

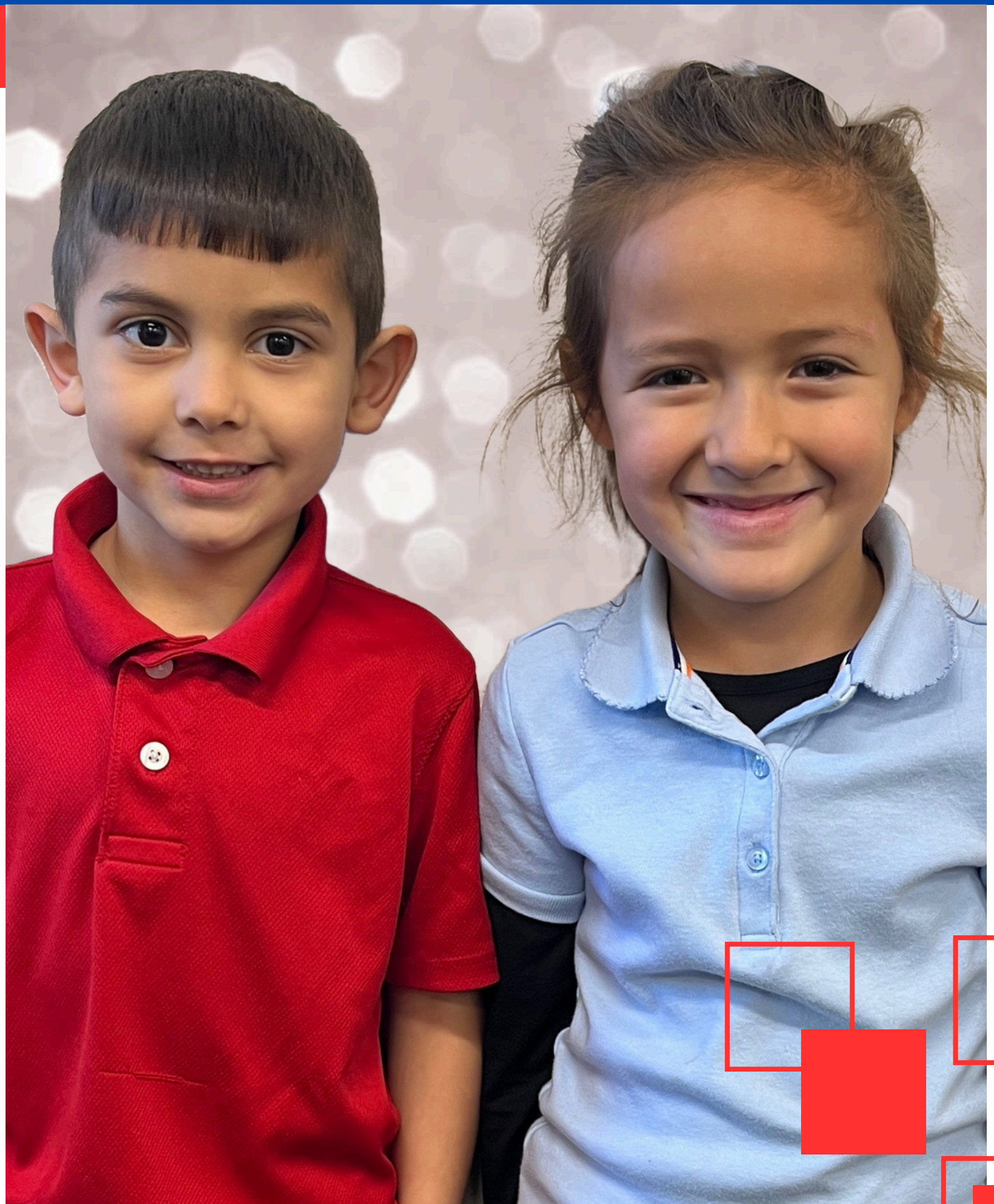


# The Traditional Academy at Bellair

2024 - 2025

# Parent & Student Handbook

**Safety,  
Ownership,  
Achievement  
& Respect**



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## **Mission**

Through a strong partnership with students, parents, and educators, we will aspire to academic and personal excellence in all endeavors.

## **Vision**

We will create an accountable and caring environment where each student reaches their fullest potential.

## **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 providing 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.

## **Behavior Philosophy**

The behavior philosophy of the Deer Valley Unified School District is to nurture positive behaviors that have a long lasting impact on student success. DVUSD teaches and guides student behavior by supporting the following framework: We will engage students in personal accountability by creating a positive school culture that is proactive, safe, and supportive. We will ensure that behaviors will be addressed through best practices that are developmentally appropriate and match the nature and severity of the situation. We will build relationships and a sense of community by promoting an inclusive environment of respect and acknowledging positive behavior. We will support restorative practices through proactive collaboration between DVUSD families, students, school staff and the community.



## **Positive Prevention Framework**

All DVUSD schools use a Multi-Tiered System of Support (MTSS), enrichment, and intervention that is responsive and differentiated. Our multi-tiered system of supports provides a coherent continuum of systemwide, data-based problem solving practices

supporting a rapid response to the academic and behavioral needs for all students. This comprehensive system of supports includes assessments (universal screening, diagnostic, progress monitoring, formative, and summative), research-based instruction, and interventions. This instruction/intervention is delivered across multiple tiers dependent on the individual student needs identified by student outcome data. MTSS includes positive behavioral support. District and school staff collaboratively select and implement school wide, classroom, and research-based positive behavioral supports for achieving important social and learning outcomes. A strong focus on integrating instructional and intervention strategies supports systemic changes based on strong, predictable, and consistent classroom management structures across the entire system. For more information on MTSS, please visit the Arizona Department of Education MTSS site at <https://www.azed.gov/mtss>.

