



Performing Arts School on Broadway

Student and Parent Handbook

2026-2027 Season

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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?

If your life were a play, What would be the title? Who would be your co-stars? Who would be the mentors on your production team?

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

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Integrity

Passion

Tenacity

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 describing how your beliefs about yourself will impact your future.

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, technicians, musicians, directors, 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

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.

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- 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 communication 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 to you?

Bell Schedules or “Call Time”

Block Schedule	
Period 1/2	8:10 – 9:40
Period 3/4	9:45 – 11:05
Period 5/6	11:10 – 12:30
Lunch	12:35 – 1:05
1:10 – 1:55	Ensemble
Period 7/8	2:00 – 3:20

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Grading Policy and Late Work

PASB reports grades each quarter – four times each year. Quarter grades are calculated using classroom assignments. A majority of assignments are “formative”, ongoing, low-stakes assignments used by teachers to monitor student comprehension during instruction. A smaller portion of graded assignments are “summative” evaluating student learning, skill acquisition, and academic achievement at the end of a defined instructional period, such as a project, unit, grading term. Formative assessments have a lower “weight” in final grading than Summative assessments.

High school grades are reported and posted to transcripts at the end of each quarter. GPA (grade point average) is calculated at the end of each quarter.

Grades at PASB

- Honor student learning
- Build confidence and clarity
- Support fairness and opportunity

Late Work

At PASB, we believe that grades must reflect a student’s **mastery of content and skills**, not just their ability to meet deadlines. Students are to complete all assignments on time. If an assignment is turned in late, students will work with teachers to determine the appropriate response to ensure the work reflects student knowledge.

Late Work Policy Guidelines:

- Late work may be accepted for full or partial credit within a reasonable timeframe, as determined by the teacher and aligned with the instructional goals of the course.
- Students are encouraged to communicate proactively with teachers about any challenges that may impact timely submission of an assignment.
- Teachers may provide structured opportunities for revision or resubmission to support student growth.
- Chronic lateness may be addressed through behavioral interventions or support plans.

High School Grading

All high schools will report student progress using letter grades with the following grade point average (GPA) calculation: Letter Grade GPA Calculation A-4, B-3, C-2, D-1

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Credit Requirements

Mapleton students must earn a total of 22 credits to graduate. For students graduating in the class of 2027 and beyond, these credits must include:

COURSES	CREDITS
English	4
Math	3
Science (<i>2 years Lab Based Science</i>)	4
Social Studies (<i>1 Year History & ½ year of Civics</i>)	3
Foreign Language	1
Fine/Practical Arts	0.5
Health	0.5
Physical Education	0.5
Electives	5.5
Other Requirements	
Capstone (<i>Completed Senior Year</i>)	0.5 (Elective Credit)
Financial Literacy (<i>On-Line Course</i>)	
Community Service	40 hours

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,

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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.
- Regular Math Lab and Lit Lab “run-through” assessments – these assessments check student learning against quarterly priority standards and help teachers adjust instruction for students.
- 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.

How do you respond when you know you have a “big” test or assignment? What do you do to help you be more successful on large assignments?

Learning Tours 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.

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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.

What is one goal you have for your life that your education at school will support? (Internship, college, starting a business, creating non-profit organization, etc...) How can PASB help you prepare for this goal?

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 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.

How do you feel about auditioning and interviewing? Do you enjoy it? Do you get nervous? How might you stretch yourself this year to try something you haven't done before?

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

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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.”

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.

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

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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.

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

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.

What behaviors do you feel are unacceptable at PASB?

