or "Knowing your Role"

Student Responsibilities A "responsibility" is an obligation to do what is right.

1. Protect the right of others to study and learn.
2. Attend school daily unless legally excused.
3. Be on time for classes.
4. Obey school rules.
5. Cooperate with school staff in disciplinary cases.
6. Complete all work assignments and meet deadlines.
7. Respect public property and carefully use and return all materials.
8. Come to class with necessary books and materials.
9. See that school correspondence to parents/guardians reaches home.
10. Help make school a safe place.

Which of these responsibilities feels most important to you? Which responsibility do you want your classmates to demonstrate?

PASB Student Handbook

Bell Schedules or “Call Time”

Regular Day		2 Hour Late Start	
Period 1	8:13 - 9:06	Period 1	10:13 - 10:50
Period 2	9:09 - 10:02	Period 2	10:53 - 11:30
Period 3	10:05 - 10:58	Period 3	11:33 - 12:10
Period 4	11:01 - 11:54	Period 4	12:13 - 12:50
Period 5	11:57 - 12:50	Lunch	12:53 - 1:28
Lunch	12:53 - 1:28	Period 5	1:31 - 2:05
Period 6	1:31 - 2:24	Period 6	2:08 - 2:42
Period 7	2:27 - 3:20	Period 7	2:45 - 3:20

Grading Policy and Late Work

All grading and reporting practices will support the learning process and encourage students to engage with a growth mindset.

Purposes for Grading Students’ Work

Primary Purpose:

- Communicate achievement status against State Standards to students, parents and others

Secondary Purposes:

- Provide information that students can use for self-evaluation and growth
- Encourage students to have a growth mindset
- Identify students for available educational opportunities and supports
- Evaluate the effectiveness of curricular, instructional, and assessment practices and programs

Definitions

- Scores: The number (or letter) given to any student assessment or performance
- Grades: The number (or letter) reported at the end of a period of time as a summary statement of student performance
- Achievement: Absolute level of performance
- Growth: Improvement by an individual relative to prior performance
- Learning Targets: Specific learning outcomes for students

PASB Student Handbook

Letter Grade	A	B	C	F
State Assessment Equivalent	Exceeded Expectations	Met Expectations	Approached Expectations	Partially Met Expectations
Standard Equivalent	Exemplary (4)	Accomplished (3)	Developing (2)	Beginning (1)
Percentage	90% - 100%	80% - 89%	70% - 79%	0% - 69%

Turning in Assignments on Time

Actors on stage CANNOT miss a cue. Students must feel the same way about turning in assignments for class.

Students must pay attention to due dates and deadlines for assignments. Assignments must be turned in on the due date and at the assigned time. Students must also be aware of how assignments are to be turned in, for example, placed in a “turn in box,” handed to the teacher, emailed to the teacher’s email, or submitted online.

Students may not receive full credit for late assignments but should work with teachers to ensure they take advantage of opportunities to show their learning. Teachers may offer additional opportunities for students to show their learning, but this should be an open conversation between teachers and students.

Students with *excused* absences will be given additional time to complete assignments assigned while they were out of class or assignments that were completed during the time the student was absent. Students should communicate clearly, openly, and honestly with teachers about their needs when they are absent.

Assessments and Standardized Testing or “Showtime!”

While it may not be as exciting as opening night of a concert you’ve been rehearsing for weeks, tests, quizzes, and other assessments are an opportunity for you to shine! The learning you do each day in class should be celebrated. Assessing your learning is important so that we know what you are doing well, what you need to learn next, and what needs more practice.

You should use every opportunity to demonstrate what you know (or what you still need help with!) by trying your best on quizzes, participating in class discussions, asking questions when needed, and preparing for tests. At PASB, you may also demonstrate your learning using methods besides traditional tests. Some students have created art pieces, written songs and poetry, given presentations, and, of course, performed on stage to show what they know!

In addition to assessments in each of your classes, all PASB students also participate in District and State tests. Some of these tests include -

- NWEA Map Testing - Math and Reading tests given at least twice a year to show your growth in literacy and mathematics.

PASB Student Handbook

- District Benchmark Assessments - Math and English Language Arts tests given at the end of each quarter to assess your learning on State Standards.
- CMAS - Math, English Language Arts, and Science Tests for 7th grade, 8th grade, and 11th grade (science only). These state tests measure your growth and achievement based on other students in your grade level across the state. It also is a measure of school-level achievement.
- SAT and PSAT - Math and English Language Arts tests for 9th-12th grade. 9th and 10th grade take the "Pre-SAT" which gives students an idea of how they might perform on the SAT. 11th grade students take the SAT which is a national standardized test used as an entrance exam for most colleges and universities. Students can take this exam multiple times, but the state of Colorado pays for all 11th graders to take it once.

Field Work and Off-Campus Learning Experiences

"All the world's a stage, and all the men and women merely players." - William Shakespeare, As you Like It

At PASB, learning happens, of course, in our classrooms, but also on the stage, in practice rooms, dance studios, and on the amphitheater. Learning also happens outside of school, whether in an extra-curricular activity, during a dinner conversation at home, or on a vacation to a new setting.