## **Admissions**

Open Enrollment, a program enacted by the Arizona Legislature, requires all school districts to allow students the opportunity to select a school of their choice if capacity permits. DVUSD complies fully with all provisions of the statute. Please visit [www.dvUSD.org/openenrollment](http://www.dvUSD.org/openenrollment) for more information on Open Enrollment. (Ref. DVUSD Policy JFB)

## **Requesting a Teacher and/or Class**

Parents/guardians are strictly prohibited from requesting that school administrators place their children and/or other students with select teachers or in particular classes. Student placement will be at the discretion of the teachers and administrators.

## **Changes of Class Assignments**

The Traditional Academy at Bellair does not move a student out of a class based on parental request. Parents/guardians with concerns may request a conference with the principal to discuss concerns and request interventions, corrective action, modifications,



accommodations and other recommendations in an effort to address parental concerns. In special circumstances, principals may make a recommendation to move a student to a different classroom after seeking the advice of the Guiding Coalition Team.

### **Student Records/Directory Information**

During the school year, District staff members may compile non-confidential student directory information specified below. According to state and federal law the below-designated directory information may be publicly released to educational, occupational or military recruiting representatives without your permission. If the Governing Board permits the release of the below-designated directory information to persons or organizations who inform students of educational or occupational opportunities, by law the District is required to provide the same access on the same basis to official military recruiting representatives for the purpose of informing students of educational and occupational opportunities available to them, unless you request in writing not to release the student's information without your prior written consent. If you do not opt out of releasing the below-designated information, then the District must provide military recruiters, upon request, directory information containing the students' names, addresses and telephone listings.

If you do not want the below-designated information about your student to be released to any person or organization without your prior written consent, you must notify the District through the school principal in writing of that fact, either by marking the appropriate box on the Directory, Internet, and Email User Agreement Form accompanying this handbook or under separate cover. If the District does not receive this notification from you within two weeks of your receipt of this form, it will be assumed that your permission is given to release your student's designated directory information listed below:

- The student's name
- The student's grade level
- The student's major field of study
- The student's address and telephone listing
- The student's dates of attendance
- The student's enrollment status (e.g., part time or full time)
- The student's participation in officially recognized activities and sports
- The student's weight and height if a member of an athletic team
- The student's honors and awards received
- The student's most recently attended educational agency or institution
- The student's date and place of birth



- The student's image in photographs or video
- This information may also be used to compile such things as: newsletters, yearbooks, newspapers, articles, programs (dramatic and athletic), media (TV/radio/newspaper, etc.), social media, publications, promotional materials, web pages, applications for scholarships and honors, and responses to military recruiters.

Please Note: School yearbooks are considered a source of directory information. If you do not give DVUSD permission to release directory information on your child, your child's class photo will not be published in their school's yearbook.

DVUSD and our schools only use parent email addresses and phone numbers to contact families about emergencies, absences, school events, etc. and will not share this information with outside entities.

(Ref. DVUSD Policy JR-EB)

## **Attendance Guidelines**

The Traditional Academy at Bellair teachers provide accelerated curriculum and instruction, maximizing the effective use of every minute of instructional time.

Each student enrolled in TAB is expected to be in attendance each day the school is in session, except in the case of illness or an emergency. In the event that a student does not attend school, the parent or guardian must call and leave a message providing the reason for the absence on the school attendance voicemail or email the school attendance email account by 10 a.m. (1:40 p.m. for p.m. kindergarteners) in order for an absence to be considered "excused." Please note that an email to the classroom teacher will not suffice. Both the attendance voicemail and email accept messages 24 hours a day. Parents/guardians are welcome to call late in the evening or very early in the morning.

Phone calls and text messages will be sent at 10:45 each morning to notify parents/guardians of absent students who are still showing as unexcused. Any absent student who has not had a parent/guardian contact the attendance office by will be coded as "unexcused." An email will be sent at 10:45 a.m. confirming the child's absence and subsequent attendance code.



Arizona law provides for compulsory attendance of all children between the ages of six and sixteen (ARS 15-802). The responsibility for compliance with this law belongs to parents. Notices of truancy are given at 5, 10, and 18 days of total absences. At 10

days, a meeting is scheduled between the parent and a member of The Traditional Academy at Bellair administration to discuss further action. Additionally, Arizona law requires that schools process a withdrawal for any student with 10 consecutive unexcused absences [ARS 15-901 (A)(2)].

### **Tardy Students**

Students who are tardy must have a parent/guardian sign them in at the front office and must receive a tardy slip before going to class. Parents/guardians should be aware that tardy students who arrive after a certain time might be marked as absent for half or all of the day, in accordance with state instructional minutes guidelines. Please check with the individual campus registrar for times and details. Students who arrive late to school without a parent's/guardian's signature will be given an unexcused tardy.

### **Student Early Checkout**

Every effort should be made to schedule appointments outside of school hours to avoid missing instructional time. If a child must leave school prior to the end of the school day for a scheduled appointment (e.g., dentist and doctor), parents/guardians are required to come to the office and sign their child out before leaving the campus.

Parents/guardians who are not approved for pick-up must provide written (email) permission granting one-time pick-up eligibility. If a person will be picking up regularly, please communicate with the front office to get instructions on how to add them to your student's pick-up list.

Parents/guardians must be ready to present an ID at the front office to verify their identity. For the safety of the students and to minimize front classroom disruption, the school encourages parents/guardians not to sign students out during the last 15 minutes of the school day unless there is an emergency.

If a student leaves campus without permission, a conference occurs with the principal, teacher, parent/guardian, and student before readmission to classes is granted. Parents/guardians should be aware that students who leave early before a certain time may be marked as absent for half or all of the day, in accordance with state instructional minutes guidelines. Please check with the campus registrar for times and details.