PASB Behavior Matrix

Physical Contact	Defiance	Disruption	Inappropriate Language	Disrespect	Property Misuse	Expected Location	Serious Infractions
- Physical fighting - Intentional harm - Repeated harmful behavior (has been previously managed by staff) - Sexual contact	Continuous defiant behavior	- Continuous disruptive behavior - Yelling, screaming at students or staff - Unsafe behavior - Excessive tardiness	- Use of racial slurs or derogatory/hateful speech or inappropriate language towards another individual - Sexual harassment - Continuous use of inappropriate language	- Bullying behaviors - Excessively unkind, rude or offensive behavior	- Significant damage or destroying school property - Theft - Looking at inappropriate content on technology	- Hiding outside of classroom - Refusing to go to expected location - Leaving classroom to unknown location - Leaving school grounds	- Weapons and/or chemicals (drugs/alcohol) - Bullying *Other infractions outlined in the district student handbook.
Office Managed	Teacher Managed	Teacher Managed	Teacher Managed	Teacher Managed	Teacher Managed	Teacher Managed	Teacher Managed
- Play fighting - Messing around - Touching others inappropriately - Public displays of affection	- Refusing to comply - Not following directions - Not completing classwork - Refusing to take responsibility	- Distracting other students - Interrupting lesson - Inappropriate possession of another's materials - Inappropriate use of electronics - Arriving tardy - Not having materials prepared for class	- Name-calling - Use of cuss words in conversation without intention to harm	- Talking back - Unkind, rude or offensive behavior	- Damage of classroom materials - Inappropriate use of classroom materials or school furniture - Using technology incorrectly or for non-academic or hurtful purposes	- Not joining group during transition - Moving around without permission - Refusing to sit in/relocate to assigned seat	
Physical Contact	Defiance	Disruption	Inappropriate Language	Disrespect	Property Misuse	Expected Location	Serious Infractions

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.

Messages XR - 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

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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.

Integrity

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

PASB Code of Conduct

Anti-Bullying Policy

PASB is committed to providing a caring, friendly, and safe environment for every student to work and learn in a relaxed and secure atmosphere. ***Bullying of any kind is unacceptable at PASB. This includes bullying based on race, disability, national identity, sexual identity, gender identity, body type, immigration status, etc.***

If bullying does occur, every student and parent should feel comfortable reporting the incident and knowing that incidents will be dealt with promptly and effectively. Anyone who knows that bullying is happening is expected to report it to a trusted adult.

What Is Bullying?

The Colorado Department of Education defines bullying as, “Any written or verbal expression, or physical or electronic act or gesture, or a pattern that is intended to coerce, intimidate, or cause any physical, mental or emotional harm to any student. Bullying may also be a conscious, willful, and deliberate hostile activity intended to harm and induce fear through the threat of further aggression. Bullying generally involves a real or perceived imbalance of power, with the more hurtful child or group attacking those who are less powerful.”

Additionally, PASB promotes the understanding that: “A person is bullied when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more other persons, and he or she has difficulty defending himself or herself.”

Examples of bullying may include:

- Physical. Physical bullying includes behaviors such as hitting, kicking, spitting, or pushing.

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- Verbal. Verbal bullying can include harmful written or verbal communication such as name calling or threatening another student.
- Relational. The purpose of relational bullying is to harm a student's relationship or social status. This can include behaviors such as spreading rumors or posting embarrassing information online.

Note that cyber-bullying is not included as a separate form of bullying on this list. According to the Colorado Department of Education and the Centers for Disease Control, "cyber-bullying, or electronic bullying, is a location and not a type of bullying." Bullying that occurs online or electronically, however, is still unacceptable and is not tolerated.

Why is it Important to Respond to Bullying?

According to the Centers for Disease Control, "Bullying can result in physical injury, social and emotional distress, self-harm, and even death. It also increases the risk for depression, anxiety, and poor academic achievement. Youth who bully others are at increased risk for substance use and academic problems."

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. At PASB, we prioritize student safety and learning; bullying jeopardizes both. Students who choose to bully others need to learn different ways of behaving. Schools have a responsibility to respond promptly and effectively to issues of bullying.

Objectives of this Policy

- Staff members, students and parents will recognize and understand signs and effects of bullying.
- Students will understand that bullying is not tolerated at PASB
- Staff will know what the school policy is on bullying and follow it when bullying is reported or suspected.
- Students and parents will know what the school policy is on bullying, and what they should do if bullying arises.

Procedures

- Students who are bullied or who witness bullying are asked to report the bullying to both a trusted adult at school and a trusted adult at home.
- Students may also report bullying anonymously via Safe-2-Tell at 1-877-542-7233 or at Safe2Tell.org. Students can also download the Safe2Tell app.

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- Bullying incidents will be recorded by staff on an office Behavior Incident Form and brought to the attention of the administration.
- A designated member of the staff (an assistant director, or director,) will investigate the report, documenting the investigation in writing. Notes from investigations are stored in the main office.
- The staff member investigating the incident(s) may consult with or enlist support from other district personnel, including central administrators, school-based therapists or social-workers, and police.
- If the investigation determines that bullying did occur, school personnel will follow-up with students involved. This follow-up may include appropriate student support and/or disciplinary action.
- Bullying statistics are coded in Infinite Campus and reported to the Colorado Department of Education annually.