As a school, we are committed to ensuring that learning happens wherever and whenever possible. Some of these activities, however, are supplemental, enhancing, or sometimes engaging experiences that are meant as an additional opportunity to experience the arts.

Eligibility

In cases where the field experience, enrichment activity, or off-campus opportunity is supplemental to learning and not directly connected to a class, students must be academically eligible to attend or participate. Teachers will remind students when these activities are upcoming and students should ensure that they are passing **all of their classes** to be eligible to attend the experience. Students should take advantage of Academic Support in Ensemble, review Infinite Campus to learn of any missing or failing assignments, and communicate with teachers about how students can return to eligibility.

Creativity

"Creativity is allowing yourself to make mistakes. Art is knowing which ones to keep." - Scott Adams

PASB Students are encouraged to be creative, take risks, be vulnerable, learn from mistakes, and share their learning with others. Creativity happens during performing arts classes, but students and teachers at PASB also see the power of creation in all aspects of learning. There is creativity in solving a math problem in multiple ways. There is creativity in connecting historical events to our current age or your personal life. When

PASB Student Handbook

writing and sharing ideas, successful communicators are creative and find the best ways to portray unique ideas and perspectives. Students at PASB use creativity in all content areas and in all aspects of their learning.

Performing Arts Classes and Electives

In Performing Arts classes students should try new things, share unique perspectives, take risks, and support others who are being vulnerable. Students should ask teachers for help and support in their creative endeavors. Students should respect classmates as part of an ensemble and encourage others to explore their creativity.

Students will have multiple opportunities to be part of the creative process in small and large projects in core content classes as well as quarterly productions and performances in Performing Arts classes. Students may show their creativity by performing on stage, programming lights and sound cues, building sets, painting backdrops, designing costumes, playing instruments, and demonstrating leadership in stage management. Take advantage of any opportunities that you have to grow your strengths and explore your interests.

Relationships

“The world is a complicated place, and there's a lot of division between people. The performing arts tend to unify people in a way nothing else does.” - David Rubenstein

Ensemble Structure

ensemble

[aan-saam·bl] noun

1. a group of musicians, actors, or dancers who perform together.

ensemble

adj.

2. emphasizing the roles of all performers as a whole rather than a star performance.

“It is the harmony of the diverse parts, their symmetry, their happy balance; in a word it is all that introduces order, all that gives unity, that permits us to see clearly and to comprehend at once both the ensemble and the details.” - Henri Poincare

What is ensemble?

At the Performing Arts School on Broadway we might paraphrase Kurt Hahn's belief about the power of a crew to say,

“We are the ensemble, not the audience.”

PASB Student Handbook

While students at the Performing Arts School do learn to be supportive, respectful, and reflective audience members, the real work is in helping our students find and develop their individual talents and offer them as an effective and impactful member of an ensemble. We do this work in many ways.

At the Performing Arts School on Broadway each student is a member of an ensemble, led by a staff member, that meets daily. This class is a time for students to connect, to share with one another, to celebrate, to support, and to prepare for the day and future activities.

Ensembles develop identities specific to the students and the leader in the group. Ensembles are responsive to the needs of their members and the changing conditions of the world around them: Ensemble at the beginning of the year looks different from Ensemble at the end of the year.

Older students serve as natural and, in some cases, assigned mentors to younger students. 7th grade students and freshmen should feel safe and that they have allies and friends among the older students in the school because of their Ensemble group. Younger students also have the benefit of seeing older students go through important milestones like SAT prep, college and scholarship applications, and post-secondary planning.

Ensembles celebrate personal accomplishments of their members: being cast in a production, making an athletic team, getting a driver's license, having a unique travel experience. They also support in challenging circumstances that their Ensemble-mates face.

Behavior or “How to Act.”

At the Performing Arts School on Broadway you could say that we have a lot of drama! But that drama is most powerful when it is on the stage and used to convey a message or tell a story. Talented performers know “how to act” in all kinds of situations based on the character they are playing, the purpose of their performance, or the audience they are persuading. Likewise, talented students understand that their behavior impacts not only their own success, but the success of the **ensemble** and other people around them.

The expectations for behavior and how to act in The Performing Arts School on Broadway are not new and make sense when you focus on being a positive, creative, and productive member of our ensemble. Students can ensure their behavior is appropriate and performers will know that they are “acting right” if they consider their control of three things: *voice*, *body*, and *mind*.

Voice - A performer who knows how to use their voice well can sing powerfully, persuade in a convincing speech, and decide when to limit their own talking and allow others to speak. Similarly, successful students speak up when their voice needs to be heard, listen to others, and use words with care.

Body - A beautiful dance performance, the choreography of a marching band, or even the subtle movements of an actor on stage can tell a story to an audience. As students go about their day and move about the school, an awareness of others - whether they need more personal space or they need help gathering materials that fell out of their backpack - makes a big difference in a school community. How you choose to move and interact with others should be positive and never aggressive in a way that would hurt others.

PASB Student Handbook

Mind - When you watch a musician intently reading their sheet music during rehearsal or see a friend practicing a monologue for an audition, you can sense the level of focus required to prepare for a concert or to get a role in a play. As an ensemble at The Performing Arts School on Broadway we must also focus our minds on the tasks we are doing. We must avoid distractions and ensure that we are not distracting the focus of other people.