## Absences and Make-up Work

DVUSD Board Regulation IKEA-R (I-7261): When a student is absent from school, teachers shall provide an opportunity for the student to make up work for any absence in order to close learning gaps from time away from school. A student who is absent from school misses a valuable part of the benefit of in-school education and may experience challenges in understanding content and curriculum that was missed which may put the student at risk from meeting content standards. Adjustments may be made when it is in the best interest of the student(s).

- Each teacher will provide the student's assignment(s) and any handout or materials necessary for accomplishment of such assignment(s), allowing a minimum make up period of one (1) day for each day absent. Teachers may adjust time based on the individual needs of the student or assignment.
- School sanctioned and/or approved events should not negatively impact a student's grade.
- Students who miss school work because of unexcused absences or suspensions will be given the opportunity to make up missed work for credit. Teachers shall assign such make-up work as necessary to ensure academic progress, not as a punitive measure.
- When age appropriate, the student is responsible to go to his/her teacher(s) the first day back from an absence to find out what work was missed and to develop a plan to make up those assignments. This would include, but is not limited to, such things as notes, homework, tests, laboratory assignments, performances, and projects.
- If the teacher is unable to supply the student with a make-up assignment, the student will not be held responsible for that make up assignment.
- Daily Assignments vs. Long-Term Projects: There is an important distinction between daily/formative assignments and long-term/summative projects. Make-up policies regarding long-term/summative projects are at the discretion of the individual teacher based on the timeframe of the student's absence and the requirements of the long-term project.
- In situations where the student will be absent for more than (3) three days, due to illness, or when the parent/guardian notifies the office that the student will be absent more than one (1) week for other reasons, teachers may provide required assignments in advance or send assignments with the student.
- In the case of school absences for up to three months due to chronic health conditions certified by a doctor, procedures in DVUSD board regulation, Exclusions and Exemptions from School Attendance (JHD, J-1961) will be followed for student make-up work.





## Course Offerings

### Core Subjects for Grades K-3

Subjects taught to all TAB students in grades K–3 include integrated language arts (composition, reading/literature, spelling, and vocabulary), mathematics, social studies and science.

### English Language Arts

The language arts program for grades K–3 is based on the Spalding Method using *The Writing Road to Reading* (2012). 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, and writers; and lifelong learners. TAB places a strong emphasis on grammar, both oral and written. The language arts program integrates the following components:

- **Composition**

Composing sentences and paragraphs allows students to express their understanding of the content areas. During composition time, students are exposed to different types of writing, such as narrative, informative, persuasive, and argumentative. In accordance with grade-level expectations, each student will participate in writing in a variety of genres, using specially designed writing rubrics and checklists. Teachers encourage creativity while maintaining high expectations for grammar, spelling, punctuation, and neatness.

- **Reading/Literature**

Comprehension and vocabulary skills are developed utilizing high-quality contemporary literature as well as the classics. A strong emphasis is placed on listening and reading comprehension, literary appreciation, passage structure, and mental-action strategies used to develop comprehension skills. While Spalding is our primary integrated language arts curriculum, TAB supplements it with the Open Court and approved literature studies.

- **Spelling**

Spalding is a phonics-based program with an emphasis on daily written and oral phonogram practice. Phonics with Spalding manuscript and/or cursive handwriting is explicitly taught and maintained as standardized penmanship for all grade levels. The



Spalding Scale is used as an evaluation tool to determine students' needs. At the beginning of the school year, grades 1-3 enter the Spalding rule pages. Students' proficiency in phonograms and spelling is evaluated, and students are offered remediation as needed.

### ● **Vocabulary**

Vocabulary development is emphasized within spelling, reading, and other content areas. Students are exposed to specific definitions, as well as understanding new words as they read. In addition, students are given opportunities to use new academic vocabulary in sentences to deepen their understanding and use of new words. Dictionary and reference skills are also incorporated.

### **Mathematics**

The Traditional Academy at Bellair teaches Saxon math. Saxon takes an incremental (little by little) approach to math, introducing a new skill or principle each day, then reviewing these concepts and skills day after day for weeks. This approach helps build students' confidence in their ability to "do" math successfully.

### **Science**

TAB utilizes a state standards-based science curriculum, enabling students to construct an understanding of scientific concepts through investigation and analysis, the use of laboratory equipment, student readings, and interactive technology. Students exercise logical thinking and decision-making skills appropriate to their grade level. In addition, the science curriculum develops scientific inquiry through student readings, interactive notebooking, student projects, and the use of mathematics to quantify, synthesize, and communicate results of investigations, hypotheses, and experiments.

### **Social Studies**

TAB utilizes a state standards-based social studies curriculum. The social studies program includes the study of world history, U.S. history, Arizona history, and geography, with an embedded emphasis on being a responsible citizen.

### **Core Subjects for Grades 3-5**

Core subjects for grade 6 include English and literature, mathematics, social studies/history/geography, and science.



## **English and Literature**

TAB utilizes the state standards-based Open Court curriculum, which focuses on English and literature. Open Court teaches English and literature by using anchor texts to provide students multiple opportunities to connect with the text.

Using Open Court, students will acquire vocabulary skills, garner an understanding of spelling and grammar, demonstrate research and writing skills, and improve their speaking and listening skills.

## **Mathematics**

The Traditional Academy at Bellair teaches Saxon math. Saxon takes an incremental (little by little) approach to math, introducing a new skill or principle each day, then reviewing these concepts and skills day after day for weeks. This approach helps build students' confidence in their ability to "do" math successfully.

## **Social Studies/History/Geography**

TAB utilizes a state standards-based social studies curriculum for grade 6. The social studies program includes the study of world history, U.S. history, Arizona history, and geography. There is also an emphasis on responsible citizenship.

## **Science**

TAB utilizes a state standards-based science curriculum for grades 4-6. These curricular materials enable our students to construct an understanding of scientific concepts through investigation and analysis, the use of laboratory equipment, student readings, and interactive technology. Students exercise logical thinking and decision-making skills appropriate to their grade level. In addition, the science curriculum develops scientific inquiry through student readings, interactive notebooking, student projects, and the use of mathematics to quantify, synthesize, and communicate the results of investigations, hypotheses, and experiments.