Outcomes

1. Consequences and supports for students who are involved in bullying may vary depending on the situation and students involved. In every case, however, parents of students who were bullied and those who acted as a bully will be notified.
2. In extreme bullying incidents, suspension or even expulsion may be considered.
3. After the incident / incidents have been investigated and addressed, each case will be monitored to ensure repeated bullying does not take place.
4. Students who were bullied will be offered counseling and other supports to ensure that they feel safe at school.

Prevention

Students at PASB are taught and expected to follow the four Olweus anti-bullying rules:

1. We will not bully others.
2. We will try to help students who are bullied.
3. We will try to include students who are left out.
4. If we know that somebody is being bullied, we will tell an adult at school and an adult at home.

Staff at PASB will do the following things to prevent bullying and help children feel safe at school:

- Intervene immediately when they witness bullying behavior.
- Take bullying seriously and report it to administration.
- Run regular class meetings to build community and provide students a safe space to talk about bullying and other important issues.

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- Work to develop a classroom culture that is inclusive, safe, and caring for all.
- Model respectful communication and conflict resolution.
- Closely supervise students in all areas of the school.
- Include students and the community at large in developing a supportive culture that does not tolerate bullying.

How do you respond when you see or learn about bullying? What is the best thing we can do at the PASB Nest to prevent bullying and create a positive environment?

Cheating

PASB students are expected to neither give nor receive any unauthorized aid on any academic work. This statement covers many actions. Students cannot:

- Use electronic devices during exams or quizzes without teacher consent.
- Copy someone else's work for any academic assignment;
- Bring or use an unauthorized "cheat sheet", notes, or support materials on a test or quiz;
- Download a paper (or portions of a paper) from an internet site(s) and turn it in as one's own work;
- Give improper credit (citations) in a paper.
- Utilize artificial intelligence programs such as ChatGPT without the consent of the instructor.

The last three examples refer to a form of cheating known as plagiarism. In no way should one pass off another's work, words, or ideas as one's own in any academic work. Students who engage in academic dishonesty should expect serious consequences.

Profanity

At PASB, words matter! Playwrights carefully choose words for their performances and PASB students carefully choose the words they use in our community. Students are expected to use proper language; profanity is not allowed.

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The use of language or gestures that are profane, lewd, vulgar, or abusive are always prohibited. PASB shares a campus with many other students. PASB Hummingbirds are role models of appropriate behavior, which includes appropriate language.

Public Displays of Affection

PASB is an educational institution that focuses on the academic success of all students. Inappropriate public displays of affection are not permissible. Students are encouraged to socialize and interact with one another in a positive way with few distractions. Consequences for public displays of affection will be handled on a case-by-case basis first resulting in contacting a parent/guardian to discuss the circumstances.

Respect for Cultural Diversity

The PASB community includes people from all cultural backgrounds. Students can learn from their peers in matters of language, race, gender, class, religions, disabilities and other cultural traditions. Students are expected to treat everyone with respect.

Respect of Property

Students are expected to respect all property both personal and public throughout the campus. The destruction including but not limited to tagging, graffiti, minor and major destruction of personal or public property is strictly prohibited. This includes technology.

Stealing

Taking anything from another person in or outside PASB is strictly prohibited. One should not borrow or use anything that belongs to another person unless that person has given express permission to do so.

Sexual Harassment

Sexual harassment is a serious issue and can result in severe disciplinary action, including Title IX investigations. Any improper language or behavior that victimizes a member of our community, either directly or indirectly, because of gender or sexual orientation is forbidden. Behaviors such as, but not limited to, indecent exposure; possession of, buying, selling, or distributing obscene or inappropriate materials; or any other inappropriate behavior are strictly prohibited. Such behavior may be grounds for legal action and fines through the civil justice system. The message to students here is simple: Do not use suggestive, rude, or offensive sexual words, gestures, or actions in any way, at any

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time. Public displays of affection; indecent exposure; possession of, buying, selling, or distributing obscene or inappropriate materials; or any other inappropriate behavior are strictly prohibited.

Suspension from School

PASB strives to find appropriate and impactful solutions to student misconduct and misbehavior. PASB reserves the right to determine a suitable consequence for violation of its policies and procedures. This may include in-school suspension or out-of-school suspension. The type of suspension and the number of days in suspension is determined by the administrative team at PASB and is aligned to Mapleton Public School's District Code of Conduct.