The **PASB Behavior Matrix** is a reminder of the specific behaviors that will result in consequences at school. Negative behaviors associated with physical contact, defiance, disruption, inappropriate language, disrespect, property misuse, not being in the expected location, or other serious infractions may require a reminder from a teacher or staff member and/or redirection from a staff member. More serious infractions will be “Office Managed” and may result in additional consequences. Consequences may include, but are not limited to, being removed from the classroom/current setting for a time, lunch detention, In-School Suspension, Out of School Suspension, and/or referral to district support services. Adams County Sheriff Department or our School Resources Officer (SRO) will be contacted in cases where the behavior or infraction has potential legal implications.

As part of maintaining a positive school culture and climate, whenever possible, students will participate in *Restorative Practices* when they are involved in negative or harmful behaviors. Restorative Practices may include reflecting on behavior; making amends for an action, e.g. repairing property, cleaning an area that was damaged, etc.; meeting with another person in an attempt to gain understanding and restore a relationship; or other helpful actions that will create a positive resolution to a negative situation. Students may work with staff members throughout the *restorative process* to ensure they have necessary support. This may include work with a teacher, counselor, administrator, or other staff member who can facilitate planning, conversations, or other restorative work.

The goal of the **PASB Behavior Matrix**, *Restorative Practices*, and other behavior management efforts is to create a positive, welcoming, and supportive environment where all students can learn and work together.

How will you use your *voice*, *body*, and *mind* to be successful in your classes? How will that focus help you in the arts?

PASB Behavior Matrix

Office Managed							Teacher Managed								
Physical Contact	Defiance	Disruption	Inappropriate Language	Disrespect	Property Misuse	Expected Location	Serious Infractions	Physical Contact	Defiance	Disruption	Inappropriate Language	Disrespect	Property Misuse	Expected Location	Serious Infractions
<ul style="list-style-type: none">Physical fightingIntentional harmRepeated harmful behavior (has been previously managed by staff)Sexual contact	<ul style="list-style-type: none">Continuous defiant behavior	<ul style="list-style-type: none">Continuous disruptive behaviorYelling, screaming at students or staffUnsafe behaviorExcessive tardiness	<ul style="list-style-type: none">Use of racial slurs or derogatory/hateful speech or inappropriate language towards another individualSexual harassmentContinuous use of inappropriate language	<ul style="list-style-type: none">Bullying behaviorsExcessively unkind, rude or offensive behavior	<ul style="list-style-type: none">Significant damage or destroying school propertyTheftLooking at inappropriate content on technology	<ul style="list-style-type: none">Hiding outside of classroomRefusing to go to expected locationLeaving classroom to unknown locationLeaving school grounds	<ul style="list-style-type: none">Weapons and/or chemicals (drugs/alcohol)Bullying*Other infractions outlined in the district student handbook.	<ul style="list-style-type: none">Play fightingMessing aroundTouching others inappropriatelyPublic displays of affection	<ul style="list-style-type: none">Refusing to complyNot following directionsNot completing classworkRefusing to take responsibility	<ul style="list-style-type: none">Distracting other studentsInterrupting lessonInappropriate possession of another's materialsInappropriate use of electronicsArriving tardyNot having materials prepared for class	<ul style="list-style-type: none">Name-callingUse of cuss words in conversation without intention to harm	<ul style="list-style-type: none">Talking backUnkind, rude or offensive behavior	<ul style="list-style-type: none">Damage of classroom materialsInappropriate use of classroom materials or school furnitureUsing technology incorrectly or for non-academic or hurtful purposes	<ul style="list-style-type: none">Not joining group during transitionMoving around without permissionRefusing to sit in/relocate to assigned seat	

PASB Student Handbook

Staying Connected

When students engage in learning, communicate with teachers, and communicate with families, they will generally have the most important information they need to be successful in school. Students and families can also take advantage of these school and district resources to stay connected to the school, the district, and our community.

Through clear and effective communication, Mapleton hopes to increase collaborative relationships and strengthen community support, involvement, and confidence in our schools. Mapleton uses a variety of tools and platforms to keep our families, our community, and all stakeholders up-to-date on all district affairs.

Blackboard ParentLink

When important and timely notifications must go out, Mapleton contacts families by phone, email, and text message using ParentLink. Mapleton will use Parentlink to share important messages about weather-related and emergency closings, emergency situations, events, and other information.

ParentLink uses the contact information provided for us through Infinite Campus. It is important to update your contact information through the Infinite Campus Parent Portal in order to receive ParentLink notifications. To create an Infinite Campus Parent Portal account, please contact your child's school.

Infinite Campus

Mapleton Public Schools uses Infinite Campus to manage student data through a confidential and secure website that supports communication between parents, students, and schools.

Schools will use Infinite Campus to send important school and classroom-based messages, including, but not limited to:

- Attendance
- Classroom announcements and assignments
- Grades

Once an Infinite Campus Parent Portal account is established, parents may also download the Infinite Campus App to their mobile phones. Through the Infinite Campus Parent Portal, parents can update addresses and phone numbers, select language preferences, add siblings, check grades, check attendance, and more.

For parent login or account questions, please contact the main office of your child's school.