## **Special Area Classes for Grades K–6**

Special area classes (specials) for grades K–6 include art, general music, physical education, Band, Choir and SPARK.



## **Art**

In art class, students utilize a variety of media and techniques to create art projects that emulate historically significant artists and art styles. Students learn essential art vocabulary as well as the basics of art history, the elements of art, and the principles of design.

## **General Music**

General music class emphasizes music appreciation, music history, music literacy, composition, and musical performance. Students sing, play instruments, listen to music, and move to music. Grade-level music performances are held throughout the school year, and participation is required for students. An alternative assignment may be completed by students who are unable to attend or are absent on the day of performance.

## **Physical Education**

Physical education (P.E.) class provides instruction in physical skills and wellness concepts in order to promote health, fitness, and lifelong involvement in physical activities. Appropriate P.E. (tennis or basketball) shoes are required to participate in class. In the event of medical necessity, students may be excused from physical activity in P.E. class with a note from a parent/guardian. Anything exceeding two days requires a note from a healthcare professional.

## **Band/Choir**

TAB 5th and 6th grade students are encouraged and welcome to join the "Silver Hawk Band." Instruments include flute, clarinet, alto saxophone, tenor saxophone, trumpet, trombone, baritone, or percussion.

TAB 4th, 5th, and 6th grade students are encouraged and welcome to join the "Silver Hawk Choir."

## **SPARK**

Gifted and high achieving students are provided SPARK Enrichment throughout the school day. This time is conducted by the Gifted Specialist and is used for enrichment learning experiences that address the unique needs of gifted students.



## **Course Supplements**

### **IXL for Grade 6**

IXL provides personalized support in math and reading/language arts. Students use computers or tablets, at home or school, for self-paced, curriculum content, and/or state standards. IXL helps students gain fluency and confidence with essential skills through fun and interactive questions with built-in support and motivating awards. Real-time analytics allow for teachers to pinpoint specific skills and areas of need to adjust instruction and support within the classroom.

## **Curriculum Competitions**

### **Science and Engineering Fair**

A school-wide Science and Engineering Fair is held each year. All elementary Science and Engineering Fair participants are entered into their school's Science and Engineering Fair. 4th-6th grade winners from each school-level Science and Engineering Fair compete at the Arizona Science and Engineering Fair (AzSEF). All students who complete a science fair/engineering design project will be entered in the school-level Science and Engineering Fair.

### **Spelling Bee**

Teachers in grades 3 and up select the top speller from their classes to participate in the annual school-level spelling bee. Qualifying students advance to the district, county/regional, state, and national level competitions.

## **Extracurricular Activities**

Extracurricular activities are conducted before or after regular school hours. The following extracurricular activities may be offered based on student interest and availability. Participants are expected to maintain acceptable behavior and be picked up on time to remain in the activity. Fees may apply. Program offerings and/or availability vary by grade level.



### **Morning Enrichment Club**

Morning Enrichment Club is a safe, structured, caring, enriching, and affordable before school program led by experienced TAB staff. Students participate in fun, educational activities, spend time with friends, and receive homework assistance. This unlicensed program is designed with busy parents/guardians in mind. Morning Enrichment Club is available before school from 6:30 a.m. to 8:30 a.m.

### **National Elementary Honor Society**

Students who excel academically and model exceptional responsibility can become members through a local selection process that concludes with induction into the school's National Elementary Honor Society chapter.

Students in grades 4-6, who have been enrolled at the school for the equivalent of one semester, and who meet the cumulative GPA requirement (Scholarship) set by their school's chapter, are eligible to be candidates for membership.

### **Student Council**

Student council provides an opportunity for students in grades 4-6 to learn organization, leadership, and teamwork skills. Each council member has a set of duties that must be performed for the elected office held. Elementary student council members will consist of the following elected positions: president, vice president, secretary and treasurer.

- All fourth through sixth-grade students with cumulative grades greater than 70% are eligible to run for any of the elementary student council elected positions; however, only sixth-grade students can run for the president's position.
- In addition, many responsibilities are required of student council members, which include after-school student activities, fundraising, organizing events, and community service, while serving as a positive example for their peers.

### **Silverhawk Rally**

A Silverhawk Rally is held every Monday morning. The goal of the Silverhawk Rally is to encourage responsible citizenship and enhance school unity, spirit, and pride. The Rally consists of the Pledge of Allegiance and a Moment of Silence led by the principal or designee. In addition, school announcements, birthdays, and individual recognition/awards will be acknowledged.



## Grading and Report Cards

K-2 Grade Scale Students in Kindergarten, 1st, and 2nd grades will receive marks for their proficiency toward the grade level standards in core content and special area classes using the following scale.

- 4 = Applies grade level skills with greater depth or complexity
- 3 = Demonstrates grade level proficiency
- 2 = Approaches grade level proficiency
- 1 = Displays a significant lack of grade level proficiency

Students in 1st and 2nd grades will receive marks for their overall performance in core content and special area classes using the following letter grade scale.

- E = Excellent (80%-100%)
- S = Satisfactory (60%-79%)
- N = Needs Improvement (42%-59%)
- U = Under Performing (0%-41%)

3-6 Grade Scale Students in 3rd through 6th grades will receive marks for their proficiency toward the grade level standards in core content and special area classes using the following scale.

- 4 = Highly Proficient
- 3 = Proficient
- 2 = Partially Proficient
- 1 = Minimally Proficient

Students in 3rd through 12th grades will receive marks for their overall performance in core content and special area classes using the following letter grade scale.