Expulsion

Expulsions are reserved for the most serious offenses of PASB's code of conduct. All expulsions are determined by Mapleton Public Schools Superintendent. If your student is recommended for expulsion, PASB will follow this procedure:

- The student will be suspended for five days pending an expulsion hearing.
- A Mapleton Public Schools designee will notify Parent/Guardians and Students in writing when and where the expulsion hearing will take place.
- The expulsion hearing will take place with a hearing officer who will review the case and make a recommendation to Mapleton Public Schools Superintendent.
- The Parent/Guardian and Student will be notified in writing about the result of the expulsion hearing.

Mapleton Public Schools Superintendent determines the length of an expulsion. It can last from 1 to 365 days.

Prohibited Items and Actions - Strictly Enforced

Colorado State Law, as well as school and district policy, state the following items are not permissible on school grounds. If a student is found with any of these items, consequences will incur which may include suspension and/or expulsion from school. Additionally, being under the influence of drugs or alcohol is not permitted and is subject to suspension and/or expulsion from school.

NO Smoking, Smoking Devices, Paraphernalia

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NO Weapons

NO Violence

NO Drugs

NO Alcohol

NO Vaping or E-cigarettes

NO Lewd Behavior

NO Damaging School Property

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

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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
- 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
3. Letter 1 - Three (3) days of unexcused absences
4. Letter 2 - Six (6) days of unexcused absences
5. Letter 3 - Ten (10) days of unexcused absences
6. Attendance Intervention Plan created and signed with student/parent
7. 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

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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.

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 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:

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Cell Phone Policies

Student Phone Policy and Guidelines

Phones are not to be used during school. Every student is assigned a personal **Yondr Pouch**. While the Yondr Pouch is considered school property, it is each student's responsibility to bring their Pouch with them to school every day and keep it in good working condition.

DAILY PROCESS

As students Arrive to PASB, they will:

- Turn their phone off.
- Place their phone inside their Pouch and secure it in front of school staff.
- Store their Pouch in their backpack for the day.

At the end of the day, students will open their pouch, remove their phone and put their pouch in the appropriate storage bin. Students are responsible for grabbing their pouch from the appropriate bin each morning when entering school.

*Students arriving late or leaving early will pouch/unpouch their phones in the main office.

Cell Phone Violations

Pouch Damage / Lost Pouch / Using Phone During School

If a student damages their Pouch or is caught on their phone, Administration will collect the phone/Pouch and call home for a

Parent Pickup AND In-School Suspension, or lunch detention, AND/OR \$30 fee for a replacement Pouch

Examples of damage:

- Deep scratches on the globe and on the green ring around it
- Intentional pen marks on the inside of the Pouch
- Bent pins
- Pin and button not fully recessing, due to pin damage
- Forgotten Pouch

If a student forgets their Pouch, their phone will be collected and Admin will call home to remind the Parent of the policy. The phone will be returned to the student at dismissal.

If a student consistently forgets their Pouch, it is considered Lost. Refer to the Lost Pouch policy above.

Chromebook Use & Responsibility

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Chromebooks are essential learning tools at PASB, and students are expected to use them responsibly and respectfully. Proper use ensures that all students can access digital learning opportunities in a safe and focused environment. Misuse of devices can lead to lost learning time, security risks, and disciplinary consequences. All students are required to follow the Chromebook Policy, which outlines expectations for care, appropriate use, and digital citizenship. Please refer to the Appendix of this handbook for the full Chromebook Policy. By following these guidelines, we create a community of responsible digital learners who are prepared for success both in and out of the classroom.

What is something positive that happens to you when you put down your phone for a period of time?

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 including detention, In-School Suspension, and/or Out of School Suspension) and parent's guardians will be contacted.

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Off-Campus Privileges

Junior and 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.
- 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:

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

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- 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."

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.
1. Tornado drills will be held in the fall and spring of each year. Each room is equipped with a map and instructions.

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2. 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 performing arts?

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.

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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 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 a goal you can make to pursue your passion this year?

Tenacity

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

te·nac·i·ty

| tə'nasədē | 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.

Student-Led Conferences

Three times 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,

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challenges and areas of 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 you “never quit”? What is something you always stick to? What makes you keep trying?

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 that at PASB you can find success in your chosen path and become the leaders who change the world!