Websites

Mapleton's district and school websites are used to communicate our news, announcements, events, celebrations, and more. You can expect several stories to be published each week, so check the district and your school websites often. The district site also includes calendar information, Board of Education policies, department information, and more.

PASB Student Handbook

Social Media

Mapleton Public Schools uses a variety of social networks and media sites, including Facebook, Twitter, Instagram, and Nextdoor. Please review our Social Media Conduct Agreement.

Integrity

If you have integrity, nothing else matters. If you don't have integrity, nothing else matters." - Alan Simpson.

Attendance or "Not missing your cue."

Regular school attendance is necessary in order learn necessary skills, meet state standards, and contribute to a positive school environment. A performer who is late to a rehearsal, misses a cue, doesn't know the "call time," or just lacks in punctuality will miss out on opportunities and negatively impact their **ensemble**.

It is extremely important to the success of our students. We realize children will sometimes become ill. If your child displays symptoms of illness (such as fever, sore throat, cough, rash, or other communicable diseases), please protect YOUR CHILD as well as others by keeping him/her home until fully recovered. When illness necessitates your child's absence, please CALL THE SCHOOL ATTENDANCE LINE BEFORE 8:00 a.m. at 303-853-1690.

Please leave the following information:

1. Child's Name (please spell) first and last
2. Date of absence
3. Reason for absence
4. Classroom teacher's name
5. Your name and relation to student
6. A daytime phone number where you may be reached

Valuable instructional time is lost when a child is absent from school or signed out before the end of the day. Unless an emergency occurs, please schedule doctor appointments or other family activities late enough to allow students to remain in school for the entire day.

Excused Absences

The school administrator or his or her designee has the authority to determine whether an absence is excused or unexcused. However, excused absences shall include the following:

- Illness
- Death of an immediate family member

PASB Student Handbook

- Time required for medical and dental appointments
- An absence as approved by the administration of the school
- Extended absences due to physical, mental, or emotional disabilities.

Unexcused Absences

An unexcused absence is defined as an absence that is not covered by one of the foregoing exceptions. Each unexcused absence will be recorded on the student's record. Consequences for excessive absences are as follows:

School Level Support

1. Parent/guardian contact
2. Letter home documenting unexcused absences
 1. Letter 1 - Three (3) days of unexcused absences
 2. Letter 2 - Six (6) days of unexcused absences
 3. Letter 3 - Ten (10) days of unexcused absences
3. Attendance Intervention Plan created and signed with student/parent
4. Truancy Intervention History Form sent to District Attendance Team as a referral for a pre-court conference and district-level Intervention

District Level Support

1. Review of Truancy Intervention History Form
2. Pre-Court Conference with student and family to rectify attendance concern. Truancy Action Plan created.
3. Referral to Adams County District Court

Early Dismissal

If it is necessary for you to pick up your child before the end of the school day, please come to the school office and sign your child out at the time of departure. To assure safety, students will only be released to the custodial parent or a designee listed on the emergency card. Please bring your ID for verification. If someone else is to pick up a child, please submit a request in writing to the school office.

While we stress the importance of students being responsible, sometimes the need arises for items to be brought in during the day. Parents should leave these items in the office and the student will be called to pick them up at the end of the day.

PASB Student Handbook

Tardy Policy

Students will be counted tardy if they arrive after 8:23 AM. All students must go to the front office to receive a tardy pass before they go to their classroom. A note from the parent/guardian to the classroom teacher excuses a tardy. Notes must be received within one day of the tardy unless there are mitigating circumstances.

Cell Phones or “Committing to the Moment”

Cell phones, the internet, and other technology are without question among the most important and helpful inventions in our lifetime. And yet, anyone who has a cell phone can most likely relate to how talk about how easy it is to get distracted by social media and spend far too much time mindless scrolling through content.

Excellent performers and technicians are able to focus on their current task. Actors “stay in character.” During a performance, musicians in an orchestra must follow their conductor and their music, even when they are not playing at the moment. A lighting technician who loses focus could literally leave their cast in the dark!

At the Performing Arts School on Broadway we will always use technology to make our classes, our practice, and our performances better, but we can never let cell phones or other devices get in the way of our learning or our relationships. Actors on stage often talk about committing to a scene, committing to a moment, or committing to a character. This means when they are rehearsing or performing they ARE the character they are portraying; they are IN the location where the scene takes place. They are actually FEELING what the characters on stage are experiencing.

Too often our cell phones and technology keep us from committing to the task at hand.

Our goal is for students to be responsible digital citizens with their personal electronic devices. This means understanding and working within the parameters of the school expectations in regards to use and allowance of electronic devices while on school property or at a school sponsored activity. We ask all students to adhere to the following school expectations:

Cell Phone Policies

Middle School Cell Phone Policy - Students in 7th and 8th Grade

- Electronic devices must be turned into their Ensemble (first period) teacher when they get to class. If students arrive after first period, electronic devices must be turned into the office. Students will retrieve their devices at the end of the school day from their Ensemble teachers.
- All teachers and staff have the authority to collect electronic devices from any student immediately upon request.
- Parents/guardians needing to communicate with a student should contact the office.
- Students are only allowed to use wired earbuds/headphones (no Bluetooth or wireless headphones/AirPods) with their ChromeBooks and only with teacher permission.