- A = 90-100%
- B = 80-89%
- C = 70-79%
- D = 60-69%
- F = 0-59%

Grades of “D” and above are passing marks. A course grade of “F” indicates that the student has failed the course.

Teachers will maintain ongoing communication with parents/guardians regarding academics, behavior, grading practices and procedures. It is part of the district standard that parents/guardians are provided a report of student progress each quarter. Student



grades can be accessed at any time during the school year on Powerschools. In an effort to "go green", all progress reports will be available digitally unless specifically requested in hard copy from the teacher.

Parents/guardians will receive a reminder via email, newsletter, or School Messenger to check grades on PowerSchool no later than halfway through the grading period. As well, parents/guardians can request a hard copy of their child's progress report from the school office. Some schools will provide a hard copy of student progress mid-quarter.

## **Health Services**

The Traditional Academy at Bellair has a staffed health office on campus in order to provide the basic health services necessary to support students during school hours. The primary role of health services at TAB is to support the learning environment through the promotion of health in both the individual student and the school community. Staff in the Health Office will aid students with basic first aid, illnesses, medication administration, and other duties as determined by the district and building administration. The parents/guardians are responsible for providing the health office with a Student Health Screening form upon enrollment, as well as updates in health status as they occur, in order for health services to provide appropriate care. Specialized equipment and materials, when necessary for care during school hours and ordered by a licensed health care provider, must be provided by the parent. Examples of such equipment include nebulizer tubing and attachments, specialized wound dressings, spacers for inhalers, and diabetic supplies.

## **Emergencies**

In the event of an emergency, the school will attempt to contact the parent/guardian or emergency contacts provided by the parent/guardian on the annual enrollment form. If the condition is life-threatening or beyond the scope of the health office staff, or if the parents/emergency contacts cannot be contacted, the school will contact Emergency Medical Services (EMS) to assess and treat the student.

If medical transport is required, as determined by EMS, the parents/guardians are responsible for any costs incurred.





## **Hearing and Vision Screenings**

TAB screens the hearing and vision of all students in grades K, 1, 3, 5 and newly enrolled students, and students receiving special education services each school year per Arizona legislative mandates. If a parent/guardian chooses to have their child “opt-out” of the hearing screening, the parent/guardian must contact the Health Assistant in the health office. For both hearing and vision screenings, parents/guardians will not receive a notice home unless your student fails the screening.

Arizona state law requires that all children must have proof of immunizations, proof of immunity, or a valid exemption in order to attend the first day of school. The record of each vaccine dose must include the date and name of the doctor or clinic. Students must have proof of all required immunizations or a valid exemption in order to attend school. Arizona law allows exemptions for medical reasons, lab evidence of immunity, and personal beliefs. Homeless students are allowed a five-day grace period to submit proof of immunization records. The immunization record for each vaccine dose must include the complete date and the doctor or clinic name. The statutes and rules governing school immunization requirements are Arizona Revised Statutes §15-871-874 and Arizona Administrative Code R9-6-701–708. Childcare and preschool immunization requirements are posted at ADHS Arizona Immunization Program.

## **Lice Policy**

Lice (pediculosis) are an infestation of tiny insects that live on the human body, typically on the scalp. They lay eggs called nits that are attached to the hair shaft, close to the scalp. Lice are spread by close contact (head to head, shared combs, shared hats, and shared linens, for example). Lice do not jump from person to person. Lice can be a difficult infestation to eradicate and may result in significant time lost from instruction if they cannot be controlled; thus, it is important to limit the spread of this pest in the school community. Students with an infestation of active lice may not remain in school. Students may return when they have completed a full treatment and are free from active lice or nits. Please see the health assistant for further information on treatment and home infestation control. Students sent home with lice may not return to class until the health assistant clears them.

## **Medication Policy**

Prescription medication and over-the-counter (OTC) medication may be given by the school nurse during school hours. Students may not carry and self-administer



medication unless specified below. Prescription medication will be administered only during school hours and only under the following conditions:

- Medication is brought in the original pharmacy container.
- Original pharmacy label is attached.
- Medication is ordered by a licensed health care provider.
- Medication is brought to the health office by the parent.
- The proper forms are filled out by the parent.
- Medication is in a form and dosage safe for use by the student for whom it is prescribed.
- Medication is unexpired.

The health office stocks a limited supply of OTC medications for administration during school hours, with the exception of the first hour and last hour of the school day. These OTC medications include acetaminophen (Tylenol), topical hydrocortisone cream, topical triple antibiotic ointment, and lip balm (Vaseline or Carmex).

- OTC medication administration must be indicated on the student health screening form in addition to verbal parent/guardian permission per any school hour administration. All OTC medication will be administered per label directions.
- Other OTC medication may be administered in the health office on an “as needed” basis, provided that the same conditions as for prescription medication are met, with the exception of a licensed health care provider order (see above). Any OTC medication administration exceeding three consecutive days must be accompanied by a written order by a licensed healthcare provider.
- Students may carry rescue inhalers for asthma (albuterol, levalbuterol) and emergency epinephrine for the treatment of anaphylaxis (Epi-Pens, Auvi-Q). A form authorizing self-carry/self-administration must be filled out by the parent/guardian and student and renewed each school year. Students are responsible for the safe and responsible use of these medications and must report to a staff member or to the health office when used during school hours.

### **Illness Policy**

Students must be healthy and in attendance in order to learn effectively. Therefore, it is important to limit the spread of communicable disease and illness within the school community. Students with symptoms of certain communicable diseases, such as chickenpox (varicella), whooping cough (pertussis), “stomach flu” (norovirus and others), and the flu (influenza), need to remain home until they are no longer contagious



or are cleared by a licensed healthcare provider. See the health office for specific guidelines and more information.