PASB Student Handbook

If students do not turn in their electronic devices when they arrive at school they will be asked to call home and parents will be required to pick up their device at their convenience. If students repeatedly refuse to turn in their personal devices, they may be required to participate in a restorative process and a parent meeting will be scheduled to create an action plan.

High School Cell Phone Policy - Students in 9th through 12th Grade

- Cell phones are NOT to be used during class
- Students are to follow each teacher's expectation for cell phones during class
- Teachers will direct students to turn in their phones at the beginning of each class. Failure to comply will result in admin and parent contact. The phone must be retrieved by a parent.
- First Offense: Students will be sent to the front office to turn in their phones until the end of the school day.
- Second Offense: Students will be sent to the front office to turn in their phones until the end of the school day. Parents must come to school to pick up the phone.
- Third Offense: Stakeholder meeting, including student, parent, teachers, admin, and support staff.

Lunch Expectations and Off Campus Privileges

PASB students eat lunch in the GLA Student Center Cafeteria. All students from all grades eat lunch together at the same time and are expected to demonstrate appropriate manners as they represent our PASB Ensemble.

Students may only eat food in the cafeteria or on the Student Center Patio just outside the cafeteria. Students must place all trash items in the proper bins or receptacles.

Students are allowed to play in designated areas only and must follow instructions from supervising staff members.

Students may play on Global Primary Academy playground equipment ONLY when GPA students are not on the equipment. PASB students are not to play or hangout in other areas where GLA or GIA students are located.

Closed Campus

All PASB students MUST remain on campus during lunch. 7th -10th grade students are NOT ALLOWED TO LEAVE CAMPUS DURING LUNCH.

Leaving campus during the school day will result in disciplinary consequences (which may include detention, In-School Suspension, and/or Out of School Suspension) and parent's guardians will be contacted.

Off-Campus Privileges

Junior and Senior students may go off-campus for lunch if the following conditions are met:

- The student must be classified as a junior or senior.

PASB Student Handbook

- The student has read, understands, and agrees to the conditions in the Off-Campus Lunch Contract (this contract is only given to Junior and Senior students with parent permission).
- The student's parent or guardian has read, understands, and agrees to the conditions in the Off-Campus Lunch Contract.

Off-campus Lunch Regulations for Junior and Senior Students:

- Students may not hang out or stay in the parking lot during lunch.
- Junior and Senior students may not leave campus with any students in 7th-10th grade.
- Students in 7th-10th grade are not allowed in student cars during the school day.
- Students may only ride in the car of another student with permission from parents/guardians.
- Students must represent the Performing Arts School appropriately in the community.
- Students must return to campus on time and ready for class.
- Students may NOT bring lunch or any food back to class. If necessary, students will be asked to leave any food items in the office until the end of the day.
- Lunch is to be eaten before class. No eating in the classroom.
- After lunch tardies are not permitted.
- Violations of Off-Campus Lunch Regulations will result in:
 - Individual loss of off-campus privilege for a period determined by administration. Additionally, parents will be contacted.
 - Individual loss of off-campus lunch privileges for remainder of school year.

Dress Code

"Clothes make a statement. Costumes tell a story." Mason Cooley

Dress Code Policy

The Board of Education recognizes that students and their parent(s)/guardian(s) are primarily responsible for determining the students' personal appearance (clothing, hairstyle, jewelry, headgear, hats, book bags, etc.). Students' hair/hairstyles will not be considered a cause for dress code violation.

Schools are responsible for ensuring that a student's personal appearance does not interfere with the health or safety of any student. At times, (spirit weeks, Halloween celebrations, etc.) schools may designate specific themed days for student attire. Students and staff are responsible for managing their own personal distractions and reactions. The following general standards will be in effect at all district schools grade PK-12:

PASB Student Handbook

Mandatory and Allowable Dress:

- Students must wear a top, bottom, and footwear while on school premises
- Items typically worn as undergarments must be covered by a shirt or pants
- Some courses (PE, science lab, electives, etc.) and school-sponsored extracurricular activities may require adjustment to attire and hairstyles or specific attire (safety gear, athletic attire, uniforms, hair tied back, etc.)
- 6th – 12th-grade students must have and display a District distributed student ID when on District properties.

Non-Allowable Dress:

- Items that expose private parts of the body (genitalia, nipples, or buttocks)
- Items that are typically associated with activities that are outside of the school environment, such as swimwear or biking shorts
- Items with sexually suggestive language or messages
- Items that promote illegal or violent conduct, including but not limited to, drugs, alcohol, tobacco, weapons and/or gang affiliation
- Items that depict hate speech, intimidation, or intolerance toward protected groups
- Items that are profane or legally libelous
- Items that make the student's face unidentifiable, such as dark sunglasses, cinched hoodies, or hats pulled below the brow (protective masks, clothing/headgear worn for religious and medical purposes are excepted)

These standards will be published and distributed to students, families, and staff at the beginning of each school year; a copy will be kept in each school building.

Student Safety

"Keep it Safe." Shakespeare, King John

Safe to Tell

In Mapleton Public Schools, the safety and security of your child are our top priorities. It is our goal to ensure all of our schools and district offices provide our students, staff, and community with safe environments to learn, grow and thrive. As the school year gets underway, we encourage you to have conversations with your children about "if you see something, say something."

PASB Student Handbook

Remind your child there are many adults in the District to help them, including teachers and school staff, parents, and other family members. If your child does not feel comfortable speaking with an adult about a situation, please remind them and encourage them to call the Safe2Tell hotline, which is anonymous, at 877.542.7233. They can also visit safe2tell.org to file a report or download the the Safe2Tell app.

Fire, Lockdown, Secure, and Tornado Drills

We ask students to practice these drills as if they were real events and follow all instructions immediately. If dangerous weather ever causes us to have to take cover, we request the cooperation of all parents/guardians. Any parent/guardian stopping at the school during that time must come to the main office and we will make every effort to locate their student. However, we may be forced to keep students in order to maintain order and verify the whereabouts of all students before dismissal.

1. Each room is equipped with instructions for evacuation during a fire drill. The teacher is responsible for giving complete directions to be followed during the drill. Fire drills are held a minimum of three times a year.
2. Tornado drills will be held in the fall and spring of each year. Each room is equipped with a map and instructions.
3. Lockdown and Secure drills will be held at least two times a year. Students are asked to take these drills seriously and to follow all instructions from their teachers. The safety of students and staff is foremost and can only be accomplished with everyone's full cooperation.
 - **Lockdown** means that classroom doors are locked, and all school community members are out of sight and silent.
 - **Secure** means all exterior doors are locked and school continues as normal, except for outside activities. Note: If the school is on a district mandated secure, no one will be allowed in or out of the building (no exceptions).

What does *integrity* look like in the arts?

PASB Student Handbook

Passion

“Great dancers are not great because of their technique, they are great because of their passion.” - Martha Graham

Not every student will be performing on stage. Not every student will be OSHA certified for using construction tools. Some students will find their niche working at the lighting booth and others will find their passion playing in the orchestra. At PASB, the goal is to have every student try new things and develop new talents as they pursue areas of interest that they love.

Performances

Each quarter, students will have opportunities for performance in their elective classes. These performances will bring together aspects of music, theater, dance, and stagecraft or technical theater. Many of these performances will be on the main stage while others may be shorter term projects or presentations.

Main Stage performances are mandatory for all students and include the middle school and high school plays, the middle school and high school musicals, and the school showcases. Each of these performances will be a significant part of students' grades for the performing arts electives classes.

Mapleton District Performing Arts, Zero Hour, and Athletics

All students are encouraged to join the incredible Mapleton District Performing Arts programs. These programs include orchestra, band, and choir as well other groups like marching band, jazz band, color guard, mariachi, and others. Find out more here: <https://www.mapleton.us/Domain/44>

Many PASB students also participate in district athletics and other activities. All Mapleton students are eligible to join the many CHSAA sponsored athletic teams and activities. Find out more here: <https://www.mapleton.us/Domain/43>

While students will have many opportunities to perform in school, we hope students will find ways to explore their passions in district programming as well as in our local community and beyond.

When students are participating in activities, sports, performances groups, or shows outside of school, they should represent the best of PASB in their efforts. We hope they will also share their experience with their Ensemble so that we can celebrate their passions as well!

Ensemble and Forte Friday

An essential element of the Performing Arts School on Broadway is *Ensemble*. Remember that Ensemble is both a class and a goal that we are trying to reach.

Your Ensemble class is a great place to explore your interests and your passions. As an ensemble you will create routines, traditions, and a culture that is unique to the people in your class. Ensemble is another

PASB Student Handbook

opportunity to explore passions and interests as well as celebrating the talents and accomplishments of others. You might learn a new game, choreograph a dance, create a piece of art, or discover something about yourself or another person that will help you discover your passion.

Occasionally, your Ensemble class will include a special “Forte Friday” for your teachers and “ensemble-mates” to gather and celebrate one another. This time may include announcements, celebrations, “shout-outs,” and performances for you to share your talents. Whether individually or in a group, you should be bold, be brave, and take risks. You will find a lot of support at PASB. You will also find that your bravery will often inspire others to take chances. This is a great opportunity to try something new and explore your passions.

What is your passion right now? What is your goal in or plan to develop that passion this year?

Tenacity

“The Most difficult thing is the decision to act. The rest is merely tenacity.” - Amelia Earhart

te·nac·i·ty

| tənəsədē | noun

the quality or fact of being very determined; determination:

Sight reading music, a cold reading of a scene, or the first time you project a new lighting design on to the stage: most of these events are likely to be imperfect, incomplete, and sometimes a complete disaster! What makes artists successful is the fact that they take risks, learn from mistakes, and try again. This is *tenacity*. Think of a rehearsal. The entire goal of a rehearsal is to keep trying something until you get it right.

Not every student will be performing on stage. Not every student will be OSHA certified for using construction tools. Some students will find their role working at the lighting booth and others will find their passion playing in the orchestra. At PASB, the goal is to have every student try new things and develop new talents as they pursue areas of interest that they love.

PASB Student Handbook

Student-Led Conferences

Twice during the year parents/families are invited to attend their child's Student Led Conference. The conference provides the student the opportunity to demonstrate their ability to communicate their strengths, challenges and areas of growth. The student will be able to practice presentation skills, while communicating to their families the progress they are making toward meeting the standards. In addition, students will highlight habits of scholarships and reflect on their growth.