- However, in general, students may not remain at school with a fever greater than 100.4 degrees, vomiting, or diarrhea. Students exhibiting these symptoms may not return to school until fever-free without the use of fever-reducing medications for 24 hours, free of vomiting for 24 hours, and free of diarrhea for 24 hours.
- Any student with an open wound that is draining a discolored or foul-smelling discharge will be sent home with a recommendation for further evaluation. Open wounds must be covered during school hours.
- Students who become ill during school hours may not leave without visiting the health office and having a parent/guardian sign them out at the front office desk.

## Homework

Home practice, sometimes referred to as homework, is essential for increasing and reinforcing student learning and achievement for course standards. Through home practice, teachers provide students opportunities to increase their understanding of essential knowledge relating to course standards. Home practice means a student is engaged in applying new learning in order to get to as close to mastery of a standard as possible. Teachers should assign home practice work that extends course learning in a manner that is appropriate to a student's age, grade level, and achievement level. Home practice work may also be differentiated to meet an individual student's learning needs to help increase student mastery of skills. Student participation is critical in order to receive specific feedback on how to improve and become successful in meeting course standards. In addition to increasing student achievement, home practice also provides the student opportunities to develop critical, independent\* study skills and self-discipline for their own educational journey.

The three main types of homework are:

1. Practice exercises – providing students with the opportunities to apply new knowledge, or review, revise and reinforce newly acquired skills, including:
  - Finishing class work, physical activities, projects and assignment tasks (classwork sent home should not need the direct supervision of the teacher and can be completed independently\* by the student)
  - Consolidation exercise e.g. math problems
  - Practicing for mastery e.g. spelling words
  - Reading for pleasure



- Completing writing tasks

2. Preparatory homework – providing opportunities for students to gain background information on a unit of study so that they are better prepared for future lessons, including:

- Background reading
- Discussion of topics with parents/guardians
- Researching topics for a class unit or work a
- Collecting items e.g. geometric shapes
- Preparing and practicing public speaking notes

3. Extension assignment – encouraging students to pursue knowledge individually, including:

- Writing e.g. a book review
- Making or designing something e.g. an artwork
- Investigations e.g. science, social science
- Researching e.g. history, local news
- Information and retrieval skills e.g. using a home computer to find material on the Internet

\*The homework is independent practice which reinforces the lesson and is directly related to the lesson. When the student can perform the skill or process without major errors, then s/he is ready to develop fluency by practicing without the availability of the teacher. The parent/guardian should not need to monitor the practice as the student is doing it, but should check the finished product. Children whose parents/guardians are engaged with their education are more likely to be successful, occasionally students may have to take home projects that may require parental/guardian engagement and thus, help increase student achievement. In the upper grades, less dependence on parents/guardians in the project taken home is expected.

## **Internet and Technology**

TAB requires parents/guardians and students to follow its policies regarding internet use, technology use, and social media at school. Internet Use Policy TAB recognizes that there are many valuable educational resources on the internet and encourages parents/guardians to explore them with their children. Teachers may place resources within Canvas for parents/guardians to access with/for their child(ren).



## Technology Use Agreement

Upon enrollment, parents/guardians and students are required to sign the Technology Use Agreement.

## Student Recognition and Achievement (3rd-5th Grade)

To be eligible for academic recognition, students must have full-time status.

**Principal's List All A's** (including special area and other elective courses)

No Incompletes

**Honor Roll A's or B's** (including special area and other elective courses)

No C's, D's, or F's (including special area and other elective courses)

No Incompletes

## Promotion/Retention

Student progression in grades K-6 is determined by a variety of indicators, as defined by state standards and district expectations, which are aligned with the Arizona College and Career Ready Standards (AZCCRS) and the Arizona K-12 State Standards. These expectations include specific levels of student performance on locally determined assessments, including universal screenings and ongoing progress monitoring, and results of statewide assessments. Promotion from one level to the next is based upon each student's progress toward the accomplishment of high standards that are both challenging and achievable. The evaluation of each student's progress will be based upon the student's classroom work, observations, tests, district and state assessments, and other relevant information.

The Arizona Statute Move on When Reading (MOWR Law) requires that a pupil not be promoted from the third grade if the pupil obtains a score on the reading portion of the Arizona instrument to measure standards test, or a successor test, that demonstrates that the pupil's reading falls far below the third grade level. A school district or governing board MAY choose to promote a pupil who earns a score on the state assessment that falls far below the third grade level for the following reasons:

1. A good cause exemption if the pupil is an English learner or a limited English proficient student as defined in section 15-751 and has had fewer than two years of English language instruction.



2. A child with a disability as defined in section 15-761 if the pupil's individualized education program team and the pupil's parent/guardian agrees that promotion is appropriate based on the pupil's individualized education program.

A.R.S §15-701 requires that a pupil not be promoted from the third grade if the pupil obtains a score on the reading portion of the statewide assessment that does not demonstrate sufficient reading skills as established by the state board on the statewide assessment. A third grader who does not demonstrate sufficient reading skills may be promoted to fourth grade if the student:

1. Is an English Learner (EL) who has received less than two years of English language instruction.
2. Is in the process of a special education referral or evaluation for placement in special education, or a. Has been diagnosed with a significant reading impairment, including dyslexia, or is a child with a disability and the IEP team agrees promotion is appropriate.
3. Demonstrates sufficient reading skills or adequate progress toward sufficient reading skills through a collection of reading assessments.
4. Receives intervention and remedial services during the summer or subsequent year and demonstrates sufficient reading progress.

When considering retention, it is Deer Valley Unified School District's belief that the school staff must make a concerted, proactive effort to provide learning opportunities and support systems that meet students' needs for success. Conducting a campus Multi-Tiered System of Support (MTSS) team meeting to determine the appropriate academic and behavioral interventions for potential retainees is necessary. It is important for teachers to document instructional strategies used as interventions for underachieving students.