Students demonstrate *tenacity* during Student Led Conferences by highlighting their successes, reflecting on their challenges, and making goals around opportunities for growth.

All students are expected to prepare for Student Led Conferences by following expectations from their instructors including gathering sample and exemplar assignments and work, creating written reflections, and preparing to present their learning to their family and teachers.

Performing Arts

Students demonstrate *tenacity* in performing arts when they audition for roles, compete for a "chair" in a musical ensemble, or apply for a position on a tech crew. Artists of all kinds try out for many opportunities, but may not get "called back" or offered a part. It is their passion and *tenacity* that keeps them engaged and trying again and again.

At PASB we rehearse songs, scenes, dances, and productions. We need everyone to give their best effort and show *tenacity*. When we practice, reflect, revise, and try again, we improve and we create the best possible product.

What is something that you "never quit?" Is there a sport or an activity that you try and try again? Is there a talent you are working to improve? What makes you "stick to it?"

Conclusion

We thank you once again for being part of our Ensemble at PASB. Our unique passion for and interest in the Performing Arts gives our students opportunities and support they may not otherwise experience. Just like trained actors on a stage or on a film set, we believe that if students follow the S.C.R.I.P.T., they will not only be successful academically, but will learn skills in creativity, communication, collaboration, problem-solving, and leadership. We believe students prepared in this way will find success in their chosen path and become the leaders who change the world.

Weekly Planners

PASB Student Handbook

Per	Monday	Tuesday	Wednesday
1			
2			
3			
4			
5			
6			
7			

Thursday	Friday	Goals this Week
		■
		■
		■
		To Do this week...
		*
		*
		*
		*

PASB Student Handbook

Per	Monday	Tuesday	Wednesday
1			
2			
3			
4			
5			
6			
7			

Thursday	Friday	Goals this Week
		■
		■
		■
		To Do this week...
		*
		*
		*
		*

PASB Student Handbook

Per	Monday	Tuesday	Wednesday
1			
2			
3			
4			
5			
6			
7			

Thursday	Friday	Goals this Week
		■
		■
		■
		To Do this week...
		*
		*
		*
		*

PASB Student Handbook

Per	Monday	Tuesday	Wednesday
1			
2			
3			
4			
5			
6			
7			

Thursday	Friday	Goals this Week
		■
		■
		■
		To Do this week...
		*
		*
		*
		*

PASB Student Handbook

Per	Monday	Tuesday	Wednesday
1			
2			
3			
4			
5			
6			
7			

Thursday	Friday	Goals this Week
		■
		■
		■
		To Do this week...
		*
		*
		*
		*

PASB Student Handbook

Per	Monday	Tuesday	Wednesday
1			
2			
3			
4			
5			
6			
7			

Thursday	Friday	Goals this Week
		■
		■
		■
		To Do this week...
		*
		*
		*
		*

PASB Student Handbook

Per	Monday	Tuesday	Wednesday
1			
2			
3			
4			
5			
6			
7			

Thursday	Friday	Goals this Week
		■
		■
		■
		To Do this week...
		*
		*
		*
		*

PASB Student Handbook

Per	Monday	Tuesday	Wednesday
1			
2			
3			
4			
5			
6			
7			

Thursday	Friday	Goals this Week
		■
		■
		■
		To Do this week...
		*
		*
		*
		*

PASB Student Handbook

Per	Monday	Tuesday	Wednesday
1			
2			
3			
4			
5			
6			
7			

Thursday	Friday	Goals this Week
		■
		■
		■
		To Do this week...
		*
		*
		*
		*

PASB Student Handbook

Per	Monday	Tuesday	Wednesday
1			
2			
3			
4			
5			
6			
7			

Thursday	Friday	Goals this Week
		■
		■
		■
		To Do this week...
		*
		*
		*
		*

PASB Student Handbook

Per	Monday	Tuesday	Wednesday
1			
2			
3			
4			
5			
6			
7			

Thursday	Friday	Goals this Week
		■
		■
		■
		To Do this week...
		*
		*
		*
		*

PASB Student Handbook

Per	Monday	Tuesday	Wednesday
1			
2			
3			
4			
5			
6			
7			

Thursday	Friday	Goals this Week
		■
		■
		■
		To Do this week...
		*
		*
		*
		*

PASB Student Handbook

Per	Monday	Tuesday	Wednesday
1			
2			
3			
4			
5			
6			
7			

Thursday	Friday	Goals this Week
		■
		■
		■
		To Do this week...
		*
		*
		*
		*

PASB Student Handbook

Per	Monday	Tuesday	Wednesday
1			
2			
3			
4			
5			
6			
7			

Thursday	Friday	Goals this Week
		■
		■
		■
		To Do this week...
		*
		*
		*
		*

PASB Student Handbook

Per	Monday	Tuesday	Wednesday
1			
2			
3			
4			
5			
6			
7			

Thursday	Friday	Goals this Week
		■
		■
		■
		To Do this week...
		*
		*
		*
		*

PASB Student Handbook

Per	Monday	Tuesday	Wednesday
1			
2			
3			
4			
5			
6			
7			

Thursday	Friday	Goals this Week
		■
		■
		■
		To Do this week...
		*
		*
		*
		*

PASB Student Handbook

Per	Monday	Tuesday	Wednesday
1			
2			
3			
4			
5			
6			
7			

Thursday	Friday	Goals this Week
		■
		■
		■
		To Do this week...
		*
		*
		*
		*

PASB Student Handbook

Per	Monday	Tuesday	Wednesday
1			
2			
3			
4			
5			
6			
7			

Thursday	Friday	Goals this Week
		■
		■
		■
		To Do this week...
		*
		*
		*
		*

PASB Student Handbook

Per	Monday	Tuesday	Wednesday
1			
2			
3			
4			
5			
6			
7			

Thursday	Friday	Goals this Week
		■
		■
		■
		To Do this week...
		*
		*
		*
		*

PASB Student Handbook

Per	Monday	Tuesday	Wednesday
1			
2			
3			
4			
5			
6			
7			

Thursday	Friday	Goals this Week
		■
		■
		■
		To Do this week...
		*
		*
		*
		*

PASB Student Handbook

Per	Monday	Tuesday	Wednesday
1			
2			
3			
4			
5			
6			
7			

Thursday	Friday	Goals this Week
		■
		■
		■
		To Do this week...
		*
		*
		*
		*

PASB Student Handbook

Per	Monday	Tuesday	Wednesday
1			
2			
3			
4			
5			
6			
7			

Thursday	Friday	Goals this Week
		■
		■
		■
		To Do this week...
		*
		*
		*
		*

PASB Student Handbook

Per	Monday	Tuesday	Wednesday
1			
2			
3			
4			
5			
6			
7			

Thursday	Friday	Goals this Week
		■
		■
		■
		To Do this week...
		*
		*
		*
		*

PASB Student Handbook

Per	Monday	Tuesday	Wednesday
1			
2			
3			
4			
5			
6			
7			

Thursday	Friday	Goals this Week
		■
		■
		■
		To Do this week...
		*
		*
		*
		*

PASB Student Handbook

Per	Monday	Tuesday	Wednesday
1			
2			
3			
4			
5			
6			
7			

Thursday	Friday	Goals this Week
		■
		■
		■
		To Do this week...
		*
		*
		*
		*

PASB Student Handbook

Per	Monday	Tuesday	Wednesday
1			
2			
3			
4			
5			
6			
7			

Thursday	Friday	Goals this Week
		■
		■
		■
		To Do this week...
		*
		*
		*
		*

PASB Student Handbook

Per	Monday	Tuesday	Wednesday
1			
2			
3			
4			
5			
6			
7			

Thursday	Friday	Goals this Week
		■
		■
		■
		To Do this week...
		*
		*
		*
		*

PASB Student Handbook

Per	Monday	Tuesday	Wednesday
1			
2			
3			
4			
5			
6			
7			

Thursday	Friday	Goals this Week
		■
		■
		■
		To Do this week...
		*
		*
		*
		*

PASB Student Handbook

Per	Monday	Tuesday	Wednesday
1			
2			
3			
4			
5			
6			
7			

Thursday	Friday	Goals this Week
		■
		■
		■
		To Do this week...
		*
		*
		*
		*

PASB Student Handbook

Per	Monday	Tuesday	Wednesday
1			
2			
3			
4			
5			
6			
7			

Thursday	Friday	Goals this Week
		■
		■
		■
		To Do this week...
		*
		*
		*
		*

PASB Student Handbook

Per	Monday	Tuesday	Wednesday
1			
2			
3			
4			
5			
6			
7			

Thursday	Friday	Goals this Week
		■
		■
		■
		To Do this week...
		*
		*
		*
		*

PASB Student Handbook

Per	Monday	Tuesday	Wednesday
1			
2			
3			
4			
5			
6			
7			

Thursday	Friday	Goals this Week
		■
		■
		■
		To Do this week...
		*
		*
		*
		*

PASB Student Handbook

Per	Monday	Tuesday	Wednesday
1			
2			
3			
4			
5			
6			
7			

Thursday	Friday	Goals this Week
		■
		■
		■
		To Do this week...
		*
		*
		*
		*

PASB Student Handbook

Per	Monday	Tuesday	Wednesday
1			
2			
3			
4			
5			
6			
7			

Thursday	Friday	Goals this Week
		■
		■
		■
		To Do this week...
		*
		*
		*
		*

PASB Student Handbook

Per	Monday	Tuesday	Wednesday
1			
2			
3			
4			
5			
6			
7			

Thursday	Friday	Goals this Week
		■
		■
		■
		To Do this week...
		*
		*
		*
		*

PASB Student Handbook

Per	Monday	Tuesday	Wednesday
1			
2			
3			
4			
5			
6			
7			

Thursday	Friday	Goals this Week
		■
		■
		■
		To Do this week...
		*
		*
		*
		*

PASB Student Handbook

Per	Monday	Tuesday	Wednesday
1			
2			
3			
4			
5			
6			
7			

Thursday	Friday	Goals this Week
		■
		■
		■
		To Do this week...
		*
		*
		*
		*

PASB Student Handbook