*Students who were retained or had delayed kindergarten entry are more likely to drop out of school compared to students who were never retained, even when controlling for achievement levels. The probability of dropping out increases with multiple retentions. Even for single retentions, the most consistent finding from decades of research is the high correlation between retention and dropping out. A recent systematic review of research exploring dropping out of high school indicates that grade retention is one of the most powerful predictors of high school dropout.*



Promoting students annually is desirable. However, it is recognized that under certain circumstances retention must be considered for some students. Retaining elementary school students shall conform to the following:

*Every effort shall be made to identify potential retainees as early as possible during the school year and to work with the students' parents/guardians to improve academic performance. Attendance regulations set forth by Arizona Department Education ARS 15-803 shall be enforced.*

### **The Statutes**

The statutory authority to retain or promote a student in an elementary grade or to pass or fail a student in high school is set forth in A.R.S. 15-701. A.R.S. 15-701 states: 32 Rev. 5/19/23 E. A teacher shall determine whether to promote or retain a pupil in grade in a common school on the basis of the prescribed criteria.

The governing board, if it reviews the decision of a teacher to promote or retain a pupil in grade in a common school as provided in section 15-342, paragraph 11, shall base its decision on the prescribed criteria.

### **Parental or Legal Guardian Rights**

A.R.S. 15-102 states: 7. Procedures by which parents may learn about parental rights and responsibilities under the laws of this state, including the following: (e) The promotion requirements prescribed in A.R.S. 15-701.

A.R.S. 15-342 states: 11. Notwithstanding title 38, chapter 3, article 3.1, the governing board shall review the decision of a teacher to promote a pupil to a grade or retain a pupil in a grade in a common school or to pass or fail a pupil in a course in high school in executive session unless a parent or legal guardian of the pupil or the pupil, if emancipated, disagrees that the review should be conducted in executive session and then the review shall be conducted in an open meeting.

### **Process for Parents or Legal Guardians**

If a parent or legal guardian chooses to contest the teacher's decision to retain or promote a student:



1. Within five days from the notification of intent to retain or promote, parent or legal guardian will complete a Retention Appeal form or Promotion Appeal form, submit it to the school secretary and schedule a meeting with the principal.
2. The appeal process will start immediately upon the parent/legal guardian's completion and submission of an Appeal form and all documentation.
3. The principal collects all forms, with the required documentation, and forwards the packet to the Deputy Superintendent for Curriculum, Instruction and Assessment for review.
4. If warranted, the Deputy Superintendent for Curriculum, Instruction and will then schedule a hearing conference with the Governing Board in June.

For more information, please see DVUSD's K-8 Promotion-Retention-Acceleration-Grading (PRAG) Handbook at <https://www.dvUSD.org/PRAG>.

### **Custody & Legal Guardianship**

In most cases, when parents are divorced, both parents continue to have equal rights where their children are concerned. If a court order limits the right of one parent in custody matters, a current copy of that order must be on file in the school office. If no court order is provided, it is assumed that both parents have equal rights. Parents must provide schools with specific parenting time schedules in order for schools to comply.

A student who is in the legal custody of a natural or adoptive parent or other person to whom custody has been granted by a court order and who resides with the parent or other person within the boundaries of DVUSD are considered residents of the District. (Ref. DVUSD Policy JFAA)

Only a parent who has legal custody can make school decisions for a child. Unless there is a court order stating otherwise, the non-custodial parent has the right to review student records and meet with teachers.

For more information on applying for guardianship of a minor, please visit [superiorcourt.maricopa.gov/SuperiorCourt/JuvenileCourt/guardianship.asp](http://superiorcourt.maricopa.gov/SuperiorCourt/JuvenileCourt/guardianship.asp).

### **UNIFORM AND DRESS CODE**

A.R.S. § 15-342(22) sets forth that a school governing board has discretionary powers with regard to the setting of school policies, including the requirement that students





wear uniforms to school to support the mission. One of these expectations is the mandatory uniform dress code, which The Traditional Academy at Bellair has deemed appropriate in order to contribute to and promote the academic environment.

To attend class, all students must be in compliance with all aspects of the student uniform dress code policy, including the requirements related to hair. It is the responsibility of both parents/guardians and students to understand and comply with all student uniform dress code standards.

TAB teachers ensure that students are in compliance with the mandatory uniform dress code daily. When instances of noncompliance are identified, the school will notify parents/guardians, who may be required to bring appropriate clothing or footwear to the school for their child(ren).

### **Hair Code Policy**

Hair should not obstruct student vision, and it may not interfere with or become a distraction to the learning environment. Extreme hair designs and unnatural hair colors are not permitted. Examples of extreme hair designs that are prohibited are mohawks of any length and shaved designs. TAB does not discriminate on the basis of gender, race, color, or national origin in its administration of this hair grooming policy.

### **The Mandatory Uniform Dress Code**

Students are expected to come to school in a presentable manner that demonstrates respect for themselves and their school. All school attire should be fitted, clean, and neat. As mentioned above, hairstyles should be neatly groomed and non-distracting. The chart on the next two pages is nongendered and shows the standards expected of TAB students.

### **Colors**

Acceptable solid colors for pants, capris, shorts, skirts, skorts, dresses, jumpers, overalls, tights, leggings, shirts, visible undershirts, and outerwear are red, white, navy blue, light blue, blue denim, and khaki.



## Mandatory Uniform Dress Code

<p>Pants (uniform style) Must be worn at the natural waistline.</p>	<ul style="list-style-type: none"><li>• Cargo pants are not allowed, but properly fitting cargo shorts in the solid colors listed above (no embellishments or designs) are acceptable (must be longer than fingertip length).</li><li>• Jeans may be worn, as long as they are plain, blue denim. Jeans with fading, designs, holes, embellishments, frayed edges, or rips are not allowed. Nor are skinny jeans or jeggings.</li><li>• Capris must fit properly and have no embellishments.</li></ul>
<p>Shorts, Skirts, &amp; Skorts Must be worn at the natural waistline.</p>	<ul style="list-style-type: none"><li>• Shorts, skirts, &amp; skorts are acceptable in the solid colors listed above. They must fit properly, have no embellishments or frayed edges, and be fingertip length or longer.</li><li>• Tights &amp; leggings in the solid colors listed above are allowed. Leggings should be worn under a skirt or dress, not as pants.</li></ul>
<p>Dresses, Jumpers, &amp; Overalls</p>	<ul style="list-style-type: none"><li>• Dresses, jumpers (uniform style), and overalls are acceptable in the solid colors listed above. They must be fingertip length or longer.</li><li>• Jumpers must be worn with a dress-code-appropriate shirt underneath.</li><li>• It is requested that shorts be worn underneath all skirts and jumpers for modesty during play.</li><li>• Tights and leggings in the solid colors listed above are allowed. Leggings should be worn under a skirt or dress, not as pants.</li></ul>



Shirts	<ul style="list-style-type: none"><li>• All shirts and visible undershirts must be in one of the solid colors listed above. No pinstripes, heathering, or marbling material or logos of any kind are allowed. The only exceptions are solid-colored shirts with the TAB logo.</li><li>• A collar and sleeves are required.</li></ul>
Outerwear	<ul style="list-style-type: none"><li>• Sweaters, sweatshirts, jackets, or hoodies—<b>worn inside</b>—must be in solid school colors (either plain or with a TAB logo).</li><li>• No caps may be worn at school, except for sun protection outside. Bandanas are not permitted.</li></ul>
Shoes	<ul style="list-style-type: none"><li>• Shoes must be closed-toe, adhere securely at the heel, and be tied properly if they were designed to do so.</li><li>• Flip-flops, shoes made solely of flip-flop or foam material, “Jellies,” high-heeled shoes, wedges, or any footwear deemed unsafe or inappropriate by the administration are unacceptable.</li><li>• “Heelies” or roller shoes can be worn only if the wheels are removed.</li></ul>
Jewelry	<ul style="list-style-type: none"><li>• Minimal jewelry is permitted.</li><li>• Jewelry or accessories must not be a distraction to the educational environment.</li><li>• Jewelry must be worn in the manner for which it’s designed.</li><li>• Pierced body jewelry, including gauged earrings, is not allowed.</li><li>• Post earrings are permitted.</li></ul>
Cosmetics	<ul style="list-style-type: none"><li>• Face or eye makeup is not to be worn at school by students in grades K–6.</li><li>• Visible tattoos (ink, henna, temporary, or permanent tattoos) must be covered.</li></ul>



## **Visitors**

DVUSD welcomes visitors to all of our campuses. All visitors are required to report to the school office upon arrival on campus. All visitors will be issued a visitor's badge and must sign in and out upon arrival and leaving. For those who wish to visit a classroom during the school day, it is expected that the teacher and the principal be contacted in advance to arrange a day and time for such a visit so as to avoid any conflicts with the school schedule. No person may enter onto school premises, including visits or audits to a classroom, without approval by the principal. (Ref. DVUSD Board Policy KI-RA)

Parents requesting an observation of their child's classroom need to complete a Permission for Visitation/Observation Form in advance, available from the school's office, and submit it to the school's administration for approval. If approved, school administration/designee will then notify parents of the scheduled observation time and accompany them to the observation.

School administrators are happy to meet with visitors. Because everyone's time is valuable, please contact the school office to schedule a date and time to meet that works for all parties.

Visitors to our campuses are expected to adhere to the same policies and procedures as our students and staff, including dress code. If a visitor causes a disruption or otherwise violates a policy, procedure, or law while on a DVUSD campus and the campus administrator deems it necessary for the safety and security of students, staff, and other visitors, the visitor will be immediately removed and local law enforcement may be contacted. Visitors may be escorted while on campus.

Please remember that parents are welcome on campus to enjoy lunch with their child. However, parents are not permitted on the playground after lunch.

## **Volunteers**

Volunteering is a scheduled, pre-arranged activity. When a volunteer expresses an interest in working at school and wants to assist with the type of jobs for which help is needed, there are District guidelines that must be followed for safety and legal reasons before a volunteer begins to work. For the purposes of these guidelines and procedures, volunteers are defined as those people who donate time in schools or with students on a regular or reoccurring basis or serve as chaperones. Guest speakers (i.e., veterans honored on Veteran's Day) are not subject to these guidelines. Volunteers may



not bring other children to school while volunteering in a classroom, the office or on a field trip. According to District Policy, GCL – Professional/Support Staff Schedules and Calendars - family members volunteering in employee work areas must meet the following criteria:

#### Deer Valley Unified School District (DVUSD) Volunteer Training

- In accordance with the District Volunteer Handbook guidelines
- Over eighteen (18) years of age High School graduate
- Principal Approval

All volunteers must:

- Complete Basic Training
- Complete and update Volunteer Registration
- Sign in when on campus and sign out when leaving
- Wear an identification badge provided by the school
- Volunteers with no familial connection to the school must also complete an application and provide references
- Follow all school rules Fingerprinting Volunteers must attend training prior to fingerprinting.

Fingerprinting will be required for all persons (parent, guardian, non-parent) who supervise and/or assist students under the following conditions:

- Overnight field trip chaperones (must be 21 years or older)
- Volunteer coaches
- Persons assisting in areas where students may be vulnerable, such as in close proximity to dressing rooms, backstage areas, etc.

For example, someone helping with the annual barbeque would not need to be fingerprinted, but someone going on the Catalina Island overnight field trip would need to be fingerprinted. Fingerprinting will also be completed for all volunteers with no familial connection to the school even though they work under the direct supervision of certified staff. Fingerprint results may impact a person's ability to serve as a volunteer. Please visit [dvusd.org//volunteering](http://dvusd.org//volunteering) for more information on volunteering on campus.